

TEACHING HOME SCIENCE
IN
SECONDARY SCHOOLS

by

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FOREWARD

The author, Dr. Rajammal P. Devadas is well known in the field of Home Science. Her academic training and professional opportunities have brought her into contact with a rich variety of experiences in the field of Home Science. She has been a lecturer in Home Science in the Madras and Delhi Universities and Dean of the Faculty of Home Science in the M.S. University of Baroda. For several years, as Chief Home Economist, Ministry of Food and Agriculture, Government of India, she has been responsible for the programme of training gramsevikas in Home Science Extension. She is on the Board of Studies of many Universities and has several publications to her credit. She has directed numerous Seminars and Camps working actively with students and teachers of Home Science. She has also assisted the Ministry of Education in drawing up the Syllabus for the Multipurpose Schools. She is thus eminently qualified to write this book.

In the first two parts of the book, the author has expounded the philosophy of Home Science and its role in education. She has worked out the subject matter of Home Science taken from the Draft Syllabus for Multipurpose Schools prepared by the Ministry of Education, Govt. of India, into integrated units and has analysed each unit in terms of goals, experiences for pupils to attain those goals, and evaluative devices to make sure of the realisation of those goals. The chapter on 'Planning Home Science Activities' will be of great value to teachers who are often puzzled by the lack of facilities and ideas to implement the syllabus. I have no doubt that this book fulfils a real need.

The author has discussed the methods of teaching the subject and has given an exhaustive list of books, equipment and suggestions for strengthening the Home Science Department which would be of great value to teachers. In fact, teachers other than those teaching Home Science, will also find this volume stimulating and helpful, for

(ii)

the author has based her contribution on a thorough understanding of the needs of secondary schools in India and the findings of research on the learning process.

New Delhi
22nd December, 1958.

K. L. Shrimali
Union Minister for Education.

PREFACE

Home Science has been introduced as a subject in more than 200 multi-purpose and secondary schools in the country. The All India Council for Secondary Education has issued, on behalf of the Ministry of Education, Government of India, the Draft Syllabuses for Higher Secondary Schools, in which Home Science occupies an important part. Hundreds of teachers, with a deep understanding of the scope of Home Science and ability to teach it based on the cultural background of our country, are required to implement the syllabus in the subject.

The present publication is intended to aid teachers of Home Science using the Draft Syllabus, (1) in a better understanding of pupils' needs and interests (2) in helping pupils to form desirable habits, to acquire the needed skills, and to get the broad vision necessary to meet satisfactorily the problems they will confront in daily life, as youths today and adults tomorrow and (3) in planning, organising and teaching the Home Science programme. It is based on the courses prescribed for Home Science in the Draft Syllabus. The sequences given in that syllabus have been altered slightly to suit the units outlined, and to vitalise the approaches to the units, some additional items have been included. To help teachers and administrators in their attempts to provide Home Science education in meaningful, useful and attractive ways to pupils within their economic means, some important aspects of Home Science teaching are also discussed. These include such items as: The Philosophy and Purposes of Home Science education; Scope of Home Science in Secondary Education; Successful Teaching of Home Science; and Planning, Organising and Carrying on the Home Science Programme.

The purpose of Home Science education is to bring about fulfilment in personal, family and community living of pupils. To achieve this end, the pupil, the school and the family need to supplement each other and work together to make it possible for pupils to have many and varied experiences. Therefore, emphasis has been

laid throughout, on providing experiences which will enable pupils to have a better understanding of factors essential for happiness in life, and develop ability for achieving it. Activities such as, guiding small children, managing personal and family resources, time and materials ; making the home beautiful, comfortable and safe, and choosing a vocation—all these are aimed towards understanding successful living.

The teacher of Home Science has the responsibility of helping pupils develop not only as individuals, but also as family members. It is, therefore, important that she chooses activities which will help pupils recognise the significant values in happy family living. Happiness is the ultimate goal, and skills, teaching aids, books and other devices are merely tools facilitating its achievement. Since self-development and self-direction are important learning experiences, the teacher must provide pupils with opportunities for making choices and solving problems.

In Home Science, learning cannot be confined to the class-room. It needs to be supplemented with experiences in the home and community and there should be a close correlation between class instruction and its application in the homes. Co-operation of parents in selecting and planning experiences, solving problems and evaluating accomplishments must be enlisted. Home experiences should become an integral part of teaching. The teacher should also seize every opportunity to integrate Home Science instruction with lessons in other subjects, specially Science, Hygiene, Citizenship, Crafts, Fine Arts and Social Studies.

Implementation and teaching of the Home Science programme is a continuous process. Home practices change with technological and economic developments. Learning experiences vary with cultural background of individuals and situations. Therefore, the Home Science teacher must constantly take into account the factors which influence homes in the locality. She needs to remember that programmes are made for pupils, and that all learning experiences are planned to provide them opportunities to grow in the preparation for home life.

Many studies and experiences during the past few years have contributed to my interest in and contacts with pupils studying Home Science in secondary schools. As part of the requirements for the Master of Arts degree in Home Science Education, of the Ohio State University (U.S.A.) in 1949, a thesis, "Proposals for a Four-Year

Teacher Education Programme in Home Economics in India" was submitted after a study of syllabi from several secondary schools in India. I am greatly indebted to Dr. Gladys Branegan Chalkley, former Director, School of Home Economics, Ohio State University, and Dr. Dorothy Scott, Director, School of Home Economics, Ohio State University, for their guidance.

In 1954, as Dean of the Faculty of Home Science, Baroda University, I was requested to suggest a syllabus in Home Science for the high schools in Bombay State. Incorporating that syllabus, an article, "Home Science in Secondary Education" was kindly published by Shri T.K.N. Menon, Dean, Faculty of Education, Baroda University, and Editor, *Journal of Education and Psychology* and sent to all State Departments of Education in the country inviting suggestions. Comments on that syllabus received from several teachers have been helpful in preparing this book.

Outlining the Home Science syllabus for the Institute of Rural Higher Education, Ministry of Education, Government of India, and the One-Year Curriculum for the Training of Gramsevikas in Home Science in the Ministry of Food and Agriculture, Government of India, collaboration with Mrs. B. Tara Bai, Directress, Lady Irwin College, New Delhi in the formulation of the Home Science part of the Draft Syllabuses for Higher Secondary Schools issued by the All India Council for Secondary Education and participation in the curriculum committees in numerous Universities, Colleges and State Departments of Education have helped me immensely in this work.

The experiences derived from the Home Science camps for teachers of Home Science in secondary schools conducted in 1956 and 1957, under the auspices of the Extension Services Department of the Teachers' College of the Sri Ramakrishna Mission Vidyalaya, Coimbatore, with the assistance of Dr. Berenice Mallory, Dr. Dorothy Williams, Dr. Lorna Gassett, Miss Mary Rachel Armstrong (TCM professors in Home Economics from the University of Tennessee) and Mrs. Levice B. Allen, TCM Chief Home Economist, have been utilised in this publication. Selected portions from the Reports of these two Home Science camps have been included in Part V.

During the last three years, most of the suggestions given in this book have been experimented in the Shri Avinashilingam Home Science Multi-purpose High School, Coimbatore. The results of those investigations are the chief sources for the activities listed in this book.

I am grateful to all those who have helped me in this task. My thanks are specially due to : Dr. K. L. Shrimali, Minister for Education for kindly agreeing to write the foreword ; Dr. Punjabrao S. Deshmukh, Minister for Co-operation, Ministry of Food and Agriculture, for kindly permitting me to serve on the various Home Science committees and camps and for his great interest in Home Science education ; Dr. M.S. Randhawa, M.Sc., D.Sc., I.C.S., Vice President, Indian Council of Agricultural Research and Additional Secretary, Ministry of Food and Agriculture, Government of India, for having given me permission to undertake the assignment ; Dr. R.K. Bhan, Deputy Educational Adviser, Ministry of Education Government of India and Secretary, All India Council for Secondary Education, for the opportunity to write this book and the encouragement given; Shri S. Natarajan, Joint Secretary, All India Council for Secondary Education for the assistance and advice extended unstintingly at all times ; to Shri Samuel Durairaj, Evaluation Officer of the Council for the proof-reading and indexing ; the All India Council for Secondary Education for publishing the book; Dr. Berenice Mallory, TCM Professor of Home Science Education, Lady Irwin College, for her critical reading of the manuscript and the constructive suggestions ; Dr. Gopinath Kaul, Headmaster, Municipal Boys' Higher Secondary School, Rouse Avenue, New Delhi, for his assistance in going through the manuscript and suggestions ; Shri T.S. Avinashilingam, Director, Shri Ramakrishna Mission Vidyalaya, Coimbatore and Founder, Shri Avinashilingam Home Science High School and College, for his valuable comments on the manuscript and help given in the school ; and my girls in the Shri Avinashilingam Home Science High School and College for the many insights they gave me into the needs and interests of adolescent girls in modern India.

New Delhi,
17th November, 1958.

RAJAMMAL P. DEVADAS

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PART I

PHILOSOPHY AND PURPOSES OF HOME SCIENCE EDUCATION

CHAPTER I—Philosophy of Home Science Education.

**CHAPTER II—Home Science Educates for Home and Family
Life.**

The philosophy of Home Science education must be in harmony with the cultural background of Indian home life. It should be based on the highest ideals of Indian womanhood, spiritual values in Indian homes, a realistic approach to existing conditions and a desire for community service. For the successful implementation of the Home Science programme in high schools, teachers, pupils, school administrators and parents must understand the philosophy and purposes of Home Science education. In Part I the nature, scope and functions of Home Science education and their implications for home, family and community life are discussed.

CHAPTER I

PHILOSOPHY OF HOME SCIENCE EDUCATION

India is a vast country with an ancient and great civilisation. Like any other country in the world, she has to meet the challenge of times. In the course of the centuries man has progressed in many directions. Science and technology have made great strides and brought within his reach much material wealth, and the pleasures and leisures which accompany it. But it has been found from the beginning of civilisation that, while development of agriculture and industries and the consequent increase of wealth enhanced physical standards of life, lasting happiness depended upon the life in the *home*. Man goes out in the open, works hard, and earns a living for himself and his family. But it is the woman in the home who gives him joy and happiness. Up-bringing of children, inculcation of faith and strength in their minds, looking after the comforts of the husband and relatives and, above all, finding fulfilment in family life, are her special functions.

(The philosophy of Home Science education is the philosophy of the "home and family"). It is the philosophy which has helped man to evolve the institution 'Home', taught him the virtues of affection, courage, sympathy and nobility; developed in him sublime love—love for his family, love for his community, love for his country and love for the entire humanity. It is the philosophy which has brought into existence the best in human thought and work. Through this philosophy 'home' has become the most influential and sweetest of all human institutions and organisations in shaping the destiny of man.

A good home is heaven on earth. In many languages the word 'home' is used synonymous with "family". "How is everything at home?" is a question commonly asked to enquire about the welfare of friends. From time immemorial, man has worked incessantly to build up a home in the particular type he had wanted and dreamt. He fought wars, shed blood, and sacrificed all his dearest possession to protect his home and hearth. He forgets the toil, turmoil, hard

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trouble and tensions of labour and the exhaustions of the day when he enters a happy home.

Home is the world in which the child grows into a man. It is the place where man learns good and bad traits, to work with and respect people, to take care of his family and do his duty to the community. It is the home which transmits cultural values to the society.

The concept of home varies from man to man, country to country, and age to age. For instance, the Indian home is different from the English home, and that of the primitive man from the modern one. Even in the same country the concept of home varies from community to community. The Punjabi home cannot be identified with the Gujarathi home and the Kashmiri home is different from a Bengali home. Nevertheless, there is an astounding unity in the functions of the home in all the countries. As human thought and experience evolved and technological developments advanced, the concept of home has changed, but the continuity of the home and its vital influence on its members have remained unaltered.

The Indian home is the product of its philosophic outlooks. The building and maintaining of a sound home in the best cultural traditions and knowledge is the cardinal principle of this philosophy. Consequently it has moral and spiritual bases along with its physical basis. This philosophy, originating in *ashramas*, has been preached and practised in the homes—each member of the family was expected to pass the four stages of life, in which the *Grahastha Ashram* was the crux of home life.

The "home", in Indian philosophy, is identified with the woman of the house. Home is really another name for woman—the mother and the wife. Womanhood in India has always been placed in an exalted position, in fact, deified. The divine aspect of God, known as *Shakti*, is thought to be the energy, behind God Shiva, and the sustaining power of His Shivahood. In the female aspect of God, it is significant to note that it is the 'Mother' who gives up her life in order to bring new life, who gives birth, who rears, who brings up, who nurses, who takes care of, who loves in spite of faults, and is worshipped as the goddess. A wife who remains a wife without becoming a mother is not recognised as a worthy ideal.

From the ancient times, the scriptures of the world have pointed out the important place women have in shaping human destiny. They

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have expounded with surprising unanimity, the qualities essential for a wife and a mother.

THIRUKURAL, one of the greatest ethical codes written in Tamil about 2,000 years back, which has inspired and given strength to millions of men and women throughout the ages, points out the role of women as :

“If the mistress of the house possesses the qualities of a true life-partner, there is nothing that will be wanted in that house.....

If the woman of the house does not have these qualities, possession of everything else will not be of much avail.....

She is a true life companion, who is equal to the tasks of the householder's and who adjusts herself to the husband's resources.....

It is essential for happiness in family life, that culturally and economically, the wife should fall in line with the family of her adoption.....

Of all her qualities, her purity, chastity and unstinted devotion to her husband, are of the greatest value.....

Such purity is not attained by physical restrictions placed upon her, but by her own conscience, sense of purity and devotion.....

There is no greater blessing or strength in life than such a wife. Such a man will walk erect and with strength.”

‘*VATSYAYANA*,’ the great teacher, writes of the manner of living of a virtuous woman :

“A virtuous woman that hath affection to her husband shall, in all things, act according to his wishes as if he were divine. She shall keep the house well cleansed and arrange flowers of every kind in the different chambers and surround the house with a garden and make the floor smooth and polished..... Above all, she shall venerate the shrine of the household Deities. To the parents of her husband she shall behave as is meet and proper speaking to them softly in few words, being always quiet and respectful without self-will or contradiction. She shall always consider in the kitchen what her husband likes and dislikes and shall seek to please him..... If her husband does wrong, she shall not unduly reproach him, but show him a slight displeasure and rebuke him in words of fondness and affection.”

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MANU, the ancient law-giver, said :

“That country, in which women are respected and educated will indeed prosper”.....

“The mistress of the household should always be of good cheer, be skilful in the discharge of household duties, should keep the utensils and ornaments clean, and should practise economy in spending”.

(“Good wives inspire all virtuous (or righteous) actions.”)

SWAMI VIVEKANANDA said : “But know for certain that absolutely nothing can be done to improve the state of things, unless there is spread of education first among the women and the masses.....” “Religion, arts, science, house-keeping, cooking, sewing, hygiene, the simple essential points in these subjects ought to be taught to our women.....

“.....History and the Puranas, housekeeping and the arts, the duties of home life and the principles that make for the development of an ideal character, have to be taught with the help of modern science.....”

“.....And the female students must be trained up in ethical and spiritual life.....”

“.....It is only in the homes of educated and pious mothers that great men are born.....”

MAHATMA GANDHI wrote : “I believe in the proper education of women. The future of India is with women. Who can make a more effective appeal to the heart than women ?.....”

“Woman is the incarnation of *ahimsa*. *Ahimsa* means infinite love, which again means infinite capacity for suffering. Who, but woman, the mother of man, shows this capacity in the largest measure? Let her transfer that love to the whole humanity, and she will occupy her proud position by the side of man as his mother, maker and silent leader.”

THE HOLY BIBLE described a good woman thus :

“Who can find a virtuous woman ? For her price is far above rubies.....

“The heart of her husband doth safely trust in her, so that he shall have no need of spoil, she will do him good all the days of her life.....

“She worketh willingly with her hands... ”

“She giveth meat to her husband... ”

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“Her candle goeth not by night...

“She stretcheth out her hand to the needy...

“She is not afraid of the snow for her household...for all
her household are clothed with scarlet (kept warm)

“Strength and honour are her clothing...

“She openeth her mouth with wisdom : and in her tongue
is the law of kindness...”

The importance of women's education has been recognised from ancient times though not always practised. In the modern times, however, the urgent need for educating women is not only recognised, but also paid great attention to. Along with the spread of women's education, it is constantly being asked as to what should be the content and pattern of education imparted to women. What knowledge is most needed for women today ? Is education for home necessary ?

The home in the historic past has been a different home than it is today. The joint family system is fast dying out; family life is ever changing; new levels of living and concepts of society are developing. Servants are becoming few. More women are coming for careers outside the home. Under the fast developing economy and industrialisation, the home is being affected in many ways. If women and girls are to meet the demands of modern times, the impacts of expansion of industry and agriculture, of forces against preserving the best old traditions and values, of changing patterns from rural to urban populations, we have to give them an education which will cater to those needs. Home Science education is an attempt to fulfil this need.

Home Science is the application of many sciences and arts towards achieving better, healthier and happier homes. It includes knowledge of basic sciences and arts as well as applied sciences, such as nutrition, food, clothing, child-care, home nursing, home management, and human relationships. Purity in personal life, devotion to the husband and the family and simplicity which have been the glorious attributes of Indian womanhood, are the bed-rock, on which the art of Home Science is built. Abundant life is its goal.

CHAPTER II

HOME SCIENCE EDUCATES FOR HOME AND FAMILY LIFE

(The home provides opportunities for development of desirable attitudes and ideals in its members through sharing of responsibilities, joys, sorrows, successes, failures, income and possession. Under parental guidance, children develop security, a feeling of belonging, assurance that they are needed, courage, integrity and ethical standards. Parents and children together create the "home environment" in which character-building and cultural, spiritual and moral values in life take deep roots.)

The family is a very important influence in the development of personality of children and in the growth and maturity of adults. "Family" means "home". It is the unit of life in a community, it is the economic as well as the moral and spiritual unit. Good homes and good communities are basic to democracy.) Homes also determine the production, distribution and consumption of wealth in a society. It is the throne of man's highest aspirations; seat of great human achievements and the source of spiritual energy. It is the institution which has preserved and transmitted our cultural heritage from generation to generation. It sets standards for individual and group morality. It gives meaning to human dignity and nurtures the intellectual and creative genius of people. Wherever homes have been neglected, communities have disintegrated and decayed.

Home-making and motherhood are the divine functions of the woman. Motherhood is her crowning glory. Tagore defined man as the artisan, and the woman as the artist. On women depend the stability and integrity of all that goes to make "home".

(The home-maker of today, living in a complex society with many different patterns of living, has to assume a wide variety of responsibilities. In the olden days the home-maker's functions were easier, confined to certain skills only—spinning yarn, weaving cloth, preparing food, making butter, tending cattle etc. Practice in performing these

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tasks was acquired through assistance from grandmothers, mothers or other older members of the family. In modern times, the basic needs of the family for cloth, food and house still remain but in a very different form. Today, there is a bewildering variety of clothing fabrics in the market, made of synthetic fibres, unheard of before. Many processed foods are available. Housing colonies create new problems. Various types of soaps and washing powders are being sold. Patterns of living are undergoing changes through factors such as the decreasing number of working hours, change of occupations from farming to industries, men and women working for a career etc.

The modern home is an interdependent rather than independent agency. The home and community share many responsibilities which formerly the home alone assumed. Homes and communities are so dependent upon each other that anyone, trying to make a good home, has to be concerned with making the community better, safer and healthier than before. This necessitates effective co-operation of the home-maker with others in the community. Problems of human relationship are, therefore, different today from those of the past. The home-maker cannot confine her activities to the four walls of a house.

Home Science training should give her the techniques and ability essential for group living and getting on well with others. It should help her to develop a high degree of independence and initiative. She must be able to think through a problem to get proper information and work out solutions for it. She must make decisions which are vital to the welfare of the family.

The home is the foundation for happy living. The greatness of a race is determined by the millions of its homes. Women as home-makers, citizens and workers, are nation-builders and the repositories of our culture. By strengthening home and family life in the midst of rapid changes in modern society, they can make immortal the foundations of our rich heritage of culture and spirituality. Therefore the future of the nation depends on the type of education given to women. If their education means awakening of the civic responsibilities and a broad training in the social, economic and scientific phases of home life, then certainly they will be a strong force in the making of a nation. Let our curriculum and teaching of Home Science in high schools and colleges be such as to inspire and train our girls to discharge properly their great duty to the country.

PART II

HOME SCIENCE IN EDUCATION

CHAPTER III—Home Science as General Education.

CHAPTER IV—Scope of Home Science in Secondary Education.

CHAPTER V—Place of Home Science in the Higher Secondary School Curriculum.

Education at every level in a democratic country has a duty to prepare youth for happy and efficient home and family living. Home Science has, as its primary aim, preparation of pupils to be effective individuals and members of the family. Therefore it is education itself. In Part II, Home Science as general education, its scope in secondary education and place in the Draft Syllabuses issued by the All India Council for Secondary Education are discussed.

CHAPTER III

HOME SCIENCE AS GENERAL EDUCATION

The purpose of education is the full development of all aspects of the individual—physical, emotional, intellectual, aesthetic and spiritual. True education lifts us from the world of the material to a higher world of spiritual values. It gives us a philosophy, which will utilise the knowledge of physical, physiological and biological sciences and social sciences in the development of character.

Education is the process by which an individual grows, develops and becomes increasingly well-adjusted in a changing society. Education provides experiences that enable a person form desirable habits, broaden mental vision, deepen understanding of her status in society and acquire skills to meet and solve problems encountered every day. Mastery of material environment in itself cannot bring happiness. Knowledge is only an instrument to achieve ideals. One may have knowledge, but not judgement; one may have material power, but not spiritual vision; one may have physical strength, but not capacity. Science must help us to acquire moral qualities, discipline, dedication and devotion to truth. The mind of an educated person should be cultured and fearless.

Home Science education is that part of school programme which prepares youth and adults for the greatest of all vocations—home-making. It helps in the development of right values and appreciations. It makes a contribution towards increasing health, happiness and fulfilment in the homes. Home Science education enables pupils to understand the functions of parenthood, responsibilities of family membership and management of one's resources. It helps them to develop a sound philosophy of personal and home living. Science has brought more income, better food, health and nutrition, but there is conflict in understanding people, and fostering sound human relationships. Education for home and family living teaches people how to live happily together. It helps in careful weighing of competing demands and making intelligent selections and decisions

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Home Science is concerned with daily living of people—the foods they eat, the clothes they wear, the homes in which they live, family relationships, health and bringing up of children, the values people cherish, and how they use their resources to achieve happiness. Home Science education involves skills attitudes (both social and emotional), appreciations, and judgement essential for building and maintaining a satisfying home. The quality of home living affects the efficiency of pupils and workers.

The philosophy of Home Science aims at :—

Utilisation of modern science to improve home living ; study of humanities to improve family life ; sound scholarship for intellectual thinking ; research to increase information on facts of life; use of all resources to make home and family life effective parts of the social fabric ; emphasis on the control of material things to realise the higher spiritual blessings ; making natural and social forces useful towards releasing time and energy to make life more beautiful, gracious and worthwhile.

The basic goal of Home Science education is to help pupils in their home living through :

1. *Appreciation of Values such as :*
the importance of maintaining family life for one's happiness and well being ; religion in the home ; order in arrangement of personal belongings and method of work ; the importance of the home-maker to the family and community; art in food, clothing, housing, furnishing, gardening etc., responsibilities of citizenship.
2. *Creation of proper Attitudes such as :—*
interest in daily life of the home and family ; desire to assume responsibilities in the home ; interest in community affairs which influence home and family ; interest in working for a happy family life; desire to become emotionally mature; desire to develop objective points of view; respect and consideration for the rights of others.
3. *Knowledge of Facts such as : -*
what constitutes good health for oneself ; sound habits of hygienic living ; privileges and responsibility of home membership ; how community helps home ; developmental stages of normal growth in children ; approved and acceptable social

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customs ; food as it relates to family welfare and health ; common household textiles and clothing ; housing and its influence on the family.

4. *Judgement in Considerations such as :—*
when to work alone and when with others ; using personal and family resources ; discriminating between the real and the unreal.
5. *Ability to do Household Tasks such as :—*
care for personal routines ; help in daily work in the household ; work independently ; plan, purchase, prepare and serve meals ; preserve food ; entertain graciously ; select garments ; care for clothing ; construct a garment or alter it ; care of household equipment ; get along with small children and adults
6. *Developing Skills in :—*
using household tools ; performing household jobs ; preparing meals ; construction and care of clothing etc.
7. *Formation of Habits such as :*
good personal hygiene ; health practices ; working and living harmoniously with members of group, family, school or society to achieve common goals ; being well groomed ; proper food selection and eating ; carrying through a job ;

Since the above philosophy and goal of Home Science endorse the purposes of general education as well, Home Science makes a significant contribution to the achievement of the objectives of general education, by developing in pupils : (1) individual security, (2) health and well being, and (3) social and emotional integrity.

Pupils can apply Home Science knowledge in three types of situations :—

- i) to solve present problems in one's own personality development, participation in family activities and adjusting to members of the family and the community,
- ii) to lay a foundation on which to build happy homes of the future, and
- iii) to prepare for careers outside the home.

CHAPTER IV

SCOPE OF HOME SCIENCE IN SECONDARY EDUCATION

The goal of the Home Science education in high schools is to help each pupil lead a more satisfying personal, family and community life. It means that, through the study of Home Science, pupils should get knowledge, skills, understandings and appreciation of cultural and spiritual values, which will enable them to live more joyfully and effectively in their families and in their "would-be" homes after marriage.

In Home Science classes in the high school, pupils learn to use their intelligence and ability to enrich their own lives and the lives of others in the family, community, nation and world. They develop qualities needed for responsible citizenship. The co-ordination and correlation of learnings in science, arts, social science and Home Science assist them in finding solutions to home and family problems.

Home-making education in the secondary school attempts to provide pupils guidance and opportunities to grow in social graces, managerial ability, and competence in home-making skills. Planned units and sequences help pupils to assume the management of a home and a family and/or become wage-earners in activities related to the home and also guide them in personal and family relations.

What should be taught in Home Science classes to help pupils develop their personalities and prepare for their future homes? A good Home Science programme should be built around their needs and interests. The major phases of Home Science are (1) Foods, Nutrition and Cookery; (2) Household Management; (3) Textiles, Clothing and Laundry; (4) Health, First Aid and Home Nursing; (5) Child Development and Mother Craft, and (6) Human Relationships. (Figure 1)

SCOPE OF HOME SCIENCE IN SECONDARY SCHOOLS

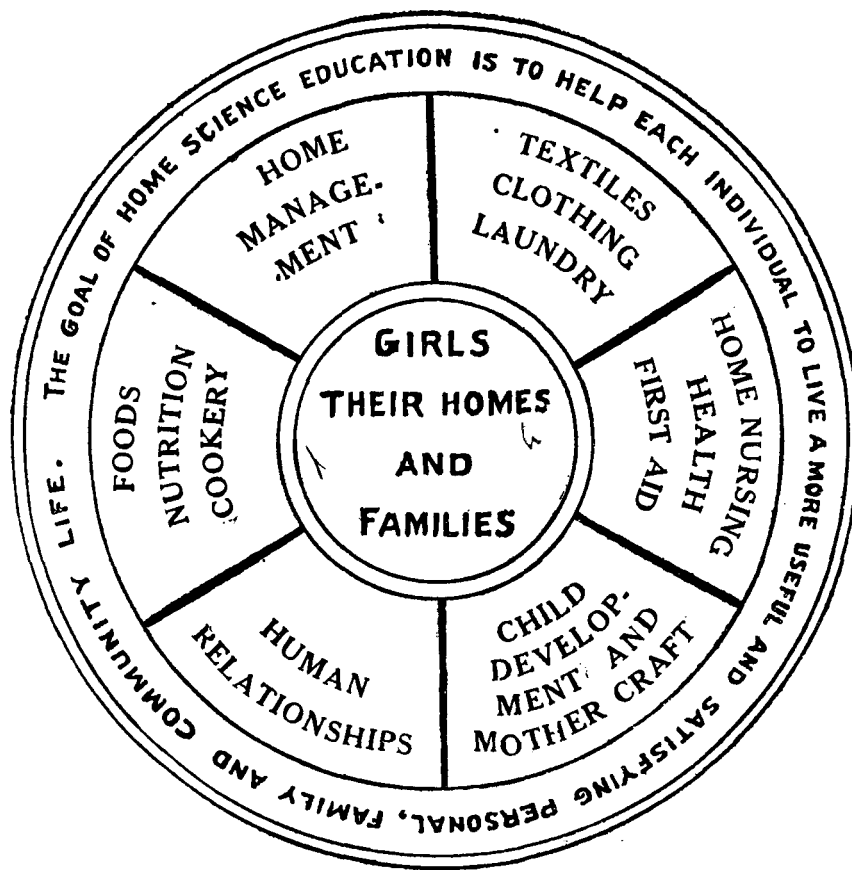


Figure 1

(From the Report of the Home Science Camp, Sri Ramakrishna Mission Vidyalaya, Combatore, 1956.)

SCOPE IN SECONDARY EDUCATION

(i) *Foods, Nutrition and Cookery.*

The main purpose in teaching this area is, for pupils to recognise that nutrition is important for healthy living and that health is essential to success and happiness. The section on Foods and Nutrition includes suggestions for experiences that will help pupils to select, prepare and combine foods in nourishing meals. Through practical activities in the foods class, pupils are taught items such as : the daily food needs of family members, the cost involved in fulfilling them through the available foods in the locality ; planning, purchasing, preparing meals, storing and preserving food ; entertaining friends ; hospitality through food ; and feeding children, the old and sick persons.) Arrangement of the different types of equipment and *chullahs* in the kitchen ; colourful combinations of food ; cooking and serving meals attractively ; and such activities arouse pupils' interest in procuring better diets for themselves and their families. (Cookery classes are popular in high schools because, through them, pupils become aware of the relationships between food, health and personal appearance. They have opportunities to express creatively their talents and appreciate the aesthetic and psychological factors in food.

(ii) *Household Management.*

The major objective of teaching this area is to develop in pupils an appreciation of management in the economical use of time, energy, money and other material goods, as well as the human resources to derive maximum joy in home life. Pupils study space, time, effort and finances available for meeting the demands of family life. *Good management is getting what one wants, with what one has.* It is concerned with all aspects of family life—managing food and time ; spending money wisely ; planning activities to save energy and labour ; catering to the needs of every member of the family ; cleaning ; clothing ; decorating, etc.) Girls get practical experience in learning to care for the house, to select and use utensils, to choose furnishings, to arrange furniture, to decorate the home, to maintain accounts, to budget time and money and to save for the future. Economical work habits, distribution of work among members of the family, use of labour-saving devices and modern equipment, care of family possessions, adjusting to income and making wise choices are stressed.

(iii) *Textiles, Clothing and Laundry.*

The aim of this area is to help pupils recognise the aesthetic, hygienic and economic values of clothing as an asset to personality.

HOME SCIENCE IN EDUCATION

The clothing needs of the family, the money to be spent in meeting those needs, knowledge of fabrics from the standpoint of cost, durability, nature of textile fibres and sewing equipment are taught. Making garments, methods of washing clothes, caring for clothing (alteration, repair and storage) and such experiences are included to give an understanding to pupils about textiles, clothing and laundry.

(iv) Health, First Aid and Home Nursing.

The purpose of teaching this area is to develop the appreciation that maintenance of good health is the key to happiness, and the duty of every educated person. In Home Science classes, girls have opportunities and experiences, to practise the principles of mental health and physical health and improve their health habits. They study how diseases are spread and how a healthy environment prevents diseases, and also care of the sick in the home, feeding the sick, prevention of illness, safeguards to health, hygiene, physiology, community health, home sanitation, personal grooming, and first aid measures. Such knowledge is necessary for every home-maker.

(v) Child Development and Mother Craft.

Through observations on children, the inherent interest of adolescent pupils in children receives fulfilment. This area develops an eagerness in pupils to take care of and to love children. Pupils learn to do things with and for children. They plan activities and experiences for them. They learn to select and tell stories in the nursery or pre-basic schools. They make toys for their younger brothers or sisters. Information on feeding, clothing, and entertaining children are included in this area. Through these experiences, pupils begin to understand stages of child growth and development.

(vi) Human Relationships.

The area of human relationships in Home Science is important because it deals with getting along with people. Good relationship between the members of the family, classmates and friends is essential for healthy growth and happiness. Through active participation in family celebrations, festivals and other important days, good human relationships are fostered. Individual and group recreation, leisure time activities, civic and social responsibilities are included in this area. Democratic procedures adopted in Home Science classes result in greater respect for human personality and appreciation for the worth of each individual.

SCOPE IN SECONDARY EDUCATION

Throughout the Home Science programme, spiritual and moral values should be emphasised. A deep respect for moral standards, (individual and collective) should be developed. The place of religion in the home, ethical standards, sportsmanship, understanding oneself and others, developing loyalties and tolerance, importance of devotion, honesty, trustworthiness, dependability and integrity as essential to successful home and family living must be stressed.

All aspects of Home Science are closely inter-related with each other and with pupils' homes and family problems. For example, providing adequate nutrition for the child is not just a problem of food, but also involves money management, human relationships, health, child development and ethics. In the same way, all family problems involve several or more than one areas of Home Science.

In teaching Home Science in high schools all the above mentioned areas should be divided into connected units spread over the three years of high school. A suggested division is given on the next page.

SUGGESTED UNITS FOR THE HOME SCIENCE PROGRAMME FOR THE
THREE YEARS OF HIGH SCHOOL

Year	Food, Nutrition and Cookery	Household Management	Textiles, Clothing and Laundry	Child Development and Mother Craft	Health, First Aid and Home Nursing	Human Relationships
SPIRITUAL AND MORAL VALUES						
First Year	Learning to cook	Improving our homes	Learning to sew	Children in the home	When there is sickness in the home	You and your friends
		Helping with care of the house		Helping to care for younger children		You and your family
Second Year	Family food	A livable home	Clothing for oneself	Children at play	Keeping the family well	Growing up happily
	Simple family meals	A home to enjoy	Being attractively dressed	Caring for children when sick		Getting along with your families and friends
Third Year	Food for fun and for families	Planning the house	Clothing for the family	Understanding and guiding growing children	Home care of the sick	Looking towards marriage
	Selection and preparation of food Food preservation	Managing the resources	Clothing problems	Living with children		Preparing for marriage Preparing for career

SCOPE IN SECONDARY EDUCATION

THE SCOPE OF THE MAJOR AREAS AND UNITS IN
HOME SCIENCE

Major area of Home Science	Desirable attitudes toward the major area	Social significance of the major area	Knowledge, information and skills involved in the major area
1. Foods, Nutrition and Cookery	Recognition that nutrition is the foundation for health. Desire to use scientific methods in food preparation in order to save nutrients.	Health is an individual and social responsibility. Health of the nation is dependent on individual and community nutrition. Well nourished people contribute greatly to the productivity and happiness of a nation.	Facts about food in relation to health Constituents of food ; Different types of food. What constitutes a good diet—"balanced diets". Facts about the relation of preparation of foods to good nutrition. Methods of cooking. Skills in planning and preparing appetizing and nourishing meals. Feeding people of different age-levels having different incomes. Nutrition in sickness and special conditions. Economy of time in home, school and work.
2. Home Management	Appreciation of thrift, economical use of time, energy and material goods and money values in relation to successful and	Conservation and economical use of goods, energy and time makes a contribution to the economy of the community and nation.	Skill in use of time and labour-saving methods and devices. Distribution of work among members of family.

HOME SCIENCE IN EDUCATION

Major area of Home Science	Desirable attitudes toward the major area	Social sig- nificance of the major area	Knowledge, informa- tion and skills in- volved in the major area
	<p>happy living. Desire to have physical sur- roundings meet aesthetic, eco- nomical and practical stand- ards and result in an atmos- phere conducive to happy living.</p>	<p>Money is a factor in meet- ing social obli- gations and in making social and civic con- tributions.</p>	<p>Information on main- tenance and repair of property ; protection and care of property. Knowledge about money, banking and credit. Planning for saving for the future, investments, insurance etc. Criteria in determining values of goods. Making wise choices. Skills in family budge- ting and book-keeping. Adjusting to income. Facts about relation of national economy to family income. Knowledge of factors which contribute to beauty, convenience and economy in the home. Knowledge of design, art and colour that contribute to home beautification. Knowledge about furni- ture and home furni- shings, their arrange- ment and utilisation. In- formation about house</p>

SCOPE IN SECONDARY EDUCATION

Major area of Home Science	Desirable attitudes toward the major area	Social significance of the major area	Knowledge, information and skills involved in the major area
Textiles, Clothing and Laundry	Appreciation of clothing as an asset to personality. Recognition of the principles involved in care of clothing.	To be neatly dressed is a social obligation. A stitch in time saves nine. Proper care of clothing will result in greater saving.	plans. Ornamental and kitchen gardens. Knowledge of fabrics from the standpoint of cost, durability, washability and use of handling. Facts relating to textile fibres. Skills to construct, repair and alter simple garments. Skills in laundrying. Knowledge of techniques used in preservation and renovation of household furnishings and in care of clothing.
Health, First-Aid and Home Nursing	Recognition that healthful living is essential to success and happiness	Health is an individual and social responsibility. The strength of the nation is dependent on the health of the individual.	Knowledge about safeguards to community health ; medical protection, health education. Facts about control of household pests. Facts related to home sanitation and personal hygiene. Skills in personal grooming. Facts about common diseases. Preventive measures. Skills in first-aid.

HOME SCIENCE IN EDUCATION

Major area of Home Science	Desirable attitudes toward the major area	Social significance of the major area	Knowledge, information and skills involved in the major area
Child Development and Mothercraft	Eagerness to have, to nurture, to protect, to educate and to love children.	The human element is the factor that makes a nation great. Children are the nation's greatest resources.	Skills in taking care of the sick in the home. Knowledge of home safety. Facts about pre-natal care. Facts about infant and mother care. Facts about physical and mental health, medical protection and nutrition of children. Facts about bringing up of children. Skills in planning and preparing foods for children. Facts about characteristics, abilities and interests of children at different age-levels. Facts about environmental factors that influence child behaviour. Facts about individual differences of children. Skills in developing sense of security, belonging and affection in children. Skills in entertaining children. Knowledge about guiding habit forma-

SCOPE IN SECONDARY EDUCATION

Major area of Home Science	Desirable attitudes toward the major area	Social significance of the major area	Knowledge, information and skills involved in the major area
Human relationships	<p>Desire to assume responsibility involved in good family relationships.</p> <p>Appreciation of recreation as an integral and essential part of home living.</p> <p>Desire to contribute to and participate in community activities.</p>	<p>Good family relations are the foundations for good social living.</p> <p>The moral health of a nation is dependent on the self-discipline and the moral standards of the individual.</p> <p>Leisure-time activities are safety-valves in modern society.</p> <p>Democracy is effective in so far as all people participate in community activities.</p>	<p>tion in children, rest, sleep, exercise etc.</p> <p>Knowledge of personality factors in human relationships.</p> <p>Knowledge of economic factors in relation to family living.</p> <p>Fulfilling requirements for satisfactory group-living.</p> <p>Achieving consideration for others.</p> <p>Factors important in happy marriage.</p> <p>Individual differences—age, ability and interests.</p> <p>Criteria for self-analysis and evaluation.</p> <p>Skills involved in various kinds of recreational activity.</p> <p>Information about profitable hobbies which can be carried out in the home.</p> <p>Knowledge of relationship of scientific advancement to increased leisure time.</p> <p>Knowledge about civic responsibilities of the</p>

HOME SCIENCE IN EDUCATION

Major area of Home Science	Desirable attitudes toward the major area	Social significance of the major area	Knowledge, information and skills involved in the major area
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individual in a democratic community.
 Understanding the meaning of citizenship, votes, etc.
 Facts about institutions in the locality which help toward community welfare.
 Knowledge of the moral responsibilities of the individual.
 Knowledge of the rights and privileges that go with these responsibilities.
 Knowledge of the basic laws underlying marriage and family living.

Through all the above six major areas, spiritual and moral values in the home are stressed :

Spiritual and moral values in the home. Recognition of the important place of religious and spiritual values in home living. Deep-seated respect for the moral standards of the individual and of the community.

Understanding the place of religion in the home ; ethical standards ; fair play and sportsmanship. Knowledge of importance of honesty, trustworthiness, affection, devotion, tolerance, integrity, and loyalty in successful home and community living.

SCOPE IN SECONDARY EDUCATION

Home Science education aims at contributing to the growth and development of the pupil. The progress a pupil makes toward desired goals will be reflected by her :

1. Ability to make decision on the basis of clear thinking and judgement :

- a) Can she think through her problems ?
- b) Can she make decisions after seeing all sides of a problem ?
- c) Is she self-reliant ?
- d) Can she work independently in the practical classes ?
etc. etc.

2. Ability and willingness to share responsibilities :—

- a) Does she assume responsibilities willingly in the class, home and community ?
- b) Does she take care of school and family possessions ?
- c) Does she carry through the work entrusted to her ?
etc.

3. Maintenance of physical and mental health :

- a) Is she practising good health habits ?
- b) Are her nails, hair and clothing clean ?
- c) Has she improved the nutritional status of her family through home gardening ?
- d) Is she absent from class frequently due to illness ?
etc.

4. Appreciation of values in family relationship and community living :—

- a) Are her attitudes towards class-mates, relatives and others pleasant ?
- b) Does she like caring for children ?
- c) Can she enjoy social and group activities and participate wholeheartedly in them ?
- d) Does she make others feel at home in her company ?
etc.

5. Desire to work creatively.

- a) Does she make her own clothes ?
- b) Does she appreciate and express beauty in her work, room, clothes and surroundings ?
- c) Has she any hobbies ?
etc.

HOME SCIENCE IN EDUCATION

6. Cultivation of the skills necessary for home-making and earning a living :—

- a) Does she respect dignity of labour ?
- b) Has she acquired skills and abilities necessary for earning a living ?
- c) Does she appreciate self-help ?
- d) Has she the desire to assist in the management of her home ?
etc.

CHAPTER V

PLACE OF HOME SCIENCE IN THE HIGHER SECONDARY SCHOOL CURRICULUM

In 1952, Government of India appointed a Secondary Education Commission to review the position of secondary education in the country and suggest reforms. Their recommendations with regard to girls' education are quoted below :

“There was general agreement, that for girls as well as for boys—education needs to be more closely connected with the home and the community. It should be less bookish in the narrow sense of the word, and more practical, and should explore the possibilities of training the mind through the hands. It should do much more to prepare them for the part they will have to play later as parents and as citizens, i.e., the claims of family life should be considered as important as those of public life. For this reason, it was urged that the teaching of Home Science in girls' schools (and wherever possible, for girls attending boys' schools), should be radically improved, not necessarily with the idea that women's place is restricted to the home, but because it is essential that she should be educated to fulfil her twofold duty to family and society. If greater attention is given to Home Science with special emphasis on practical work of everyday needs and problems it will help to bridge the gulf between the school, and the life of the home and the community, and be a better preparation for a girl's life after school, in which home-making will necessarily play an important part. An educated girl who cannot run her home smoothly and efficiently within her resources, can make no worthwhile contribution to the happiness and the well-being of her family or to raising the social standards in her country” (Report of the Secondary Education Commission—1954. pp. 54-55)

The Government of India invited opinions from various expert bodies, organisations of teachers, and educationists and formulated, “A Plan for Secondary Education” in the light of the recommenda-

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tions of the Secondary Education Commission and the Central Advisory Board of Education. In this new plan, secondary education, which is to be called "higher secondary education", will cover a period of three years, from the age of 14 to 17 and there will be diversification of courses.

The main features of the new plan are :

- (1) Eight years of integrated elementary (basic) education.
This stage will generally cover the period from 6 to 14 years, the last year of this stage may well be used as an exploratory year to find out the aptitude and interest of the pupil ;
- (2) Secondary education for three years from the age of 14 to 17 years leading to higher secondary education ; and
- (3) three years of university education after the higher secondary school, leading to the first degree.

According to this pattern, the existing high schools will have to be converted to higher secondary schools, of the multipurpose type.

Since a very large number of students leaving the secondary schools would not be going on to the university, the purpose of secondary education should be so defined as not only to be an end in itself, but also a preparation for further studies. When it is an end in itself, it must give to every pupil leaving the secondary schools an all-round education enabling her to take her place in society and discharge her duties as a citizen of this great democracy. For this purpose the courses of study recommended* are :

- | | |
|--|-----------------------------------|
| A. Languages | } Core Subjects |
| B. Knowledge Subjects (General Science, Mathematics and Social Studies) | |
| C. Crafts: One Craft to be chosen from Hand-spinning, Weaving, Wood-work, Metal-work, Gardening, Tailoring, Sewing, Clay-modelling, Workshop Practice and Printing Technology. | |
| D. Electives : 1. <i>Humanities</i> : (three subjects to be chosen) | } Optionals (Diversified Courses) |
| a. Classical Language (Sanskrit, Arabic and Persian) | |
| b. History | |
| c. Geography | |
| d. Elements of Economics and Civics | |
| e. Elements of Psychology and Logic | |

*As amended by the All India Council for Secondary Education.

PLACE IN THE HIGHER SECONDARY SCHOOL

- f. Mathematics
 - g. Elements of Home Science
 - h. Music Instrumental
 - i. Music Vocal (Hindustani and Karnatak)
2. *Sciences* : (three subjects to be chosen)
- a. Physics
 - b. Chemistry .
 - c. Biology
 - d. Geography (same as under Group 1)
 - e. Mathematics („ „)
 - f. Elements of Physiology and Hygiene (not to be taken with Biology)
 - g. Elements of Home Science (same as under Group I (g))
3. *Technical* :
- a. Applied Mathematics and Science
 - b. Geometrical and Mechanical Drawing
 - c. One of the following as optional subjects:
 - i. Mechanical and Electrical Engineering
 - ii. Elements of Building Construction ;
 - iii. Radio Engineering.
- (all students of this group should be required to take Workshop Practice under C.)
4. *Commerce* :
- Under this group (a) Elements of Commerce and (b) Commercial Geography including Economics and Civics, are compulsory and one of the following, an optional :—
- i. Book-Keeping.
 - ii. Shorthand and Typewriting
5. *Agriculture*
6. *Fine Arts* :
- It is recommended that under this group
- (a) Appreciation of Art should be compulsory and
 - (b) any two of the following studied as optionals :—
 - i. Drawing and Painting
 - ii. Modelling and Sculpture
 - iii. Music—Instrumental.

Optionals
(Diversi-
fied
Courses.)

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iv. Music—Vocal (Hindustani or Karnatak)

v. Dancing.

vi. Elements of Home Science.

(those taking either of the music subjects are expected to learn the rudiments of the other also.)

Optionals
(Diversified
Courses)

7. Home Science :

This section should be regarded as one composite subject.

The All India Council for Secondary Education appointed by the Government of India, has recommended that pupils at the secondary stage should study three languages.

1. The regional language or the mother tongue or a combination of regional language and mother tongue, or a combination of regional language and a classical language or a combination of the mother tongue and a classical language.
2. Hindi or English
3. Any other Indian or foreign language not included in 1 and 2.

The purpose of introducing Crafts is to give training in practical skills, so that divorce between theory and practice may be avoided and also pupils may have a proper understanding of the life of the people around them, and may not later find it difficult to integrate themselves with the community. It has also the educational advantage that it provides media for creative activities and self-expression, so necessary for broadening the pupils' minds.

The electives under D were designed to provide scope for strengthening the pupils' aptitudes and interests. However, at the secondary school level, there will not be specialisation of subjects. The diversification of courses at the secondary stage has been proposed with the object of giving a new orientation to secondary education which will give a definite vocational bias to the education imparted to boys and girls in the new type of multipurpose schools.

Among the electives, Home Science is given in as many combinations and groups as possible, without compelling girls to take only Home Science in the place of other subjects of their special interest, or denying them opportunities of studying Home Science with other subjects of their interest. Thus an elementary course, "Elements of Home Science" is offered as well as an advanced course under Group 7 of the electives.

PLACE IN THE HIGHER SECONDARY SCHOOL

Pupils opting for Home Science exclusively, take an integrated course which includes : Paper I—House-hold Management, Human Relationships, Textiles, Clothing and Laundry ; Paper II—Food, Nutrition and Cookery ; Paper III—Health, Home Nursing, First-Aid, Child Development and Mother Craft. Three papers in theory carrying 50 marks each, with three corresponding papers in the practical carrying the same number of marks have been prescribed for the examination.

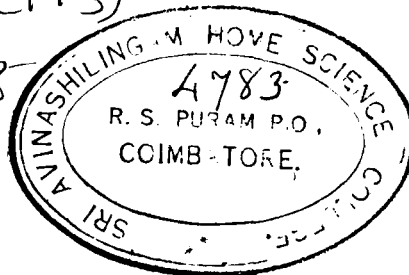
Besides the advanced course, an alternative choice has been offered in the course "Elements of Home Science" in three other groups of diversified courses, viz., Humanities, Science and Fine Arts. It means that those pupils who have a preference for Humanities, Sciences or Fine Arts, can also study Elements of Home Science as part of their diversified course.

The Draft Syllabuses thus give Home Science a very distinctive position as a separate diversified group, as well as part of the courses of study under the groups Humanities, Sciences or Fine Arts. Proper facilities for teaching Home Science must be provided in all multipurpose schools. Under the First Five-Year Plan of the Government of India, provision was made for the introduction of Home Science in 100 out of 1000 multipurpose schools. In the Second Five-Year Plan, a larger number of such courses will be introduced.

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PART III

TEACHING OF HOME SCIENCE

CHAPTER VI—What Makes a Successful Teacher

CHAPTER VII—Understandings Required of the Home Science Teachers

CHAPTER VIII—The Learning Process—Principles of Learning

The success of any programme depends on the teacher. The teacher should have the required educational background and qualifications. She should understand the needs and interests of pupils ; she should have skills and abilities to relate her teaching to their home conditions, and a thorough knowledge of the principles of learning. Part III deals with the factors which contribute to successful teaching.

CHAPTER VI

WHAT MAKES A SUCCESSFUL TEACHER

Teaching is both a science and an art. It is a science in that careful planning of objectives, methods, contents, experiences and evaluation are required of the teacher. It is an art, because the teacher needs fine qualities such as sensitivity to the needs, interests and progress of pupils, sympathetic personal relationship, and skills in working with children and adults. (The teacher should be a large personality, a great soul, characterised by simplicity, sincerity, love, faith in eternal values, and deeply conscious of human relationships.)

The success of any Home Science programme depends upon the teacher. She has the responsibility for recognising needs, introducing new ideas, adapting old customs, encouraging co-operative participation, inspiring action and fostering desirable practices in pupils.

What makes a successful teacher of Home Science? A Bachelor of Science or Arts degree in Home Science and a certificate in Teacher's training is required of all teachers. But certificate alone does not guarantee success. Even experience in home-making, as in the case of married women, does not necessarily make successful teachers. A well-adjusted personality, understanding of and interest in children, rich personal life, physical fitness, social responsibility, social acceptability, practical knowledge of psychology, skills in using teaching techniques and broad scholarship in Home Science are important for success in teaching.

Personality is composed of many factors—physical appearance and fitness, interest in girls and their homes, knowledge of subject matter, participation in school and community activities, being at ease in social situations, sound philosophy of education and in effectiveness teaching.

An impartial, imaginative, vigorous personality with reverence for truth and capacity to be cheerful makes a good teacher. More than in good looks, the personal attractiveness of a teacher lies in physical vigour, enthusiasm, energy, vitality and alertness. A good teacher is

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sociable, appreciative, sympathetic and pleasant. She smiles and comments favourably when working with children. She possesses good speaking voice, keen sense of humour, self-control and earnestness.

A good teacher is a good leader. A leader is one who influences the attitudes and actions of pupils. A leader who releases the creative talents of a group should have respect for other people. She must be sensitive to the moods of the group with whom she works. She must be able to express her ideas clearly and easily. She must be mature. Her energy must be used for purposeful activities. Intelligence and integrity are important in leadership. A successful leader may be inconspicuous, but she must have a feeling of security, independence and social and emotional adjustment. In short, a successful Home Science teacher must

- (a) have broad interests,
- (b) possess sound knowledge of subject matter and breadth and depth of scholarship,
- (c) enjoy good health,
- (d) have a progressive conception of education,
- (e) be enthusiastic about teaching,
- (f) have an inquiring, creative and open-minded attitude,
- (g) express beliefs which she practises in her own life,
- (h) have won the confidence of her pupils, and show confidence in pupils,
- (i) understand needs of pupils and guide them in their immediate problems,
- (j) co-operate with other departments in the school,
- (k) use community facilities in her teaching,
- (l) co-operate with community groups on community projects,
- (m) work happily with parents,
- (n) develop good personal relationships with pupils, other teachers, school administrators, parents and community leaders through social poise, tact and courtesy,
- (o) understand and identify herself with the culture in which she lives and teaches, and possess the ability to help pupils participate effectively in it, and
- (p) use modern techniques in teaching.

There was once a belief that good teachers were born and not made. Personality was also believed to be fixed and could not be

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changed after maturity. However, modern psychological findings show that it is within one's own power to improve personality, if one decides to do so. Traits and personality must be developed by oneself for oneself.

Constant self-analysis is necessary for a teacher to succeed. When she succeeds in one project, she must analyse the reasons for her success. Perhaps her success or difficulty in the projects might have been due to her personal qualities. All are born with certain potentialities, which are developed through the years. Experiences are important in determining the direction of one's development. Strong purpose is instrumental in building up character and personality. If one is a timid person, she cannot become brave overnight, neither will poise and self-confidence grow in one day, but purposeful planning and consistent carrying out, with constant follow-up, will accomplish the improvements desired.

The physical appearance of the teacher is the most obvious, and can be easily improved. We cannot change our height or colour but we can improve our personal bearings, keep the hair well combed, skin clean, wear well-cared-for clothes with good taste and maintain good posture.

The emotional aspects of personality are the most elusive and difficult to recognise in oneself, and the hardest to change. But one can acquire some ability to control them by constant practice of patience, accepting consequences of actions and facing reality. A wholesome personal life gives balance to one's professional life. The teacher's happiness in life depends on the relations she has established with her family, friends, co-workers and pupils. Her success in teaching will have its roots in the emotional security she has in her social relations.

Certain values of life such as harmonious relationships in the family, spirit of tolerance, sacrifice, devotion, loyalty and universal love cannot be taught as subject matter. These qualities can be taught only by the teacher living them herself. Her dynamic example should radiate these values and permeate the whole teaching-learning situation.

|| The effective teacher is one, who sets objectives in terms of changes in behaviour, arranges the teaching process in the light of the objectives, uses many techniques of teaching and evaluation, is aware of the personality of adolescents, helps them in solving their problems,

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shares the planning of units with pupils, makes use of their problems for projects, guides the pupils in the learning process, helps them in acquiring skills and promotes in them reflective thinking. She needs to appreciate the ideals of democracy, cultural aspects, accepted social customs and ways of life in the community. \ \

Given below are some suggestions for successful teaching of Home Science :—

1 Making it Possible for Pupils to Learn

Teachers want their pupils to learn and succeed. Pupils are more likely to learn *if they engage in experiences which are important to them*. Matters of importance to them may not be the ones that an adult thinks are important for them.

Pupils derive their values from the groups with whom they are associated—families, neighbours and peers. The teacher should know the relationship of every pupil to these groups in order to be successful in guiding pupils into fruitful learning experiences.

To give pupils maximum chance to learn, the teacher must start to work with them *where they are* and not where she thinks they should be. Two pupils of the same chronological age, may not be ready for the same experience. For instance, one of them might have never done any work in the home, but the other might have had considerable experience in home activities. Therefore, the teacher cannot give the same experience to both.

The teacher must select learning experiences suited to the individual pupil's abilities, and the situations in which they live and work. If they are to learn, they must be able to succeed in practising the behaviours to the point where they derive satisfactions. Learning is a continuous process. Initial behaviour resulting from an experience may not be perfect in terms of standards. Teachers should realise this and also that a learning experience should be satisfying enough, to encourage the pupils to continue practising them further. For example, if a girl is discouraged at her first attempt at hemming a skirt at school, she may not have the urge to try it again in her home.

Timeliness is important in learning. Experience selected should coincide with the desire to learn, and the natural demands of the pupils in a particular situation. A pupil whose mother is sick, and must assume responsibility for food preparation in the family, needs to learn how to do it then and there, regardless of the position of

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'meal preparation' or 'feeding the sick' in the syllabus. She cannot wait until after two months, when that particular unit will be taken up in the natural sequence.

If a pupil is to learn in a situation which will provide an opportunity to practise the kind of behaviours demanded, the experiences must be *arranged*. For instance, if a pupil is planning to learn how to purchase better food for the family, she must have the experiences of actually purchasing food under the conditions in which her family lives. The teacher must have information about the kind of resources available for practising such a behaviour, the amount of money, size of the family, time for shopping, etc.

The pupil has a better chance to learn when she participates in the *entire experience*. In the instance mentioned above, experiences such as planning what and how to purchase, purchasing, and evaluation of the results constitute the entire experience. Such planning demands close co-operation between the teacher, parent and the pupil. This co-operation is important *in all areas of instruction*. It is essential for teaching Home Science.

2 Providing Experiences in Home Science Teaching

Teachers should be familiar with conditions in the homes and communities of pupils for providing needed experiences. This will result from continuous first-hand contacts with pupils' homes. Instruction should never be limited to the class-room. It should be supplemented and reinforced with real situations in the home and community. Class-room experiences by themselves cannot help pupils identify problems in the home and community. Since the typical school time-table stresses only class-room experiences, the average teacher feels more secure in providing them than in carrying them out of the class-room. Translating into reality the Home Science programme in which, class, home and community experiences are integrated is not an easy job.

3 Relating Experiences of the Home and the Community

In planning units of work, consideration should be given to the selection of activities in terms of specific goals. If the home situation will provide the most appropriate setting for the realisation of a particular objective, then that experience should be planned to aid the pupil in attaining her goal. At the same time, certain related experien-

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ces should be given in the class. Instruction is most effective, when school and home experiences are offered concurrently, rather than separately. It is therefore essential that Home Science teachers maintain contacts with the homes and the community. Definite provision must be made in the Home Science teacher's time-table for this purpose.

Given below are a few questions for the teacher's self-evaluation. (see *Part IV* also)

Self-Checking Questions for a Home Science Teacher

1. Do I understand co-operative planning well enough so that pupils and I together can set up home-making goals ?
2. Can I guide the pupils to help plan experiences which will lead them towards their goals ?
3. Can I guide pupils in evaluating progress toward their goals ?
4. Am I able to help pupils become aware of their problems ?
5. Do pupils have enough confidence in me to ask my help in meeting some of their problems ?
6. Am I able to give them guidance with their problems ?
7. Do I guide pupils in improving the Home Science department through the re-arrangement of furniture, equipment and articles, through higher standards of cleanliness, and through creating a more attractive homelike atmosphere ?
8. Am I acquainted with the total programme of the school and the opportunities for interdepartmental co-operation ?
9. Do my plans include improving the school environment ?
10. Do I seek other teachers' help in the school in developing a better home-making programme ?
11. Does the Home Science department co-operate with other departments in developing their programmes and in building a better school programme ?
12. Do I know my community and respect and uphold its standards ?
13. Do I approach the community to help in developing a better Home Science programme ?
14. Does the home-making department co-operate with the community on projects to which it can make a worthwhile contribution ?
15. Do I really know and can I express what I feel about education ?

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16. Am I confident that my beliefs are sound ?
17. Do I put these beliefs in practice in teaching and in personal living ?
18. Am I willing to try new ideas that are a challenge to me ?
19. Have I made plans for developing broader and richer interests ?
20. Am I carrying out my plans for developing broader and richer interests ?
21. Do I make a real effort to be up-to-date in the subject matter ?
22. Is my physical and mental health a good example to my students ?
23. Do I do all I can to make my personality and appearance attractive to my pupils ?
24. Do I carry out my professional obligations by joining professional organisations and living up to a professional code ?
25. Do I take advantage of all opportunities for the attainment of optimum growth and development ?

CHAPTER VII

UNDERSTANDINGS REQUIRED OF THE HOME SCIENCE TEACHER

Education is a continuous process of growth and development. Every experience in the home, school and community influences that growth. A teacher, responsible for guiding the all-round development of the pupils, must get to know the factors affecting the growth of each child. She should understand the effects on the pupils of the members of the family, their status and relations in the community, the influence of educational and recreational facilities, social customs, religious background and the household practices and economic standards in order to fulfil a teacher's part.

1. (Understanding Pupils)

(A. *Understanding Adolescents as Developing Individuals*)

(Pupils in the secondary school are in the adolescent stage, an important period in the development of an individual.) It covers approximately the years between the ages of 12 and 21. During these years, boys and girls normally make marked progress in their development from dependence to independence, from irresponsibility to responsibility, from interest in their own sex to sociability, and from unco-ordinated purposes towards integrated personality. (Information regarding their development is indispensable to guide them in the selection of goals and experiences. The kind of adjustment a pupil makes to a situation is influenced by the state of her development at that time.)

(Experiences in the school should be related to the developmental problems and interests of the particular age-level of pupils. Teachers should have understanding and insight regarding the tasks which girls face, and which they must accomplish, if they are to be happy and successful in life.) Each pupil is a distinct personality, with background and ability different from other pupils in the class.

The development tasks facing adolescents are described as :

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- i. achieving an appropriate dependence-independence pattern,
- ii. achieving an appropriate giving-receiving pattern of affection,
- iii. adjusting to social groups,
- iv. learning one's sex role,
- v. accepting and adjusting to a changing body,
- vi. managing a changing body and learning new motor patterns,
- vii. learning to understand the physical world,
- viii. developing conceptual patterns,
- ix. selecting and preparing for an occupation,
- x. preparing for marriage and family life, and
- xi. acquiring spiritual and ethical values as guides to behaviour.

Since these tasks have deep interests for adolescents and determine how they feel and act, they can serve as powerful motivating factors for learning Home Science. To the extent the teacher understands the stages of development of each pupil, and acquires a clear concept of the developmental tasks, she will be able to plan and carry out a functional programme for the girls under her responsibility.

The Home Science teacher has many opportunities to help youth with the adjustments demanded by the developmental tasks. Helping pupils in these requires careful planning. It is essential for the teacher, to identify the type of behaviour which her pupil should be helped to develop, and to provide suitable learning experiences which can be carried on in the class-room, home and community toward that task. Throughout this book, there are many illustrations to show the various kinds of experiences which can be provided in Home Science education to help pupils with developmental tasks.

B. Characteristics of Adolescents which have Significance for Teaching Home Science

An understanding of the characteristics of adolescents is fundamental in teaching Home Science at the secondary school level. Adolescent maladjustment and emotional conflicts are caused by external forces, in addition to physiological and sociological causes. Therefore, teachers should seek to discover the needs, interests and problems of young people as bases for planning the curriculum.

Chart I which follows gives the characteristics of young people during three age-levels of development i.e. early adolescence (11-13 years); middle adolescence (13-15 years); and later adolescence (15-17 years). Wide differences exist between the sexes and between the chronological age-groups of the same sex. Also within an

Consider Each Child as an Individual.

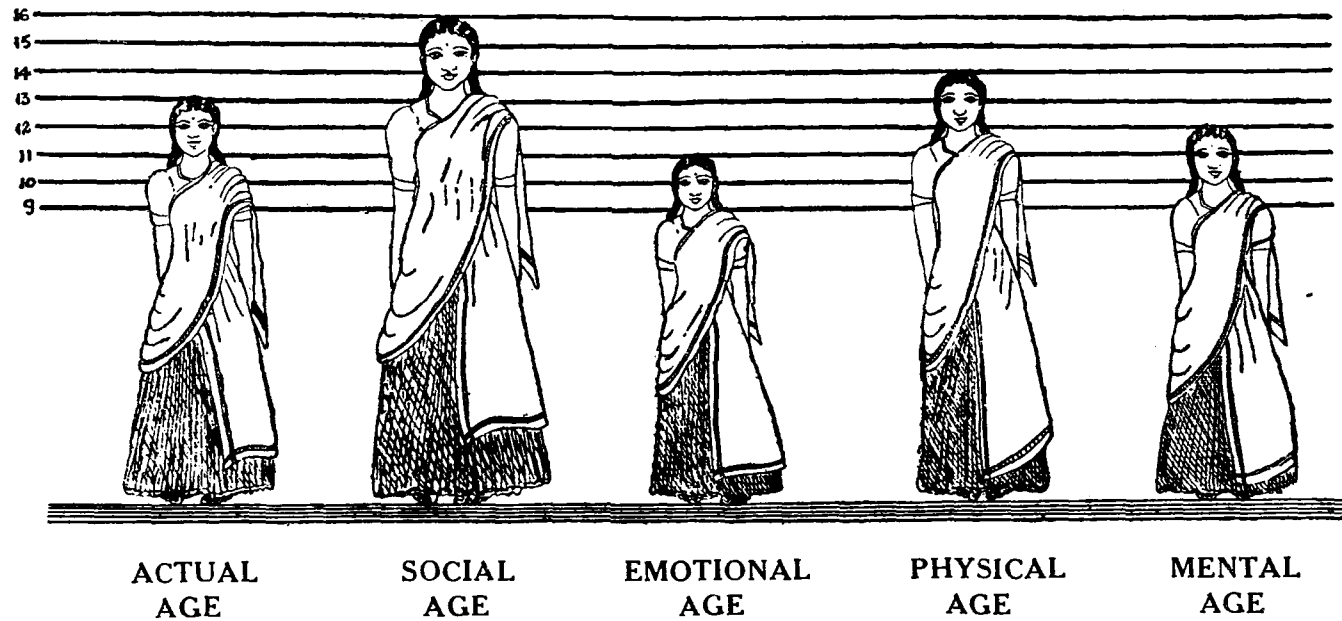


Figure 2

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individual there are different levels of physical, emotional, social and intellectual growth as illustrated by Figure 2.

Patterns of growth are not as simple as the classifications in Chart I indicate. The characteristics of adolescents given in Chart I are those which seem most significant for the Home Science programme. The Home Science teacher, through her understanding of these characteristics, should find many ways in which she can help pupils in their development. For example, at the early adolescent level, children lack motor co-ordination and steadiness. Therefore, they may have difficulty in operating a sewing machine for straight stitching. Hand-sewing at this level may be poor and slow. Thus, when sewing is taught during this age, enjoyment and interest, rather than skill, should be the main outcome.

In middle adolescence, girls are shy and afraid to work alone. Therefore, during this period the Home Science curriculum should be planned to help them learn sociability. At the later adolescent level, girls begin to think of their future—their home, career or higher education. At this time, Home Science can be most purposeful if planned to help them understand the purposes and responsibilities of marriage and motherhood, and the factors important in selecting a career and the considerations towards higher education.

Chart I
Characteristics of Adolescents

Early Adolescence 11 to 13 years	Middle Adolescence 13 to 15 years	Late Adolescence 15 to 17 years.
1. Period of rapid growth and development, Boys make speedy gains in height, weight and strength. Girls experience maximum growth. These often lead to self-consciousness, poor pos-	Awkwardness due to body changes is dis-appearing, and improvement in muscular co-ordination and posture. Differences in size and weight are still concerns.	Both sexes develop nearly mature height and weight and assume adult body proportions. Girls attain adult weight and height earlier than boys.

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Early Adolescence 11 to 13 years.	Middle Adolescence 13 to 15 years.	Late Adolescence 15 to 17 years.
<p>ture, fears, worries and complexes.</p> <p>2. Girls mature more rapidly than boys in sex and motor functions.</p> <p>3. Appetites are large. Over-eating is common.</p> <p>4. Secondary sex characteristics such as change of voice in boys, and widening of hips in girls appear, causing embarrassment.</p> <p>5. Skin disorders slightly cause anxiety.</p> <p>6. Boys and girls show little interest in neatness and cleanliness.</p> <p>7. Both sexes dislike memorization.</p> <p>8. Interest in a group changes to interest in one or two best friends; group feeling is strong but</p>	<p>Boys and girls grow in precision and steadiness</p> <p>Still have large appetites.</p> <p>Self-consciousness due to sexual maturity.</p> <p>Skin disorders continue to cause embarrassment.</p> <p>Physical attractiveness and personal neatness become increasingly important.</p> <p>Girls are more nearly mature than boys.</p> <p>Both sexes try to conform to standards of their own age-groups.</p>	<p>Physical co-ordination and dexterity equal in both boys and girls.</p> <p>Still large appetites, but girls show interest in diet and exercises to reduce weight because of figure and boys as a help to athletics and body building.</p> <p>Further development of secondary sex characteristics.</p> <p>Interest in the other sex continues.</p> <p>Skin eruption continues.</p> <p>Maintaining an attractive appearance has become a routine.</p> <p>Fears and complexes decrease.</p>

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Early Adolescence 11 to 13 years.	Middle Adolescence 13 to 15 years.	Late Adolescence 15 to 17 years.
gradually group interest changes.		
9. Form deep attachments for some child of own age or for an older person.	Girls worry a little more about skin and appearance.	Sensitive to the reactions of parents and periodically accept and reject them.
10. Seek adult status but need security in the family.	Both sexes try for independence from their parents but feel the need for security of understanding adults.	Recognize that they are facing important decisions about education, vocation, marriage etc.
11. Show interest in the opposite sex.	Privileges of adulthood are wanted, but the responsibilities and discipline which go with them are difficult to accomplish.	Eager to become self-sufficient.
12. Interested in doing odd jobs such as washing utensils, taking care of young children.	Group feeling is still strong.	Future careers are planned.
13. Interest in a wide variety of experiences.	Sometimes resist against parental advice about health.	Understanding of socio-economic and political problems at local, national and international levels increases.
14. Curious about the past and interested in the present.	Show increasing concern for their immediate environment.	Interest in specific skills and home-making activities such as meal preparation, child care and home management.
15. Physical co-ordination is not well	May have tendency to be ashamed of	Conflict between family loyalties and

UNDERSTANDINGS REQUIRED OF TEACHER

Early Adolescence 11 to 13 years.	Middle Adolescence 13 to 15 years.	Late Adolescence 15 to 17 years.
developed.	home and parents, if not comparable with what they believe home "should look like".	acceptance in "peer" group.
16. Interest-span is short.	Anxious to make own decisions.	Begin to have close friends.
17. Anxious to develop skills but progress is slow.	Get satisfaction from accomplishments recognised by "peer" groups.	Increasing awareness of the community as it provides jobs and facilities.
18. Are self-conscious.		

C. Basic Personality Needs of Adolescents

Adolescents need help in growing toward a well-adjusted adulthood. Their basic personality needs must be satisfied in order to maintain physical and mental health, and to meet the requirements of society. The basic personality needs may be considered under three heads—physiological, social, and integrative. All these are inter-related and a home-making experience designed to meet one may contribute to others. They are also related to a particular community, its culture, customs and patterns of living.

The teacher must understand adolescents and their requirements in relation to behaviour. She must learn to look beyond the apparent reason for conflicts, and discover the underlying cause, in order to help pupils in solving their problems and meeting their personality needs.

Physiological needs—These include: (1) materials and conditions necessary for physical growth and health (2) balance between activity and rest and (3) appropriate releases of physiological tensions.

Home Science classes offer many opportunities for stressing the fact that good looks, wholesome personality, ability to make friends, are dependent upon factors such as good food habits, regular and adequate elimination, care and taste in the selection of clothing.

As for activity and rest in the growing processes, discovering and accepting one's own rhythm of activity and rest, habits of rest, and physical and emotional health can be easily developed through home-

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making experiences. Pupils can learn that happiness of a family depends upon the members maintaining proper balance between activity and rest, and freedom from tension and worry.

Some of the problems of growing up arise from the lack of understanding the causes of physiological tensions and principles of self-management. Tension may arise from poor food and health habits, clothing problems, lack of proper outlets for activity, growth changes which cause awkwardness and self-consciousness, and ignorance about self-development. In Home Science classes pupils are taught the changes that take place in each individual in the course of normal development. They are particularly helped in accepting their feminine role through classes in child development and family relations. They are encouraged in developing wholesome friendships. Opportunities are provided to practise self-control.

Social needs—Social needs include need for affection, need for belonging and the need to be like others.

A child needs to know that he is loved and wanted. This need is basic throughout life, because each person needs assurance of her own worth as an individual. Units in Home Science such as 'Understanding Oneself and Others' contribute to pupil's growth and to their winning and retaining the love and respect of others. Enjoying young children gives them contacts with them, which in turn, bring satisfaction from children's responses.

Group activities such as meal preparation, discussions and demonstrations give adequate opportunity to fulfil the need for feelings of security and belongingness.

Young girls are eager to conform to the customs of a self-selected group. It is, therefore important that both teachers and parents understand the adolescent's need for likeness to others and help toward that adjustment.

Integrative needs.—The integrative needs are (1) contact with reality (2) harmony with reality (3) satisfactory philosophy of life (4) self-direction (5) a fair balance between success and failure and (6) the attainment of individuality or selfhood.

Children must learn to live a life of reality as opposed to one of imagination. They meet many experiences in family and personal living which can be utilised to promote contacts with reality. Home Science classes should select experiences to teach pupils how to meet and solve problems and evaluate the outcomes. For example, in

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studying the family budget, a girl will discover that her mother is overcautious about spending money; or when cutting a dress, she will realise that she must plan more carefully in advance to avoid waste.

Home Science classes can help pupils learn the important lessons of the need to harmonise themselves with the laws of nature over which they have no control through experiences such as helping children to adjust themselves to unpleasant reality, for instance, rain on a picnic day.

Pupils are helped to learn conditions, conducive to successful family living and guided into sound thinking about the essential values, ethical, cultural and social. They are led to understand specific ways, in which they alone, or with a group, can render service for others.

As children grow, they develop the ability to initiate and regulate their own behaviour i.e., self-direction. Here Home Science instruction serves a valuable function. When a group experiments with food preparation, each member shares in planning the meal, helps determine goals, outlines problems which must be solved, finds solutions and then evaluates success. These activities help to develop self-direction as well as ability to co-operate.

Pupils who are being educated for living a full life, must have experiences balanced between success and failure and get guidance for evaluating both. The Home Science teacher has many an opportunity to help in this direction. She learns to know each pupil well and gives them special encouragement in achieving this balance. She educates them in a democratic way, so that the superior boys and girls do not dominate. Each pupil's progress is analysed separately.

D. Some Typical Concerns of Adolescents :

It is important to recognise that boys and girls are deeply interested in learning about the world, people and their own places in society. These concerns as shown below vary in intensity at different growth levels.

<i>Early Adolescence</i>	<i>Middle Adolescence</i>	<i>Late Adolescence</i>
1. To develop and maintain good health habits.	To develop and maintain good health habits.	To develop and maintain good health habits.
2. To learn to develop friendship with own	To achieve social approval and extend	To accept opportunities to participate

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<i>Early Adolescence</i> age-and sex-group.	<i>Middle Adolescence</i> scope of friendship specially to the other sex.	<i>Late Adolescence</i> in adult activities.
3. To learn how to gain social approval of parents and adults.	To achieve status with own age-group rather than with adults.	To become an accepted member of a group.
4. To develop social techniques and skills necessary to adjust to status in society.	To learn to accept responsibility for own decisions while still requiring adult guidance.	To participate in activities such as pupils' contests, dramatics etc.
5. To learn how to share activities of family and achieve feelings of security.	To learn to understand oneself through developing ability to appraise potentialities and limitations.	To develop worthy family standards.
6. To develop ever widening and deepening interests, appreciations and skills through a variety of creative experiences.	To adjust to changes in the growing process.	To achieve recognition as a grown-up member of the family.
7.	To develop an interest in social and economic life of home, school, nation and the world.	To increase opportunities for solving personal and home problems, thus gaining further independence.
		8. To achieve good personal appearance.
		9. To develop talents for possible vocations.
		10. To understand social, economic and political issues of the day.
		11. To recognise qualities desired in prospective mate.

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2. Understanding Pupils in Relation to Their Home Environment.

The teacher should get a clear idea of the relationships existing between the pupil and her family. The attitude of the pupil towards her family, and her family towards her are important in her studies in school and work at home. Her success or failure will be reflected in her ability or inability to solve her problems. (If a girl is regarded as a "baby" and not permitted to do anything around the house, she may have difficulty in achieving emotional independence.) This may lead to her inability to work independently in the classroom. A pupil who is assigned duties at home but is closely supervised by someone with a conservative outlook may have difficulty in learning new methods. A pupil who had been left to carry heavy responsibility at home may have a resentment towards any activity connected with home-making. (Home visiting in these instances will help the teacher get first-hand information on the nature of these problems.) Planning home-visiting is not easy. Social barriers, crowded school time-table, teaching load, difficulty in transportation, heavy enrolment, and such problems may stand in the way of Home Science teachers accomplishing satisfactory home visiting.

Home Visiting

Classroom experiences must be realistic in terms of home situations in order to change some home practices. Home visits should therefore be integral part of the Home Science education programme.

Much can be learnt about other homes in a community and about the community in general when visiting selected homes. The types of homes, their economic conditions, the surroundings, the entrance, the neighbourhood-all furnish clues to the standards respected and maintained in the community.

Visits to homes help to

- i. secure better understanding of the home conditions,
- ii. become better acquainted with the pupil's family,
- iii. help the pupil in selecting, carrying out and using experiences which will add to her effectiveness as a member of the family,
- iv. secure information which will enable her to provide classroom experiences which are suitable in terms of home conditions,

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- v) get parents' suggestions for implementing the programme,
- vi) work with adult members of the family, and
- vii) get an insight into the pupil's interests in the home.

Home visiting may be supplemented by questionnaires specially designed to secure information about the size of family, size of the home, income etc. Casual conversation helps in understanding relations existing in the family. Meeting parents during shopping, conferences, festivals, temple visits etc., give opportunity for conversation. Getting the parents to visit the school helps in getting acquainted. Inviting parents to participate in planning sessions, in cooking programmes, in panel discussions, and to present demonstrations to the class, help to maintain contacts.

Teachers should also recognise the circumstances which make it unwise to visit the homes of pupils. (When the teacher cannot visit a home she should make an effort to use other methods such as conference with pupils, questionnaires or an informal talk or a meeting place, to gain understanding of the home situation.) She should secure the interest of pupils and parents in having her visit their homes. She should make sure that she is always welcome.

3. Understanding Pupils in Relation to the Community

A good teacher must do more than "teach in the school". She must "work in the community". She must be aware of conditions existing in the community as a whole, as well as in the individual homes, and the relationship of these conditions to the lives of her pupils. An over-all understanding of the community and its families must be the basis for her teaching.)

Finding answers to some of the following questions will help the teacher to know some important facts about the community

What type of people live in the community? How do they live? How do they feel toward education? What group activities do they have? How do they earn and spend their money? What are the conditions of their income and employment? How much time do they have for rest and recreation? What are the problems facing the community which are of particular interest to the home-maker—cost of food, clothing, services etc.? What recreational facilities are available? What are the specific problems facing youth? What organisations exist for solution of community problems? What is the place of religion in the community? What is the position of women in the

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community ?

A teacher can become familiar with the community through home visits, conversations with parents, contacts with advisory committees, working with representative groups, counselling youth, interviewing community members, working with youth, and their families, surveys, study of census data, through the Social Studies teacher and others, newspaper reports, community records, research findings and active participation in school and community group activities. Membership of parent-teacher associations, women's organisations and youth community clubs will help the teacher to identify herself with the community. Through all these she can gain understanding of certain existing conditions and put forth efforts to make constructive contributions to the solution of some of them through her teaching.

The Home Science teacher should be familiar with the total environment of her pupils through first-hand contacts with the homes and community. She must be sensitive to the changes taking place in the community affecting living conditions of families—transportation, industrial expansion, agricultural development, scientific discoveries, community development or N.E.S. blocks, political conditions, international contacts etc. Communities, like individuals, differ in many ways—population, industries, occupation, standards of living are not all alike. Among these characteristics, items of importance for home and family living and their implications for home-making education should be determined. Some such socio-economic considerations and their implications are given below.

Social and Economic Considerations	Implications for Home Science Teaching
<p>A. Types of families :</p> <p>Single family consisting of husband, wife, children, and relatives. Number of children, relatives, servants living with the family vary.</p> <p>Joint families : Many families live together in the same home and share common household</p>	<ol style="list-style-type: none"> 1. Learn to recognise many types of family patterns in the community. 2. Guide pupils to appreciate problems arising out of these various family patterns. 3. Study the effects of practices of joint family system on the pupil.

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- responsibilities.
Families where husband and wife work outside the home.
Families with just husband and wife only.
- B. Home production :
In the early days, all the village homes produced all the essentials needed for the home. Now much of the production takes place outside the home.
- C. Home consumption :
Family income and purchasing power influence consumer demands. During the last few years incomes and cost of living have increased. Many taxes have been introduced.
- D. Expenditure of money :
Factors affecting family expenditures are (a) income (b) savings (c) scarcity or surplus of goods (d) rise or fall in prices of commodities.
- E. Family savings and income :
Higher prices, social and economic conditions, reduced savings.
4. Consider adjustments necessary in household management where both husband and wife work outside the home.
 1. Recognize changes in production which have taken place along with changes in social and economic conditions.
 2. Establish standards by which quality of production can be evaluated.
 1. Understand factors affecting purchasing powers of families.
 2. Study different kinds of taxes and how they affect family income.
 1. Distinguish causes of spending patterns, different families and their effects on living standards.
 2. Establish standards, when to buy and when not to buy.
 3. Consider when adjustments in budget are required e.g. greater expenditure on one item because of sudden shortages and emergencies.
 4. Study the spending patterns of different types of families.
 5. Study differences in expenditure between a new family and an established family.
 1. Study family income and the factors affecting it.
 2. Introduce wise and continuous saving practices.

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3. Study lower and higher income groups.
4. Consider various saving plans.
- F. Population trends :
British rates vary greatly. A rise in population increases needs for housing and other facilities. Shifting of population from rural to urban area creates some problems.
Conquest of disease results in extended life and in increased number of old people.
Family planning is required to control population.
1. Study the population trends and consider problems of smaller and larger families.
2. Study special needs of old people.
3. Study people's reaction towards planned parenthood.
- G. Housing trends :
Housing conditions vary in different communities.
1. Plan to adjust requirements of all family members in a small house.
2. Recognising importance of care of house and its maintenance.

4. Pupil's Interests—An Important Factor in Planning Experiences

The reasons for girls taking Home Science are many—interest in preparing for marriage, interest in a specific area of Home Science, because the school requires it, because parents urge them to take it and because it was the only subject available at the time of admission. Teachers must know the reasons why pupils take Home Science. They must find out what are the girls' interests, motives etc. Some pupils, not particularly interested in Home Science, may aspire to success in career or business. They may dislike doing household tasks and avoid them. Such girls deserve special attention. What factors in their home environment are responsible for their attitudes ?

Generally pupils dislike household cleaning activities and routine tasks—washing utensils, sweeping the house etc. A girl who hates washing utensils in her house, may be interested in a home experience which will reduce the time required for washing and also improve the equipment and methods used. Teachers of Home Science should bear in mind such particular interests of pupils.

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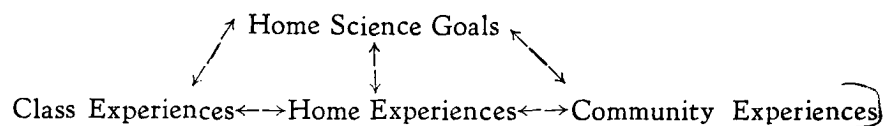
To be effective, the Home Science courses should provide for the type of experiences needed by the pupils, at the time needed, and under the circumstances best suited to their abilities. For example, Sita outlines as one of her objectives for the year, "learning to choose colour combinations in my dress"; Radha lists, "to learn how to plan and prepare meals for my family"; and Kamala states, "to serve as an effective member of the Home Science Club". The teacher should plan activities to enable Sita, Radha, Kamala and others attain their respective goals.

With pupils' participation, home experiences should be planned in terms of the objectives to supplement activities within the school. The traditional way has been to teach a portion of the syllabus and then assign a series of home projects. Each pupil is expected to complete a minimum number of practicals in the class, and projects in the home, during the school year. Sometimes home projects precede classroom experiences making learning less meaningful. All experiences should be provided in a logical sequence, related to each other. Pupils and parents must see the entire programme as a complete whole, and not as fragments. In planning the programme of work for the year, classroom, home and community experiences suited to the learning situation and objectives should be included.

5. Interesting Pupils in Home and Community Experiences

Interest in home and community experiences will likely be created more effectively through presenting home experiences as an integral part of the Home Science programme and allowing pupils to choose, carry out and evaluate those experiences. Pupils must be able to say, "We can do this at school; we can do that better at home or in the community."

The following diagram shows the inter-relationships between learning experiences that are carried out in the classroom, home and the community.



How learning experiences can be provided in the class, home and community in terms of the goal set is illustrated in the following examples:

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<i>Goal</i>	<i>Possible Learning Experiences</i>	<i>Situation in which the Learning Experience can be provided</i>
1. To learn to choose colour combination for use in my dress (Sita).	Prepare a chart of matching colour combinations.	Classroom
	Compare different colour combinations of skirts and blouses.	Community-Shop
	Observe colour combinations in clothes worn by girls of the same age.	Classroom & School
	Choose pleasant colour combinations for yourself.	Home
2. To learn how to plan and prepare a series of meals for my family (Radha).	Understanding of the basic groups of foods essential for an adequate diet.	Classroom
	Study of nutritive values of different types of foods.	Classroom ; Community—Field-trip
	Planning of adequate meals.	Classroom
	Selection of foods for meals.	Community—Shop
	Preparation of meals.	Classroom & Home
3. To serve as an effective member of the Home Science Club (Kamala).	Understanding of factors essential in group work.	Classroom discussion
	Observation of how girls' clubs function.	Community—School
	Participation as a member of the school club.	Home—School

Pupils should be permitted to select projects related to their particular needs, although the selected projects may not fulfil the

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order laid down in the syllabus. For example, Leela's mother may want her to help her in re-arranging her kitchen. According to the teacher, "kitchen arrangement" may come much later in the programme. But she must be helped to decide with her mother how they can make the kitchen more comfortable to work, and attractive within their limited means. They must learn the ways of arranging the utensils, the condiments and the cooking place. They also need to learn how to clean the floors and windows and the shelves. Leela can help her by getting the information and directions needed for each of these tasks from her teacher. Then together they can select the materials and complete the project. Leela can report her experiences to the class and thus share her learning with others. This project can help Leela by giving her useful information and new skills, and in establishing her independence, working co-operatively with her mother, and adjusting to changed practices in the kitchen.

Caring for young children in the home, planning special diet for a diabetic father, helping to reduce family expenses by making one's own clothes, are all among the possibilities where a series of class and home experiences can be provided to make learning meaningful and effective. Opportunities can also be provided for projects with school groups, and organisations such as ladies' clubs, Girl Guides, Red Cross etc.

\ Parents and pupils must be helped to realise that learning is not confined to the classroom but is a continuous process, that in order to be an efficient home maker, one needs to develop a high degree of self-direction and that selecting, planning and evaluating one's experiences helps to develop self-direction.

The teacher should give full encouragement for continuous consideration of suggestions, problems, concerns and interests of pupils. One period a week must be set aside for discussion of home experiences.

As pupils and parents grow in their understanding of ways in which classroom, home and community experiences can help them with their problems and learnings, their appreciation of the programme will be widened.

6. Guiding Pupils in Selecting, Conducting and Evaluating Classroom, Home and Community Experiences.

\ (Guiding pupils in selecting and conducting home and community experiences is more difficult than guiding them in classroom experi-

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ences. In the home and the community the pupil must work independently because the teacher is not there to help her at every step. For this reason the experience is important because it will develop independence of thought and action. The teacher must give a plan to guide the pupil in her thinking through the problems and summarising the difficulties met. The plan must outline the steps to be carried out, the learnings which should result from each step, the type of report to be given at the end of the project and methods of evaluation of the experience in terms of the desired outcomes for which the experience was planned. Sometimes pupils enjoy working on home experiences, but do not like to plan or report. How can the teacher help them?

(Pupils must be associated with the planning of a project. When pupils are accustomed to taking down notes dictated step by step, there will be difficulty in participating easily in the planning of out-of-class experiences. Therefore they must be given increasing responsibility for class room planning. Through such participation the pupil must become aware of her connection with the objectives of the class, and see how other experiences carried out in the home or community contribute to the same objective.)

Ability to plan wisely is of fundamental importance to any one who wants to be a successful home-maker. The home-maker must identify problems, plan solutions, try them out and decide upon their effectiveness. The skills necessary for such functioning are given by the experiences.

7. Co-ordination between School, Home and Community Experiences

(*Classroom Experience*—Every school, home and community activity contributes to growth and development. Classroom experience is just one factor which contributes to learning. Teachers of Home Science should select experiences which may apply to pupils' individual problems. They should help pupils in interpreting the experiences in terms of future needs.

Home Experience—Since home is the setting for home-making activities, it is important that pupils relate school learnings with home experiences. Home experiences, when related to classroom instruction, help pupils solve some problems and extend learnings from the school to the home.)

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Characteristics of a good Home Experience

The experience should be :

1. directly related to a problem of the pupil,
2. adjusted to the ability and previous experience of the pupil,
3. based on the concerns and interests of youth,
4. planned co-operatively by the pupil, teacher and parents,
5. outlined with the objectives stated in terms of desired changes in behaviour within the limitation of the situation,
6. designed to stimulate sympathy, understanding and abilities needed by the pupil,
7. difficult enough to challenge the pupil, but not too difficult,
8. planned to have evaluation as an integral part of it for checking progress,
9. such that the ways in which the pupil demonstrates ability to plan, carry out plans and evaluate her learning in terms of objectives are emphasised,
10. valuable for new learnings and development of skills in thinking and doing,
11. systematically reported,
12. enjoyable to pupils,
13. able to contribute to the happiness of the pupil and her family, and
14. supervised by the teacher working with the family members.

(Community Experiences—The community offers opportunities for rich and varied learning experiences. Pupils should be encouraged to recognize and use them. Community activities include : aiding local charity homes', sending gifts to orphans, participating in Red Cross programmes and nursery schools, arranging exhibits and demonstrations, visiting homes, visting industrial plants, bazars, housing colonies etc.)

Home Science pupils can participate in club activities in the schools such as those of Science club, Home Science club, Music club etc. If there is a canteen, or food service, they can study the food needs, plan menu and understand food habits of the community. Home Science pupils can have influence over other pupils in helping them select meals, overcome dislikes in foods, arrange exhibits etc.

UNDERSTANDINGS REQUIRED OF TEACHER

During holidays pupils must be encouraged to participate in community activities.

8. Evaluating Class, Home and Community Experiences

Evaluation is concerned with the extent and kind of change taking place in behaviour with regard to specific objectives. It should be a continuous, co-operative process. Frequently the end results are judged without reference to the beginning or the process, as in the "final examination". The end results may be excellent, but in some instances the methods used may be improper.

Evaluation in home experience begins with the selection of the experience and continues through its completion. All the persons concerned with that experience have some part in its evaluation—pupil, teacher, parents, members of the family and community. The pupil, teacher, parents and others concerned select the objectives in relation to the needs and interests of the pupil. They also decide on the types of evidences which should be recognised in assessing the amount of progress made.

The first step in evaluation is stating clearly the reasons for undertaking a project, i.e, the objectives or the goals. Then criteria or standards for good planning and reporting need to be established. Finally, suggestions for improving the techniques and achieving the goals should be given.

Gaining full understanding of the community and pupils is a long and arduous process. In the following pages, a Survey Form to study the community, an Outline for the Study of a School Girl, and a Check-List of housing facilities and home activities are given.

The Survey form given below can help in collecting some basic facts about the community—information on facilities and services available, transportation, income levels etc. It can serve as a helpful device in understanding the community from which the pupils come.

I—SURVEY OF THE COMMUNITY

1. Name of place..... District.....
2. Population
3. Medical and Health Services available :—

Hospitals	
Clinics	Nurses
Health Centres	Dentists
Doctors	Others

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4. Organisations in the Community :

Mothers' club	
Ladies' club	Bharat Sevak Samaj
Girl Guides	Social Welfare
Red Cross	Others

5. List of Religious Activities and Centres in the Community :

6. Educational Opportunities in the Community :

Nursery school	College
Kindergarten	Library
Basic school	Radio
Night school	Information centre
Elementary school	Extension centre
High school	Others

7. Facilities in the Community for Recreation :

Cinema	
Park	Swimming pool
Museum	Stadium
Exhibition	Others

8. Transportation Facilities in the Community :

Airways	
Bus	Cycle rickshaw
Train	Jutka (Tonga)
Taxi	Others

9. Public Utilities in the Community :

Housing	Garbage disposal
Water supply	Sewage disposal
Electricity	Others

10. Public Services in the Community :

Banks	Block development office
Post office	Police station
Registration office	Fire brigade
Telegraph office	Public Trunk call office
Revenue office	Others

11. Shopping Facilities in the Community :

Bazaars	
Co-operative stores	Large stores
Fairs	Small stores
Shandies	Hawkers
Weekly markets	Others

12. Sources of Income for the Community :

Farming	
Business	Professions such as teaching, law etc.
Work in mills and industries	Others

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A detailed and systematic study of individual high school girls will give much valuable information to the teacher for understanding the pupils, their background and attitude and household practices. Given below is a Survey Form for the study of a high school girl.

II—OUTLINE FOR THE STUDY OF A SINGLE HIGH SCHOOL GIRL.

1. My name.....My address.....

2. My school :.....

Working hours in my school	Badminton
Distance from my home to the school	Basket ball
Facilities for games in my school	Ring tennis
	Table tennis
	Others

I go to school by :—

Walking	Car/Bus
Bicycling	School bus
Bullock cart	Train
Tonga (Jutka)	

For lunch :

I go home	I take lunch to school with me
The school provides lunch	I do not eat anything

(2) (a) My lessons

My class subjects are :

The subjects in which practicals are arranged is :

The lessons I like best are :

The practical work I like best in the school is :

The lessons I do not like are :

My reasons for not liking the lessons are :

- | | |
|----------------------------|--|
| (i) They are hard | (v) I cannot practise in my home
what is learnt in the school |
| (ii) I cannot understand | (vi) I do not like the group with
which I am to work |
| (iii) Not interesting | (vii) Others |
| (iv) Nothing new is taught | |

3. My home and my family :

Name of my father/guardian :

Address of my father/guardian :

Occupation of my father/guardian :

Name of my mother :

My mother works as :

Our family is single/joint

I have.....brothers and.....sisters

I am the youngest/eldest/.....in my family

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My relatives living with us are :—

- | | |
|------|-------|
| (i) | (iii) |
| (ii) | (iv) |

4. About myself :

(i) Physical :

My age.....	My weight		
My class.....	My height.....		
Games I play :			
I sleep for.....hours per day	Condition of my skin.....		
I have the following health problems:	Condition of my posture.....		
a	c		
b	d		
I have had the following illness and accidents in the past :			
a	b	c	d

(ii) My food habits :

I am a vegetarian/non-vegetarian

My main meals during the day are :

a	at	o'clock
b	at	o'clock
c	at	o'clock

I eat between meals : yes/no. If yes, list the foods and times :

The foods I like are :

When given foods

I dislike,

I do not touch them

I throw them away

I forcefully eat them

I try to like them

(iii) My financial position ;

The income of my father/guardian is.....Rupees

I receive scholarship/.....freeship.....yes/no

I earn money.....yes/no

(iv) My interest outside the school ;

I choose my own friends.....	I go to movies..	times a week/	
yes/no	month		
I have ,	I am interested in the following types		
friends	of music :		
I belong to the following clubs:-	a		
a	b		
b	c		
c			
My hobbies are ;	a	b	c
I spend.....hours <u>per day</u> at my hobby			
	<u>per week</u>		

UNDERSTANDINGS REQUIRED OF TEACHER

On holidays, I :

visit my relatives. read books.
visit other places. others.

On long vacations, I go to : a b c

The books I enjoy most are :

Novels—detectives—short stories—poetry—drama—biographies—
adventure—history—science—comics—essays—film reviews—women's
magazines.

I like to read in English or.....language.

My favourite topics of conversation with my friends are :

a b c

I attend bhajans, temples, church, others

(v) My plans for the future :

After finishing high school my plans are :

to go to college..... to stay home.....
to marry..... others
to work..... no plans.....

I want to go to college, because :

I want to work because :

The type of work I want to do :

(vi) Sharing Responsibilities in the Home :

I have responsibilities in my home for

cooking..... cleaning home.....
washing clothes..... grinding.....
caring for children..... others.....
entertaining guests..... a
shopping..... b
cleaning utensils..... c

I like helping in the house.....yes/no

The activity I like best in the house is.....

I try to improve appearance and household practices in my house because
of what I have studied in Home Science classes.....yes/no

I select my own clothes.....yes/no

I clean my own room.....yes/no

I get pocket money Rs.....per month.....per week.....

I spend my pocket money in.....

(vii) My relations with my parents :

I take my problems to :

My father.....My mother.....Both.....Others.....

My parents discuss family matters with me.....yes/no

The things I do together with my family are :

a.
b.
c.

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The list of questions is long, but the answers will come only over a long period of time, as the teacher observes, talks and works with pupils in classes, participates in their social activities, and visits their homes.

In addition to the information gathered about the community and individual pupils, a "Check List of Housing Facilities and Home Activities" will be helpful to the teacher for getting a knowledge of home conditions. Such an understanding is essential for modifying teaching to meet better the needs and interests of pupils and for providing experiences, which will simulate more nearly home conditions. Replies furnished by pupils by filling the check list given below will show their housing conditions, the tasks which are entrusted to the pupils in their homes, how they are being done and which of them are being enjoyed.

III—CHECK LIST OF HOUSING FACILITIES AND HOME ACTIVITIES.

1. *Housing Facilities :*

My house is rented.....owned.....flat type.....large.....
small... ..electrified.....

My house has.....room.....a kitchen garden.....
a separate prayer room..... a separate kitchen and store room.....
a separate room for methe following furniture :

My house has separate beddings for all the members.....
The type of furnishings used in my house are ;

2. *Household appliances in my house ;*

Smokeless chulah.....Kerosene stove.....
Electric oven.....Gas oven.....
Steam cookerPressure cooker.....
Baking oven... ..Sewing machine.....
Ice box.....Refrigerator.....
Radio.....Electric iron.....
Charcoal iron.....Food mixer... ..
Food grinder.....Grinding stone.....
others :

3. *Fuel used in my house :*

Fire wood.....coal.....charcoal.....
kerosene.....gas.....electricity.....Others

4. *Servants in my house*

We have servants for :
house work..... cooking..... washing clothes.....
sweeping the home.....cleaning the latrines.....others.
We have.....servants in our house.

UNDERSTANDINGS REQUIRED OF TEACHER

5. *Food preparation activities in my house :*

The typical meal patterns are :

Breakfast :

Time..... o' clock

Items :

- a.
- b.
- c.

Tea :

Time.....o' clock

Items :

- a.
- b.
- c.

Lunch :

Time.....o' clock

Items :

- a.
- b.
- c.

Dinner :

Time.....o' clock

Items :

- a.
- b.
- c.
- d.
- e.

We eat our meals :—

together.....separately.....in the kitchen.....in the dining room.....in the verandah.....

Meals are served in my home :

On tables... on the floor..... on wooden planks.....

We eat on :—

thalis..... china plates..... banana leaves.....others

We eat with our fingers.....yes/no

We use spoons and forks for eating.....yes/no

The beverage for children in our home is :

milk..... coffee.....tea.....cocoa.....

ovaltine.....fruit juice.....water.....

The wheat preparations commonly used in my family are :

- a.
- b.
- c.
- d.
- e.
- f.

The rice preparations commonly used in my family are :

- a.
- b.
- c.
- d.
- e.
- f.

The preparations made with *dalls* and grams are :

- a.
- b.
- c.
- d.
- e.

The vegetable preparations commonly used in our home are:

We use sweet preparations :

daily in our diet.....weekly.....only on occasions..

The sweet preparations used are :

- a.
- b.
- c.
- d.

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We use fruits :—

daily.....weekly.....occasionally.....never.....

We use fruits as : whole.....salad.....jelly..cooked.....otherwise :

The pickles prepared in our home are :

a. b. c. d. e.

We use raw vegetables in our diet as :

a. b. c. d.

We use baked foods in our diet such as :

a. b. c. d. e.

Baking is done in our home by :

I have planned, prepared and served the following dishes in my home :—

a. b. c. d. e.

I have planned, prepared and served the following meals for my home :

a. b. c. d. e.

I have helped my family in entertaining guests at :

a. b. c.

6. *Activities in the areas of clothing in my family :*

Clothing purchases for my family are made :

every week.....every month.....every three months.....
on festivals.....once a year.....on other occasions

Types of clothing purchased are :—

for every day wear (cotton, silk, etc).....for special functions.....
for girls.....for boys.....others.....

The clothing purchases are made by :

my father.....my mother.....both.....both and children.. ..others.. ..

The amount of money spent in my family for a year on clothing is Rs.....
per member.

Our clothes are washed by :

ourselves.....servants in the home.....dhoby.....others.

We wash our clothes in the following way :

The sewing equipment we have in our home are :

a. b. c. d.

I know sewing :

by hand.....by machine.....

basic stitches.....basic constructions.....mending.....

embroidery.....other fancy work.....

I have made the following garments :—

blouse.....petticoats.....pyjamasfrocks.....aprons.....others.

7. *Health activities in our home :*

I wash my hair..... times a week.

We have individual towels, combs, soaps, in our home.....yes/no.....

of us share the towel.....comb.....soap.

We have playground in or near our home.. ..

Food in our home is protected from flies by :

The type of latrine in our home is bore-hole.....trench.....

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flush.....septic tank.....others.
The water supply for our homes comes from :
a b c
Drinking water in our home is boiled,,not boiled.....
purified by.....not treated.....
We have cockroaches in our home.....yes/no.
We have mosquitoes in our home.....yes/no.
When members fall sick in our home, we send them to the hospital.....
treat them in the home.....
We have a sick room in the home.....have a medicine chest in the home.....

8. Home management activities :

We clean our house daily.....weekly.....monthly..... ..others.....
We whitewash/repaint our house every three months..... ..every six
months.....every year.....other periods
We arrange flower vases in..... room
We do floor decorations like rangoli.....
We hang pictures in the following rooms :
We clean our utensils in the following way :
We clean our utensils with :.....We dispose of garbage in :
We have an account book for family accounts.....
We have a plan for daily work in the home.....

9. Childcare activities in the home :

I have the responsibility for looking after
my younger brother.....younger sister.....others.....
Children in my home are encouraged to :
dress themselves.....feed themselves.....follow
regular times for meals.....sleep regularlyothers.....
I do the following activities for children :
feeding.....dressing.....bathing.....arranging
play.....telling stories.....singing.....others.....

When the teacher understands the values and ideals held sacred by the homes, the ways of living, the kind of equipment used and the pride the members take in their homes, she will have a basis for relating instruction to actual home situations.

CHAPTER VIII

THE LEARNING PROCESS—PRINCIPLES OF LEARNING

In order to discover the needs of pupils and provide suitable experiences for their development, to guide them through those experiences and to evaluate the progress made, the teacher needs to understand certain principles basic to learning. For a long time, teaching procedures have been based on "the laws of learning"—the law of readiness, the law of effect and the law of exercise. According to the law of readiness, a purpose or desire for a specific learning must be felt for learning to take place. According to the law of effect, pupils repeat experiences which give them satisfaction and avoid whatever displeases them. The law of exercise emphasises that learning become permanent only after repeated use. Present knowledge about human behaviour has thrown more light on the principles of learning.

Learning—an entity :—It has been revealed that the individual reacts as a whole, to a whole situation. Her parts never act in isolation, i.e. She does not learn mentally at one time, physically at another and emotionally at still another, but through the total reactions of all these in a total situation. The *whole* person learns, i.e. the process involves muscular, mental and organic changes. This necessitates provision of learning situations as entire experiences, and not as elements to be separately learned and later combined.

Emotions and Learning :—Emotion plays an important part in learning. Attitudes are influenced by emotions, and attitudes determine the desire to learn. They are the driving forces in learning. Pupils learn best when they feel secure. Therefore, good teachers never frighten pupils or criticise them in public. They make them feel free to express themselves, participate in group work, co-operate with others and thus learn effectively.

Purpose—basic for learning :—Pupils learn best when their efforts are directed toward a purpose or goal, specially, when the goal is self-selected. The starting point of learning is a purposeful experience; the end is development of the pupil.

PRINCIPLES OF LERANING

Learning through Experience :—All learning results from *experience*, but the quality of learning is influenced by the quality of the experience undergone. Therefore the selection and provision of experiences, clarification of goals, demonstration of skills and encouragement of pupils' participation are of the utmost importance in the learning process.

Statistics indicate that 90% of what we do, 50% of what we see and hear, and 10% of what we read are retained. Therefore a variety of experiences constitutes a good medium for learning. Group work, demonstrations, socio-drama, discussions, field trips, films, slides, radio programmes, recordings, cartoons, pictures, newspapers, magazines, charts and home and community projects are effective activities and aids in teaching.

It is necessary that experiences are carried not only in the class-room but also in the homes and community. The teacher should recognise the close relationship between school, home and community. A programme which provides for a variety of experiences under different conditions is likely to result in more effective learning than one which provides a series of prescribed class-room instruction as stated in the syllabus.

Learning is changed behaviour, and the learning process is activity. Continuous changes in attitudes, skills and abilities are evidences of learning. After learning has taken place, a person is different. Home Science teachers deal with experiences very closely related to pupil's home conditions. The extent to which pupils change practices in this area depends upon the willingness of the family to co-operate in making the desired changes possible. The co-operation which parents and community give, in turn, depends upon the effectiveness of the teacher, her pupils and her school in interpreting their programme to the public.

We can say that learning resulted from an experience only, if the pupil actually changes behaviour in relation to the situation. Supposing one of the goals in a nutrition class is "To consume an adequate diet". A teacher of nutrition cannot consider herself successful if her pupils, after the conclusion of the unit, could only write down the foods to be included in their daily diet. Her teaching is not complete, until her pupils demonstrate that they are actually eating the foods essential for an adequate diet. Evidence of that change

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should be looked for in :—

- 1) pupils and their parents seeking help from the Extension workers in the community, in the planning of gardens to supply a variety of vegetables,
- 2) families buying more fruits, vegetables and protective foods than before,
- 3) food records kept by school children showing that they are including more protective foods in their daily meals,
- 4) girls reporting in class that they had prepared vegetables at home using the methods learnt in the class.

Evaluation of the effectiveness of an experience in terms of the goals is an important part of the learning process. The goals desired must be outlined by the pupils and the teachers. In describing the goals, youth reflect their thinking, feeling and reactions. Their expressions reveal their concerns, interests and what they feel important in their everyday living. Evaluation should be a continuous and co-operative process. Planning, teaching, doing, seeing, reporting results, all have to be evaluated. In the light of findings of evaluation changes must be effected and the process repeated in an improved manner.

Transfer of Learning :—Transfer of learning from one situation to another takes place more completely when the situations are similar. For example, pupils learn about the shrinkability of fabrics while studying the chemistry of textiles. They can easily transfer that learning to drafting and cutting patterns in the clothing class. In the hygiene class, pupils study sterilization. That learning can easily be transferred to lessons in food preservation. Transfer of learning is facilitated when conditions of teaching in the Home Science room are similar in equipment and atmosphere to those in home life.

While applying the principles of learning to the teaching-learning situation, the teacher may confront some problems. Some of those are discussed below :—

Individual differences

Pupils differ in rates of learning, interests, previous knowledge and experiences, abilities, intelligence and emotional reactions. Adapting class work to these differences needs great skill. Some girls may be keenly interested in sewing, others may study it only to pass an examination ; some girl might have had previous experience in cooking in their homes ; some girls may be nervous, others may be reserved. The teacher will have to meet all varying situations.

PRINCIPLES OF LEARNING

Guiding the pupils into educative experiences

The teacher can lead pupils into educative experiences, by recognizing their own personal problems and utilising them as class activities ; by eliciting suggestions from the class and by suggesting an activity to a few pupils, who will suggest it to the entire class. ‘

Discipline

Pupils are in school to work towards goals of good citizenship, economic efficiency and self realisation. Due to a variety of causes they may sometimes deviate from working towards these goals leading to behaviour problems. Until the cause is determined, the teacher cannot proceed with her work. Sometimes the teacher may be the cause for the disorder, at other times one or many students may be at fault, and on certain occasions both the teacher and students may create discipline problems. In some other instances, the cause may lie in conditions outside the classroom such as weather changes, the excitement before a big event, unfair school rules, quarrel among other teachers etc.

The teacher's relationships with students are affected by her own personality characteristics. A teacher who is reserved and serious will establish different types of relationship from one who is friendly and humorous. A teacher with many fear complexes will be different from the one who feels basically secure. Sometimes the methods a person has followed throughout her life may not make her suitable for teaching children.

Lack of social skills or teaching skills may affect management of the class and precipitate discipline problems. The teacher should constantly analyse her techniques of classroom management, inviting suggestions from other teachers, and the students.

The teacher's deficiencies in social skills may be :—

- 1) use of sarcasm
- 2) failure to answer questions
- 3) insensitiveness to special problems of students
- 4) being inconsistent
- 5) impoliteness
- 6) making personal references about students or their homes
- 7) being unfair
- 8) having favourites
- 9) making remarks about the community
- 10) talking about students in public places.

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Lack of teaching skills may be caused by inadequate knowledge of the ways children learn, not using good methods and materials, not selecting reading materials appropriate to children's abilities etc. Lack of preparation for class lessons, dull and monotonous classes which have no varied activities, giving assignments not suited to pupils' needs and understandings, poor classroom organisation leading to confusion also lead to discipline problems.

When discipline is disturbed by the students, the teacher may try to restore it by maintaining an attitude of objectivity ; determining whether the problem is a symptom of deep personality disturbances, or conflicts between the pupils, or resistance to school rules and including the pupils in planning rules, carrying out class routines and knowing what punishments are to be used and when they are necessary.

It is natural for a teacher to react negatively to any student who makes her life difficult, and therefore maintaining an objective attitude is not easy for her. However, the teacher is one among several adults responsible to help pupils grow. Therefore, she should consider the pupil sympathetically and extend all help, kindness and consideration.

PART IV

PLANNING, ORGANISING AND CARRYING ON A HOME SCIENCE PROGRAMME

**CHAPTER IX—Organisation of the Syllabus into Units
for the Year**

CHAPTER X—Methods of Teaching Home Science

CHAPTER XI—Use of Audio-Visual Aids in Home Science

CHAPTER XII—Evaluation—Purposes, Principles, Devices

**CHAPTER XIII—The Home Science Department—Space,
Equipment and Library**

Teachers should organise the syllabus into a series of connected units to suit the needs, interests, age-levels of pupils and local conditions. They should use a variety of teaching aids and techniques to make learning interesting and lasting. Evaluation should be an integral part of their teaching. They should plan the space and arrange the equipment in the Home Science Department in the most attractive and economical way. Some of these factors are considered in part IV.

CHAPTER IX

ORGANISATION OF THE SYLLABUS INTO UNITS FOR THE YEAR

Many factors should be considered by the teacher while organising the syllabus for teaching the various classes. She must study the content, the periods allotted in the time table for Home Science, the requirements prescribed by the State examining boards, the other subjects with which Home Science can be correlated effectively and the degree of interest pupils and parents have in Home Science.

Planning the course involves :—

1. Stating the goals (objectives, purposes) for the various areas of Home Science co-operatively with pupils and parents ;
2. Analysing the goals in terms of the outcomes expected or desired behaviour changes ;
3. Suggesting experiences and activities for achieving the goals :
4. Evaluating outcomes—how well the goals have been achieved, and
5. Making the needed changes in the curriculum in the light of evaluation.

In setting up goals for the courses, formulating programmes, selecting experiences and determining teaching methods, teacher-pupil planning, teacher-pupil-parent planning, and consultation with advisory committees, if any, will be helpful. In selecting experiences, the teacher should take into account the specific needs of the pupils and the community, and the resources available in the school and community. Individual differences in behaviour and ability of pupils, should be carefully noted. For example, in one class, there might be girls who had completed certain portions of the present course in another school, from which they have been transferred to this school. In case their number is large enough, separate work must be planned for them.

The teacher should be democratic in her procedures ; in choosing groups and partners, in selecting and assigning activities for each pupil, in organising picnics and in setting days for tests and evaluation.

ORGANISATION OF SYLLABUS

1. *Setting up Goals*

Most schools have a general statement of goals or ideals which should serve as the basic guide to the teacher. Goals are of many types: they may be objectives of self-realisation such as ability in speaking, reading, writing, counting, listening or observing, understanding of health and disease, protection of one's own health, improving the health of the community, participation in recreation, wise use of leisure, aesthetic appreciation and character building. They may be objectives of human relationships such as: respect for humanity; enjoyment of a rich, sincere and varied social life; cooperation; courtesy; upholding family ideals; home making and maintenance of happy family relationships. They may be objectives of economic efficiency such as: good workmanship; understanding requirements and opportunities for jobs; efficiency in work; standards for expenditure, skills in buying etc. They may also be objectives of civic responsibility such as: sensitiveness to social justice, social conditions, and social process; critical judgement; respect for and tolerance of honest differences; appreciation for scientific applications, world citizenship; observance of law and acceptance of civic duties; and devotion to democracy.

(Goals should be stated in terms of interests, attitudes, appreciations, understandings and abilities of pupils. Pupils may be asked to express what they wish to learn in the classes. They may give answers such as :

We want to learn :—

- a) to take better care of our hair
- b) to make a skirt
- c) to wash our clothes and iron them
- d) to learn appropriate manners
- e) to improve our appearance
- f) to arrange flowers
- g) to take care of our younger sisters
- h) to develop good postures
- i) some hobbies etc.

In the next step, the teacher asks them, "Which of these shall we take first?" The answer will perhaps be, "Learning manners". The rest of the desired learnings will be arranged in the order of priorities, the sequence being suggested by pupils and guided by the teacher.)

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2. *Analysing the Goals in terms of desired Behaviour Changes (Outcomes):*

(The teacher and pupils then set up the desired outcomes in relation to each goal.) For instance, the outcomes expected for the goal, "to learn correct manners", may be stated as: appreciation and expression of courtesy to classmates; being polite to others, etc.

To help pupils in organising suggestions, the teacher must expose the pupils to suitable references, illustrative materials, and a wide range of selected experiences.

3. *Suggesting experiences and activities for achieving the goals.*

The third step will be to select suitable experiences to achieve the goals and accomplish the desired behaviour changes. Pupils must be consulted in the choice of experiences. Work in some areas of Home Science may be more effective if the parents co-operate. Practical items from their suggestions, which are within the scope of the Home Science programme, should be used. Advisory Committees can assist in furnishing resources and evaluating the effectiveness of teaching.

During the pupil-teacher selection of learning experiences, in relation to the goal "learning manners", the teacher may ask, "Well, how do we proceed now to learn good manners?" The pupils may reply :—

- Through reading books
- Acting skits
- Contests
- Observing others
- Discussions
- Listing questions and answers

The teacher then classifies the experiences suggested as to group and individual activities, and class, home and community activities. Items such as reading, writing essays, reporting on observations can be carried out individually. Skits, field trips, surveys, discussions and laboratory work should be organised in groups.)

Some outcomes may be better achieved in a home environment than in the school laboratory. Such experiences should be selected by the pupils with a definite purpose, and guided by the teacher and family members and evaluated by all concerned in terms of desired outcomes.

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The following illustrates how a variety of experiences can be selected for the achievement of a particular goal.

EXPERIENCES

<i>Goals</i>	<i>Class</i>	<i>Home</i>	<i>Community</i>
a. Developing good postures	View a film on "postures"	Pupils practice postures at home	Class put on a skit for the community on good posture
	Teacher demonstrate and pupils practice good postures--walking, sitting etc. Panel discussion on ways of correcting wrong postures	Pupils demonstrate postures to brothers and sisters	Arrange a drill parade on Independence Day
b. Taking care of old clothes	Teacher demonstrate and pupils practise mending old garments	Mend clothes at home	Collect old clothes, mend and give them to an orphanage.

4. *Evaluating Outcomes—how well the Goals have been achieved*

Evaluation of experiences in terms of the growth of the pupils towards the goals set up is the next important step in organising the courses. Evaluation should be carried out continually from the beginning to the end of the course. Experience must be judged as it is being undergone, and the next step determined in the light of evaluation of pupil development resulting from what is just past or now at hand. Evaluation is essential to the teacher and pupils and should be done as a cooperative process.

5. *Making the needed Changes in the Curriculam in the light of Evaluation*

Although preparation of curriculum and its revision are the concerns of the State Department/Boards of Education, teachers have an important contribution to make in these functions, since they are in a position to suggest improvements in the light of evaluation of experiences of pupils. Their participation should be utilised for this purpose.

Organising the Units

Usually, the various subjects of Home Science are taught

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separately, following the order of sequence given in the prescribed syllabus. In this procedure, pupils cannot see home-making as an entity. Therefore, it is desirable that the various aspects of Home Science are organised into integrated units spread over the three years of high school. They should be taught in a related manner correlated with other school subjects. For instance, 'foods' cannot be taught without discussing money management or physiology; 'time management' is important in 'meal preparation'; hygiene, clothing and household management are involved in "care of clothing"; the psychological factors in eating cannot be isolated from nutrition, and the developmental needs of children have to be considered while feeding children. Food, clothing, housing, the basic necessities of life are all dependent on the finances available—they are basic to health. To derive the maximum joy and health, human relationships are essential. Home-making is an integrated field with different areas contributing toward its success and happiness. This recognition necessitates the unit-planning approach in organising class work.

Definition of Unit :—A unit is composed of a group of closely related activities and experiences organised around a special problem or central theme or project; for example, "food for the family," "Health in the home", "Our clothes". The unit generally does not stay within a given subject matter area. Instead, pupils study many subjects and use many resources and activities such as reading, writing, speaking, drawing, painting and music as tools for investigating problems. There is no particular length of time for the duration of a unit. It may extend for a week or 6 weeks, for a term, or sometimes the whole year.

In some cases, units are not comprehensive, but cover a given subject matter field over a small period of time; for instance, "foods for growth", "children's toys", "home decoration". Resource units help in procuring the required background—reading materials, field trips, motion pictures, slides, records and class projects.

Courses :—Small units constitute big units; several units form one course of study. The prescribed syllabus should be organised as integrated courses consisting of units based on the needs, interests and past experiences of pupils in each class. The units for the year should be divided among the number of terms or quarters in the year.

Organisation of the syllabus (Ch. IV) into units promotes clarity, of thinking, coherence in subject matter and definiteness of goals for

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both the teacher and the pupils. Being short and complete in themselves, units facilitate appraisal of progress and planning for future improvements. Conclusion of one unit and commencement of a new unit provide a sense of achievement, and act as a spur to new effort. Given below is an illustration of a course in Home Science organised into larger and smaller units.

Class X

Subject—Home Science

Section in the Draft Syllabus—Foods, Nutrition and Cookery

Goal—Preparing and serving simple meals

Unit—Preparing lunches

Objective—Developing ability to prepare and serve lunches to the family.

Practical in Lesson 1—Preparation of rice plus dhal or chapati

Laboratory plus dhal plus vegetable

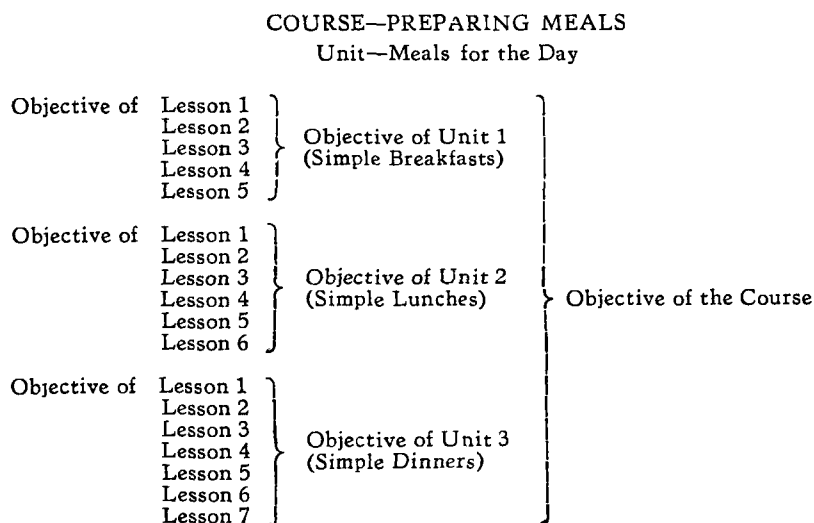
-do-	Lesson 2—	-do-	plus salad
-do-	Lesson 3—	-do-	plus curd
-do-	Lesson 4—	-do-	plus chutney
-do-	Lesson 5—	-do-	plus sweets
-do-	Lesson 6—	-do-	plus serving attractively

Each of the lessons in the above unit, “Preparation of lunches”, accomplishes a definite small objective, that is preparing a group of dishes. Each contributes toward the larger objective i.e. “Developing ability to prepare and serve lunches to the family”. Throughout, there is opportunity to develop managerial ability, work together and learn skills and techniques in cooking.

Each of the succeeding lunches is more difficult than the preceding one and more interesting. Each is the natural outcome of the previous lesson, and instrumental in inculcating sound attitudes. In a good sequence of lessons in a unit, each lesson should offer a greater challenge to the pupils than the one before and should be a demonstration of some new skill, practice of the previous one or solution to some problem raised in the course of the present or previous lesson. Each, together with all other units should help toward the realisation of the goals for the course.

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These principles are illustrated in the diagram given below :--



Throughout the course, pupils must participate in the planning. This will help in securing their cooperation, and sustaining their interest and enthusiasm. Pupils will see the relation of food to social living and family harmony. Through discussions and laboratory work in this series of lessons, pupils learn skills in cooking, principles of nutrition, and their relation to health, and development of the body and mind.

Planning the units should result in a written outline to be used as the teacher's guide. There are many patterns for the same. The following is a common one :—

- Title of the unit.....
- Estimated length of time.....
- Objectives—General
 - Specific
- Methods to—to initiate activities introducing the course to the pupils in an interesting manner.
 - Sequence of other activities, indicating experiences
- Correlation
- Evaluation techniques
- References

The sequence of activities should be planned in harmony with available materials, seasonal changes, needs and interests of pupils and the community. For example, the unit on food preservation should

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be planned during the season when some fruits such as mangoes and guavas, vegetables such as beans, peas etc. are abundant. Special menus should be planned for festivals. Making new garments and community events should coincide with festivals like Deevali, Christmas, New Year Day etc.

Planning units, Projects and Lessons

Planning instruction involves four steps (1) Planning sequences of units for the entire year (2) General outline for each unit; (3) Sections of the unit by projects or weeks; and (4) Lessons for each day.

The unit is planned as follows :—

1. Setting the stage for pupils to recognise the problem and become interested in solving it.
2. Getting the pupils to plan the goals toward which they should work and select the activities which might accomplish the goals.
3. Organising the suggestions given by class and planning for illustrative materials, activities, books and materials needed for the class.
4. Planning for day-to-day guidance of the activities decided upon.
5. Planning for evaluating the progress and for further development.

The teacher must continually strive for co-operative planning. The plans must be elastic and flexible; they must grow as pupils and teacher think together; the goals must be clear and all the resources and materials needed must be considered.

(a) Planning for a project :—An experience becomes a project, when it involves four elements—pupil-purposing, planning, executing and evaluating. Steps in planning projects are :—

1. to plan for pupil-purposing—watch for suggestions and activities as they come from pupils, plan to develop them. Place pupils in challenging situations. Have them take responsibility for an experience.
2. to plan for pupil-planning—plan many possible ways to work out projects, and several ways for having ideas presented and discussed by the group. Let pupils

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analyse situations and plan for them. Plan for every pupil to share in activities.

3. to plan for pupil-executing—plan day by day to help pupils get and use needed materials to execute their own plans.
4. to plan for pupil-evaluating—plan what should be brought out in the evaluating of the project. Plan to guide pupils to evaluate their own progress.

Through these steps the teacher guides self-direction in pupils. She first plans tentatively, and then definitely with pupils.

(b) Planning for the week :—Planning for at least a week in advance is important. It helps work go smoothly and prevents waste of time. This planning need not be in detail, but should indicate the time for completing a certain piece of work, days for laboratory work, field trips, periods when outside people share in class work and materials required. Given below is an illustration :—

Unit on Personal Appearance

Monday :—Demonstrate washing hair (by two girls, Chandra and Padma). Observe various soaps, soap nuts. Effect of hard water on washing hair.

Tuesday :—Combing hair. Display of different hair oils and different types of combs—girls bring them and judge them.

Wednesday :—Different hair styles and selection of the most appropriate ones for class, laboratory and entertaining.

Thursday :—Keeping hands and nails clean. Testing soaps for washing hands. Hand towels. Keeping nails cut and protected.

Friday :—Discuss care of skin. Different talcum powders. Demonstrate care of skin, oiling skin.

Saturday :—Clothes and appearance. Clean clothes. Clean feet and chappals.

(c) Planning for the Day :—Having outlined the programme for a week or unit or project, it is necessary to plan day by day for each period. Lesson plans are the written parts of planning of lessons.

In planning lessons, the teacher should think through the lesson—she must visualise the class, the material surroundings, and the equipment. The objective of the lesson, the experiences, the use of equipment, materials and time must be thought out. Planning must lead to pupils recognising generalisations

A lesson is usually the period of time the class spends on one type of learning. Lesson planning refers to the way the teacher

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determines what will be done during that particular period. The type of lesson planning by a teacher depends upon her familiarity with the topic, the class, and her experiences.

There are many forms of lesson plans. All of them include at least three basic sections which guide all educational planning.

1. Selecting objectives
2. Determining methods
3. Selecting evaluation techniques

Additional sections are included so that the teacher will not forget important aspects of the lesson such as : materials to be used, or assignments to be given. The words, "purposes", "goals", "aim" and "outcomes" may be used in the place of "objectives" and the word "procedures" may be used instead of "methods".

The following is an example of lesson planning :—

Lesson—To introduce the unit on "Green leafy vegetables".

Objectives—As a result of this lesson the pupils will :

- 1) recognise the different kinds of leafy vegetables available in the locality
- 2) develop an appreciation for the nutritive value of green leafy vegetables
- 3) devise ways of using green leafy vegetables in their daily diet.
- 4) find foods of similar nutritive value for the daily diet.

Materials—Samples of green leafy vegetables, chart of balanced diet, and pictures of well nourished children.

Methods—1) Show the picture of a healthy child. Find out its characteristics.

- 2) Study the diet that is being consumed by the child as shown in the chart.
- 3) Find out how much of green leaves the child is eating.
- 4) Pass around the samples of green leafy vegetables.
- 5) Discuss the value of green leafy vegetable in health and nutrition.
- 6) Ask questions about cooking green leafy vegetables, buying green leafy vegetables and growing green leafy vegetables in home gardens.
- 7) Let pupils ask questions.

Assignment—1) Through parents and others gather information about the green leafy vegetables available in the neighbourhood.

- 2) Bring one recipe using green leafy vegetables from your home to the class.

Separate plans should also be made for discussion lesson, and laboratory lessons. The laboratory lessons include :—

1. Relation of the lesson to the unit or project
2. Objectives

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3. Planning period :
 - Orderly procedure
 - Methods
 - Use of materials
 - Dangers to be guarded against
 - Records to be kept
4. Activity period :
 - Management of equipment and materials
 - Difficulties arising
 - Individual pupils' need for help
5. Evaluation period
 - Time for evaluation, methods, and suggestions for future should be included in evaluation period.

(d) Planning for a demonstration :—should be based on the general principles of demonstration—who should give it, when, materials needed, thinking through subject matter, management of the group etc. It should include :

- Objectives :—
- When to give
 - Steps—(Introduction and each step)
 - Points to be emphasised
 - Generalisations
 - List of materials to be used
- The columns given below are useful in listing the requirements :—

Time needed	To do	To say	To use	
			Equipment	Supplies

(e) Planning for a Field Trip :—This involves making arrangements for the trip under the school administration, mothers of pupils, with the class teacher, planning for the trip and evaluation afterwards. Given below are the steps :

1. *Planning for the trip*
 - a) Purpose
 - b) Arrangements to be made
 - c) How to help pupils clarify the purpose of the trip
 - d) Clarifying arrangements to pupils
 - e) Difficulties to be avoided

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- f) Developing standards of conduct
- g) Materials needed.
- 2. *Guiding the Trip*
 - a) Guide the thinking by the pupils
 - b) Managing the group enroute
- 3. *Evaluation of the Trip*
 - a) Things which were seen
 - b) Summary of problems and generalizations.

Plans of no two teachers are ever alike. Every plan is made by the individual teacher for a specific situation, and for a particular group of pupils. Written plans are helpful to enable the teacher to clarify her thinking and methods and remember details.

CHAPTER X

METHODS OF TEACHING HOME SCIENCE

A teaching method is a technique of procedure for promoting learning. Techniques must be selected according to the purposes, goals, interests and abilities of the pupils and the teacher. Different methods can be used to develop initiative in pupils, and to promote group work and learning of skills.

Discussions, field trips, talks by interesting people and experimentation stimulate purposeful thinking. Problem-solving methods and experimental laboratory work help to develop ability to plan effectively and work independently. Pooling information through group discussions, library reading, demonstrations, talks with people, exploration of real situations, experimentation and examination of facts increase knowledge. Manipulative skills can be developed through repetition. Problem-solving, co-operative planning, group and individual activities develop attitudes.

There is not one single *correct* way to teach a class of children. Among the numerous available techniques of teaching, good approaches based upon sound principles of learning should be selected. Which of these a particular teacher uses, depends upon her personality, skills, training, the kind of schools that the community desires for its children, the ideology and philosophy of the school, the treatment the children are accustomed to at school and at home, the books, finances and other facilities available in the school.

Factors essential for good teaching are :—

- 1) Variety of teaching methods
- 2) Progress towards a variety of skills and understandings required in modern life
- 3) Friendliness of the teacher
- 4) Participation of the pupils
- 5) Provision for individual differences among pupils

Advancements in the understanding of the principles of learning and discovery of new teaching aids, have led to the development of

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a great variety of teaching techniques—class discussions, student reports (both spoken and written) panel discussion, textbooks, magazines and newspapers, work books, exercises, projects, motion pictures, black-board, tape recorders, bulletin boards, class room displays, painting, interviews with experts, scientific experiments, singing, instrumental performances, dancing, games, group work, student-created stories and poems, class-room presentation of radio programmes, puppetry, mock parliament and many others. A wise teacher selects from this large variety of techniques, what is most suitable for pupils' attainment of the particular objective.

1. Problem solving Methods

Life consists of a series of problems. One has to make decisions constantly—when to wake up, what to do first, what to wear, what to study, what friends to make etc. Every one has home problems, school problems, family problems and personal problems. Therefore problem-solving experiences are important in learning and in pupil development.

The best way for a pupil to learn to meet and solve every-day problems is to meet them and solve them under the guidance of an elder person. (Mere knowledge of facts will not help to make wise decisions. Facts must be used daily in order to gain ability to meet the problems of life.

Steps in problem-solving :

A teacher has to guide pupils into home-like situations and stimulate them to meet home problems, solve them and test the solution themselves. The success of the problem solving method lies in the following steps :—

1. Recognise and meet the problem
2. Decide to solve it
3. Analyse the conditions
4. Collect facts relating to the problem
5. Evaluate the facts and discard those which are irrelevant
6. Find a tentative solution
7. Test the solution to see whether it works
8. Evaluate the results to look for better solutions
9. Find second solution and check it

For example, a girl finds that she has to cook a meal in her home when her mother is out of town. She decides upon the menu, visits

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the bazaar, looks at different kinds of vegetables and foods, calculates how much it will cost to prepare the meal, and decides which items should be included, selects them, buys them, prepares the meal and serves it to her father and relatives. She feels rewarded when they say 'the meal is good.')

In the above example, the girl faced a problem—the need to cook a meal. She decided to cook it. She analysed the conditions by deciding upon the menu, she collected the data by investigating cost of foods, she weighed them and decided to buy certain items and carried out her plan. By serving the meal to her family she tested the results of her decision.

(Similar steps should be followed by the teacher in the teaching procedure.

1. Help girls meet problems in the class-room, home and community and recognise them
2. Lead them to want to solve those problems
3. Make them understand the situation
4. Stimulate them to find the information necessary
5. Make sure that they consider each fact carefully
6. Guide them in arriving at a solution of their own as a result of their thinking
7. Guide them in applying the solutions

Problems may arise out of class, or pupil's experiences.) By studying girls and their homes the teacher can discover problems which will be of value in her teaching. Some useful situation in which problem-solving method can be applied, to teach Home Science are, use of money, selection of food, preparation of meals, preservation of food, selection of clothing, washing clothes, beautifying the home, care of rooms, taking care of the younger brothers and sisters, personal health, personal appearance and friendship.

(The teacher will have to choose such experiences as will be of greatest value for the pupils in contributing to the ultimate goal, connecting these series of activities. She must also decide upon the ways they must be used. If the answers to the following questions can be 'yes' then the teacher can be confident that she has picked up the right problem :—

1. Is the problem of interest to my class ?
2. Does it fit a need ?
3. Is there a desire to solve it ?

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4. Is it challenging enough and not too difficult ?
5. Will it demand real thinking ?
6. Does it call for thinking, in a situation similar to that faced in the pupils' homes ?
7. Will it lead to a learning experience ?

(Problems differ in the purposes for which they are used. Some are mainly useful to develop information or a new principle (developmental problems); others lead the class to make decisions (judgement problems). A third type is useful in making the pupils think creatively (planning problems). By talks, illustrations, home work and text books, general principles are taught in the class, and followed up with home assignments involving their applications. (Pupils develop abilities when the general principles are put to use through developmental problems.)

(Through solving judgement problems, pupils gain judgement through experiences involving decisions. Weighing values, evaluating facts, careful thinking before making decisions, and judging without bias—all these call for clear thinking which is developed in the process of making decisions.)

(Good managerial ability results through correct planning. Pupils must plan their day, their lessons, recreation and how to meet home responsibilities.) Traditionally the teacher does much of the planning ; but pupils' participation in planning their educational experiences, is a sign of good teaching. Planning problems should be accompanied by developmental problems through which knowledge is gained and judgement established.

(A problem should be expressed clearly, completely and in terms of the understanding of all the members of the group. The class should not be satisfied with a solution, until they have considered all sides and secured all the facts available. When problems are being solved, it is essential that pupils evaluate each fact presented, as well as the final results. The class must arrive at its own solution and make plans for testing the solution. The testing can be done by consulting references, talking with people, getting to know facts, group judgement, by seeing whether the solution will apply to other situations, and by carrying out the plan to see whether it will work. If the solution is satisfactory, then the pupils have learnt that step, and can move into a new experience.

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2. The Discussion Method

Discussions occur whenever a plan or decision is to be made by a group of people. Discussions are useful to stimulate group thinking in a class. During discussions, pupils learn to state their view points and express their ideas frankly. Discussions are more effective than a lecture in clarifying thinking. They promote pupils' participation. Discussions can be conducted with the teacher as the leader, and the pupils participating in it, or pupils can be divided into small groups, each having its own leader.

(a) *Teacher-Leader's Role*

Comfortable space for the leader and the entire group should be provided, in the class-room or around a table or on the floor. Ventilation, lighting and other physical facilities should be ensured. All the pupils must be able to see the teacher or leader. An informal atmosphere should be maintained. Accessories such as—black-board, chalk, duster, pointer etc. should be kept near at hand to facilitate discussion. The leader must keep in view the length of duration of the periods. She should emphasise that every one must take part and make only brief comments.

(b) *Carrying on the Discussion*

The leader must make her own preparation for the discussion. She should start with the introduction of the subject and give a full account of it. She must allow time for the group to warm up.

In discussion, questions are not generally put to a particular group member, unless there is somebody trying very hard and determined to put her ideas any way. Speech makers should be interrupted as tactfully as possible, with remarks such as "While we are on this point, let us hear from somebody else and come to your point till later."

The leader must keep the discussion from deviation. It should flow from member to member, and finally to the leader and not from one member to the leader, and the leader to another member and from her to the leader. The leader should not impose her own ideas.

The spirits of the members should be kept high. Informality, ease and humour must be encouraged. All ideas must be listened to with respect and appreciation, but only the important ones should be stressed.

After every ten minutes or so, the loose ends must be drawn together. "Let us see where we have been going." All discussions

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should be closed with accurate summaries. Pupils must listen thoughtfully and speak freely.

(c) *Conditions necessary for effective group discussion.*

People think together effectively only when conditions are favourable. Every person in a discussion group needs :—

- i) a sense of belonging
- ii) a share in planning the goals
- iii) a feeling of contributing to human welfare
- iv) a clear picture of what is expected of the group
- v) definite signs of progress towards the goals set.

Maximum discussion should come from the group members. The black board is a great help to clear thinking and helps all members to keep the points of discussion in view.

(d) *Panel Discussions.*

A panel discussion is a discussion among a selected group of persons under a leader, to present various views before an audience which joins in the discussion later. No speeches are made by members or by leader but only conversation is carried out informally. The number of participants in a panel may be from four to ten persons; six or eight, in addition to the leader, is ideal—large enough for variety, small enough for genuine conversation.

The purpose of panel discussion is to get important facts and different viewpoints, out into the open, to stimulate thinking and lay a basis for wide participation later.

(i) Steps in Conducting Panel Discussions

1. Select a timely and significant topic. State it clearly, preferably in the form of a question.
2. Select members carefully—pupils or members of staff with good voice, clear and concise manner of speaking, and willing to share ideas.
3. Give leader and members time for preparation beforehand.
4. Allow at least one period for the panel discussion. Panels should never be rushed.
5. The leader should meet in advance with panel members to get a common understanding on topic and methods.
6. Good seating facilities for members and audience should be ensured.

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(ii) Procedure

The chairman usually starts by introducing the panel members to the audience, giving their background and experience. Then she states the problem to be discussed and explains why the panel had been formed. The chairman then opens the discussions. Each member then follows giving her opinion within three to five minutes. A free discussion then follows between the members of the panel and the audience.

Towards the end of the period the panel discussion is summarised, bringing out important questions and points raised from the audience.

3. Role-Playing

Role-playing can be effectively used in Home Science classes, specially in teaching the area of family relationships. Role-playing is a spontaneous acting out of a situation by two or more persons to show the emotional reactions of the people in the situation as perceived by them. This acting out of situations is sometimes devoted to socio-drama. The principle on which this method is based is that if you try to act out a person's behaviour, you begin to feel as the person feels, when she acts that way. You then begin to understand her feelings by putting yourself in her place. Roleplaying is unrehearsed drama emphasising the role a person plays.

Role-playing helps pupils clarify and overcome their feelings about a situation. When pupils play as if they were really facing a particular social situation, or as if they were persons different from themselves, their understanding goes beyond what is got through reading or discussing.

Literature and drama let us face familiar problems in different light and find new solutions. They also help us to face new problems. Vicarious experiences enable us to understand others better and act in a more reasonable way.

By spontaneously playing out a problem situation, pupils can often secure not only an intellectual understanding of the problem, but also experience emotions similar to those felt in the social relations of life.

The steps in role-playing can be seen from the description given on the next page :—

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“From time to time we have talked about the way people act toward each other. Today we are going to try something new. I am going to tell you the first part of a story, about a family. In the middle of the story, I will stop and some of you will be chosen to play out the ending of the story, the way you wish. I know many of you are good actors and it is going to be interesting for all of us.

“When we begin the acting we will not have any written script or portions to be memorised. Instead, each one will be told which character in the story she is to play and she has just to act and talk the way she thinks that character would act and say in her real life.

“As I tell you the story listen carefully, so as to know who the characters are. I will write their names on the board to help you remember them.”

Teacher Nirmala thus explains the new techniques in simple terms. (Sometimes she may wish to introduce techniques by acting out a socio-drama to the class using a simple problem situation such as “with a guest in the home” with the help of one or two students).

Teacher Nirmala : “This is the story. There is a family with father : Ramkrishna, Mother : Saratha, grand-mother : Lakshmi, Aunt : Kamla, Brother : Ashok and sister : Jaya. Jaya is studying in the final year of High School. Mother-Saratha, thinks it is high time to get Jaya married. She gathers information on the possible suitors for Jaya. She and grand-mother discuss with the father about Jaya’s marriage. Jaya’s father thinks that Jaya should be consulted. But the grand-mother and aunt Kamala think that it is not necessary. At this time, Ashoka and Jaya come to the group.”

At this point the teacher says, “Alright I am going to stop here. We will choose six girls to be Ramkrishna, Saratha, Lakshmi, Kamala, Ashok and Jaya, and let them end this story”.

(This problem situation is of interest and importance to these girls. It is one, they can understand and will take seriously and not consider lightly. The teacher tells enough of the story to set the stage) Six girls are chosen (girls who are sure to enter into the play, should be selected so that the initial socio-drama is successful. Teacher should take an active part in the selection).

The teacher then defines clearly the problem and the role of each pupil, and says “our scene opens with the family discussing Jaya’s marriage and what they should do about it. Mother thinks that she should be married. Father thinks that Jaya’s opinion should be elici-

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ted. Grandmother thinks it is not necessary. Jaya and Ashok now enter." Here the teacher pauses and continues, "Before these girls begin, we must be sure that the rest of the class follow closely and be serious about the drama. We must be very attentive while these girls are solving the problem so that we can discuss it afterwards." Teacher then defines the role of the audience. (One or two girls who act silly in the audience can destroy the atmosphere of the socio-drama. During the drama, it is sometimes necessary for the teacher to remind the audience to be helpful-help actors to stay in their roles).

Teacher : "Let us begin. Perhaps father can speak first and mother-Saratha can disagree with him. Others continue the scene as if you are the real members of the family". (The teacher may even suggest here the actor's first remarks, so that they may know how to begin).

The girls begin conversing first hesitantly and then more and more spiritedly. Various arguments come out. Ashok supports his sister vigorously. Grandmother tries to convince others that Jaya's marriage should be the immediate step. But Jayā is adamant—she is determined to go to college. Father Ramakrishna is inclined towards sending Jaya to college. Finally, the family agrees that marriage can be thought of after one year.

At this point when the girls seem to decide upon a solution, the teacher stops the socio-drama and congratulates the girls on the realistic way they had acted, compliments the class for being attentive listeners. Then she asks the pupils, "What do you all think about the solution?" The pupils express their ideas. As the result of the discussion which follows, various aspects of the solution can be further acted as socio-drama, with others participating in it, suggesting different solutions.

Throughout the socio-drama and subsequent discussion, many pupils anticipate and freely express their opinions, and thus high interest is maintained. Role-playing brings to life a number of problems which students need to face and clarify in their own minds. In teaching Home Science, role-playing and socio-drama can be used in some form at all levels of age-groups. Here are some topics which can be taught best through spontaneous acting :

- 1) Introducing friends to each other
- 2) Saying good-bye to a member of the family at the railway station

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- 3) Inviting relatives to a picnic
- 4) Purchasing something from the market
- 5) Taking a trip on the train
- 6) Entertaining guests
- 7) Helping a person who has lost her way
- 8) Behaviour towards new members coming to the class
- 9) Receiving a gift from a friend
- 10) Situations of caste conflicts
- 11) Behaviour when insulted by somebody
- 12) Behaviour towards someone unkind
- 13) Practising health habits
- 14) Serving a meal

There are some pitfalls in using role-playing. If the actors cannot project themselves fully, as when a situation is not real to them or if they are self-conscious before the group, they cannot be spontaneous. At such time, role-playing fails. When the group does not get into the spirit of role playing—when pupils giggle and disturb or are indifferent, the situation cannot be discussed after the drama is over. Then also role-playing has lost its purpose. Finally when role-playing is over-used, or frequently or inappropriately used, it fails.

It takes time for using role-playing as a method—time to set up the situation ; time to act the scene ; time to discuss the feelings and actions shown. Therefore, it should not be used frequently. It is inappropriate to use role-playing just to develop physical skills. The purpose of role-playing is to develop understandings of feelings.

4. Group Work

Group work in the class-room, library, recreation ground, as a method of teaching arose out of the belief, that people learn best to work together, if they actually work together. Being actively engaged in activities and discussions makes learning interesting for children. In addition, group work has the advantage of bringing about effective learning of subject matter by children who become actively involved in solving problems together. Group work is generally used in the practical class.

The types of group work depend upon the classes. The groups may be for long-term or short-term ; small or large ; pupil-directed or teacher directed. Planning by both the teachers and pupils is essential

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for successful group work. The teacher must know proper ways of organising it.

Pattern for developing group work

1) Begin with very simple problems for pupils to discuss in groups, and see how they are taking responsibility and how well they work together. Groups of four or five pupils are usually effective. Before starting the work, it is important for the teacher to outline clearly the functions and tasks of the group.

2) Beginning with short-term committees, let the class proceed from one project to another throughout the year, and take more and more responsibility.

3) Gradually start long-term groups. Here it is important that the teacher observes the pupils' participation continuously in each of the groups.

5. Demonstrations

Demonstrations are used to provide information, to create interest, or to develop standards of work by sharing how a process is done. There is an old Chinese proverb, "One picture is worth thousand words". A well planned demonstration is worth even more, since it is an action picture.

Demonstrations can be short and informal such as demonstrating how to thread the machine, or long and formal as in the case of demonstration of "Flower arrangement" given to large audiences. Demonstrations can be given by one or more pupils, by the teacher alone, or by the teacher and pupils working together.

The factors characterising good demonstrations whether long or short are :—

- a) Preparatory period, when its need and purpose are clarified;
- (b) the demonstration itself and (c) followup period to practise the process or skills demonstrated.

The demonstration itself, if good, will have the following characteristics :—

1. It will show the steps in the process accurately, clearly, definitely and in consecutive order. They must be listed on the black-board as they are being shown to enable the class to follow them better.
2. Explanation of the steps in the process should accompany

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the doing of them. The demonstrator talks and asks questions while working to stimulate the group to think through the process with her.

3. The language and subject matter should be selected according to the learning capacity of the group.

4. The procedures shown and the materials, equipment and articles used should be similar in size and kind to those the pupils use. Frequently garment construction is demonstrated on a doll, patch work is done on a miniature sample. These tend to give unrealistic ideas to pupils. It is more effective to use a real garment for these purposes. In cookery classes, the equipment and utensils used should be similar to those in pupils' homes.

5. The process should be shown not only in its normal size and on suitable materials, but also in the same relative position as that in which the pupils will work it afterwards. Supposing the teacher stands in front of the class facing the girls and demonstrates some types of basic stitches, her movements will be just backward to the pupils. Therefore the demonstrator will have to stand in such a way that her right and left arms are in the same relative positions as those of the pupils in her class.

6. Only one process should be demonstrated at one time. Every demonstration should have one important idea or method to teach and *one only*. Until the fundamental process is thoroughly understood, it is not advisable to introduce variations.

7. Demonstrations should be clearly seen by all the pupils in the group. Lighting must be adequate and seating comfortable. The demonstrator and her actions must be the centre of the picture.

8. Equipment and materials required must be carefully selected and kept ready within reach. Wasting time in hunting for materials or equipment is poor demonstration, and the class will lose interest. One of the pupils may be an assistant to arrange and get the articles as needed, and to clean and put back the utensils after use.

9. Opportunity must be given during demonstration for questions from the group. But they should not confuse the group or lead them away from the main point.

10. Additional suggestions should be given for practice and use of the one process demonstrated.

11. Steps in the process demonstrated should be summarised at the end, preferably by the pupils themselves.

12. The article made during the demonstration should be left on

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the table or bulletin board for inspection if possible. It will help to refresh the steps.

13. The pupils must have a chance to inspect the finished product for e.g., in a class on 'foods', to taste the item prepared.

14. The teacher or demonstrator should have a pleasing appearance and manner, confidence in herself and accuracy in information.

15. Mimeographed leaflets or bulletins can be handed out to supplement information.

16. Supplementary visual aids such as charts, pictures, samples, and finished products such as the one to be made in the demonstration must be displayed to enhance understanding.

Demonstration should be followed by practice under close supervision, if manipulative skill is the goal. If the practice accompanies the demonstration step by step, learning will be easier. Repetition of the practice in the class and home experiences will be needed to bring the ability to the desired standard.

Pupils must be allowed to evaluate the articles, processes or results of work following a demonstration. In formulating personal opinion on the basis of comparison, pupils develop good judgement.

Ordinarily, demonstrations are given at the beginning of a period.

Evidences of success of demonstration are :—

- 1) Interest of the group is voluntary and continuous.
- 2) Many questions are asked regarding the application and use of the process demonstrated.
- 3) Follow-up work is successful with little supervision from the teacher.
- 4) Only few pupils need individual help during subsequent practising.

6. Laboratory

Since pupils learn by doing, experience in the laboratory is an important part of their total experience. Laboratory experiences under the supervision of the teacher provide first steps in the development of manipulative and managerial skills. They assist in the acquisition of needed information, development of thinking, and skill in observation.

~~Laboratory experiences~~ have three values : (1) Productive

(2) Experimental and (3) Observational construction, are examples of experiential and develop manipulative ability and a

Experimental types of laboratory experience determine a principle or illustrate it, e.g. 1. The observational type of experiential comparison of different soaps, are used to determine characteristics or draw conclusions.

In all these types, a laboratory lesson is divided into (a) a planning period, (b) a doing period and (c) summarising period.

In the planning period, pupils and teacher together develop the plans for the whole experience. They set the goal, outline the procedures to be followed and clarify the plan of procedure for the discussion period.

During the work period, experimentation, production and observation are carried out. The teacher supervises individual and group work, which is being done following the plans developed. She is mindful of the needs of all and gives her assistance and attention first to those who need them most ; she is alert to all that is going on in the class-room. This is a period for individual teaching and for developing good working standards. Therefore, great care must be paid to watch items as posture while working, methods of testing, orderliness of work spaces, sanitary practices, safety etc. This is also the time to stimulate pupils to greater achievements, by commenting on their accomplishments and challenging them to greater ones.

During the third period, products and methods of work are evaluated by pupils and teacher. It may be a discussion period. The accomplishments will be summarised and judged, and principles clarified.

Some laboratory experiences can be concluded in one period but more often, when the periods are of only 40-45 minutes duration two periods must be combined for one laboratory experience. Several such will be needed to complete a unit such as "food preparation."

Whenever possible, laboratory work should be done individually. Each girl must have her own materials to work with. Laboratory lessons require time and management in planning. The teacher has to plan every step carefully.

Evidence of successful laboratory lessons are revealed by the

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- the activity period—pupils progress smoothly.
Pupils work independently and cooperatively.
Pupils work without wasting time.
Pupils share responsibility for routine work.
5. Interest and attention are good throughout.
 6. Class evaluation of the entire activity is objective.
 7. Production work if any, is successfully done.
 8. Desired pupil development occurs.

7. Field Trips

Learning by experience also calls for many experiences outside the school building. "Study real things rather than read about them" is a principle underlying field trips and excursions. A study of furniture demands one or two visits to the carpenter's shop. To understand basic principles in wise marketing, pupils must go for shopping under guidance.

Field trips are planned to develop appreciation and understanding of things as they really are, and to secure information at its source.

Field trips are used by the teacher with a definite objective ; a goal will be selected by pupils ; plans will be carefully laid and the trip undertaken according to plans. The results of the trip will be evaluated. A discussion period for planning the trip, the trip itself, and a second discussion period to summarise and evaluate what was seen are the steps in field trips.

During the planning period, purposes of the trip will be determined and careful plans for going and coming made. Plans for securing any needed materials are also outlined. During this period the class considers those behaviours and social customs which should be observed during the field trips—etiquette in others' homes, ethics of shopping, courtesies to be shown to people. Field trips provide good opportunities to teach social customs, and help to develop personal traits of courtesy, cooperation and dependability. The trip itself is like the activity period. Plans are carried out carefully and completely. The teacher guides and mingles with the pupils throughout.

The third period is one of discussion—to make comparisons and to draw conclusions.

Evidences of success of field trips are :—

1. Purpose has been accomplished.

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2. Girls are orderly.
3. Little or no time is wasted.
4. Participants are enthusiastic during summarising discussions.

There is no hard and fast rule as to which of these methods a teacher should select to teach a particular lesson. The more the variety of methods used, the better will learning be retained by the pupils.

CHAPTER XI

USE OF AUDIO-VISUAL AIDS IN HOME SCIENCE

In teaching we are concerned with communication of ideas or knowledge. There are two main ways of transmitting facts: (1) by the spoken word, and (2) by written words and pictures. People learn more, learn quicker, and retain knowledge longer from what they *see* rather than from what they only *hear*. An old Chinese proverb says:

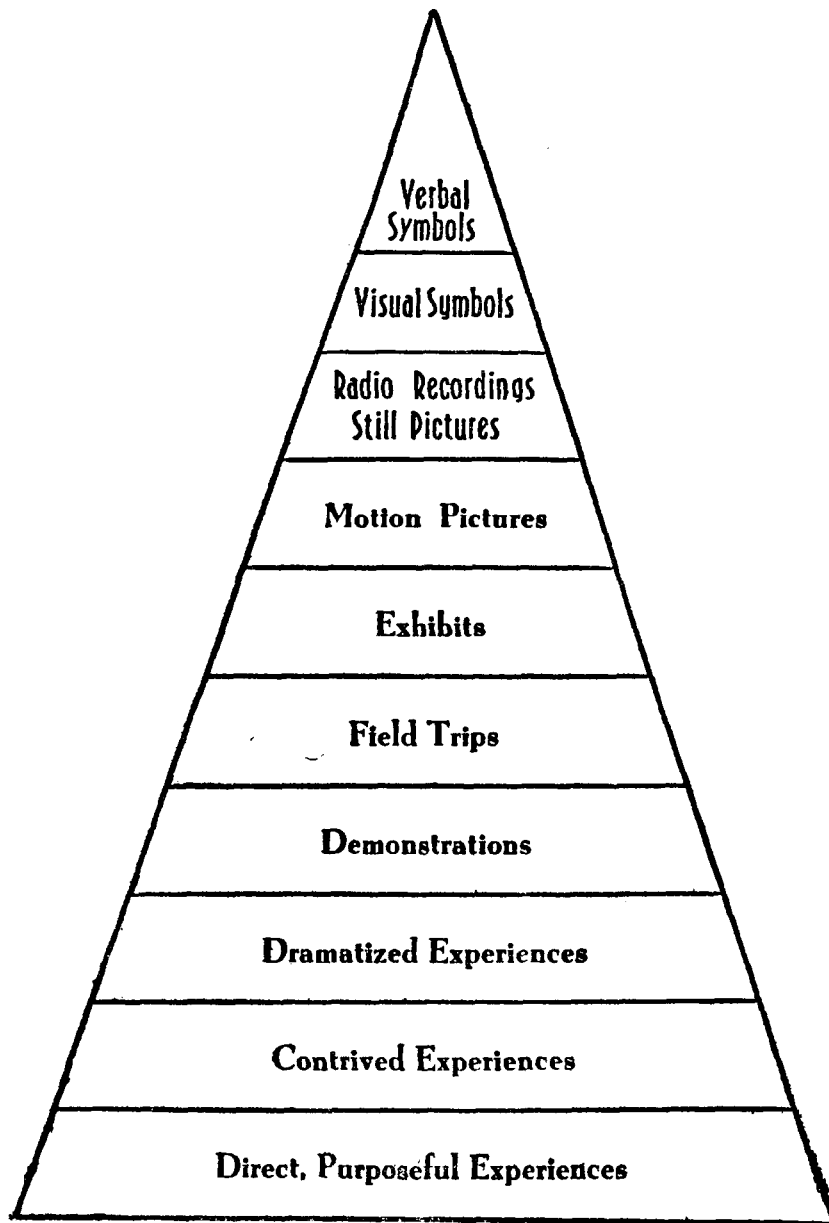
If I hear, I forget

If I see, I remember

If I do, I know.

The most effective communication is a combination of *seeing*, *hearing* and *doing*. When visual aids are used along with demonstrations and talks, teaching is more effective. The use of audio-visual materials makes learning experiences concrete and meaningful and results in a quicker and greater understanding, an increase in interest and an improvement in attitudes. They influence greatly the way in which a teacher motivates learning, the kinds of learning situations devised and the methods employed.

Definition—The term “Audio-Visual Aids” includes many items such as motion pictures, film strips, pictures, pamphlets, posters, flannel-graphs etc. Dr. Edgar Dale has classified and arranged audio-visual aids in a pictorial form, called the “Cone of Experience” (Figure 3. next page)



EDGAR DALE'S CONE OF EXPERIENCE

Figure 3.

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The cone is a visual aid which helps to explain the inter-relationships of the various types of audio-visual materials and illustrates their "positions" in the learning process. At the bottom of the cone, Dr. Dale has placed the most concrete and direct experiences and at the top the most abstract. Heading from the bottom these experiences are :—

1. *Direct, purposeful experiences.* These are reality itself, as we experience it at first hand—going to the bazaar, preparing a meal, repairing a piece of furniture, giving a party at school for our mothers etc.

2. *Contrived experiences.* A contrived experience differs from the original in size, or in complexity, or in both. We use a working model in order to make pupils understand easily the real original of the model, e.g. a model of a loom to show how cloth is made, models of childrens' toys, models of the human body. etc.

3. *Dramatized experiences.* Dramatic experiences help to get closer to realities that are not available at first hand. For example, acting out the role of a host at a dinner party.

4. *Demonstrations.* A demonstration is a visualized explanation of an important fact, or idea, or process. For example, a teacher demonstrates practical lessons such as : drafting a blouse pattern, ironing of a garment, and preparation of food for a baby.

5. *Field trips.* Excursions or field trips are taken to see how other people do things. Pupils might be taken to a bakery to see how water is purified, and to a house that is being built to see the construction.

6. *Exhibits.* There are two general types of exhibits, the "ready-made" and "home-made". Exhibits planned and prepared by pupils with the aid of the teacher are to be preferred. Preparing exhibits, such as different types of fabrics and the garments for which they are used, and the equipment to use in caring for a sick person, are good experiences in Home Science classes.

7. *Motion pictures.* Motion pictures can reconstruct periods with dramatic intensity and realism. They help understanding of peoples' lands, ideas and materials.

8. *Recording-radio and still pictures.* All of these are less, direct than the audio visual experiences previously discussed.

9. *Visual symbols.* These include black-board and chalk, flat maps, diagrams, charts etc.

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10. *Verbal symbols.* These symbols bear no physical resemblance to the objects or ideas which they represent. The term 'iron' does not look like an iron or feel like an iron or press clothes like an iron. But it is a term we use that has more or less common meaning for all of us. Although they are abstractions, we use these verbal symbols with every other audio-visual material on the cone.

Purpose—Audio-visual materials help :—

1. develop accurate concepts from new experiences outside the pupils' environment.
2. show new ideas in a familiar environment to meet the particular needs of a programme.
3. demonstrate skills needed for household tasks.
4. make learning more realistic.
5. teach facts dealing with constructions of house-hold equipments.
6. develop new attitudes and interest
7. develop appreciations of attractive colour and designs in furniture and dress.
8. set standards for food products, clothing construction, and home management practices.
9. the teacher to communicate with pupils in a shorter time.
10. pupils learn more, learn faster and remember longer.
11. evaluate learning and discover the need for further study.
12. teaching pupils of varying abilities and capacities.
13. make verbal symbols, which are mere abstractions, meaningful.
14. add joy and interest to learning. (This is important in the transition from home and play to school).
15. make learning permanent.

Since pupils learn in different ways, many types of audio-visual materials should be used to stimulate interest and facilitate learning. They help to arouse curiosity, acquaint pupils with the objectives and promote participation and action. They make clear the *how*, the *what* and the *why*. People believe what they can see.

In using a variety of aids there is an advantage in that, some materials can be used to illustrate one experience better than another. Actual things are the best type of learning aids ; for example, an attractively arranged plate of fresh vegetables will encourage the use of vegetables better than any picture or clay model of such vegetables.

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Source of audio-visual materials—The Home Science room itself is a good source of actual materials to be used as instructional aids. An attractive Home Science room contains the best learning materials available for units on home furnishings, decorations, furniture, utensils, equipment, pictures etc.

Some audio-visual aids should be kept for teaching each area of homemaking. The teacher and the pupils themselves can prepare quite a number of these. Such activities are good learning experiences. To supplement these materials, articles may be borrowed from homes, shops and numerous other community resources—children's toys, furniture pieces, textiles, utensils, pictures, etc. When teaching about purchasing articles such as linen, garments, utensils etc., trips to the shops will be helpful to demonstrate the standards to be used in judging the durability of a material.

The teacher may obtain audio-visual materials from agencies such as the State and Central Government Departments of Publications, Publicity and Information ; commercial agencies, Red Cross and educational organisations. Charts, graphs, posters, pamphlets, exhibits and samples may be obtained at little or no cost. Film strips, lantern slides and motion pictures may be borrowed from the Ministries of Education, Health, Agriculture and Community Development and from United States Information Service, the British Council, UNESCO, FAO and such organisations. They may also be purchased at concessional rates from some agencies.

Types of Audio-Visual Materials

Tape Recordings Tape recordings have become popular recently in educational institutions. The tape recorder has a variety of uses. Some classroom activities such as spontaneous dramatisation and discussions can be recorded and evaluated. Recorded talks by specialists and current radio broadcasts will be helpful for future use.

Radio — Radio may be used to acquaint the community with the work of the Home Science departments. Pupils should participate in local radio programmes. Such participation will give them confidence and motivation to improve speaking. Radio may be used during regular class time for direct teaching and information on items like child care, sanitation, nutrition and health. A good discussion supplemented by the radio broadcast makes the experience worthwhile. Pupils can also listen at home selected programmes and

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evaluate the information given.

Radio has a quality of immediacy that gives its listeners the feeling of watching things as they happen. It influences attitudes and emotions.

Gramophone Records — These have several advantages in a class room :

- 1) The teacher can make a review and evaluation of the records before use.
- 2) The discs can be played over and over again and stopped at any point for discussion.
- 3) Certain significant activities such as a talk given at a particular meeting or socio-drama once recorded can be preserved and played when desired.

Motion pictures, film-strips and pictures projected by magic lanterns

These help greatly to enrich learning experiences. They show processes that require motion, overcoming limitations of time and space. They motivate more effectively than any other audio-visual aid. The film increases the amount and rate of learning. It shows continuity of events, cause and effect in a short period of time. An idea or project which might take hours to describe verbally can be presented visually in a few minutes. Pupils' habits, skills, behaviours, interests and attitudes can be influenced by properly selected films. When sound is combined with pictures, films are even more effective. Close-ups in films help to focus attention. A good many educational motion pictures are now available for the teacher (Refer to Chapter XV on Reference material).

A filmstrip is made up of a series of still pictures arranged in logical order to tell a story, explain an idea or show steps in a process. Film-strips are inexpensive compared to motion pictures. They can be turned back or forward as needed. Some are in colour, some have recording scripts, and some have discussion guides with them.

The magic lantern would particularly be useful in Home Science, since any transparent picture mounted, unmounted, or printed in a book may be projected in enlarged form for class study. In order to be effective, facilities for darkening the room must be available.

Slides—Slides are independent units. Photographic slides are useful to illustrate any learning experience which can be photographed. They can be easily made by the teacher and pupils. A 35 millimeter

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camera is desirable for making the popular 2"-2" size in color. Inexpensive hand-made slides can be made by drawing or printing on etching glass, cellophane or the surface of plain glass that has been coated with gelatin. Tables and graphs can be produced on transparencies. Lined figures drawn to scale can illustrate for example, the relation of posture to the height of work surfaces in the home and arrangement of room. Charts showing costs of materials may be produced on hand-made slides. Slides for temporary uses can be washed off and re-used.

Pictures, Cartoons, Flannel Boards and Exhibits

Pictures have innumerable uses and may be easily collected, classified and used with other information and aids. They are useful for showing comparisons and contrasts in topics such as home-planning, food preparation, flower arrangement, well nourished and mal-nourished children, and food serving.

Flat pictures, photographs and still pictures offer opportunities to communicate directly with learners. Single pictures related to a subject make the topic clearer and add interest to the discussion. Pictures on a notice board make people stop by and look at them. Enlargements are useful exhibits. Pictures from illustrated magazines compiled in albums are useful references. In selecting pictures for teaching, consideration should be given to artistic quality, clarity, truthfulness, interest and suitability.

Cartoons are useful in illustrating human relations, child guidance etc.

The flannel board is inexpensive and may be used for demonstration purposes. Khadi and markin may be used instead of flannel. Flannel-graphs can be used to build a story or demonstrate a progression. They promote audience participation.

Educational exhibits are useful in conveying ideas to pupils, and people in the community. The materials may be collected by the pupils from objects at hand and arranged to tell a story at little or no cost. They might include actual products such as fabrics, foods, household articles, samples of utensils, first-aid supplies, toys and many others. All these will have to be carefully evaluated and used with caution. Much planning is required before an exhibit is arranged. A display should be aimed at a specific audience and the purpose of the exhibit must be clear at a glance—one topic must be selected and the exhibits so arranged as to emphasise the central theme or story. Captions and

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written material should be kept as brief as possible. Many kinds of audio-visual aids can be combined in an exhibit—photographs, models, specimens, posters, charts, diagrams and samples.

Printed Matter (Posters, Charts, Leaflets etc.)

Printed matter plays an indispensable role in education. Posters help to attract attention to a specific point. Charts, flash-cards, flip-books, leaflets, and pamphlets supplement demonstrations, film showing and other methods of teaching. They leave for the pupils something of continuing interest and information.

These instructional aids may be used to clarify discussions. They may be made by the teacher and pupils. Pupils' participation in the preparation offers excellent opportunities for correlating Home Science instructions with lessons in Fine Arts classes.

Posters.—Posters compel attention and motivate action. They tell their story at a glance. They help to drive home a single idea. They are effective when used alone and when combined with other aids. They are often used in exhibits, and to highlight demonstrations.

Posters should be locally produced. The illustrations and captions should be large enough to be seen readily even from a distance. Colour should be used to attract attention, to emphasise the idea and to give a pleasing effect. Captions should be short. The illustration should tell the story. It may be a drawing, picture, photograph, paper cut-out, silhouette, cartoon or sample of fabrics etc. Three dimensional quality adds interest.

Flash-Cards:-Flip-Books. A series of posters in small, easily handled size may become a set of flash-cards or a flip-book. Either of these is valuable in lecturing and demonstrations.

Charts.—Charts can present abstract information in a graphic, easy-to-understand way. They can be used with other aids for clearer thinking. They are useful to present information, in condensed summary forms. They make facts and figures clear and interesting. Other graphic materials include diagrams and graphs.

A Suspense Chart.—An effective “trick” to add interest to a demonstration or talk is a “Suspense Chart”. It is just a chart in several horizontal panels, each of which makes a particular point to be stressed during the progress of the demonstration. Strips of plain paper are attached over each panel in such a way to be peeled off, one by one, as the demonstrator stresses each important point.

Models.—can be handled, operated and examined closely. A

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cross section (cut-away) model shows how a thing looks inside. Models are useful to study parts of an equipment, anatomy of the body, building structures, life histories of insects, "development of a housefly" etc. Models have a reality that cannot be produced by verbal description. Models can be examined by the pupils to give them concrete experience. They show relationships between different parts of a system, structure or organism, stages of development in an animal, and reduce large objects like a house for easy manipulation.

Bulletin Boards (Tack Boards, Cork Boards, Notice Boards) are valuable teaching aids when planned for a definite purpose and audience. All the required materials must be selected and arranged in a coherent way to tell a story attractively, and interestingly. Bulletin boards are useful for direct teaching. A good display put out a few days before demonstration, stimulates interest and prepares observers for what they will see. Used in combination with a film or lecture, it can reinforce information.

Displays in bulletin boards should be timely and built around topics of current interest. Posters, charts, photographs, illustrations, newspaper and magazine cuttings and small samples of products can be used. Results of pupils' projects can be displayed on bulletin boards.

Black-Board—For class talks and demonstrations the black-board is a great help. For the effective use of the black-board, the following rules must be observed:—

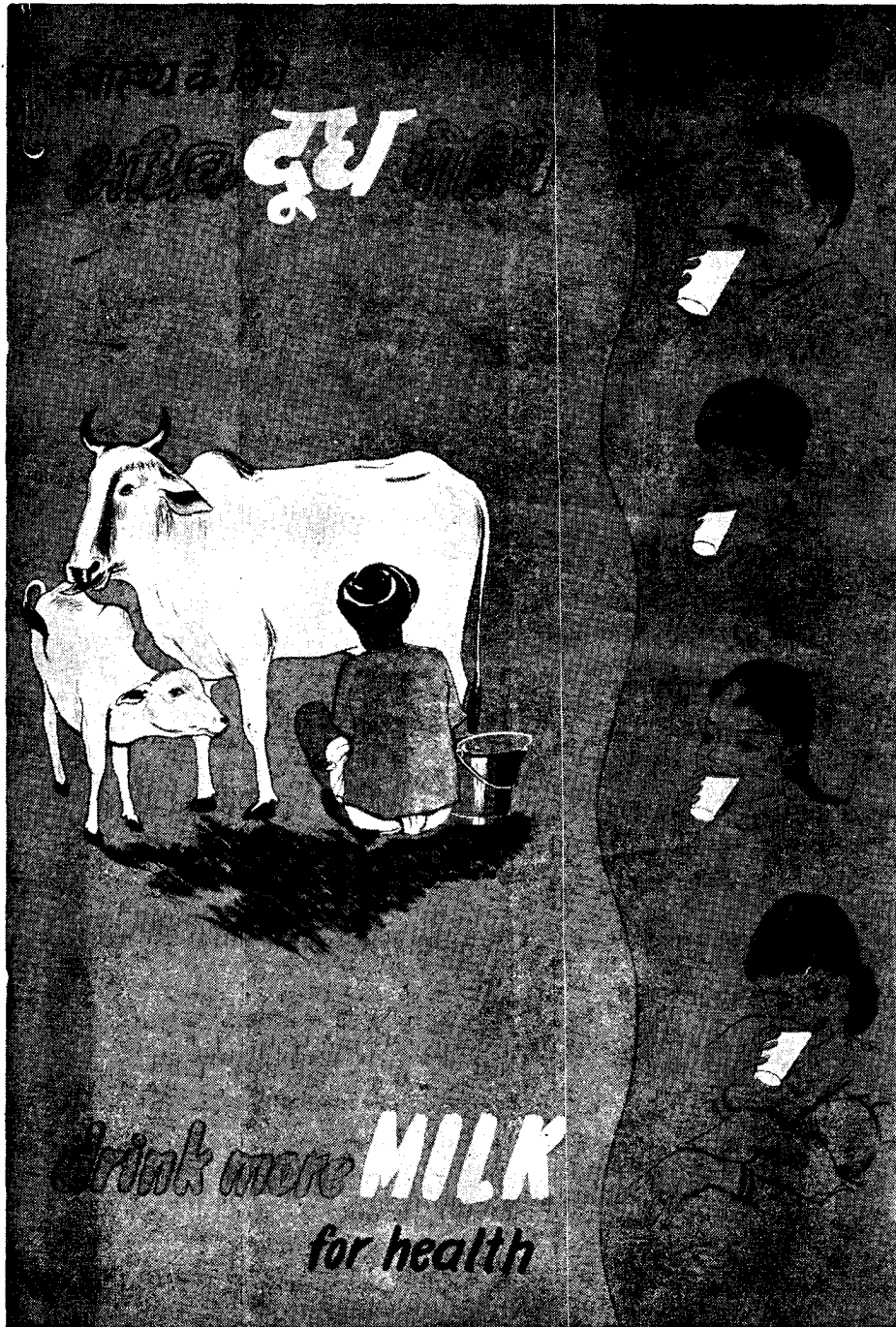
1. Keep the board as clean as possible.
2. Write clearly and legibly, and in large enough letters so that the back row of pupils can see well.
3. Make the drawings simple.
4. See there is no glare on the black-board.
5. Use coloured chalks, when separation of parts of an illustration is desirable.
6. Use the black-board as an aid. Don't expect it to talk for itself.

Choosing Audio-Visual aids

Audio-visual aids should be selected on the basis of criteria set up in terms of the purposes of instruction, and the needs of pupils. They should be used at such times and ways that learning is facilitated. The effectiveness of audio-visual materials depends upon the

Some Illustrative Visual-aids

A Poster



[Kind Courtesy of Central Health Education Bureau]

A Poster



[Kind Courtesy of Central Health Education Bureau]

A Poster

OUR CHILDREN NEED
CLEAN HABITS



हमारे बच्चों को **साफ़ आदतों** की ज़रूरत है

[Kind Courtesy of Central Health Education Bureau]

A Poster



[Kind Courtesy of Central Health Education Bureau]

A Poster

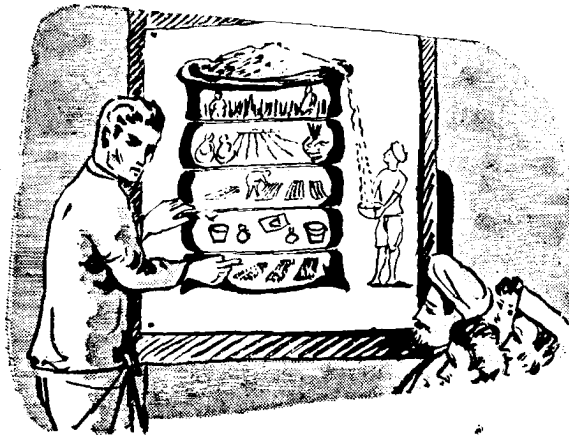
परिवार नियोजन द्वारा
सुख



HAPPINESS through
FAMILY PLANNING

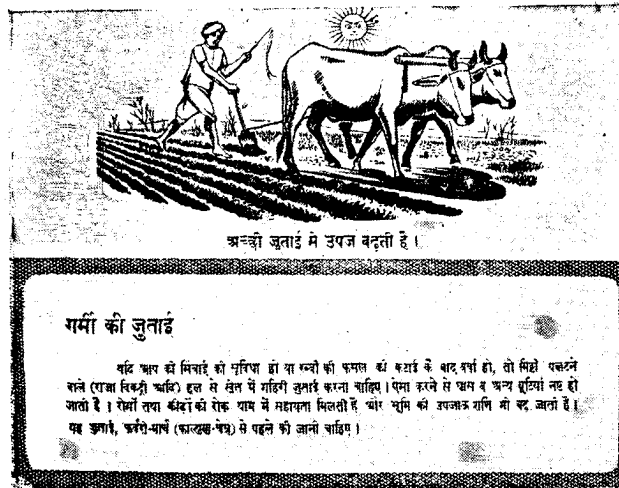
[Kind Courtesy of Central Health Education Bureau]

A Chart



[Kind Courtesy of Audio-Visual Education Division, Ministry of Education]

A Flash-card



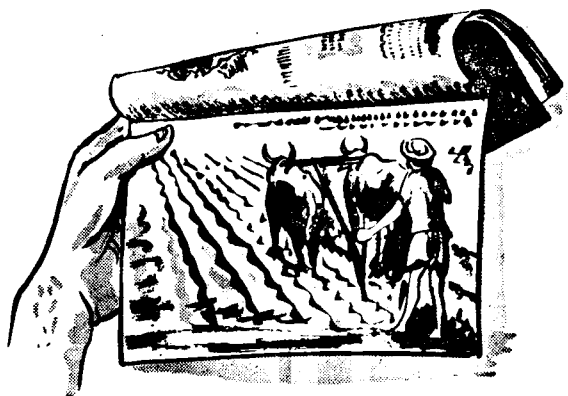
[Kind Courtesy of Audio-Visual Education Division, Ministry of Education]

A Hand-puppet



[Kind Courtesy of Audio-Visual Education
Division, Ministry of Education]

A Flip-book



[Kind Courtesy of Audio-Visual Education
Division, Ministry of Education]

DEPARTMENT—SPACE, EQUIPMENT & LIBRARY

purpose room for laboratory work attached to a separate living, room provides better facilities for teaching. There may also be one all-purpose room plus rooms planned for special purposes such as clothing and home management. (Figures 5 and 6)

Work Centres

In order to provide for all the activities included in the home science curriculum, the teacher should plan for various types of work centres. Many of them can be used for more than one activity. Work centres should be planned for the following activities :—

- (1) Preparing and serving meals—fireplaces, sinks, work spaces, home kitchen equipment, utensils, linen, cutlery and provisions for care and disposal of garbage.
- (2) Selecting and constructing clothing—sewing machines, tables and chairs, irons and ironing boards, space for fitting garments, mirror and sewing kits.
- (3) Home furnishing and house care—living dining centre for experiences in hospitality, home decoration, in cleaning and care of the house, and in home furnishings.
- (4) Arranging and caring for a bed room—space for providing experiences in planning, arranging and caring for different rooms.
- (5) Taking care of the sick—space for home care of the sick, with beds, linen, first-aid kits, basins. If the school has a sick room, it will be the ideal place.
- (6) Laundering—sinks, tubs, buckets, washboards, ropes, clips, baskets, irons and ironing boards.
- (7) Planning and discussion by small groups—tables, chairs, black-board for discussions.
- (8) For teaching child development, operating a nursery school.
- (9) Special activity such as flower arrangement, refinishing furniture and handicrafts.
- (10) Teacher's place—teacher's work centre with desk, files etc.
- (11) Cupboards for books and displaying articles made by girls.

Storage Space

Storage space must be provided for the following areas :—

1. *Foods, Nutrition and Cookery*
 - a) Shelves for dishes, utensils and equipment not in daily use

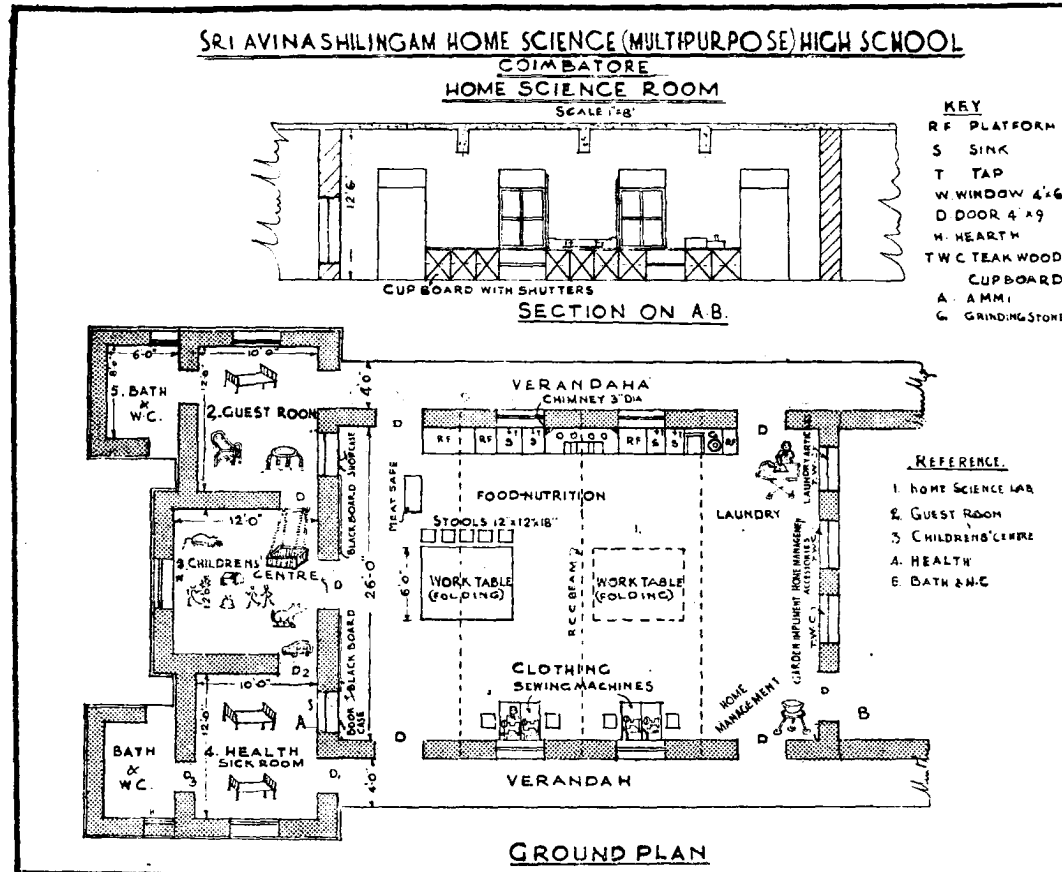


Fig. 7

DEPARTMENT—SPACE, EQUIPMENT & LIBRARY

- b) Meat-safe or cupboard for staple food supplies
 - c) Cupboards for kitchen linen
 - d) Place for crockery, cutlery and other serving dishes
2. *Textiles, Clothing and Laundry*
Storage space is required for :—
- a) irons, pressing clothes, ironing boards
 - b) soaps and supplies for stain removal
 - c) cabinets in which pupils may store their work materials
 - d) space for hanging garments being made and completed
3. *Home Nursing and First Aid*
Storage space is needed for :—
- a) a bed and bedding
 - b) shelves for keeping home nursing and first aid equipment and supplies
(These may be provided in the sick room of the school)
4. *Child Development and Mother Craft*
Storage space should be provided for :—
- a) toys, books and other supplies for teaching child development
 - b) supplies for teaching care of babies—bathing, feeding and dressing
5. *Home Management and Care of the House*
Storage space is needed for :—
- a) supplies and equipment for house cleaning
 - b) articles to use in making a home attractive such as vases for flowers, mats etc.
 - c) equipment and supplies for repairing and renovating furniture and for making curtains, covers, draperies etc.
6. *Storage Facilities* in each room may be provided for e.g. :—
- a) books and personal belonging of pupils
 - b) books, bulletins, magazines, and other reference materials
 - c) charts, old magazines, and other teaching materials
 - d) miscellaneous supplies such as textiles, paper, pins, scissors, needles etc.

Most of the storage space can be provided as built-in shelves in the walls.

Equipment and Furnishings

The following are some questions to be considered in selecting

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equipment and furnishings :—

1. Do they promote flexibility in use and arrangement ?
2. Do they represent good application of art principles ?
3. Are they strong and durable ?
4. Are there variations in types and quality that need various teaching needs ?
5. Do they conform to the standards of living in the community ?
6. Can they provide meaningful experiences ?

The Home Science department should typify, in physical aspects and environment, the homes in the community. It should be in keeping with income levels of the community. Space and equipment should be adequate to provide for instruction in all phases of home-making. In the light of new developments the department should be improved periodically. Adequate instructional materials such as texts, reference, visual aids, equipment etc. should be provided.

List of equipment furniture etc. suggested for a Home Science Department for 6 groups of 4—6 Girls in each group :—

EQUIPMENT

I—Foods, Nutrition and Cookery

	<i>Required number</i>	<i>Approximate price Rs.</i>
1. Mixing bowls (brass or pottery, each set of 3 different sizes).	6	48
2. Brass pans for cooking (<i>patilas</i> or <i>dekshis</i> 4 in each set)	6 sets	60
3. Kitchen knives	6	12
4. Chopping knives	6	9
5. Bread knives	3	9
6. One set of table knives, forks, tea-spoons and table spoons	6 in each	30
7. Frying spoons—without holes	6	6
8. Frying spoons—with holes	6	6
9. Flat ladles	6	6
10. Brass or aluminium kettles	6	18
11. <i>Kadhais</i> (deep frying pans)	6	12
12. Shallow frying pans (with aluminium handles)	6	12
13. <i>Tavas</i> (for <i>chapati</i> or <i>dhosai</i>)	6	9
14. Mugs—aluminium or brass	6	12
15. Dinner set (crookery)	1	80
16. Tea sets (China crookery)	2	40
17. <i>Thalies</i> (stainless steel plates with cups for serving food—sets)	12	240

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18. Trays (wooden or metal)	6	12
19. Water jugs—aluminium or glass	6	18
20. Glass tumblers	12	6
21. Double boilers (aluminium)	2	12
22. Wooden rollers and boards	6	18
23. Pairs of tongs (<i>chimta</i>)	8	8
24. Biscuit cutters	6 sets	12
25. Jelly moulds (different sizes)	6	12
26. Potato mashers	3	9
27. <i>Dhokla</i> makers	3	9
28. Coffee maker (filter)	1	7
29. Coconut graters	6	6
30. Egg beaters	6	12
31. Wire strainers	6	12
32. Flour sieves (coarse)	6	3
33. Flour sieves (fine)	6	3
34. Tin cutters	2	2
35. Can (bottle)—openers	2	2
36. Kitchen scissors	1	2
37. Grinding stones	3	6
38. Ice-cream machine	1	40
39. Water boiler	1	125
40. Pressure cooker	1	75
41. Oven for baking	1	20
42. <i>Sigrees</i>	12	18
43. Tins of different sizes to store food	24	12
44. Containers of different sizes	12	24
45. Big jars for storing	12	12
46. Indian balance— <i>trajawa</i> with weights	1 set	10
47. Volume measures (<i>sharia, achaira, ollack, pashaira</i>)	6 sets	18
48. Cooking thermometers	2	5
49. Measuring cup sets—aluminium	12	48
50. Measuring spoon sets—plastic or aluminium	12	12
51. <i>Iddli pathram</i>	3	30
52. Stainless steel serving spoons	12	18
53. Food weighing scales	1	120
	Total	1367

II—Textiles, Clothing and Laundry

1. Enamel bowls for mixing blue etc.	6	6
2. Basins of 3 different sizes	6 sets	90
3. Buckets	12	48
4. Dippers	6	6
5. Kettle (aluminium)	6	18
6. Tubs	6	30
7. Scrubbing boards (wash boards)	6	30

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8. Lad.as	6	12
9. Sewing machine (leg)	2	800
10. Sewing machine (hand)	2	700
11. Pair of scissors	12	24
12. Electric iron	1	45
13. Charcoal irons	6	30
14. Brass rings for iron	6	6
15. Boiler of water	1	125
16. Kerosene stove	1	20
17. Tongs	2	2
18. Microscope—Indian	1	200
19. Slides	12	3
20. Test tubes and test tube racks	12	60
21. Hand blocks for printing	12	60
22. Sewing kit containing :		
1. T-square	}	6 sets 60
2. A yard stick		
3. Inch tape		
4. Needles and pins		
	Total	<u>2375</u>

III—Home Management

1. A set of labour-saving devices (scrappers, parers, mixers, slicers, churners etc.)	1 set	50
2. Flower vases	12	48
3. Tools-like hammer, nail, etc.	2 sets	40
4. Garbage baskets	6	6
5. Brooms	12	6
6. Brushes	12 sets	36
7. Containers of different sizes	12	12
8. Curtain, window rods and accessories	1 set	100
9. Pictures	12	120
	Total	<u>418</u>

IV—Health, Hygiene and Home-Nursing

1. Tea set	1	15
2. Feeding cup	1	1
3. Rubber sheet	1	10
4. Bedding (mattress, pillow, blanket)	1 set	100
5. Hot Water bottle	1	12
6. Enema can	1	8
7. Ounce glasses	2	1
8. Glass tumblers	2	1
9. Basin	1	1.50
10. Human weighing machine	1	300
11. Pairs of scissors	2	5
12. Nail cutters	2	2

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13. Microscope	1	200
14. Clinical thermometer	2	6
15. First-aid boxes	1	15
16. Basin stand	1	15
17. Towel rack	1	10
Total		702.50

V—Child Care

1. Feeding kit containing bottle, brushes, bottles, etc.	2 kits	40
2. Bathing kit containing basin, tub, <i>patila</i> , stove, tongs, etc.	1 kit	30
3. Childrens' toys		200
Total		270

VI—Gardening

1. Baskets	6	6
2. Garden forks	6	30
3. Shovels	6	24
4. Buckets	6	24
5. Water-spraying cans	6	24
6. Spades	6	18
7. Pick-axes	6	12
8. Garden scissors	6	60
9. Measuring tape—100'	1	27
10. Sickles	6	18
11. Indian balance and sets of weights	1	5
12. Insecticide sprayer	1	12
13. Hoses	50 yds.	50
Total		310

FURNITURE

I—Foods and Nutrition

1. Working tables with shelves and cupboards	6	600
2. Storage cupboards (built in)	4	400
3. Meat safe	2	120
4. Stools	24	240
5. Black-Board	1	50
6. Towel racks	6	12
7. Bulletin board	1	20
Total		1442

II—Textiles, Clothing and Laundry

1. A long working table 12'x7'x3'	1	250
2. Stools	24	240

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3. Black-board	1	50
4. Bulletin board	1	10
5. A show-case	1	200
6. A big cupboard for storage	1	130
7. Ironing boards	2	30
8. Clothes driers	6	60
9. Full-length mirror	1	30
	Total	1000

III—Home Management

1. Furniture for the home	1 set	300
2. Almirah for storing of linen	1	150
3. Book-shelf	1	150
	Total	600

IV—Health Hygiene and and Home-Nursing

1. Cot	1	25
2. Table and a chair	1	35
3. Easy chair	1	8
4. Medicine chest	1	40
5. Book shelf	1	8
6. Almirah	1	100
7. Box to keep the charts	1	10
	Total	226

L I N E N

I—Foods and Nutrition

1. Dusters	4 doz	24
2. Moppers	1 ..	6
3. Wipers for glass-ware	2 ..	10
4. Wipers for aluminium ware	2 ..	10
5. Table cloth	2 ..	10
6. Hand towels	2 ..	36
7. Napkins	2 ..	24
	Total	120

II—Textiles, Clothing and Laundry

1. Bed sheets	4	30
2. Blankets	2	30
3. Dusters	1 doz	6
4. Moppers	1 ..	4
	Total	70

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III—Home Management

1. Door curtains	1 set	100
2. Window curtains		
3. Accessories for furniture and interior decoration		
4. Carpets	2	100
5. Dusters	4 doz	40
6. Mats	4	48
		20
Total		308

IV—Health, Hygiene and Home-Nursing

1. Bed sheets	6	60
2. Pillows	2	5
3. Hand towels	1 doz.	12
4. Towels	12	24
5. Napkins	4	4
6. Pillow case	6	12
7. Bed spreads	2	30
		30
Total		147

V—Child Care

1. Towels	1 doz.	12
2. Napkins	2 ..	12

FIXTURES

I—Foods and Nutrition

1. Sinks with draining boards	6	} 1500
2. Utensil rack with hooks and holes	6	
3. Wall cupboard—small size	6	

II—Textiles, Clothing and Laundry

1. Sink and drainage arrangements	4	} 600
2. Wall shelves	4	

III—Gardening

1. A big wooden plank attached to the wall to keep the implements	1	30
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S U M M A R Y

Equipment	5,442.50
Furniture	3,268.00
Linen	669.00
Fixtures	2,130.00
			11,509.50
Grand Total			11,509.50

PLANNING ETC. OF A HOME SCIENCE PROGRAMME

Library

The Home Science Department must have a nucleus of up-to-date books in the subject, simple and readable. Every year additional books will have to be purchased in order to have information up-to-date. A list of books is given in the chapter on Reference Materials. Space must be provided for pupils reading comfortably. The teacher should stimulate and guide their reading by bringing to their attention the attractive books, pamphlets and journals. Definite periods for library work should be assigned in the time-table.

Managing the Department

A Home Science department, like a home, is a living centre, work centre, business centre and social centre. In home and school, the basic principles of management apply, but details of their use and application differ, since the home is used twenty-four hours a day, and parents are responsible for its maintenance.

In a Home Science room, the equipment must be cared for properly. Daily and occasional cleaning should be done. Rooms must be attractively arranged. Supplies should be accessible. Registers and records must be maintained. To accomplish all these, proper procedures and systematic order of work must be outlined.

Up-keep and Managing House-keeping

Order is of utmost importance. Many pupils and persons use the facilities of a Home Science department. Therefore all articles must be kept in a convenient and orderly manner.

Cleanliness is important. Girls are there to develop habits and attitudes, pertaining to a clean, well-ordered home. Girls must learn that dirt and disorder are dishonours.

Maintenance is important. The Home Science teacher is responsible for keeping equipment and furnishing in good condition.

Good business-like practices are important. In the Home Science classes considerable amounts of money are spent for teaching the subjects. Keeping accounts, records and business methods in handling the purchase of supplies, equipment and furnishings are important.

A homelike environment is important. Cooperation in living together should be promoted at all levels.

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Evidences of Success of the Home Science Department

The extent of the success of management can be determined by the answers to the questions below :—

- I—Is the Department orderly ?
- Are the equipment where they belong ?
 - Are the provisions kept in labelled containers ?
 - Are the containers arranged systematically ?
 - Are there lids to containers ?
 - Are the cupboards, shelves and furniture in order ?
 - Are the books and display materials kept in an orderly way ?
- II—Is the Department clean ?
- Does one get the impression of cleanliness from the outside and inside ?
 - Are the floors clean ?
 - Are the ceilings free of cobwebs ?
 - Are the walls clean ?
 - Are all the surfaces—tables, cupboards, shelves, sewing machines, stoves etc. free of dust ?
 - Are the towels clean ?
 - Are waste—paper baskets and garbage bins kept in suitable places and used ?
 - Is there proper drainage for water ?
 - Is the fire place clean, free from smoke and grease ?
 - Is the place free from flies, mosquitoes, cockroaches and rats ?
- III—Is the Department well maintained ?
- Are the floors in good condition ?
 - Are the walls in good condition ?
 - Are the equipments in working condition ?
 - Are the water taps in proper condition ?
 - Are there sufficient equipments ?
 - Are the materials and supplies properly packed and kept aside for vacations ?
 - Do the roofs leak ?
- IV—Are good business methods used in the Department ?
- Is there an up-to-date stock register in the department ?
 - Are the records kept in good order ?
 - Do you file illustrative materials and charts systematically ?
- V—Is the Department home-like and attractive ?
- Does one receive the impression that the department is like a home, when one enters ?
 - Do the colours, flowers etc. make the room attractive ?
 - Are there attractive furnishings ?
- VI—Do pupils and teacher plan co-operatively in the Management of the department ?
- Do the pupils share in managing the department ?
 - Are the pupils assigned responsibilities for managing the department ?

PART V

SUGGESTED GOALS AND ACTIVITIES IN HOME SCIENCE IN THE DRAFT SYLLABUSES FOR HIGHER SECONDARY SCHOOLS

**CHAPTER XIV—Goals and Activities in Food, Nutrition
and Cookery**

**CHAPTER XV—Goals and Activities in Household
Management**

**CHAPTER XVI—Goals and Activities in Textiles, Clothing
and Laundry**

**CHAPTER XVII—Goals and Activities in Health, First-Aid
and Home Nursing**

**CHAPTER XVIII—Goals and Activities in Child Develop-
ment and Motor Craft**

**CHAPTER XIX—Goals and Activities in Human Relation-
ships**

In Part V, for the units in each area of the Draft Syllabus, a few basic goals have been set up for the three years of high school and a number of experiences (activities) suggested for the achievement of the goals. The first year will be appropriate to earlier adolescence, the second year to middle adolescence, and the third year to later adolescence.

SUGGESTED GOALS AND ACTIVITIES IN HOME SCIENCE

Teachers should examine the entire syllabus and organise the units consistent with local conditions and available time and resources. They need to define the objectives for each unit in relation to the needs of pupils and the outcomes expected.

Every activity suggested need not be carried out. Based on the objectives, and pupils' concerns, needs, interests, abilities, home conditions, previous knowledge, age and growth levels, teachers should select carefully suitable learning experiences out of the numerous items listed and arrange to provide them in the school, home and community.

It is general practice to teach all the areas of Home Science every week in all the three years of high school. However, teachers will find it more convenient to complete certain units in a sequence, and even certain areas during a particular year. For instance, 'Mother Craft' need not be taken up until the last year of high school. Pupils are always eager to see finished products. Therefore, it is desirable to give them a chance to finish one unit at a time. For example, their interest in learning clothing construction will be enhanced if they are helped to complete a project when once it is started, without interruption by the teaching of other areas, such as house wifery or home nursing, during that week.

No attempt has been made to specify the time to be allotted for the teaching of the different areas and the units. Teachers need to determine the number of periods required for each unit from experience.

Although each area has the units, goals and experiences listed separately, for convenience of reference, it should be remembered that all the areas of Home Science are inter-dependent. Therefore, some experiences may recur in the different areas. Teachers need to plan their teaching in such a way that the units selected and experiences provided, form a co-ordinated whole, strengthening the achievement of the goals and avoiding over-lapping.

PART V

SUGGESTED ACTIVITIES FOR HOME SCIENCE IN THE DRAFT SYLLABUS FOR HIGHER SECONDARY SCHOOLS

CHAPTER XIV—"Food, Nutrition and Cookery"

Pupils in high schools are usually interested in cooking and they are eager to learn new methods of doing it. Sharing in cooking at home stimulates their desire to collect new recipes and food combinations. Cookery classes are welcome activities, being pleasant change from normal class-room teaching. In the foods laboratory, pupils have opportunities to make things with their own hands and to learn new techniques in enjoyable ways. They can help in preparing foods for different types of people, adults, babies, the sick, the convalescent, pregnant mother etc. They can also share in purchase of food and food preservation. They also get chances for working together as a group. Understandings, attitudes and skills are the goals, and not mere experience in cooking or the end product.

Starting with simple food preparation, meals are planned, prepared and served in order to gain experience in carrying out the several activities at one time as in the home. Standards are set for methods and products. Systematic planning, orderly methods of work and the habit of evaluating methods and products are important outcomes.

Techniques cannot be acquired by doing a task just once. The procedures must be repeated with a few types of foods in a variety of ways, and practised several times in pupils' homes. Girls should be helped to feel confident in their abilities to go ahead independently

SUGGESTED ACTIVITIES FOR HOME SCIENCE

with the preparation of meals. Nutritional values and requirements should be learnt in terms of everyday food preparations. Hygiene of food, beauty in serving food and for cleanliness must be emphasised. All formalities in serving food should be related to practices in the pupils' own homes and their standards of living.

Teachers who are working with high school pupils on problems of food, need to keep in mind the important factors in connection with local and state food problems. They should be sure that the economic conditions of the families in the various sections of the community from which pupils come are the bases for planning meals. Information on income, food supplies available and deficiencies in existing diets should be secured and presented to the girls. Knowledge of conditions in homes regarding food practices, how they buy their food, how meals are planned, how much food preservation is being done, occupations and activities of the members of the family, their interests, social practices, food habits etc. is essential. The teacher should become familiar with the foods available in the community and their nutritive values. In order to make the units fit in realistically with the needs of pupils, experiences should be based on a nutritional standard that is obtainable by the family in terms of the amount of money the family can spend on food and what can be produced at home.

Cooking is an art and a creative outlet for self-expression. However, teaching of foods and nutrition cultivates more than just one isolated skill or art such as cooking. It gives an understanding of basic nutrition as it applies to the health of the members of the family. Pupils learn to plan, prepare and serve whole meals with regard to the day's entire diet, and food budget including buying, good house-keeping and sharing of responsibilities.

As far as possible activities in the foods class must be organised around preparation of meals rather than a series of food preparations. Opportunities must be provided for individual practice in management of time, energy and money, safety, manners, standards and co-operative work with others should be stressed. Experiences in food preparation and preservation must be according to seasons, needs, customary diets and demands of the community.

Grouping of pupils for laboratory work should be such that they represent the average size of the families in the community.

The approaches to teaching the area of Food, Nutrition and

FOOD, NUTRITION & COOKERY

Cookery can be made in the following different ways.

The class can arrange a tea party for friends. Since young adolescent girls are eager to entertain friends of their age, this will be an interesting activity.

Girls can select, prepare and pack school lunches at home which will motivate understanding of the qualities which constitute a balanced meal.

Girls may invite their mothers to a party planned as part of their laboratory work in their school.

An exhibit of balanced meals using models and preserved foods, colourfully and attractively arranged, will stimulate interest.

Girls can keep records of their food consumption and evaluate them in terms of nutritional requirements.

Pupils may be encouraged to take responsibilities at home such as marketing, cleaning, storing, preparing and serving meals.

Movies, demonstrations, bulletin board displays with pictures of appetising foods, pre-tests, surveys of food habits, writing articles and essays, display of kitchen equipment and posters will also help to arouse interest.

Given below are units and goals for teaching Food, Nutrition and Cookery. They are centered around : Learning to cook ; Helping with family meals ; Selection of food for good nutrition ; Entertaining with food and Preservation of Food. All the units stress that simple, attractive and well balanced meals contribute to happy family living and health.

A—Units and Goals

I Year (IX Standard)	II Year (X Standard)	III Year (XI Standard)
<i>Units</i>	<i>Units</i>	<i>Units</i>
1. Learning to Cook.	1. Family Food 2. Simple Family meals	1. Food for Fun and Families 2. Selection and Preparation of Food 3. Food Preservation

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goals</i>	<i>Goals</i>	<i>Goals</i>
1. Learning to choose and use foods to keep well.	Understanding the essentials of an adequate diet.	Increased knowledge of essentials of nutrition—developing ability in wanting to eat foods needed for health and maintaining good health through nutrition.
2. Learning to eat some new foods.	Realisation of the importance of basic food groups—milk and milk products, vegetables, meat, cereals, fruits, eggs, dhals and nuts, sweets and condiments	Developing skills in food preparation.
3. Observing and practising good eating habits.	Some ability to select adequate meals for oneself.	Entertaining friends and understanding responsibilities of a hostess.
4. Developing interest in cooking and helping with meals at home.	Planning simple meals for the family, with a realistic family budget.	Increased ability in planning, preparing and serving economical and well balanced meals for the family.
5. Becoming familiar with the kitchen and the use of kitchen equipment—care of the kitchen.	Some ability to determine cost of meals.	Assuming full responsibility for family meals.
6. Becoming aware of the health values of foods.	Some ability in selecting, buying and storing food.	Increased ability to prepare a variety of foods.
7. Understanding the effect of food on health and	Selecting equipment and utensils for preparing	Developing the habit of counting the cost of meals and budgetting expenditure

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Goal</i>	<i>Goal</i>
appearance and appreciating the importance of food and cooking in daily living.	and serving simple meals.	on food in relation to family income.
8. Developing an appreciation for cleanliness and orderliness in food preparation.	Preparing and serving simple meals.	Getting the most out of the money spent on food.
9. Establishing desirable habits and practices in the kitchen.	Evaluating the simple meals prepared.	Cutting the time spent on family meals—adapting meal plans to family needs and likes.
10. Appreciating use of recipes and accuracy in measuring.	Choosing a simple meal pattern for the family.	Understanding the importance of preserving foods for future use—developing an interest in food preservation.
11. Understanding local food practices and home-makers' problems in feeding families.	Arranging space efficiently for preparation, serving and storage of food in the home.	Selection of food and equipment for food preservation, considering costs and needs.
12. Knowledge of the foods available in the locality during different seasons.	Enjoying working with members of the family and the class.	Understanding methods of food preservation.
13. Understanding the cultural significance of food.	Understanding etiquette of serving meals.	Appreciating advantages of home preserved foods.
14. Developing an interest in making meal time pleasant.	Appreciating essentials of nutrition.	Some ability to recognise qualities of well preserved foods and use them—understanding methods to detect food spoilage and

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Goal</i>	<i>Goal</i>
15. Understanding the social responsibilities during meal time.	Some ability to be an efficient manager in foods.	adulteration. Ability to plan and serve food for special occasions -- developing skills in planning and entertaining parties, being a hostess.
16. Enjoying cooking through proper use of equipment, working together and simple entertainment.	Increased skill in applying basic principles of cooking.	Understanding problems affecting food production and supply in the locality.
17.		Planning kitchen garden for improving the family's nutritional status.
18.		Some ability to plan meals for special conditions—preparing meals for the sick, the pregnant etc.
19.		Preparing meals for children.

B—Activities

I YEAR

Unit—Learning to Cook

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
1. Learning to choose and use foods to keep well.	Functions of food.	1. Discuss relation of food to health. 2. Pupils list foods according to their functions. 3. Pupils list all foods they have to take to maintain their health.
2. Learning to eat some new foods.		1. Let pupils report in class their experiences in learning to eat some new food

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
3. Observing and practising good eating habits.		<p>which they thought they did not like.</p> <ol style="list-style-type: none">2. Arrange panel discussion to consider "how and why we like some foods and dislike others."3. Let pupils list the reasons for likes and dislikes in foods from their own personal experiences.4. Let pupils make an effort during the class year to learn to eat some food previously disliked.5. At the end of the year, let the pupils report to class the results of their efforts. <ol style="list-style-type: none">1. Let pupils examine individual food practices.2. List undesirable practices such as : not eating green leaves, not drinking milk, eating too much starch, irregular in meals, and omitted meals.3. Group discussion on good eating habits.4. Let pupils outline a plan for improving some of their food practices.5. Let pupils follow the plans.6. Let pupils report results of (5).7. Let girls observe and discuss the basic groups of food displayed by the teacher.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
4. Developing interest in cooking and helping with meals at home.	Cooking simple dishes with standardised recipes.	<ol style="list-style-type: none"> 1. Pupils report to class, ways they are helping their mothers with family meals. 2. Let pupils discuss the steps necessary before starting to cook. 3. Let pupils develop a plan for preparation of meals. 4. Pupils list the activities involved in getting three meals a day. 5. Teacher and pupils develop a plan of work for the preparation and serving of meals in the Home Science class, working in family groups. 6. Let pupils plan, prepare and serve simple breakfast, lunches and dinners based on family meal patterns, daily food needs of members and improving practices. 7. Let pupils evaluate succeeding laboratory lessons for improvements effected in methods, cleanliness, sanitation and safety. 8. Evaluate each meal in relationship to management, enjoyment, quality of food and nutrition. 9. Make improvements in the light of evaluation. 10. Arrange a Bulletin Board with pictures of serving

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>food attractively and simple menus.</p> <p>11. Teacher to demonstrate ways of serving meals attractively.</p> <p>12. Pupils practise in the hostel and home serving meals attractively.</p> <p>13. Let class list responsibilities which members should assume for family food in the home.</p>
5. Becoming familiar with the kitchen and the use of kitchen equipment—care of the kitchen.	The kitchen management—Well equipped kitchen—cooking utensils—different types of fuels and ovens—safety in the kitchen.	<p>1. Pupils study the kitchen in the school and home and observe arrangements of equipment and foods—the different types of ovens and fuels.</p> <p>2. Teacher demonstrates use and care of equipment.</p> <p>3. Let class discuss different ways of washing utensils.</p> <p>4. Let pupils discuss desirable practices to be followed in the kitchen—personal appearance, safety, sanitary precautions.</p> <p>5. Compare these practices with the procedures at home.</p> <p>6. Class to analyse various types of kitchen utensils used.</p> <p>7. Outline characteristics for effective utensils and their use.</p> <p>8. Let pupils clean the kitchen equipment in the</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community school and hostel.</i>
		<p>9. Let each pupil help her mother to clean her kitchen and arrange the equipment in it.</p> <p>10. Arrange an attractive, clean and efficient washing place for utensils in the home and at school.</p> <p>11. Let class plan for better organisation of work in the foods laboratory.</p> <p>12. Let pupils draw plans of their kitchens at home, showing arrangement of equipment.</p> <p>13. Study how re-arrangement of equipment would improve efficiency.</p> <p>14. Visit new types of kitchens in the area noting arrangements—smokeless <i>chulah</i>, kerosene cookers etc.</p> <p>15. List kitchen equipment which you would like to learn to use and have for your future home.</p> <p>16. Teacher to demonstrate and pupils practise the uses of some of the new equipment mentioned.</p> <p>17. Let each pupil prepare a chart indicating the tasks in the kitchen and the best equipment for it.</p>
6. Becoming aware of the health	Functions of the health food.	1. Let pupils list the reasons why we need food.

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
values of food.	Classification of foods. Daily requirements of food for different persons.	<ol style="list-style-type: none"> 2. Let pupils list the foods which meet our needs. 3. Discuss the above work with posters and pictures. 4. Show a motion picture to illustrate how health can be improved through choice of food. 5. Discuss the points brought out in the motion picture. 6. Collect magazine pictures which show the place of each food in the diet. 7. Record individual intake of different foods per week. 8. Discuss and plan out menus for the day. 9. Handling any menu, prepare and serve food in your home for one day. 10. Compare the menu from home with the menu planned in the school, and with the basic groups of foods. 11. Outline a satisfactory daily meal pattern (breakfast, lunch and dinner) for your family. 12. Let each pupil check her daily meal pattern with the basic group of foods. 13. From the foods served in the school canteen or hostel, let pupils select well balanced meals.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
7. Understanding the effect of food on health and appearance and appreciating the importance of food and cooking in daily living.	Maintaining height and weight records. Functions of food.	<ol style="list-style-type: none"> 1. Discuss nutrition studies which show the relationship of food and appearance and weight. 2. Discuss how you can assist your family in preparing meals during an emergency such as the arrival of an unexpected guest, mother becoming ill etc. 3. Let class conduct a nutrition experiment on rats and demonstrate the results to other children. 4. Discuss dangers and sickness resulting from poor nutrition (hidden hunger): <ol style="list-style-type: none"> i) over-weight
		<ol style="list-style-type: none"> 14. Let pupils make plans for checking for adequacy their meals at home. 15. Check meals served in your family for one week. 16. See whether they include basic groups. 17. Make suggestions for improving. 18. Let pupils tell situations they know where food has a marked influence on health. 19. Plan three simple meals for a day for a girl of your age and set them up in a chart for evaluation of nutritive values considering local food supply.

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		ii) under-weight iii) poor posture iv) paleness v) lack of energy vi) lack of alertness etc.
		5. Let class consider importance of sufficient sleep for good nutrition. 6. Let each pupil maintain a record of her heights and weights.
8. Developing an appreciation for cleanliness and orderliness in food preparation.	Arrangement of the kitchen. Cooking simple dishes.	1. Let pupils develop a list of information and skills they would need for preparing simple dishes like dhal, vegetable, <i>Chappatti</i> etc. 2. Let class study the arrangement and location of equipment and supplies in the Home Science room. 3. Let pupils decide what their kitchen routine should be. 4. Discuss why it is important to have a place for everything and everything in its place in the kitchen. 5. Set up standards of cleanliness (hair, hands, nails, towels etc.) while working in the kitchen. 6. Teacher to demonstrate washing of hands, cleaning of finger nails, tying hair and use of aprons in the kitchen.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
9. Establishing desirable habits and practices in the kitchen.		<ol style="list-style-type: none"> 7. Let girls check each other's cleanliness. 8. Teacher to demonstrate the orderly placing of equipment. 9. Let pupils practise arranging the kitchen equipment and other articles in an orderly way. 1. Let pupils make a list of desirable habits and practices to be followed in the kitchen. 2. In groups let pupils study principles of washing utensils. 3. Let each pupil wash utensils in her unit. 4. Let each group judge others' cupboard at the end of the period. 5. Let each pupil make sure where to find each piece of equipment and supply. 6. List poor practices which cause inconvenience in the kitchen such as not cleaning the fire-place daily, leaving the sinks and washing places dirty. 7. Teacher to demonstrate common kitchen practices where precautions are necessary. <ol style="list-style-type: none"> i) lighting the fire-place, <i>Chullah</i>. ii) placing pans over the

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		fire-place and handling hot pans. iii) striking matches. iv) opening tins and bottles v) using knives, graters etc.
		8. Discuss treatment of cuts and burns occurring in the kitchen (Correlate with classes in first-aid). 9. Let pupils cook in different ovens with different fuels- compare cost, time taken. Comfort and taste of preparations.
10. Appreciating use of recipes and accuracy in measuring.	Cooking simple dishes with standardised recipes.	1. Teacher to read and discuss a recipe, introducing procedures to follow : i) ingredients ii) measuring aids iii) steps in procedures iv) following directions. 2. Let teacher demonstrate and pupils practise correct measuring procedures. 3. Let each pupil start a recipe collection. 4. Introduce some new dishes to the family using the recipes collected. 5. Discuss dividing and multiplying a recipe in order to prepare foods for more or less number of people.
11. Understanding local food practices and home-		1. Analyse the home-maker's responsibility in feeding a family.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>maker's problems in feeding families.</p>		<ol style="list-style-type: none"> 2. Determine the ways in which pupils can help their parents in food problems. 3. Let pupils write out the meal patterns in their families. 4. Let pupils determine the amount of money to be spent on food in their families 5. Let the class list in groups their diet patterns. 6. Let each group plan a typical meal. 7. Let each group prepare the meal, plan and serve it attractively. 8. Let the class discuss meals, prepared and served.
<p>12. Knowledge of the foods available in the locality during different seasons.</p>	<p>Making a survey of the different foods available in the locality during different seasons.</p>	<ol style="list-style-type: none"> 1. Let girls prepare a list of foods available during the different seasons. 2. Take trips to the bazaar to see the various types of vegetables sold. 3. Let pupils visit home gardens to observe the foods grown. 4. Let the class work out in groups the cost of foods commonly used during the different seasons.
<p>13. Understanding the cultural significance of food.</p>		<ol style="list-style-type: none"> 1. Let pupils list occasions where food brings people together such as family gatherings, special celebrations, marriages, festi-

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>14. Developing an interest in making meal time pleasant.</p>		<p>vals and parties.</p> <p>2. Let pupils discuss the important role serving food plays in promoting relationships, group co-operation and happiness.</p> <p>3. Let pupils collect from their homes the reasons of serving some special dishes on special occasions.</p> <p>4. Let pupils collect excerpts from Indian literature indicating cultural significance of food.</p> <p>1. Let teacher demonstrate and pupils practise ways of making the dining place attractive whether in the kitchen, dining room or the living room.</p> <p>2. Discuss the important ways of making meal time pleasant.</p> <p>3. Plan topics of conversation that would be of interest to all the members of the family during meal time.</p> <p>4. Teacher to explain why we should have pleasant surrounding while eating.</p> <p>5. List factors which characterise enjoyment of a meal.</p>
<p>15. Understanding the social responsibilities during meal time.</p>		<p>1. Let pupils discuss the need for sociability at family meals.</p> <p>2. Discuss how meals add to the happiness of the fami-</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
16. To enjoy cooking through proper use of equipment, working together and simple entertainment.	Different types of cooking utensils, fuels and ovens. Demonstration of various types of cookers, ovens and fuels.	<p>ly—eating together, family ideas and family manners.</p> <ol style="list-style-type: none"> 3. Provide opportunity at home and school for each pupil to arrange and serve meal. 4. Let pupils help at school parties. 5. Let pupils do some role playing on serving meals. <ol style="list-style-type: none"> 1. Teacher to demonstrate the use of kitchen equipment to derive maximum enjoyment. 2. Let pupils list the pieces of equipment which are useful in saving labour. 3. Let pupils observe working of different cookers—steam pressure etc. 4. Let girls list advantages and pleasures in working together. 5. Let girls plan a simple party for their friends. 6. Prepare a menu for the party. 7. Prepare and serve the items for the party. 8. Evaluate the results.

SECOND YEAR

1. Understanding the essentials of an adequate diet.	The balanced diet.	1. Let teacher demonstrate and discuss the basic groups of foods essential for an adequate diet.
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FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Defects in local diets and how to overcome them through nutrition education.	<ol style="list-style-type: none"> 2. Let girls list the foods eaten the day before. 3. Let girls check and discuss whether or not the meals were adequate compared to the basic groups. 4. Let girls list and discuss individual food practices. 5. Discuss the defects in food practices. 6. Make suggestions how to improve or supplement the diets. 7. Let girls practise selecting from food models a day's meal and check them with the basic groups.
2. Realisation of the importance of basic food groups—milk, cereals, vegetables and fruits, meat, eggs, dhal and nuts, sweets and condiments.	The balanced diet.	<ol style="list-style-type: none"> 1. Let teacher review the list of the important food groups. 2. Let pupils make a chart of basic groups of foods.
3. Some ability to select adequate meals for oneself.	The balanced diet (Contd.)	<ol style="list-style-type: none"> 1. In groups, class to discuss the need to study food selection. 2. Let the groups set diet examples of adequate diet using food model. 3. From the hostel kitchen or cafeteria or food models let each girl select meals for herself for the day. 4. Check the meals selected

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		against the basic groups.
		5. List deficiencies and suggest improvements.
		6. Let the class discuss their food problems, tabulate and summarise them.
		7. Display a flannel board or food models for the day's meals as planned by all the girls.
		8. Let the class evaluate the display and make suggestions for improvement.
		9. Let each pupil keep a record of the food eaten during the week including all snacks.
		10. Let pupils classify the food intakes according to the basic groups and study deficiencies.
		11. Let the class discuss reasons for those deficiencies such as non-availability of foods in the local market, food dislikes, food allergies, foods out of season, food practices and patterns in the home etc.
	Effects of dietary deficiencies- Mal-nutrition, underweight and over weight.	12. Let pupils see pictures showing effects of dietary deficiencies such as bleeding gums, tough skin, rickets, under-weight, obesity etc.
		13. Let pupils discuss the reasons for deficiency

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
3 (a) Appreciating the place of milk in the diet.		<p>symptoms.</p> <p>14. Let pupils suggest ways to overcome deficiencies.</p> <ol style="list-style-type: none">1. Discuss the food values of milk and milk products.2. Keep a record of milk and milk dishes included in the diet during a week.3. Discuss various ways of using milk in the diet.4. Let pupils discuss "There is no substitute for milk."5. Let the class discuss why milk is valuable for growing children.6. Let teacher demonstrate how milk should be boiled to avoid scorching.7. Let pupils estimate how much milk should be included in the daily diet of a high school girl.8. Let the groups select recipes containing milk and prepare them.9. Let the class list ways of removing dislikes for milk.
3 (b) Appreciating the place of cereals in the diet.		<ol style="list-style-type: none">1. Discuss the food values of cereals.2. Let the class make a list of cereals used in their homes and the meals for which they are used.3. Let the class select some typical preparations using cereals such as <i>chappatti</i>, <i>puri</i>, <i>iddli</i>, <i>kitchari</i>, <i>pulao</i>.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<ol style="list-style-type: none"> 4. Let teacher demonstrate and pupils learn making each of these items. 5. Discuss and outline principles of cooking cereals. 6. Let the class plan and prepare complete meals including cereals.
3(c) Appreciating the place of fruits in the diet.		<ol style="list-style-type: none"> 1. Discuss reasons for including fruits in the diet. 2. List the values of fruits. 3. Let each pupil make a list of fruits eaten at home. 4. Let pupils prepare fruits in a variety of ways.
3(d) Appreciating the place of vegetables in the diet.		<ol style="list-style-type: none"> 1. Discuss the values of vegetables in the diet. 2. List all vegetables available during the different seasons in the locality. 3. Let the class list the different ways their mothers prepare vegetables. 4. Let girls select the methods which are most suitable for preserving nutritive values, flavour and appearance.
	Preparation of vegetables.	<ol style="list-style-type: none"> 5. Let girls prepare selected items using vegetables. 6. List the importance of eating at least one raw vegetable or fruit daily. 7. Let the group check each other's cooking of vegetable and evaluate them for taste, appearance,

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Methods of using fruits in the diet.	<p>nutritive value etc.</p> <p>8. Let the girls describe the points to be considered in buying vegetables.</p> <p>9. Compare the cost of fruits and vegetables that have similar food values. From the above determine those vegetables and fruits which can be used by low income groups.</p> <p>10. Let teacher demonstrate and pupils practise preparation of salads.</p> <p>11. Let the class practice preparing a fruit and a vegetable in a variety of ways.</p>
3(e) Appreciating the place of meat in the diet.		<p>1. Study and discuss the composition and values of meat and its improvements in the diet.</p> <p>2. List kinds of meat and their characteristics.</p> <p>3. List characteristics to look for in buying meat.</p> <p>4. Take a trip to the meat market, study the cost of meats and the sanitary practices of handling the meat.</p>
	Non-vegetarian preparations.	<p>5. Demonstrate methods of preparing meat.</p> <p>6. List principles to be followed in cooking meat :</p> <p style="padding-left: 20px;">i) low temperature</p> <p style="padding-left: 20px;">ii) less shrinkage</p> <p style="padding-left: 20px;">iii) palatability</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
3(f) Appreciating the place of eggs in the diet.		<p style="text-align: center;">iv) preserving food value v) less time and vi) more appetising qualities.</p> <ol style="list-style-type: none"> 1. Discuss values of eggs in the diet. 2. Have a discussion on how many eggs should be included in the diet for a week per person. 3. Demonstrate cooking of eggs in low and high temperatures. 4. Let the class make a chart of the food value of egg. 5. Let each group prepare eggs in different ways.
3(g) Appreciating the place of dhals in the diet.		<ol style="list-style-type: none"> 1. Discuss the values of dhals in the daily diet. 2. List the different types of dhals available in your locality. 3. Describe the ways in which dhal is cooked in your home. 4. Practise preparing dhals in a variety of ways
3(h) Appreciating the place of nuts in the diet.		<ol style="list-style-type: none"> 1. Discuss the values of groundnuts and other nuts in the diet. 2. List the various ways in which nuts can be included in the diet. 3. Prepare the most commonly used dishes with nuts.
3(i) Appreciating	Preparation of	1, Discuss the place of sweets

FOOD NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>the place of sweets in the diet.</p> <p>Appreciating the place of condiments in the diet.</p>	<p>2—3 Indian sweets.</p>	<p>in the diet.</p> <ol style="list-style-type: none"> 2. Develop ability to make some sweets. 3. List the different condiments used in your home. 4. Discuss which are most important in terms of nutritive value and appetising qualities. 5. List the values of condiments in the diet. 6. List the oils used for seasoning and frying foods. 7. Discuss which are desirable in terms of cost, flavour and frying qualities. 8. Try frying and preparing using different oils.
<p>4. Planning simple meals for the family with a realistic family budget.</p>	<p>Planning of balanced diets for various age-levels at different costs.</p>	<ol style="list-style-type: none"> 1. Let pupils discuss the main dishes for a family meal. 2. Let each group of pupils plan a menu for a day. 3. Let each group plan the order of work—time-table for preparing the menu : <ol style="list-style-type: none"> i) Prepare a market list and estimate the cost of foods to be purchased. ii) Discuss the methods of cooking for preparing the menu. iii) Prepare charts showing serving of food. iv) Discuss the etiquette of serving food. (v) List topics of conver-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

Goal	Content in the Syllabus	Experiences in the School, Home and Community sation during serving food.
5 and 6 Ability to determine cost for the family.	The daily food for the family.	<ol style="list-style-type: none"> 4. Let groups evaluate meals prepared. 5. As a result of the evaluation let class decide on additional points for improvement. 6. Let class discuss how it is possible for a meal to be well balanced and yet poorly planned : <ol style="list-style-type: none"> i) poor combinations of foods ii) poor combinations of flavours iii) colourlessness iv) lack of variety v) wrong methods of cooking vi) too much starch vii) serving cold etc. 7. Let class plan improved meals using food models and pictures within the budget provided for food, by them in the Home Management class. 8. Let pupils study the cost of food in the hostel (if any) in relation to nutritive values 9. Let pupils study meals in their homes in relation to cost and nutritive value.
		<ol style="list-style-type: none"> 1. Let pupils list the names and amounts of food re-

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
of meals. Ability in selecting and buying and storing food.	The food budget.	quired for a meal planned by them.
		<ol style="list-style-type: none"> 2. Make market orders for purchasing the foods. 3. Visit the bazaar and compare the prices of the foods in 3 or 4 different shops. 4. Purchase the articles required. 5. Evaluate the buys with respect to quality, quantity, weight, number, ease of storing, freshness etc. 6. Compare the cost of foods purchased in relation to their nutritive values. 7. Make a plan for keeping accounts for food at home. 8. List the seasonal foods in the community and their costs during season and and out of season.
	Making food Charts.	<ol style="list-style-type: none"> 9. Make posters to show the foods available during different seasons in the community. 10. Compare the cost of foods. 11. Enact a skit on shopping with a planned list of foods to be purchased, and without a list. 12. Let each pupil be given a menu and make a shopping list with it. 13. Let pupils assume all res-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>possibility for preparing market order and shopping for foods in their families for one week.</p> <p>14. Let pupils assume all responsibility for cleaning and storing the foods purchased.</p> <p>15. Let pupils report their experiences in shopping, cleaning and storing.</p> <p>16. Let pupils compare the amount of dirt, stones etc. in foods in relation to the price.</p> <p>17. Let pupils discuss from their experiences the importance of :</p> <ul style="list-style-type: none"> i) planning balanced meals ii) making a shopping list iii) buying for a week iv) buying for a day v) writing labels vi) buying in quantities vii) buying by weight viii) awareness of cost ix) cleaning before storing x) containers for storing xi) drying foods before storing
7. Selecting equipment and utensils for preparing and serving simple meals.	Cooking utensils	<p>1. Let each group make a list of the equipment necessary for cooking and serving the simple meals planned.</p> <p>2. From the equipment available in the Home Science</p>

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
8 & 9. Preparing and serving simple meals—Evaluating the simple meals prepared.	Cooking simple dishes.	<p>room let each group select a suitable equipment and utensils required.</p> <ol style="list-style-type: none"> 3. Let pupils compare the selected equipment and utensils with those at home. 1. Let each group prepare the simple meals. 2. Let each group record the procedures in preparing and serving the meals—management, skill etc. 3. Let each group serve the meals prepared, to the other group. 4. Let groups evaluate meals prepared—management, skill, attractiveness, palatability, nutritive value, cost and methods of serving. 5. As a result of the evaluation let the class decide on additional points for improvement of meals. 6. Let the class discuss how it is possible for a meal to be well balanced and yet poorly planned. 7. Let pupils prepare score cards for judging the dishes. 8. Use the score cards for evaluating the meals. 9. Repeat preparing meals at home applying the changes

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community suggested for improvement.</i>
10. Choosing a simple meal pattern for the family.	The daily food for the family	<p>10. Report results to class.</p> <ol style="list-style-type: none"> 1. Using the budget provision for food planned in the Home Management class, let pupils plan meals for their families. 2. Let pupils plan a basic meal pattern suited to the needs of their families following Health Bulletin No. 23 and "The Road, to Good Nutrition." 3. Let pupils discuss the basic meal pattern with regard to management, measurement, recipes, principles of cooking, decorations, simplicity etc. 4. Let pupils prepare the meals according to the pattern. 5. Let pupils assume responsibility for complete planning and preparation of meal in the home according to the pattern outlined in the cases. 6. Let pupils serve the meals prepared attractively.
11. Arranging space efficiently for preparation, serving and storage of food in the home.	Arrangement of the kitchen. The store room—arrangement of storing foods—perishable and	<ol style="list-style-type: none"> 1. Let pupils investigate the storage facilities in the Home Science room and home. 2. Let pupils determine the economical amounts of

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	non-perishable.	<p>foods to be purchased for storage in the space and facilities available.</p> <ol style="list-style-type: none"> 3. Let pupils evaluate the space (areas) for food preparation and service in their homes : for convenience, arrangement, attractiveness, cleanliness, comfort, adequacy, safety, ease for work and care and cost. 4. Let pupils prepare and use score cards for this evaluation. 5. Let pupils suggest changes. 6. After making the changes, let pupils prepare and serve meals at home and report the difference. 7. Let pupils make plan for improving work areas in their kitchens.
12. Enjoying and working with members of the family and the class.		<ol style="list-style-type: none"> 1. Let pupils arrive at a plan for class work to emphasise independence and harmony in working in the groups. 2. Let pupils list the factors which will contribute to happiness in working together.
13. Understanding etiquette of serving meals.	Etiquette of serving food	<ol style="list-style-type: none"> 1. Arrange a notice board with attractive pictures of serving food. 2. Discuss factors which make for attractiveness in serv-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		ing foods.
		3. Discuss how you can assist in serving meals in the school and home.
		4. Let pupils practise serving meals in the school and home.
14. Appreciating essentials of nutrition.	Functions of food. Classification of different foods. Defects in local diets and how to overcome them through nutrition education.	1. Let pupils survey the foods in their homes for one week. 2. Check those foods with the basic groups. 3. List the lacking food groups. 4. Let the class conduct a simple animal feeding experiment to show the effects of the foods lacking in the community. 5. Study charts which show results of adequate and inadequate diets. 6. Have a panel discussion or a skit on the basic groups of foods. 7. Display pictures of children taking adequate or inadequate nutrients—proteins, calories, minerals vitamins. 8. Let pupils list the superstitions existing in their families regarding foods. 9. Let pupils devise ways of overcoming fads and fallacies in foods.
	Food fads and fallacies. Observations on eating habits and customs of different groups in the locality.	

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
15. Some ability to be an efficient manager in foods.		<ol style="list-style-type: none">1. Let girls list the time it takes them to do certain procedures in cooking for the first time.2. Let pupils practise doing the same and compare the time taken during subsequent trials.3. Let pupils observe and discuss how time and energy can be saved during preparation and serving of meals.4. Let them record the time taken by them during the first and subsequent attempts.5. Let the class make a timetable for work in the Home Science class for a laboratory lesson such as preparation of <i>kitcheri</i>.6. While one group prepares a dish let another group check procedures and steps taken, movement, time spent, and equipment used.7. Read and discuss methods of saving time and energy in choosing equipment.8. Discuss the placement of equipment in the kitchen, store-room and dining room to save time and energy.9. Compile a list of food preparations which would

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		save time and energy if done at intervals.
		10. Discuss time and energy saving practices in : i) washing utensils once, twice or three times a day. ii) using paper to cover working space. iii) planning a meal before preparation and serving. iv) good management and evaluation.
16. Increased skill in applying basic principles of cooking.	Methods of cooking boiling, steaming, frying, roasting and baking.	1. Let pupils list the methods used in their homes for cooking, foods—boiling, frying, steaming, roasting etc. 2. Have group discussions on advantages and disadvantages of each method. 3. Let teacher demonstrate the use of one food in a variety of ways, e.g. using tomato in soup, dhal, salad, <i>chutney</i> , rice and stuffed preparations. 4. Let pupils practise using one food in a variety of preparations. 5. Let pupils in groups apply different methods of cooking the same food—for instance cooking greens—boiling, frying, roasting, steaming and compare results.

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<ol style="list-style-type: none"> 6. Let the teacher point out the losses in cooking—ie straining rice, cooking vegetables in large quantities of water and throwing away the water, over-cooking, frying etc. 7. Let pupils compare the losses after cooking of different foods by different methods. 8. In each meal planned let pupils be given opportunities for developing certain skills as in making salads, sweets etc. 9. Let pupils prepare the foods at home to improve their skills. 10. Let pupils plan and prepare refreshments for entertaining guests at home. 11. Let pupils have practice in packing attractive and nutritious meals. 12. Let pupils assume full responsibility for running a canteen or serving snacks on an important celebration in the school.
17. Appreciating importance of food hygiene.	Public eating places and their sanitation, cleanliness in food handling.	<ol style="list-style-type: none"> 1. Make field trips to food markets, and bazaars. 2. Observe how different items of foods are handled by the vendors: milk, meat, vegetables, fruits, cereals, dhals, condiments,

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		oils, and sweets.
		3. Let class discuss how cleanliness can be achieved in food handling.
		4. Let pupils observe food service in hotels, hostels, restaurants and cafeteria.
		5. List the practices followed to ensure hygiene in food handling.
		6. Let pupils make suggestions for improving hygiene and sanitation in public eating places.
		7. Let pupils observe how waste water and garbage from kitchen are disposed of in homes and eating places.
		8. Let pupils list ways in which more hygienic disposal of waste can be made possible.
		9. Let pupils have a panel discussion on "Hygiene in Eating Places" and invite a hotel manager to participate in it.
		10. Let pupils observe how utensils and serving dishes are washed in eating places.
		11. Let pupils suggest ways of improving, methods of cleaning, serving dishes.

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
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THIRD YEAR

- | | | |
|---|---|---|
| <p>1. Increased knowledge of essentials of nutrition developing ability in wanting to eat foods needed for health, and maintaining good health through nutrition.</p> | <p>Functions of Food.</p> | <p>of</p> <ol style="list-style-type: none"> 1. Discuss the needs of foods in the body. 2. Discuss the functions of the food in the body. 3. Let teacher and pupil demonstrate the daily meal pattern using foods to emphasise basic groups and functions of food, the low cost protein foods, raw vegetables, unrefined cereals and hand-pound rice, <i>amla</i>, tomato etc. 4. Let pupils make a list of green and yellow vegetables grown in their community. 5. Let pupils study and discuss their weight charts. 6. Let pupils conduct or observe rat-feeding experiments to show the effects of important nutrients. 7. Let pupils report results of their efforts in eating new foods, 8. Let each pupil make plans for improving her diet in the home. |
| <p>2. Developing skills in food preparation.</p> | <p>Planning and preparation of entire meals like breakfast, lunches for</p> | <ol style="list-style-type: none"> 1. Let pupils prepare and serve a series of family meals planned to emphasise preservation of nutritive values, saving time in food |

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	different groups at various income-levels.	<p>preparations, improved meal management, safety and sanitation, following a time-table prepared, storage etc.</p> <ol style="list-style-type: none"> 2. Teacher should see that each girl gets an opportunity to share in all activities involved. 3. Let pupils prepare a meal at home and ask their mothers and sisters to watch them and help them to summarise the producers and give them suggestions for improvement. 4. Let pupils select one item from each of the basic food-groups and specialise in preparing it in a variety of ways. 5. Let pupils invite their teachers and friends to participate in a meal prepared by them in their home.
3. Entertaining friends and understanding responsibilities of a hostess.	Preparation of beverages, tea, coffee, fruit-juice etc.	<ol style="list-style-type: none"> 1. Let pupils hold parties for their friends in their school and homes. 2. Let pupils prepare the items for the parties and entertain their friends to beverages, tea, coffee, fruit juice etc. and snacks. 3. Evaluate the results. 4. Make suggestions for improvement.

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
4. Increased ability in planning, preparing and serving economical and well-balanced meals for the family.	The daily food for the family.	<p>5. Report the performances.</p> <ol style="list-style-type: none"> 1. Let pupils compare some good and poor menus. 2. Let pupils consider factors necessary for good menu planning : <ol style="list-style-type: none"> i) good nutrition ii) seasonal food iii) cost of food iv) use of home products or preserved food v) use of left overs vi) likes and dislikes vii) quality of food viii) number of members in the family—their activities and age-levels. 3. Plan variety of menus for the family. 4. Plan variety of menus for class picnic. 5. Plan menus and estimate cost of food for a family for a week on different salaries from Rs 75 to 250 and for different family sizes. 6. Let girls list dishes in which they need additional practice. 7. Let teacher demonstrate preparing the dishes and pupils practise.
	Food substitutes and supplements. Ground-nut	8. Prepare supplementary foods and low-cost protein foods—ground-nut milk and butter, ragi, malt etc.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	preparations, sprouted gram etc.	9. List ways of increasing vitamin C in the diet—use of sprouted grams.
5. Assuming full responsibility for family meals.	Food for the family—planning of balanced diets for various age levels at different costs.	1. Have pupils prepare and serve individually a family meal. i) plan menu ii) making shopping order iii) plan serving the food iv) plan decoration of the eating place v) plan preparation of food vi) plan organisation of work
6. Increased ability to prepare a variety of foods.		1. Let pupils study methods of cooking vegetables to preserve colour, nutritive value, flavour and attractiveness.
	Methods of cooking (Contd.)	2. Let teacher demonstrate and pupils practise the principles of cooking vegetables : i) short cooking time. ii) small amounts of water iii) salt for taste (seasoning) iv) cooking with lid v) cooking without lid
		3. Let pupils plan and prepare a number of vegetable plates using the same menu.
		4. Compare the colour, attractiveness etc. of the plates prepared,

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		5. Let teacher demonstrate and pupils practise principles of making salads. 6. Let pupils choose from the supplies available vegetables and make a salad suitable for the menu. 7. Evaluate the salads prepared. 8. Let pupils study and discuss the methods of making <i>chappaties</i> , <i>puris</i> or other local cereal preparations. 9. Let teacher demonstrate and pupils practise baking breads. 10. Let pupils study and discuss various methods of preparing dhals. 11. Let teacher demonstrate and pupils practise dhal preparations. 12. Let pupils observe different sweets prepared in the home and bazaars. 13. Let pupils prepare selected sweets in the class.
7. Developing the habit of counting cost of meals and budgetting expenditure on food in relation to family income	The Food Budget (Contd.)	1. Let each family group figure accurately the cost of the meal they prepared. 2. Let each group estimate the cost of the two remaining meals for the day. 3. Let each group figure out the cost per person of each meal during the day.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		4. Let girls from farms, and those who have home gardens list foods produced in their home and estimate their cost.
		5. Let girls from town calculate the cost of foods purchased in their homes.
		6. List how much money is spent in the family on food for a week.
		7. Estimate the food needs of the family only for a week.
		8. Estimate the cost of the food needed for the family.
		9. Discuss this amount in terms of family income.
		10. Divide the class into groups to plan low, medium and high cost meals.
		11. Compare the price of foods in different shops, bazaars and stores.
		12. Exhibit several types of vegetables purchased in bazaars.
		13. Discuss differences in quality and cost.
		14. Let pupils co-operate with their families to buy food for one week.
		15. Keep an account of food cost in the family for one month.
		16. Determine ways of reducing the cost without sacrificing nutrition.

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>8. Getting the most out of the money spent on food.</p>		<p>17. Experiment with ways of conserving time and energy in food preparation.</p> <p>18. Budget expenditure on food for a family with a known salary.</p> <p>19. Plan menus for a week for the family.</p> <p>20. Discuss the values of adequate feeding to the family and the satisfaction gained from living within the income.</p> <p>1. Have each pupil figure her family food bill for a month.</p> <p>2. Let pupils read and discuss economical ways of buying and conserving good.</p> <p>3. Display and compare purchases in food.</p> <p>4. Let each group market for the class, clean and store the foods purchased.</p> <p>5. Plan way of using the left-over foods, in new recipes.</p> <p>6. Prepare meals using sprouted grams, multi-purpose foods and groundnut preparations.</p>
<p>9. Cutting the time spent on family meals—adopting meal plans of family needs and likes.</p>		<p>1. Plan and carry out a time-and-motion study adopted to the various tasks done in the average kitchen.</p> <p>2. Demonstrate the use of short-cuts in work.</p> <p>3. Discuss need] of making a</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>plan for work to develop good practices in kitchen.</p> <p>4. Select labour-saving devices available in the locality and study how they save time and labour in the kitchen (This can be correlated with the Home Management class).</p> <p>5. Study family practices to determine quantities and varieties of foods cooked for the family considering family needs, likes and dislikes.</p>
10. Understanding the importance of preserving food for future use—developing interest in food preservation.	Food preservation and storage in the home.	<p>1. List food preserved in your own home during the different seasons.</p> <p>2. Discuss the methods used for food preservation in your home.</p> <p>3. Evaluate the above list in terms of nutrition and menu variation.</p> <p>4. Make a list of the amounts and kinds of food preserved by the different ways in your home.</p> <p>5. Describe how the preserved foods are used in meals.</p> <p>6. Show films on food preservation.</p> <p>7. Visit experimental canning and food preserving factories.</p>
11. Selection of food and equipment	Food preservation through	1. Assemble and evaluate equipment needed for food

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
to be used in food preservation, considering cost and needs.	dehydration, pickles, jams and chutnies.	<p>preservation.</p> <p>2. Exhibit fruits and vegetables—some over-ripe, some blemished, some perfect.</p> <p>3. Let pupils select fruits and vegetables from the above for preservation, giving reasons.</p> <p>4. Discuss various equipment for food preservation and demonstrate their use.</p>
12. Understanding methods of food preservation.	-do-	<p>1. Using the different methods—dehydrating fruits, making pickles and canning—Let groups of pupils preserve various food available in the school and home.</p> <p>2. Let pupils label properly the foods preserved giving dates.</p> <p>3. Arrange adequate storage for the foods preserved.</p> <p>4. Judge the finished products for colour, appearance, consistency etc.</p> <p>5. Check the preserved foods from time to time for spoilage.</p> <p>6. List methods used in the community for preserving foods—drying, burning, storing in cellars, mud pots etc.</p>
13. Appreciating advantages of home-preserved	-do-	<p>1. Compare the cost of the foods preserved, if they are purchased fresh and</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
foods.		<p>also if they are bought from commercially preserved sources.</p> <ol style="list-style-type: none"> 2. Discuss the benefits of producing and preserving foods in the home, from the economical and the time-management points of view. 3. Consider foods which can be profitably preserved in your locality, by the different methods during different seasons. 4. Make a budget for foods to be preserved in your own family for a year. 5. Discuss the advisability of preserving foods : <ol style="list-style-type: none"> i) locally grown ii) cost iii) time iv) equipment v) family likes vi) availability when not in season 6. Study ways of using the preserved foods in daily diets. 7. Prepare some dishes using preserved foods and compare them with those prepared with fresh foods for cost, appearance etc.
14. Some ability to recognise qualities of well pre-	Food preservation through dehydration,	<ol style="list-style-type: none"> 1. Discuss causes of food spoilage. 2. Arrange a session on food

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>served foods— understanding methods to detect food spoilage and adulteration.</p>	<p>pickles, jams and <i>chutnies</i>.</p>	<p>spoilage inviting home-makers and extension workers to talk.</p> <ol style="list-style-type: none"> 3. Exhibit different types of spoiled food. 4. Discuss the dangers of food poisoning. 5. Discuss safety measures to prevent food spoilage : <ol style="list-style-type: none"> i) Pasteurisation ii) Refrigeration iii) Spraying DDT etc.
<p>15. Ability to plan and serve food for special occasions—developing skills in planning and entertaining parties—being a hostess.</p>	<p>Etiquette of serving food.</p>	<ol style="list-style-type: none"> 1. Discuss being a gracious hostess. 2. Consider ways of family members sharing in entertaining friends. 3. Let girls plan, prepare and serve a few selected meals for parties considering invitations to be issued, decorations and entertainment. 4. Let groups of girls plan a party : <ol style="list-style-type: none"> i) discuss plan ii) preparation of suitable foods etc. 5. Let groups of girls serve tea or coffee for a party emphasising that simplicity is the key-note of good taste.
<p>16. Understanding problems affecting food production and supply.</p>	<p>Making a survey of different foods available in the locality</p>	<ol style="list-style-type: none"> 1. Study and discuss ways in which locality, income, occupation, transportation etc. affect food supply.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	during the different seasons.	2. Study how home production and preservation of foods can cut down cost.
17. Planning kitchen garden for improving the family's nutritional status.	Kitchen gardening wherever possible.	<ol style="list-style-type: none"> 1. Let each group take a plot and plan the kitchen garden for the year. 2. Let each group maintain a record of the produce from the garden. 3. Assess the income from the garden. 4. Assess the nutritive values of the foods produced.
18. Ability to plan meals for special conditions—preparing meals for the sick, the pregnant etc.	Feeding the sick Feeding children. Preparation of invalid and special diets—fluid diets like barley-water, albumin water, <i>kunjees</i> , <i>suji</i> , whey, steamed vegetables, mashed foods.	<ol style="list-style-type: none"> 1. Analyse food needs of the different members of your family. 2. Plan meals to meet those needs. 3. Investigate special problems needing variation in diets for pregnancy, infancy, early childhood, adolescence, overweight, underweight, anaemia etc. 4. Plan and prepare meals for the special conditions. 5. Practise in the foods class making fluid diets—barley water, albumin water, <i>kunjees</i>, (<i>suji</i>, sago and rice) steamed vegetables and mashed foods. 6. Consider ways to maintain adequate diets for all the family members within the money income.

FOOD, NUTRITION & COOKERY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
19. Preparing meals for children.	Preparation of children's diets.	<ol style="list-style-type: none"> 7. Plan, prepare and serve food for the sick in the home or school. 8. Let each person assume responsibility for looking after the diet of one sick person during the year. 1. Discuss the nutritional requirements of children—infant, pre-school and school-going. 2. Prepare supplementary foods for infants. 3. Plan and prepare a meal for a pre-school child. 4. Take responsibility for preparing meals for children in a nursery school.

CHAPTER XV

HOUSING AND HOME MANAGEMENT

(The areas of Housing and Management stress those qualities which make a home comfortable, livable and attractive.) It is important for girls to realise that a home is to be judged by the way it meets the needs of the family members rather than by its size, appearance, cost and type. Therefore, experiences such as improvement of the home and its surroundings at little or no cost, learning ways to make homes attractive without being unhappy about the situations which could not be changed, sharing in and doing household tasks and developing happy attitudes to share facilities in the homes are emphasized.

Many pupils may have some responsibility in helping with management activities in the home. Some may be looking forward to marriage and their future homes. Interest in establishing and maintaining reasonable standards for making homes comfortable and convenient should be stimulated. Pupils must be able to appreciate that even under crowded conditions it may be possible to provide more space for study, storage and entertainment, through suitable changes and adjustments. Girls should be guided to express individuality in their homes. The activities chosen should be closely related to the needs and interests of the high school girls. By helping girls face reality in their own homes, they will be better prepared to meet their present and future home problems.

Management involves wise use of time, money and energy as well as improved methods in doing household jobs. Through the study of this area girls will be assisted with their management and buying problems. Pupils will be guided through selected learning experiences, to be more intelligent in determining values and more efficient in buying goods and services. Management experiences should be internal parts of the curriculum.

Teaching management is a means to the end—satisfactory home living. It cannot be taught as a separate subject. It cuts across all

HOUSING AND HOME MANAGEMENT

other areas in Home Science. Therefore, home management units and experiences must be carefully planned and integrated with all aspects of Home Science namely nutrition, health, child-care, clothing, public relationships and other school subjects.

There are many interesting approaches to teaching Housing and Home Management. Visits to well and poorly arranged homes, use of pictures, visits to shops, exhibitions of articles, arrangement of art centres in the home and school, movies, making beds, arrangement of Home Science room, study of housing plans and furnishings, comparison "before" and "after" improvement, hobbies, cartoons, poems, dramas and skits can all be used to stimulate pupils' interest in this area. Pupils can make their budgets, do their shopping and keep records to make learning more interesting. They can collect proverbs such as 'A stitch in time saves nine', 'Haste makes waste' etc.

Given in the following pages are suggested experiences for teaching the units in Housing and Homes Management. They are centred around: Improving home ; Helping in the care of the house ; A livable home ; A home to enjoy ; Planning the house, and Managing the resources.

A—Units and Goals

I Year IX Standard	II Year X Standard	III Year XI Standard
<i>Units</i>	<i>Units</i>	<i>Units</i>
1. Improving Our Homes 2. Helping in the Care of the House	A Livable Home A Home to Enjoy.	1. Planning the House 2. Managing the Resources
<i>Goals</i>	<i>Goals</i>	<i>Goals</i>
1. Understanding factors involved in establishing and maintaining a home.	Using colour and design in arrangement of furniture, flowers, pictures	1. Learning to plan houses to meet family needs.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goals</i>	<i>Goals</i>	<i>Goals</i>
	etc. to make the home attractive.	
2. Making home beautiful and a centre for social activities.	Using space most efficiently in the home.	2. Understanding factors essential in building a house—advantages and disadvantages in renting, buying and building a house.
3. Sharing space and facilities with family members in the house.	Providing adequate lighting in the house.	3. Choosing appropriate house-hold furniture and accessories.
4. Having a place for personal activities in the home.	Improving outside of homes and grounds.	4. Selecting and making best use of equipment, utensils and accessories.
5. Assuming responsibilities for care of the house—cleaning, arranging, furnishing, storing, taking care of the buildings etc.	Improving performance of household jobs—working independently and quickly.	5. Understanding sources of family income—human and material.
6. Making home adaptable and suitable for different functions in the household.	Appreciating leisure time activities to increase the joy of family living.	6. Recognising various standards of living and factors affecting a family's standard of living.
7. Improving home within budget limits.	Some ability to arrange flowers.	7. Planning the family budget.
8. Making the home a safer place to live and work.	Respecting property of the school and home.	8. Buying wisely—developing values for spending money—developing pride in thrift.
9. Helping in household duties—de-	Assuming responsibility for	9. Managing time, energy, money wisely in the home

HOUSING AND HOME MANAGEMENT

<i>Goals</i>	<i>Goals</i>	<i>Goals</i>
veloping skills in simple household tasks.	managing and caring for the home.	and school.
10. Improving home storage.	Developing an appreciation of the home as a setting for family life.	10. Developing proficiency in household skills.
11. Planning spending money.	Developing ability to entertain guests and friends.	11. Developing standards for achievements in household skills.
		12. Developing good business procedures—keeping records and accounts.
		13. Using human and material resources to extend family income and happiness.

B—Activities

I YEAR

- Units* :—1. Improving our Homes
2. Helping in the Care of the House

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
1. Understanding factors involved in establishing and maintaining a home.	The house—selection of site, soil, locality, aspect, facilities	1. Let class summarize adequate housing needs for a family. 2. Let the class invite a building engineer to discuss the factors involved in building a house. 3. Let the class discuss the location for the house with reference to the community facilities such as school,

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
2. Making home beautiful and a centre for social activities.	for transportation, lighting, water, ventilation, drainage and nearness to school, office, shops etc.	<p>medical services, transportation, markets, etc.</p> <p>4. Let the class discuss factors to be considered in planning a house, location, size and cost, needs and interests of the family, and arrangement of the rooms, storage space, furnishings, etc.</p> <p>5. Let the class plan a small home for a newly married couple.</p> <p>1. Let pupils discuss the effects of livableness of home upon the family members.</p> <p>2. Let pupils consider the need for balance between material things and family relationships in the home.</p> <p>3. Let pupils list the ways in which they can develop a taste for the beautiful.</p> <p>4. Let pupils make simple articles which will add beauty to the home.</p> <p>5. Let teacher demonstrate and pupils practise simple flower arrangements.</p> <p>6. Let pupils compare frames of pictures and select those which will be most suitable for the different rooms.</p> <p>7. Let pupils re-arrange pictures in different rooms in order to enhance the attractiveness of the rooms.</p>
	Colour combinations, arrangements of pictures and flowers-- study of different types of vases.	

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Floor decoration—such as <i>rangoli, alponas</i> etc.	8. Let pupils compare different types of table cloths used for beautifying the home. 9. Let pupils collect local <i>kolams, rangoli, alponas</i> , for floor decoration.
3. Sharing space and facilities with family members in the house.	Improving single rooms for multipurpose.	1. Let pupils plan ways for helping their younger brothers and sisters to keep their places and play things in order. 2. Let groups of pupils plan furnishings and arrangements for articles in a room for a school girl and for a school boy. 3. Let pupils arrange a children's corner in the Home Science room. 4. Let pupils consider the special provisions to be made to have an old person in the home.
4. Having a place for personal activities in the home.		1. Let each pupil list the activities carried out by her in her own room such as sleeping, dressing, studying, hobbies, music, etc. 2. Let each pupil plan ways to provide for these activities. 3. Let pupils list the activities necessary for the care of their rooms. 4. Let the teacher demonstrate and pupils practise

SUGGESTED ACTIVITIES FOR HOME SCIENCE

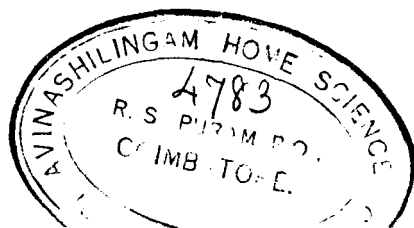
<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i> methods of performing the activities listed.
5. Assuming responsibilities for care of the house—cleaning, arranging, furnishing, storing, taking care of the buildings, etc.		<ul style="list-style-type: none"> 5. Let pupils make and carry out plans for the care of their rooms. 6. Let pupils report the results of their experiences to class. 7. Let pupils put up pictures of interesting rooms which they have found used by girls. 8. Let each pupil plan and carry out a project to improve the appearance and conveniences of her room, e.g., arrangement of the boxes, mirror, towels, curtains, etc. 1. Let pupils list the house-keeping duties in which they had assisted their mothers—sweeping floors, polishing, washing utensils, dusting furniture etc. 2. Let pupils list the additional duties they can perform in the house. 3. Let pupils list the activities which their mothers do in addition. 4. Let pupils select the activities which they would like to do better. 5. Let pupils make plans for organising the duties mentioned so that they can

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i> enjoy doing them.
	Care of the house—daily, weekly and seasonal cleaning—dusting, sweeping, white-washing, polishing, painting, cleaning furniture, windows, walls, floors etc. Use of different types of brooms, brushes etc.	<p>6. Let the teacher demonstrate and pupils practise methods of doing the duties selected efficiently, such as sweeping, washing clothes, dusting furniture, etc.</p> <p>7. Let groups of pupils rearrange a room in their home which has been disarranged by children with scattered papers, books, pictures, toys, etc.</p> <p>8. Let pupils compare different ways of arranging the same furniture in a given room.</p> <p>9. Let pupils select the articles to be stored in a house.</p> <p>10. Let pupils list the ways in which the articles are stored in their homes.</p> <p>11. Let pupils list ways of improving storing articles.</p> <p>12. Let pupils study a chart of different colour schemes and combinations to be used in furnishing the house.</p>
6. Making home adaptable and suitable for different functions in the household.	Allocation of room. Household furnishing and interior decoration.	<p>1. Let pupils consider activities for which space should be provided in a house.</p> <p>2. Let pupils list minimum essentials in room space, furniture and other articles to provide for the different</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>functions outlined in a house.</p> <p>3. Let pupils work out allotting space for the different functions in their house.</p> <p>4. Let pupils consider the ways to furnish the rooms in the house.</p> <p>5. Let pupils arrange the furniture in the rooms to secure greater convenience and beauty.</p>
	<p>Selecting suitable furniture, fittings and simple articles for decoration—</p> <p>colour combinations, arrangements of pictures and flowers. Arrangement of the various rooms in Indian style—</p> <p>arrangement of furniture in various rooms. Comparative study of different types of furniture.</p> <p>Picture arrangement</p>	<p>6. Let pupils select and arrange furniture for use and beauty suited to needs of the members of a specific family, using copies of desirable floor plans, furniture diagrams, etc.</p> <p>7. Let pupils arrange utensils in the kitchen to make them more attractive and convenient to reach and use.</p> <p>8. Let pupils experiment with re-arrangements of furniture and accessories in the Home Science room.</p> <p>9. Let pupils re-arrange pictures in a room to secure more pleasing effect.</p> <p>10. Let pupils suggest important principles in selecting and hanging pictures.</p> <p>11. Let pupils mount frames and hang pictures.</p>



HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
7. Improving home within budget limits.		<ol style="list-style-type: none">12. Let pupils summarize all the factors essential in selecting furnishings for a room, e.g., size, weight, wall space, movement, type of people who live in the room, etc.1. Let pupils list all the furniture, utensils and other articles in their homes.2. Let pupils list the various activities in their homes.3. Let pupils list the articles for which there is not much use in the home as compared with the activities.4. Let pupils list the articles required for carrying out the various activities without inconvenience in their homes.5. Let pupils consider the ways of doing household activities to save time and resources.6. Let pupils suggest ways of using the unwanted articles in the place of articles required.7. Let pupils study ways of improving lighting in their homes without increasing the expenses.8. Let pupils state ways of improving the work procedures in the kitchen.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
8. Making the home a safer place to live and work.		<ol style="list-style-type: none"> 1. Let pupils observe and discuss factors which contribute to safety in the home and school. 2. Let pupils make a list of factors leading to home accidents—broken steps, slippery floors etc. 3. Let pupils make suggestions to avoid the factors leading to accidents. 4. Let pupils compile cartoons and pictures giving suggestions to avoid accidents in washing utensils, sewing cloth, cleaning, food-cooking, etc.
9. Helping in household duties—developing skill in simple household tasks.	House-hold	<ol style="list-style-type: none"> 1. Let pupils consider their responsibilities for the home in house-keeping duties. 2. Let pupils study their time-tables for school and home-work. 3. Let pupils suggest plans to accommodate their duties in the home with the time-table for school studies. 4. Let pupils study the effect of household duties on their health. 5. Let pupils make a time plan for a week to include home activities and school responsibilities. 6. Let pupils follow the plan. 7. Let pupils practise various

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	cleaning—use of different types of brooms, brushes and mops.	activities such as cleaning room, cleaning metals, wood, leather, glass-ware etc.
	Experiments with different cleaning substances like soap, vim powder etc.	8. Let pupils try to improve their procedures by repeating the experiments.
	Preparation of household polishes for cleaning metals, wood, leather etc.	9. Let pupils evaluate the cleaning equipment and storage of the same.
	Cleaning of floors, walls, furniture and other articles.	10. Let pupils rearrange cleaning equipment to save pupils' time, energy and labour.
	Cleaning of metals, glass-ware, wood, leather, ornaments etc.	11. Let pupils make a plan for getting special cleaning jobs done at definite intervals so that all the work need not be done at the same time.
		12. Let pupils investigate materials and methods used in cleaning household articles efficiently.
		13. Let pupils prepare household polishes for cleaning metals, wood, leather, glass-ware and ornaments.
		14. Let teacher demonstrate efficiently methods of using the polishes prepared in house-hold cleaning.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
10. Improving home storage.	Storage of household equipment.	<p>15. Let pupils evaluate the methods and materials in terms of time, energy and effectiveness and suggest improvements.</p> <p>16. Let pupils make simple direction sheets for making household cleaning materials and polishes and also for using them.</p> <ol style="list-style-type: none"> 1. Let pupils list types of storage space required in a home. 2. Let pupils list the storage space available in their homes. 3. Let pupils suggest plans to accommodate the space needed with the space available. 4. Let pupils collect pictures illustrating good storage. 5. Let pupils visit some homes which have good storage facilities. 6. Let pupils set up standards for ideal storage of various types, for various needs suitable to their home situations. 7. Let pupils plan ways to improve storage facilities in their home and the Home Science room. 8. Let pupils discuss the effectiveness of different types of shelves, almirahs

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
11. Planning spending money.	Living within one's income. Budget and accounts. Keeping personal accounts.	<p>and cup-boards for storage of household equipment—brass, aluminium, copper, silver, glass, procelain, earthenware and stainless steel.</p> <p>9. Let pupils make provision for a linen cupboard.</p> <p>10. Let pupils write an essay on home storage space and its effect upon family happiness.</p> <p>1. Let pupils report ways in which they get money for their personal expense.</p> <p>2. Let pupils list their usual items of expenses.</p> <p>3. Let pupils compare their accounts with those of two other girls in the class.</p> <p>4. Let pupils evaluate how best they can use their money and keep records.</p> <p>5. Let each pupil maintain an account of all the money spent during a month giving particulars—for what purpose, for whom? etc.</p> <p>6. Let pupils analyse the values and satisfaction derived from such expenditure.</p> <p>7. Let pupils plan future use of money in relation to the satisfaction.</p> <p>8. Let pupils list their personal needs for money accor-</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		ding to priority.
		9. Let pupils consider their needs in relation to the needs of the family members.
		10. Let pupils plan a budget for their personal expenses.
		11. Let teacher show charts and pictures of money management.
		12. Let pupils list ways of earning extra money.
		13. Let pupils study ways of contributing to the family income.

II YEAR

	<i>Units :</i>	1. A livable Home.	
		2. A Home to enjoy.	
1. Using colour and design in arrangement of furniture, flowers, pictures, etc. to make the home attractive.			1. Let each pupil select her favourite room in her home or school.
			2. Let each girl list factors which will make the room more pleasing, giving reasons.
			3. Let each pupil prepare an evaluation sheet based on the above factors.
	Selecting suitable furniture, fittings and simple articles for decoration—colour combinations, arrange-		4. Let each pupil score the room selected by her using evaluation sheet prepared by her.
			5. Let each pupil make and carry out a plan for improving the room on the basis

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	ment of pictures and flowers, fixing cushions, floor coverings and other furnishing with emphasis on aesthetic and practical values; floor decoration.	<p>of her evaluation.</p> <p>6. Let girls make field-trips to homes with good arrangement of furniture and colour combinations in furnishings.</p> <p>7. Let girls make and exhibit articles and illustrations to show an attractive home—use of mats, handicrafts, paintings, small utensils etc.</p> <p>8. Let pupils study and discuss different types of pictures—their suitability for the rooms selected—hanging pictures at eye-level, to go with furniture and accessories, not showing the hanging devices and suited to wall space.</p> <p>9. Let pupils discuss selections of bed covers, table-cloth, curtains, mats, carpets, lights etc.</p> <p>10. Let pupils discuss suitability of colour to a room.</p>
	Colour combinations.	<p>11. Let teacher demonstrate choice of shades in colours in fabrics, articles and pictures.</p> <p>12. Let pupils discuss and list contrasting colours.</p> <p>13. Let girls select and make articles such as clothes bags, waste-paper baskets, lamp shades, table-cloth,</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
2. Using space most efficiently in the home.	Allocation of rooms.	<p>picture-framing, painting albums, pillows, pillow-covers and table mats for using in their homes.</p> <ol style="list-style-type: none"> 1. Let pupils list the purposes for which space is required in the home. 2. Let pupils list the space available for the different functions listed in their homes. 3. Let teacher illustrate storage space throughout the home and the best ways of storing cloth, food, pictures, utensils and other articles. 4. Let pupils list some common problems in finding space in the home. 5. Let pupils suggest possible solutions to the problems.
3. Providing adequate lighting in the house.	Lighting	<ol style="list-style-type: none"> 1. Let pupils study types of lighting in the homes in their localities. Brass lamps, oil lamps, kerosene lanterns, naked lamps, petromax, electric lights and others. 2. Let pupils study causes of defective lighting and list remedies. 3. Let pupils formulate the rules for creating comfortable lighting. 4. Let pupils list precautions

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		to be observed in care of lights.
		5. Let pupils study suitable heights and locations for the lamps.
		6. Let pupils make a study of direct, semi-direct and indirect lighting used in different homes.
		7. Let pupils select lamps for different rooms to provide adequate light including types of shades, and size of bulbs.
4. Improving outside of homes and grounds.	Flower gardens	1. Let pupils improve the appearance of the outside in their home and school, by planting flower plants.
		2. Let pupils visit attractive landscape gardens in the homes of the community—parks etc.
		3. Let pupils list trees and shrubberies in the locality which can make landscape beautiful.
		4. Let pupils sketch sceneries of beautiful landscape gardening.
5. Improving performance of household jobs—working independently and quickly.		1. Let pupils make a plan for complete care of the Home Science room and their room—daily, weekly and seasonal cleaning.
		2. Let the plan include sharing of responsibilities by all the girls in the class

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community and members in the family.</i>
	Home Management—Essential qualities for good management in a home maker.	3. Let pupils make a plan for continuous care of the home and Home Science room.
	Value of planning for good management benefits of a planned time-table, division to work among family members.	4. Let pupils visit several attractive and convenient homes illustrating different income-levels of the community.
	Planning as the key to success in management.	5. Let pupils discuss the factors involved in home management such as use of time, money, energy and standards.
	Study of labour-saving devices in the kitchen—fruit juice extractors, papers, grinders, mixers, potato-mashers, shredders, scrapers etc.	6. Let girls give reports of well-managed homes. 7. Let girls have role-playing on home management.
		8. Let girls visit shops and homes and list the labour-saving devices available in the locality for doing household and kitchen work.
		9. Let teacher demonstrate their use and describe how they save time.
		10. Let girls practise using them and estimate the time and labour saved in relation to cost and convenience.
	Short-cuts in work.	11. Let girls list various tasks to be done in caring for a house such as dusting, sewing, washing, polishing,

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		laundrying, making beds, etc. Let class outline criteria for judging the efficiency of the labour-saving devices :— Check Maxi- Ave- Mini- mum rage mum i) Easy to handle ii) Cost of operation iii) Suitability to purpose iv) Durability v) Easy to clean vi) Easy to replace vii) Parts available locally.
		12. Let girls discuss good management practices to be observed in doing the above tasks to increase family resources and happiness.
		13. Let girls describe amount of energy and time saved when proper care of equipment is given.
		14. Let pupils study right tools for specific tasks.
		15. Let teacher demonstrate correct and incorrect methods of using the tools for specific jobs.
		16. Let class summarise short-cuts to be followed in doing household work.
		17. Let pupils list short-cuts

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i> for house work.
6. Appreciating leisure-time activities to increase the joy of family living.	Hobbies for supplementing family income and wise use of leisure	<p>18. Let pupils prepare and exhibit all labour-saving devices.</p> <p>1. Let the class discuss importance of leisure-time activities in their family life.</p> <p>2. Let class list the leisure—time activities which can be shared in their homes—collecting artistic things, arranging pictures etc.</p> <p>3. Let pupils list hobbies which can add income, such as gardening, handicrafts, etc.</p> <p>4. Let the class sponsor a hobby show.</p> <p>5. Let the pupils evaluate the time given for leisure activities in terms of joy, satisfaction and income.</p>
7. Some ability to arrange flowers.	Flower arrangement—study of different types of vases etc.	<p>1. Let teachers demonstrate principles of flower arrangements.</p> <p>2. Let class discuss points to consider when arranging flowers—types of flowers, types of vases, heights of flower stalks, colour, place, background etc.</p> <p>3. Let class discuss objects which harmonise with flower arrangements, other decorative objects, cur-</p>

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
8. Respecting property of the school and home.	Care of the house—care of household equipment.	<p>tains, table-cloth, book cases, etc.</p> <ol style="list-style-type: none"> 4. Let the class discuss the use of plants or flowers in the home for adding colour, cheerfulness and beauty. 5. Let girls bring flowers and containers from their homes and arrange them in the class. 6. Let girls list inexpensive ways to have plants in their homes all the years. 7. Let pupils improvise inexpensive containers such as bottles, boxes, painted tins for arranging flowers. 8. Let teacher show disadvantages in making use of paper and artificial flowers for decoration. <ol style="list-style-type: none"> 1. Let pupils observe and list items of damaged furniture, broken articles, ink-stained floors, torn mats etc. in the school, Home Science room and home. 2. Let pupils discuss the reasons for such wastage. 3. Let pupils make and carry out a plan for the year for respecting property of the school and home : placing signs, arranging weekly cleaning drives, mending and repairing damaged property etc.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
9. Assuming responsibility for managing and caring for the home.	Home Management.	<p>4. At the end of the year let pupils report on and evaluate results.</p> <p>1. Let pupils report on their experiences when they had to share responsibility of managing the home.</p> <p>2. Let pupils list problems in the above :—</p> <p>i) not enough time for studies</p> <p>ii) could not manage younger brothers and sisters.</p> <p>iii) were nervous.</p> <p>3. Let pupils listen to experienced home-makers telling factors essential for success in home management.</p> <p>4. Let each pupil assume responsibility and the care of her home for a week, to practise the principles learnt.</p> <p>5. Let pupils report experiences to class.</p>
10. Developing an appreciation of the home as a setting for family life.	Essential qualities in a home-maker.	<p>1. Let the class discuss the difference between house and home.</p> <p>2. Let the class discuss whether size and cost of the house determine satisfaction for the family.</p> <p>3. Let the class describe the instances of homes reflecting personalities and life of family.</p>

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
11. Developing ability to entertain guests and friends.		<p>In correlation with the unit on Foods and Nutrition :—</p> <ol style="list-style-type: none">1. Let each pupil make a plan for entertaining a guest for a meal in her home considering their customs.2. Let pupils plan ways of entertaining a guest in their homes.3. Let pupils discuss forms of hospitality prevalent in their homes.4. Let pupils plan inexpensive ways to entertain guests.5. Let the class plan a party for another class.6. Let pupils collect ideas for games, refreshments and other activities for children entertaining.7. Let pupils report ways of celebrating special days and festivals in their homes.8. Let the class discuss the values of entertaining during festivals.9. Let each pupil plan a family picnic or an evening fun for their family and discuss their values to the family.

III YEAR

- Units :* 1. Planning the House
2. Managing the Resources

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
1. Learning to plan houses to meet family needs.	The house	<ol style="list-style-type: none"> 1. Let pupils analyse the activities in their families in relation to the designs of their houses. 2. Let pupils set up standards for judging a suitable house for their families or a particular family, judging a suitable site, size, number of rooms, arrangement of rooms etc. 3. Let pupils study different types of architecture in the locality and decide which are most suitable in terms of economy, comfort, convenience etc. 4. Let pupils take field trips to see examples of different adaptations of architecture to location, types of housing construction, comparative use of space in different floor plans. 5. Let pupils develop standards for making a home out of a house. 6. Let pupils evaluate one or two houses using the standards developed by them. 7. Let pupils examine arrangement of rooms which are not convenient for the family in some houses and suggest modifications. 8. Let pupils enlist the co-operation of a family to

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>rearrange their rooms to give greater joy and convenience.</p> <p>9. Let pupils analyse the diagrams of floor plans for economical use of space—convenient grouping of room, provision for storage, privacy, lighting, ventilation, etc.</p> <p>10. Let pupils study blueprints of floor plans of houses and suggest provision for children's activities and leisure-time activities.</p> <p>11. Let pupils make some desirable changes in their own house to improve lighting, ventilation, humidity, etc.</p> <p>12. Let pupils make suggestions for planning small houses to meet family needs.</p> <p>13. Let pupils participate in arranging school rooms for functions and festivals.</p>
2. Understanding factors essential in building a house—advantages and disadvantages in renting, buying and building a house.		<p>1. Let pupils discuss factors influencing choice of location for a home.</p> <p>2. Let pupils analyse facilities for transportation, shopping, education, and recreation in their community for selecting a house.</p>
	The house—renting the house	<p>3. Let pupils make a survey of rent and property price</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	versus buying the house.	<p>in community.</p> <p>4. Let pupils determine the cost involved in building a house, buying a house and renting a house.</p> <p>5. Let pupils calculate the cost of utilities in their communities.</p>
	Planning the use of income to meet the requirements for house rent.	<p>6. Let pupils with the assistance of their parents estimate the yearly housing cost for their families.</p> <p>7. Let pupils study the housing cost for their family in relation to other items of the budget.</p> <p>8. Let pupils list the activities in their house requiring special housing provision.</p> <p>9. Let pupils visit houses under construction and examine the provision for safety and sanitation.</p> <p>10. Let pupils visit historic styles of houses in the locality.</p> <p>11. Let pupils list local housing problems—non-availability of houses, overcrowding, water, light, etc.</p> <p>12. Let pupils consider the relationship between housing and social problems, such as health, income, etc.</p>
	Planning the use of income to meet the require-	<p>13. Let pupils study family budgets of different incomes to determine cost</p>

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	ments for house rent.	of housing.
3. Choosing appropriate household furniture and accessories.		<ol style="list-style-type: none"> 14. Let pupils study the sources of water supply for the houses in their locality. 1. Let pupils investigate, through field-trips, cost of furniture to provide for essentials. 2. Let pupils investigate and compare types of furniture available for different income-levels, at different cost-levels. 3. Let pupils evaluate the suitability of the furniture to use, beauty of design and comfort. 4. Let teacher demonstrate renovation and refinishing of furniture pieces.
	Selecting suitable furniture—comparative study of different types of furniture.	<ol style="list-style-type: none"> 5. Let pupils visit homes in which rooms have attractively been arranged at little cost using home-made furniture. 6. Let pupils consider the part furniture can play in a newly married bride's life. 7. Let pupils list essential furniture for houses with different income-levels. 8. Let pupils list the functions for which furniture pieces are required—writing, reading, resting, experimentation etc.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<ul style="list-style-type: none"> 9. Let pupils discuss the principles in arrangement of furniture ; colour, paint, cost, utility, etc. 10. Let pupils discuss how small objects can make homes more attractive. 11. Let pupils make waste-paper baskets, door mats, curtains etc. 12. Let pupils visit a furniture store and study pieces of furniture.
	Arrangement of book cases, book shelves—care of books.	<ul style="list-style-type: none"> 13. Let pupils arrange book-cases and book-shelves. 14. Let pupils discuss methods of caring for books.
4. Selecting and making the best use of equipment and utensils.	Selection, care and storage of household equipment — brass, aluminium, copper, silver, glass, porcelain, earthenware (stone ware and stainless steel)	<ul style="list-style-type: none"> 1. Let girls draw pictures of good kitchen arrangement indicating the type of equipment and utensils to be used. 2. Let girls visit shops for utensils, observe and select utensils suitable for the kitchen. 3. Let the pupils list the factors to be considered in selecting utensils for the kitchen—metal, shape, size, ease of handling, etc. 4. Let pupils list the minimum utensils required for a comfortable kitchen. 5. Let pupils purchase some utensils for the kitchen.

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
5. Understanding sources of family income.	Sources of family income.	<p>6. Let pupils store the utensils.</p> <p>1. Let pupils discuss the sources of family income—wages, salaries, farm produce, subsidiary crafts etc.</p> <p>2. Let pupils discuss the family needs and wants.</p> <p>3. Let pupils explain how each family member can add to the income of the family through services.</p> <p>4. Let pupils discuss why they should plan spending money—for security, for saving, for more wise spending for each member to get his/her share.</p> <p>5. Let pupils list the items of expenditure—food, clothing, housing, education, entertainment, health, savings, etc.</p> <p>6. Let pupils discuss the use of the family income for one month.</p> <p>7. Let pupils list the ways in which spending money may be improved in families.</p> <p>8. Let pupils have some role-playing representing a family of four discussing using their money.</p> <p>9. Let girls discuss how money may bring happiness or unhappiness—benefits</p>
	Planning the use of income to meet the requirements for food, clothing, house-rent etc.	

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>of saving—cash and credit, evils of debt.</p> <p>10. Let pupils discuss ways of personal spending, notebooks, refreshments, gifts, etc.</p> <p>11. Let pupils list ways of saving money—banks, investments, post office National Savings Certificates etc.</p> <p>12. Let pupils study how to open a bank account.</p> <p>13. Let pupils start a Post Office Savings book.</p>
	<p>Methods of saving and benefits of saving cash and credit, evils of debt. Banks and how they operate—different types of cheques—investments—Post Office, National Saving Certificates, Fixed Deposits, Shares in Companies and Insurance.</p>	
6. Recognizing various standards of living and factors affecting a family's standard of living.	Standards of living.	<p>1. Let pupils discuss different standards of living with examples—labourers, peons, clerks, business men, officers, teachers etc.</p> <p>2. Discuss factors affecting the family's standard of living—background of the family, desires of members of family, income, special occupation of members, the head of the family, location of home, uses of the income, number of dependents etc.</p>

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
7. Planning the family budget.	Budget and accounts—planning the use of income to meet the requirements for food, clothing, house-rent, health, education, taxes and saving. Planning budgets at different levels of income.	<ol style="list-style-type: none"> 1. Let pupils discuss factors essential in planning a budget—needs and wants of family members such as food, clothing, house, health, education, savings, cost of living, size of the family, income etc. 2. Let pupils make a budget for the family, for the Home Science department and for their personal expenses. 3. Pupils study how different families spend their income. 4. Pupils make budgets for different income-levels.
8. Buying wisely—developing values for spending money—developing pride in thrift.	Marketing—how to select and buy goods and procure services for the house-	<ol style="list-style-type: none"> 1. Let pupils make a list of things they had purchased recently for their family. 2. Let pupils exhibit the articles purchased. 3. Let pupils judge the articles purchased, size, quality, cost, etc. 4. Let the class make a list of good buys. 5. Let the girls of good buys report how they bought. 6. Let the class dramatize the ways of making purchases considering attitude

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	hold—visits to various types of markets including the cooperatives—law of supply and demand—fluctuation of prices—purchasing power.	<p>and procedure of the shop-keepers.</p> <p>7. Let the class make a list of articles needed for a Nutrition class.</p> <p>8. Let the class take field trips to different types of markets including the cooperatives to buy the articles listed.</p> <p>9. Let one group select an article for clothing.</p> <p>10. Let another group make the article.</p> <p>11. Let one group purchase the same article ready-made.</p> <p>12. Let the class compare the cost of purchase against the cost of making the article.</p> <p>13. Let the class discuss the points to be considered in buying—cost, availability, usefulness, suitability.</p> <p>14. Let the class formulate basic principles for wise buying.</p> <p>15. Let the class suggest ways to recognize a good article.</p> <p>16. Let the class report the advantages of making purchases oneself.</p> <p>17. Let pupils discuss reasons for fluctuation of prices.</p>
9. Managing time,		1. Let the class make a

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
energy, money wisely in the home and school.	Management of financial resources, time, effort and talents of all the family members so as to get the most from family life.	<ol style="list-style-type: none"> 1. survey of income available to the classmates. 2. Let the class describe various methods of handling the family income. 3. Let the class dramatize a situation in which mother and father do not see eye to eye as to spending that money. 4. Let the class discuss and evaluate the situation. 5. Let the class list abilities and skills which help to extend the income. 6. Using the list let the pupils evaluate their abilities.
10. Developing proficiency in household skills.	Value of planning for good managements—benefits of a planned timetable, division of work among family members	<ol style="list-style-type: none"> 1. Let the class discuss relationships of house-keeping skills to good family living. 2. Let the class consider factors influencing sharing of responsibilities between various members of the family in household skills. 3. Let the class plan timetables for the different family members. 4. Let the class list essential laboursaving devices for their houses. 5. Let the class compare the expenditure of time in doing a household skill with and without the laboursaving equipment.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	and shortcuts in work — planning as the key to success in management— planning the wise expenditure of time.	<p>6. Let the class list ways in which house work can be simplified in their homes.</p> <p>7. Let the class try out some of these ways in their own homes.</p> <p>8. Let the class compare and evaluate traditional and modern work procedures.</p> <p>9. Let the class discuss steps in good management.</p> <p>10. Let the class discuss the advantages of good work time-table and use of good work habits.</p>
11. Developing standards for achievement in household skills.		<p>1. Let the class make some guides for making a good work plan with essential first.</p> <p>2. Let the class make time-table for daily, weekly and occasional household jobs.</p> <p>3. Let the teacher demonstrate and pupils practise correct ways of doing household jobs.</p> <p>4. Let pupils develop standards for household skills.</p>
12. Developing good business procedures—keeping records.	Keeping personal accounts and accounts of school club.	<p>1. Let pupils report on records of money spent.</p> <p>2. Let class look over simple types of account books.</p> <p>3. Let each pupil maintain an account book for her pocket money.</p> <p>4. Let the pupils maintain a</p>

HOUSING AND HOME MANAGEMENT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
13. Using human and material resources to extend family income and happiness.	Home Management—essential qualities for good management in a home-maker.	<p>record book for the Home Science room to indicate accounts of expenditure on food and other articles consumed.</p> <p>5. Let pupils maintain accounts for the school clubs.</p> <p>1. Let the class outline the varied responsibilities of the home-maker—manager, artist, economist, nurse, teacher, etc.</p> <p>2. Let the class make a study of the joy and satisfaction which a home provides to its family members.</p> <p>3. Let the class consider how the activities of a home influence family living.</p> <p>4. Let the class show how different families meet basic needs of resting, playing, eating studying and working in their homes with limited space.</p> <p>5. Let each pupil organise work areas in their homes to conserve time and energy.</p>

CHAPTER XVI

TEXTILES, CLOTHING AND LAUNDRY

Adolescent girls are deeply conscious of their appearance and concerned about the approval of their classmates. They are eager to look and dress like their peers. They are aware that clothing contributes greatly to their personal attractions. Clothing plays an important role in a girl's environment.

High school girls should be helped to appreciate that possession of many items of clothing alone will not make them attractive, unless cleanliness and orderliness accompany them. Tidiness and neatness are important in good grooming and acceptance by others. They must also realise that character and desire to serve others are the foundations of personal attractiveness.

The natural interest of girls in clothing should be utilised to provide opportunities for them to observe and practise correct methods of clothing care. The standards of living in the homes of the community influence greatly the types of learning experiences to be selected in clothing.

In the enthusiasm for making a new garment, girls often rush into its construction without the preliminary knowledge about procedures. Teachers should take care to provide enough practice to develop skill in the necessary clothing construction techniques. Estimation of cost in terms of money and time spent on the project should be the basis for evaluation of clothing construction.

The subject may be approached in the following ways :—

Arranging a display of well made garments

Putting up pictures of modern patterns and designs in girls' dresses

Exhibiting renovated articles of clothing

Display of new fabrics

The pupils may describe persons they have seen, whose clothing made them attractive and admired

They may discuss the qualities in their clothing which made

TEXTILES, CLOTHING AND LAUNDRY

those persons look attractive

They may discuss the influence of personal appearance on the effectiveness of a group leader or class-mates, or a group

They may review the trends in girls' dress fashions.

Experiences and activities provided in the area of clothing can be culminated through :

- (a) the class producing a skit showing relationship between good grooming and personal appearance ;
- (b) the class devising a score card for rating their clothing and using it during the year ;
- (c) having the mothers evaluate progress of the pupils in taking care of their personal clothing ;
- (d) arranging a style show for the school ;
- (e) having an exhibit of the sewing kits and mending baskets made by the pupils ;
- (f) arranging the school furnishings attractively and
- (g) making a doll show showing different costumes in India.

Given in the following pages are suggested activities to be provided in the school, home and community for teaching the units in Textiles, Clothing and Laundry. They are centered around the units : Learning to Sew, Laundering Clothes, Clothing for Oneself, Being Attractively Dressed, Clothing for the Family and Care of Clothing.

A. Units and Goals

I Year IX Standard	II Year X Standard	III Year XI Standard
<i>Units :</i>	<i>Units :</i>	<i>Units :</i>
1. Being Attractively Dressed.	Clothing for Yourself.	Clothing for the Family,
2. Learning to Sew.	Laundering Clothes.	Care of Clothing.
<i>Goals</i>	<i>Goals</i>	<i>Goals</i>
1. Improving personal appearance through good grooming and clothing.	Dressing to express individuality.	Skills in clothing construction.
2. Selecting clothes for attractiveness, suit-	Dressing like the group.	Developing judgement in under-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goals</i> ability and utility.	<i>Goals</i>	<i>Goals</i> standing standards of workmanship.
3. Having enough clothes—according to social, economic and health requirements.	Understanding the cost of clothes in relation to family budget—comparison of ready-made, tailored and home-made garments.	Helping family members in clothing needs.
4. Having a good place to keep clothes.	Understanding factors which determine one's clothing needs and wants.	Making clothes for children and adults.
5. Identifying some common fabrics.	Selecting clothes according to needs, activities, season, place and occasion.	Making clothes last longer—laundering, family clothing and other textile articles.
6. Learning to use and care for the sewing machine.	Recognising the need of good tools for good workmanship.	Mending and repairing garments.
7. Developing good habits of work in sewing.	Learning to buy clothing efficiently	Conserving family's clothing.
8. Developing skill in using the sewing machine.	Developing skills in embroidery stitches.	Care of family clothing—storage.
9. Making simple household accessories.	Laundering of clothing—stain removal.	Choosing suitable fabrics for specific use—understanding colour, design in clothing.
10. Making my clothes—learning the basic construction procedures as measuring, drafting, cutting, stitching.	Laundering of clothing—washing, starching, blueing, ironing etc.	Creative use of fabrics and designs—home decoration.
11. Developing interest		Selecting and caring

TEXTILES, CLOTHING AND LAUNDRY

Goals
in fancy needle-craft.

Goals

Goals
for home furnish-
ings.

B. Activities

FIRST YEAR

- Unist* : 1. Being Attractively Dressed.
2. Learning to Sew.

<i>Goals</i>	<i>Content in the Syllabus</i>	<i>Experiences in Home, School and Community</i>
1. Improving personal appearance through good grooming and clothing.	Hygiene of Clothing (Refer to Section on Health)	<ol style="list-style-type: none">1. Let pupils consider which qualities they notice about a person first.2. List the qualities.3. Let class discuss and list qualities which make a girl attractive and admired—graceful posture, clear skin, health, cleanliness, pleasant face, clean teeth, well arranged hair and sparkling eyes, well-cared for hands, good manners, general behaviour and appropriate and becoming clothing.4. Let pupils discuss reasons why every girl wants to be attractive.5. Let class study in groups ways in which personal appearance can be improved through clothing in order to be more attrac-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
2. Selecting clothes for attractiveness, suitability and utility.		<p>tive without involving additional cost.</p> <p>6. Let pupils discuss the importance of the hygiene of clothing and how to maintain it.</p> <p>7. Let pupils select five novels they have studied and write out descriptions from them about the appearance of heroines or other girls and their clothing.</p> <p>1. Let pupils paint the different colours of sarees and blouses or skirts and blouses girls wear in their class to show the effects of colour combinations in their clothing on their appearance.</p> <p>2. Let pupils select becoming colour and colour combinations from the above.</p> <p>3. Let each pupil choose for herself becoming colours and appropriate colour combinations depending upon her colour, build, colour of hair, etc.</p> <p>4. Using actual garments, illustrations, colour papers, pieces of clothing or paints, let pupils assemble colours for their clothes.</p> <p>5. Let pupils draw illustrations of different types of figures.</p>

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Appreciation to colour combination and design to dress making.	<ol style="list-style-type: none"> 6. On the types of figures drawn, let pupils illustrate the effect of different designs, styles and textures of textiles. 7. Let class summarise all the factors to be considered in selecting suitable clothing. 8. Let pupils list occasions for which different types of clothing are required—school, parties, games, house work, sleep, etc. 9. Let each pupil select material and patterns suitable in design and colour for making a garment in the class. 10. Have pupils select styles to be adopted to suit different figures. 11. Let pupils study the colour combinations of the school uniform, if any, or suggest colours for uniforms.
3. Having enough clothes according to social, economic and health requirements.		<ol style="list-style-type: none"> 1. Let class analyse individual clothing needs. 2. Suggest ways of meeting those needs within clothing allowance. 3. Work out a guide to be followed in buying clothes in terms of amount to be spent, purchases for the year, purchases for special occasions and seasons.
4. Having a good		<ol style="list-style-type: none"> 1. Let pupils determine res-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
place to keep clothes.	Storing of garments.	<p>possibilities which they have for the care and storage of personal clothing.</p> <p>2. Study the different types of trunks, shelves and almirahs available for storing clothing.</p> <p>3. Experiment with some ways of storing clothing—bamboo racks, strings, wooden shelves, closed cupboards, boxes, etc.</p> <p>4. Let pupils make some simple hangers for clothing.</p>
5. Identifying some common fabrics.	Textiles—classification of fibres used in the locality—their origin, source, supply, structure, identification tests, phy-	<p>1. Let pupils examine samples of common fabrics and recognise types of waves, weight, design, prints, fibres and appearance of clothes.</p> <p>2. Let pupils evaluate samples of materials giving reasons for their choice or discord.</p> <p>3. Discuss advantages and disadvantages in relation to garments to be constructed.</p> <p>4. Have class examine different samples of fabrics, cotton, silk, wool, artificial silk etc., hand spun and hand woven and hand-loom.</p> <p>5. Let pupils list the names</p>

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	<p>sical and chemical properties such as elasticity, shrinkage, durability, finishes and colour fastness.</p> <p>✓Types of weaves—plain, twill and twill pile.</p> <p>Merits and demerits of hand spun and hand woven <i>versus</i> millmade fabrics—physical and chemical tests on textile fabrics. Examination of fibres under microscope or magnifying glass.</p> <p>Effects of acids and alkalis on cotton, woollen, silk and rayon fibres. Fast and nonfast colours and running of colours from clothes.</p> <p>Nature of artificial silk and tests for distinguishing it from real silk.</p>	<p>of the commonly used cotton, woollen and silk materials in their locality.</p> <p>6. Let pupils collect the names and terms used by various textile companies and shops for describing clothing materials produced by them.</p> <p>7. Let groups examine materials of garments which pupils wear and observe—difference in fibre, weave, texture, appearance finishes and feel.</p> <p>8. Let pupils study differences in textile fabrics—texture, finish, weight, shrinkability, colour fastness, etc.</p> <p>9. Let class make a chart to record characteristics of textiles as information about them.</p> <p>10. Let pupils collect fabrics samples and stick them in an album with information about them.</p> <p>11. Let teacher demonstrate and pupils practise testing and identifying fibres and pupils practise the same—examine them under the microscope or magnifying glass, study effects of acids and alkalis.</p> <p>12. Let class test characteristics of fabrics, their weaves</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		and textures, colour fastness and their suitability to use—plain weave, twill weave and twill-pile weave.
		13. Let class discuss the merits and demerits of hand spun, hand woven, mill spun—hand-woven and mill-spun-mill-woven clothes.
		14. Let pupils study the distinguishing tests between silk and artificial silk.
		15. Let teacher demonstrate simple tests to identify woollen fabrics—the flame test.
		16. In their records on clothing expenses, let pupils include a column for such information as name of material, fibre and cleaning directions.
		17. Let pupils report ways in which an understanding of textiles can contribute to more satisfactory buying.
6. Learning to use and care for the sewing machine.		1. Let teacher demonstrate parts of the sewing machine and methods of their operation.
		2. Let teacher organise class into groups for practising on the sewing machine.
		3. Let each pupil practise threading and winding the bobbin, placing the bobbin, threading the machine,

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		stitching on paper with lines marked in pencil, and stitching on cloth.
	Machine sewing—care of the sewing machine.	<ol style="list-style-type: none"> 4. Let each pupil locate the places for oiling the machine. 5. Let pupils examine sewing machines in the class, machines used in their homes or neighbour's homes and report on differences observed. 6. Let pupils identify function of the different parts of the machine.
7. Developing good habits of work in sewing.		<ol style="list-style-type: none"> 1. Let teacher demonstrate good posture when sewing. 2. Let class discuss and frame rules for saving time and reducing fatigue in stitching. 3. Let teacher show the importance of putting back the sewing equipment in its own place. 4. Let pupils experiment with different needles and threads to determine the sizes which should be used together.
	Machine sewing—care of sewing machines.	<ol style="list-style-type: none"> 5. Let pupils examine threads to different numbers and compare them by breaking test. 6. Let teacher demonstrate the length of thread to be used.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
8. Developing skill in using a sewing machine.	Various seams, hems, button-holes and fittings—processes in sewing, tacking, fastening, etc.	<p>7. Let teacher demonstrate safety practices in the use of sewing machine, iron, scissors, needles, etc.</p> <p>8. Let pupils practise handling and using sewing equipment with care.</p> <p>1. Let teacher present a variety of clothing construction ideas: seams, hems, button-holes and procedures in sewing, fastening, etc.</p> <p>2. Let teacher demonstrate and pupils practise the use of sewing machine on these constructions procedures.</p> <p>3. Let each pupil choose a project for construction in the class—towel or pillow case.</p> <p>4. Select necessary equipment for the same.</p> <p>5. Construct the garment chosen.</p> <p>6. Let teacher demonstrate the sewing techniques as needed.</p> <p>7. Let class plan a fashion show using the garments constructed in the class project.</p>
9. Making simple household accessories.	Making aprons, etc.	1. Stitching with sewing machines—let pupils make articles such as aprons, kerchiefs, bodies, towels, table clothes, pillow cases

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community and bags.</i>
10. Making my clothes—learning the basic construction procedures—measuring, drafting, cutting, basting, stitching, pressing, etc.	Clothing construction—taking measurements, principles of drafting, cutting of construction garments.	<ol style="list-style-type: none"> 1. List procedures involved in construction garments, procedures: taking measurements, methods of drafting, cutting and constructing garments—fitting. 2. Demonstrate the construction procedures—measuring, drafting, pinning, cutting, basting, stitching, pressing, etc. 3. Let pupils list procedures involved in constructing petti-coats, blouses, <i>shalwars</i>, <i>kamiz</i>. 4. Let pupils construct the above garments.
11. Developing interest in fancy needle craft.	Fancy Embroidery Work.	<ol style="list-style-type: none"> 1. Let class arrange an exhibit of decorative stiches collected from their homes and friends' on kerchief, tablecloths, twills, voiles, etc. 2. Let pupils identify good designs in the articles brought. 3. Let pupils study the colour combinations in the articles brought. 4. Let class visit a museum or a cottage industry centre to observe different types of needle work.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		5. Let pupils sketch out pleasing borders for sleeves, skirts and sarees, applying of colour harmony. 6. Let teacher demonstrate ways of applying designs to clothing material.

SECOND YEAR

1. Dressing to express individuality		1. List the qualities in clothes which make a person appear distinctive. 2. Discuss how individuality can be expressed through dress. 3. Let pupils enact a skit showing effect on personality of clothing. 4. Have a panel discussion on the factors which help to express individuality in dress.
2. Dressing like the group.		1. Let pupils in groups determine characteristics of attractive and appropriate clothing for class. 2. Let pupils consider relationship of clothing and good grooming to personal attractiveness and acceptability in the group. 3. Let pupils compare the clothing habits of the members of the group.
3. Understanding the cost of clothes	Planning the use of income to	1. Analyse cost involved in tailors' making clothes and

TEXTILES, CLOTHING AND LAUNDRY

<i>Goals</i>	<i>Content in the Syllabus</i>	<i>Experiences in Home, School or Community</i>
<p>in relation to family budget—comparison of ready-made, tailored and home-made garments.</p>	<p>meet the requirements, of clothing (from Home Management). Merits & demerits of hand-spun, hand-woven <i>versus</i> mill-made fabrics. Hand sewing and machine sewing.</p>	<p>your own stitching.</p> <ol style="list-style-type: none"> 2. Compare home-made garments with tailor-made garments in relation to fit, amount of cloth used, charges, thread etc. 3. Compare clothing articles sewn by hand and those stitched by machine. 4. Display ready-made blouses borrowed from a shop. 5. Let class evaluate workmanship, style, fit, beauty, etc. in relation to cost. 6. Display hand spun, hand woven (<i>khadi</i>) hand-loom and mill-made fabrics. Compare their qualities.
<p>4. Understanding factors which determine one's clothing needs and wants :</p>		<ol style="list-style-type: none"> 1. Let pupils list the types of clothes essential for their use for the year, month by month. 2. Let pupils take an inventory of clothes on hand individually. 3. Let pupils determine the excess over needs. 4. Estimate the cost for the excess. 5. Discuss justifications for purchasing new clothes on the basis of property and the family's needs. 6. Let pupils plan with their mothers their clothing budget for the year in relation to the allotments

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
5. Selecting clothes according to needs, activities, seasons, place and occasions.		<p>for the different members of the family based on current status, needs, cost, etc.</p> <ol style="list-style-type: none"> 1. Let class select three girls in the class whom girls consider well dressed. 2. Let class analyse the reasons for the choice—simplicity, becomingness, suitability, neatness, comfort, quality, fitness, harmony of colours and choice of accessories. 3. Put up illustrations of different fits suitable for different occasions. 4. Bring a basic dress with accessories suitable for different occasions—ribbons, <i>cholies</i>, bangles, <i>chappals</i> etc. 5. Show how the accessories can be combined for maximum joy and comfort.
6. Recognising the need of good tools for good workmanship.		<ol style="list-style-type: none"> 1. Let pupils test and select individually sewing equipment—sewing machine, scissors, measuring tape, ruler, mirror, iron, needles, thread, thimble, pins, pincushions etc. 2. Survey the sewing equipment in the class and observe their qualities and arrangement. 3. Let class organise a conve-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		relation to their cost.
		5. Let class exhibit good and poor examples of purchases.
		6. Let class make a field trip to a shopping centre and visit different types of clothing shops—co-operative stores, <i>Khadi</i> , retail, wholesale, etc.
		7. Let pupils make purchases for the class and report to the class the difficulties encountered.
		8. Let pupils dramatise experience in shopping, i.e. buying a saree from the bazaar, from the street vendor.
		9. Let class develop some principles with regard to clothing purchases—estimate the quantity required, quality of cloth, suitability to purpose, etc.
8. Developing skill in embroidery stitches.		1. Let pupils practise various embroidery stitches on old blouses, tableclothes, bed-sheets, towels, etc.
		2. Let pupils select and make articles such as tablecloths, napkins, towels, fabrics on which decoration is required.
	Fancy needle work--fancy em-	3. Make simple embroidery designs on the articles

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	broidery work	made. 4. Let each pupil make an embroidered article. 5. Let class arrange an exhibit of the articles made. 6. Evaluate the articles with regard to design, colour combination, texture, cost, etc.
9. Caring for cloth—		1. Let each pupil bring garments from home needing removal of stains of ink, oil, coffee, tea, iron, curry, perspiration, vegetables, mildew, etc.
	Stain removal through physical and chemical methods of stains of oil, coffee, tea, iron, ink, curry, blood, perspiration, mildew and other substances.	2. Let pupils try out various methods for removing different types of stains. 3. Evaluate their effectiveness and ease of use. 4. Calculate their cost. 5. List equipment and supplies for a household kit for stain removal.

LAUNDRY

10. Caring for clothing—laundering.	The laundry room and equipment necessary for laundering. The preliminary preparations for washing clothes—sorting, marking, mending, and re-	1. Let each pupil observe her mother or some other person washing clothes in the home. 2. Let pupils in class list the activities involved in washing clothes—sorting, stain removal, mending, washing, starching, blueing, drying,
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SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	<p>removal of stains. Soap, chemical and other compounds used in washing clothes.</p> <p>Softening of hard water. Methods suitable for washing silks, cotton, woollens and artificial silks.</p> <p>Washing clothes—rubbing, rinsing, blueing, starching, drying, ironing, folding and storing of garments. Boiling, steam- ing, bleaching, washing, etc.</p>	<p>pressing, folding and storing.</p> <p>3. Let pupils list the problems involved in each of the steps in washing clothes.</p> <p>4. Let pupils compare the cost of washing at home and washing by dhobi.</p> <p>5. Let pupils visit a <i>dhobi Khana</i>.</p> <p>6. Let pupils discuss the problems encountered in giving the clothes to the dhobi—damage, loss, fading of colour, cost, etc.</p> <p>7. Let pupils observe the difference between, washing on a wash board and beating on a stone.</p> <p>8. Let pupils discuss the advantages and disadvantages of having clothes washed at home.</p> <p>9. Let each pupil make and maintain a dhobi account book.</p> <p>10. Let pupils observe and study the facilities available for washing clothes in the Home Science room—space, equipment, tubs, boards, irons and compare with those in their home.</p> <p>11. Let pupils study the water available for washing clothes, its hardness or softness.</p>

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		12. Let teacher demonstrate and pupils practise methods of softening hard water.
		13. Let pupils compare the different washing soaps sold in the locality and the compounds used in washing clothes.
		14. Let teacher demonstrate and pupils practise washing, bleaching, blueing, starching, drying, and ironing of garments—cotton, woollen, silk, artificial silk, etc.
		15. Let teacher demonstrate the use of various dry cleaning agents available.
		16. Let pupils practise simple dry cleaning methods on soiled garments from the home.

THIRD YEAR

- | | |
|-------------------------------------|---|
| 1. Skills in clothing construction. | 1. Let teacher discuss the garments to be constructed during the year: girls' frocks, knickers, boys' shirts, men's shirts, shorts, etc. |
| | 2. Let teacher discuss the durable qualities in each articles—specially children's clothing—comfort, convenience and allowing for growth. |

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Clothing for children—principles of clothing construction for children with emphasis on comfort, convenience and meeting the needs of growth. Construction of girls' frocks, knickers, shirts, petti-coats, <i>shalwar</i> , <i>kamiz</i> or blouse. Men's shirts and shorts.	<ol style="list-style-type: none"> 3. Let each pupil assemble and display necessary equipment for constructing each garment (one at a time). 4. Let each pupil select a pattern from the teacher, tailor, or a magazine, according to her need, for the garment chosen. 5. Let each pupil take body measurements of the person for whom the garment is being constructed, and record measurements. 6. Let each pupil draft pattern on a paper. 7. Let pupils select materials suitable in design, colour and appropriate to the pattern selected considering cost. 8. Estimate the length of cloth required allowing for shrinkage. 9. Let pupils cut the pattern on paper. 10. Let teacher demonstrate preparation of the material for cutting, pre-shrinking, straightening, ironing, etc. 11. Let pupils straighten their material. 12. Place patterns on the cloth following the guide for pattern. 13. Cut the pattern on the

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community material.</i>
2. Developing judgement in understanding standards of workmanship.		14. Applying basic construction processes let pupils start making the garments. 15. Let pupils fit the garment. 16. Let pupils evaluate the finished garment for style, fit and workmanship.
3. Help family members in clothing needs.		1. Let the class develop a score card for evaluating workmanship in clothing in terms of cost, beauty, economy, style, fits, etc. 2. Let pupils wear garments in class and have them scored by the group. 3. Have pupils ask their mothers to evaluate the workmanship in the garments constructed by them. 4. Let pupils from other classes see the articles made by the class and judge the garments made.
4. Making clothes		1. Let each pupil select a member of her family to help with his/her clothing needs for the year. 2. Let each pupil list the items of help she can give in purchasing, in washing, in mending and in renovating. Let each pupil help at least once in the above points. 1. Let pupils select one gar-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
for children and adults.		<p>ment each for one adult and one child in their families.</p> <ol style="list-style-type: none"> 2. Let pupils plan making them during their leisure time in the home. 3. Bring to class and exhibit the articles made.
5. Making clothes last longer—laun- dering family clo- thing and other textile articles.	Laundering of cottons, silks, wools and syn- thetic fibres—	<ol style="list-style-type: none"> 1. Before washing a new gar- ment, let pupils test a sample of the material for shrinkage, colour fastness, effect of temperature (us- ing an iron). 2. Let pupils list the washing and ironing problems they had met in washing gar- ments, such as in frills, sleeves, colours, gathers of skirts, fringes, towels, sa- rees, laces, etc. 3. Let the teacher demons- trate correct procedures for washing each of the articles. 4. Let pupils wash their clothing every week and report to class. 5. Let pupils bring their own soiled clothes and under- stand the correct steps in washing different mate- rials. 6. Let teacher demonstrate starching procedures and pupils practise. 7. Let pupils practise ironing

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	boiling, steaming, bleaching, washing, rubbing, rinsing, blueing, starching, drying, ironing, folding and storing of garments. Disinfection of clothing and bedding—simple dry cleaning methods in the home—special cleaning of heavy carpets, rugs and blankets.	<p>garments.</p> <p>8. Let teacher demonstrate correct procedures for evaluating washed garments.</p> <p>9. Let class discuss various ways of folding and storing garments carefully to prevent destruction by moths, etc.</p> <p>10. Let teacher show how woollen and silk garments must be stored using dry green leaves, naphthalene balls, packed in newspaper, etc.</p> <p>11. Let pupils understand the importance of mending their garments prior to washing.</p> <p>12. Let teacher demonstrate how to disinfect clothing articles and bedding in the home.</p> <p>13. Let pupils practise disinfection of bedding in the sick room of the school.</p> <p>14. Let teacher demonstrate cleaning of heavy carpets, rugs and blankets.</p> <p>15. Let pupils practise cleaning rugs, carpets and blankets in the home.</p> <p>16. Let pupils practise simple dry-cleaning methods in the home.</p>
6. Mending and		1. Let pupils bring from

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
repairing garments.	Darning and patching	<p>home garments needing darning.</p> <ol style="list-style-type: none"> 2. Let teacher demonstrate and pupils practise darning in the class on the garments. 3. Let pupils select garments needing patch work. 4. Let teacher demonstrate and pupils practise patchwork on the garments selected. 5. Let class discuss various means of repairing and mending garments.
7. Conserving family clothing	Renovation and remodelling of old clothes. Dyeing and use of mordants.	<ol style="list-style-type: none"> 1. Let each pupil wear or bring to class garments which have been renovated. 2. Let pupils study the clothing of the members of their family and list the items of clothing which are never or seldom worn. 3. Let pupils bring to the class old garments from home. 4. With the help of class members let pupils decide how best the old garments can be used, or how they can be changed to make them fit and look well. 5. Let class analyse types of problems involved in renovation—mending, laundering, ripping, stain removal,

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
8. Care of family clothing—storage	Storage of woollen, silk and rayon garments. Storage of bedding.	<p>dyeing, pressing, etc.</p> <p>6. Let teacher demonstrate and pupils practise dyeing articles.</p> <p>7. Let each pupil carry out one complete project in renovation in the class.</p> <p>8. Display the completed project for class evaluation.</p> <p>1. Class to discuss effects of good care of clothing (cleanliness, pleasant odour, absence of wrinkles, fasteners and buttons in place, tears mended, hue even, etc.)</p> <p>2. Let pupils report sources of soiling of clothing.</p> <p>3. Let pupils list the clothing articles needing frequent washing.</p> <p>4. Let pupils report on how moths and other insects can be controlled.</p> <p>5. Let pupils make and arrange an exhibit of moth preventives-moth and mildew-proof bags.</p> <p>6. Let different groups demonstrate how cotton, woollen and silk articles can be stored.</p> <p>7. Let pupils study how beddings are stored in their homes and suggest improvements.</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
9. Choosing suitable fabrics for specific use—understanding colours, design in clothing.		<ol style="list-style-type: none"> 1. Using coloured papers or water colours, let pupils make various colour combinations and study their values, intensities and hues. 2. Let pupils study how colours are combined in various types of materials, selecting the most pleasing combinations. 3. Let pupils formulate a guide to use in determining the proportion of colours to be used in combinations. 4. Let pupils group samples of materials of different colours, designs and textures to form pleasing combinations. 5. Evaluate combinations as to harmony of colour, proportion of hues, and intensities. 6. Let pupils suggest possible samples. 7. Arrange field trips to museums, stores and well-kept homes in the community to observe and analyse colour principles.
10. Creative use of fabrics and designs—home decoration.	Applications of colour combination and design	<ol style="list-style-type: none"> 1. Display and study a variety of types of clothing articles which illustrate beauty of design and colour. 2. Let pupils select a few garments to show good design.

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
11. Selecting and caring for home furnishings.	to dress making— fixing cushions, floor coverings and other furnishings with emphasis on aesthetic and practical values (from Home Management).	<ol style="list-style-type: none"> 3. Analyse the principles involved in the designs. 4. Arrange the Home Science room or any other room in the school, or home, to illustrate the attractiveness of furnishings. 5. With some pupils in the class as models let others demonstrate effects of changing length of blouses, sleeves or skirts, etc. 6. Arrange various types of curtains to study the effects of good proportion. 7. Let teacher fix on a notice-board pictures indicating principles of good designs in clothing. 8. Let pupils study different types of borders of skirts and sarees, towels and other fabrics to show rhythm, design, proportion and beauty. 9. Analyse the samples of dress materials from shops for good and poor designs. 10. Let pupils set up a guide to follow principles of art in their clothing selection. 11. Take field trips to shops and observe the art principles in the furnishings. <ol style="list-style-type: none"> 1. Let pupils analyse the furnishing needs in their homes.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<ol style="list-style-type: none"> 2. Let pupils plan ways in which these needs may be met through home construction, repair, renovation, re-modelling of draperies, cushion covers, dyeing curtains, etc. 3. Let pupils select one or two of the above projects and carry them out in the class, applying fundamentals of good design, colour and harmony.
	<p>House hold furnishing and interior decoration (from Home Management).</p> <p>Special cleaning of heavy carpets, rugs, and blankets.</p>	<ol style="list-style-type: none"> 4. Let pupils analyse cost and relative needs which should determine purchase of furnishings. 5. Let pupils help in plans to purchase the items needed with the budget of their families. 6. Let class observe different varieties of upholstery, study their characteristics, and judge their suitability to use. 7. Let pupils compare towels of different fabrics and weaves. 8. Let pupils make a check list of desirable characteristics in towels. 9. Let pupils compare samples of sheets and blankets and determine list of desirable Characteristics in them. 10. Let pupils bring from home

TEXTILES, CLOTHING AND LAUNDRY

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		types of their pillow cases used, judge their patterns, sizes and decoration.
		11. Let class make a guide for buying household linen.
		12. Let teacher demonstrate and pupils practise mending and repairing of blankets.
		13. Let pupils bring soiled blanket from their homes and apply information learned in the school on laundering.
		14. Let them compare this information with the methods used in their homes.
		15. Let teacher demonstrate the correct procedures for laundering blankets.
		16. Let pupils study types of carpets, mats, rugs, and floor coverings used in homes in the locality.
		17. Study their cost, construction, care and suitability.
		18. Let each pupil help her family to select textiles with regard to design, and effectiveness and usability for furnishings as the need arises.
		19. Let each pupil estimate her responsibility for the care of furnishings in the home.

CHAPTER XVII

HEALTH, FIRST AID AND HOME NURSING

Health and safety in the home are integral parts of all phases of home-making class. They are closely associated with the teaching of physical education, child care, clothing, housing, nutrition, general science and social studies. Community organisations concerned with health such as the Red Cross, Primary Health Clinics, Child and Maternity Welfare Centres, Welfare Projects and National Extension and Community Projects provide opportunities for pupils to take part in their activities.

Caring for the sick in the home is one of the realistic problems every family has to face. Therefore, instruction in the basic skills of keeping the family well and simple home nursing is meaningful to high school girls. The success of teaching health depends upon the emphasis placed on health problems of the pupils, their homes and community. Family health practices and established health and safety programmes should be the bases for planning teaching units under health, home nursing and first-aid.

Since health amenities and facilities such as hospitals, clinics, nurses and doctors are within the reach of comparatively few families, it is important that families know how to recognise symptoms of common illnesses. High school girls must feel adequate to help with their family health problems. Ability in making a sick person comfortable at home must be acquired. Simple techniques in caring for the sick must be learnt and practised. Skills such as improvising equipment, preparing diets for the sick, arranging the sick room, caring for the patient and administering first-aid should be taught.

Emphasis should be laid on the positive approach of keeping well. The importance of practising health habits and the relationship between mental and emotional attitudes and basic health should be appreciated. Developing and maintaining a calm attitude in case of family illness and emergency should be stressed.

“Prevention is better than cure”. Sanitation is an important

HEALTH, FIRST AID AND HOME NURSING

factor in healthful living. Recognising symptoms of illness, home care of the sick, pleasant surroundings for the recovery of the sick, home environment affecting health of individuals and communities, first-aid, development of sound mental and emotional attitudes towards better health, safety measures against accidents, keeping well are all basic understandings in the area of Health.

The approaches to this area can be provided in many ways. The class members can tell their experience with incidents of illness in their home.

Class discussion on a statement such as 'Health is the foundation of beauty' will be stimulating.

Charts on the birth and death rates of different States may be shown as a prelude to discussion.

Pictures showing physical exercises may be put up.

Talks may be given by nurses on common illnesses prevailing in the community, how to prevent them and what characteristics are needed to be a good home nurse.

Display of cartoons showing hazards in the home will provide thinking.

Study of school records to determine the number of school absences due to sickness ;

Visits to health centres and hospitals ;

Short tests or quizzes on everyday health habits ;

Skits or role-playing on topics such as being a patient ;

Pictures showing methods of caring for the sick ;

Visiting friends who are sick ;

Films ;

Looking after the sick pupils in the sick room of the school or home ;

Collecting gifts for sick children in an orphanage—are some of the other interesting approaches.

Given in the following pages are suggestions for Units and Goals for the area of Health and Home Nursing and activities for teaching it. The units are : when there is sickness in the home ; keeping the family well ; and home care of the sick.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

HEALTH, HOME NURSING AND FIRST AID

A—Units and Goal

I Year IX Standard <i>Units</i>	II Year X Standard <i>Units</i>	III Year XI Standard <i>Unit</i>
1. Personal Health	Keeping the family well.	Home care of the sick
2. When there is sickness in the home.	First Aid	
<i>Goals</i>	<i>Goals</i>	<i>Goals</i>
1. Understanding the signs of good health	Developing some understanding of each person's responsibilities to community health.	Understanding personal qualifications necessary for a Home Nurse.
2. Maintaining good personal health—realisation of importance of practising good health habits and keeping well.	Realising the community's responsibilities to protect homes and individuals from diseases—health services available in the community.	Ability to arrange suitable and attractive place for a sick person at home.
3. Developing ability to recognise symptoms of illness.	Realising the relationship between family health, family happiness and success.	Adjust to illness in the home.
4. Understanding sickness—causes, methods of transmission and necessity of preventing spread of communicable diseases.	Understanding importance of maintaining satisfactory mental health.	Ability to improvise equipment for nursing the sick in the home.
5. Understanding of some of the ways of being helpful during illness at home.	Understanding that environment has an effect on health—sanitation, house-sewage,	Ability to perform simple home nursing techniques.

HEALTH, FIRST AID AND HOME NURSING

<i>Goals</i>	<i>Goals</i>	<i>Goals</i>
	disposal of household waste.	
6. Recognition of the need for being an understanding patient.	Understanding hygiene of food.	Ability to give treatments ordered by the doctor.
7. Acquiring understanding of conditions which affect health and safety in the home—water, food, housing.	Understanding importance of safe drinking water.	Ability to plan, prepare and serve food for the sick.
8. Control of household pests.	Recognising the importance of hygiene of clothing.	Getting an understanding of the care of communicable disease.
9. Interest in co-operating with school or community health programme.	Assuming some responsibility for meeting emergencies in the home such as cuts, burns, minor injuries, drowning, etc.—acquiring some ability in administering first-aid.	Ability in planning for and providing pastimes which contribute to the patient's welfare and happiness.
10. Developing an understanding of ways to help in caring for the sick.	Preparing a household medicine chest.	Arranging and caring for the sick room.
11. Getting some knowledge of acceptable treatments for common illnesses.		Looking after convalescents.

B—Activities

FIRST YEAR

- Units:* 1. Personal Health
2. When there is Sickness in the Home.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
1. Understanding the signs of good health.	Signs of health— Maintaining weight, height proper to age and resistance to disease, cheerfulness, bright and alert appearance.	<ol style="list-style-type: none"> 1. Let pupils discuss the characteristics they notice in people who are enjoying good health—weight and height normal, strong muscles, cheerful, good appetite, alert, posture, active, do not get tired easily, smooth skin, good teeth, healthy hair, smart in lessons, no incidence of disease, sociable etc. etc. 2. Let pupils see a movie regarding signs of positive health. 3. Let pupils observe a baby show and observe characteristics of healthy babies. 4. Let pupils maintain throughout the year, records of their heights and weights. 5. Draw graphs for heights and weights and compare them with standard ones. 6. Let pupils keep a record of their illness during the year—colds, coughs, fever etc. 7. Let pupils collect health maxims and proverbs. 8. Let pupils select a girl in the class who has good posture. Let class study her posture and discuss how it is obtained. 9. Let pupils analyse each

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>2. Maintaining good personal health—realisation of importance of practising good health habits and keeping well.</p>		<p>other's habits in walking, sitting and standing—Then let teacher demonstrate good posture habits.</p> <p>10. Have diagrams denoting correct and defective postures put up on the bulletin board and discuss the effects of posture on health and personality.</p> <p>11. Let each pupil make plans to improve her posture in standing, sitting, walking etc.</p> <p>12. Let pupils practise exercises to cultivate correct postures.</p> <p>1. Let pupils list the factors essential for keeping well :</p> <p style="margin-left: 20px;">a) Adequate sleep b) Rest c) Exercise d) Fresh air e) Proper elimination f) Recreation</p> <p>2. Let class discuss and list health habits needed for personal care of self—physical exercises, daily bath, clean hands, etc.</p> <p>3. Let each pupil make plans for practising the health habits practised by them.</p> <p>4. Let pupils make a check-sheet for testing the health habits listed.</p> <p>5. Let class list ways of</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Personal hygiene—good grooming and personality—importance of habits, exercise, sleep, rest etc.	<p>correcting the defects in practising health habits.</p> <p>6. Let teacher demonstrate and pupils practise how to keep nails clean, hair kempt and deep breathing exercises.</p> <p>7. Let each pupil decide on one good health habit she will try to form during the school year.</p> <p>8. Let teacher show chart on menstrual cycle and discuss the health practices to be followed during menstruation.</p> <p>9. Let pupils discuss health rules to be observed while sneezing, spitting, removing soiled clothes and rags.</p> <p>10. Let pupils prepare and use score cards and check lists for observing health rules.</p>
3. Developing ability to recognise symptoms of illness.		<p>1. Let pupils list illnesses which have kept them or their class-mates absent from class.</p> <p>2. Let pupils discuss the symptoms of the disease observed—appearance, reactions and how they spread.</p> <p>3. Let pupils recall their own illnesses and the illnesses of some near member of the family.</p>

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>4. Understanding sickness—causes, methods of transmission and necessity of preventing spread of communicable diseases.</p>		<p>4. Let pupils list the symptoms of the illness they know of in detail :—</p> <ul style="list-style-type: none"> a) Redness of face b) Irritation c) Headache d) Sore throat e) Chills f) Pain all over the body g) Nausea h) Drowsiness i) Watering of eyes j) Running of nose—sneezing, coughing k) Restlessness l) Insomnia <p>5. Let pupils compare the causes, the symptoms, and periods of incubation, of the common infectious diseases.</p> <p>1. Let pupils list names of all the diseases communicable and epidemics they have known or heard of—typhoid, small pox, tuberculosis, dysentery, chicken pox, diarrhoea, plague, leprosy, scabies, malaria, ringworm etc.</p> <p>2. Let pupils discuss how each disease <i>spreads</i> in the home and community—micro-organisms, contagion, etc.</p> <p>3. Let teacher set up microscope with slides of bacteria, yeasts and moulds.</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Causes of common contagious and infectious diseases and their prevention—micro-organism beneficial and harmful bacteria; yeasts and mould; consideration of diseases like small-pox, tuberculosis, dysentery, cholera, typhoid, diarrhoea, plague, leprosy, scabies, malaria, ring-worm etc.	4. Let teacher display the common disinfectants available in the locality and show how to use them. 5. Let teacher demonstrate and pupils practise preparation of disinfectants. 6. Let pupils use the disinfectants prepared and report on their effectiveness. 7. Let pupils listen to doctor, describing the symptoms of each disease. 8. Let pupils study the causes of diseases and outline the methods of isolation of each disease.
	Study of water under microscope. Examination of bacterial slides under microscope—Disinfectants and their use.	9. Let pupils discuss ways of preventing the diseases—immunisation—vaccination, hygiene, etc. 10. Discuss the importance and types of immunisation—vaccination, inoculation etc. 11. Let pupils determine the difference between infectious and contagious diseases. 12. Discuss family's responsibility in preventing spread of diseases.
5. Understanding of some of the ways of being		1. Let pupils list simple things they can do to add to the comfort or happiness of

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
helpful during illness at home.		somebody who is ill in their home, e.g., bringing fresh water, preparing fruit juices, selecting books, talking to patient pleasantly, adjusting lights, fixing curtains for doors, opening doors and windows etc.
	Taking home care of the sick.	<ol style="list-style-type: none">2. Let pupils list ways in which they can help to make a patient feel more comfortable :<ol style="list-style-type: none">a) Reducing noise in the roomb) Being cheerfulc) Giving food at regular timesd) Avoiding glare, etc.3. Let class discuss how to act when taking care of the sick, or while visiting the sick :<ol style="list-style-type: none">a) Talk in a low voiceb) Avoid leaning over the sick bedc) Always give cheerful news, etc.4. Let pupils enact a skit on how to visit ill person; showing right and wrong points—length of visit, type of conversation, voice of visitors etc.5. Let class discuss ways of entertaining convalescents at different stages.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
6. Recognition of the need for being an understanding patient.		6. Let each pupil assume some responsibility for management of her home, when her mother or some other relative responsible for the home is sick. 7. Let each pupil report results of her taking responsibility for the management of the home, when some one was sick. 8. List the way of avoiding noise in and around the room where a sick person is kept. 9. Let class plan and prepare inexpensive gifts for sick people-albums of various types, cartoons, cross word puzzles, poems, pencil drawings, short stories, magazines, etc. 10. Let each pupil make room of the patient more attractive through flower arrangement, pictures, cartoons, arrangement of books, etc. 1. Let class discuss ways of helping those who care for us when we are ill : a) Taking medicines at proper time b) Following orders and routines c) Not complaining d) Cooperation with doc-

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
7. Acquiring an understanding of conditions which affect health and safety in the home—water, food, housing, etc.	Study of local water supply—Purification of water—procuring a safe drinking water supply.	<p style="text-align: center;">tor and nurse</p> <p>e) Not making unnecessary demands on those who attend.</p> <ol style="list-style-type: none"> 1. Let pupils list causes of home accidents : <ol style="list-style-type: none"> a) Open flames in primus stoves b) Broken windows c) Broken steps or stairs d) Broken furniture e) Slippery floors f) Torn rugs or carpets g) Not using hot pads while handling hot utensils, etc. 2. Let each pupil plan ways in which her home can be made safer. 3. Let each girl have a home project to plan ways of improving safety in her home. 4. Let each pupil report results of her home projects in improving safety in the home. 5. Let each pupil make posters on home safety. 6. Let teacher demonstrate or exhibit examples of safe home practices : <ol style="list-style-type: none"> a) Disposal of broken glass b) Disposal of garbage. c) Ventilation d) Cupboard arrangement e) Placement of grinding stones

SUGGESTED ACTIVITIES FOR HOME SCIENCE

Goal	Content in the Syllabus	<i>Experiences in the School, Home and Community</i>
8. Control of household pests.	Household pest- Mosquitoes, bed bugs, lice etc- M e t h o d s of eradication of mosquitoes, flies, bugs and lice.	<p>f) Arrangement of shelves g) Choice of utensils etc.</p> <p>7. Let pupils list facts which influence health—food, water etc.</p> <p>8. Let pupils list sources of water supply for their homes.</p> <p>9. Let class analyse the conditions of those sources.</p> <p>10. Let teacher demonstrate and pupils practise ways of making water safe.</p> <p>11. Let pupils observe how food is kept in their homes and bazaar.</p> <p>12. Let pupils make plans for keeping foods hygienically in their homes.</p> <p>13. Let pupils study the condition of their housing and surroundings with regard to sanitation.</p> <p>1. Let pupils list the common household pests :— Cockroaches Ants White ants Flies Mosquitoes Lice Ticks Bed bugs Rodents like rats Dangerous insects like scorpions etc.</p> <p>2. Let teacher demonstrate</p>

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>9. Interest in co-operating with school and community health programmes.</p>	<p>Community sanitation and health</p>	<p>ways of controlling the pests.</p> <p>3. Let pupils practise in their homes and community control of pests by :</p> <p style="padding-left: 20px;">making and using fly hats making and using insecticides keeping foods covered keeping the kitchen clean and dry etc.</p> <p>1. Let class discuss opportunities available to assist in the school and community health programmes :</p> <p style="padding-left: 20px;">a) Cleaning drives b) Prevention of diseases c) Inoculation and vaccination d) Making bandages for Red Cross e) Making gifts for local hospitals f) Avoiding spitting everywhere g) Throwing waste materials in proper places. h) Keeping school class rooms clean i) Avoiding rubbing dirty hands on doors and windows etc.</p> <p>2. Let class participate in a community health programme.</p> <p>3. Let class organise a project in the school health prog-</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	regulations— dangers of spitting and throwing garbage everywhere— protection against infection.	<p>ramme and conduct it.</p> <p>4. Let pupils make plans for sweeping class rooms and keeping them clean throughout the year.</p> <p>5. Let pupils observe the sanitary conditions of the room in school and surroundings and discuss means of keeping them clean and well ventilated.</p> <p>6. Let class study the sanitary rules and regulations in the community.</p> <p>7. Let the sanitary inspector of the place talk to class about sanitation in the locality, distributing their publications.</p>
10. Developing an understanding of ways to help in caring for the sick.		<p>1. Let class discuss adjustments needed in the home when somebody is sick.</p> <p>2. Let class suggest ways in which pupils can take responsibilities in caring for the sick such as :</p> <p>a) moving a patient to another room which is spacious and more convenient ,</p> <p>b) taking care of flower arrangement, magazines and decorations,</p> <p>c) ability to care for and play with children so that they will not disturb patients.</p>

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<ol style="list-style-type: none"> 3. Let pupils carry out some of the above responsibilities in their homes. 4. Let class discuss the importance of peace and harmony for the recovery and welfare of the patient. 5. Let teacher demonstrate and pupils practise taking temperature, counting pulse and respiration.
	<p>Arrangement of the sick room—bed making—making the patient comfortable, taking home care of the sick.</p> <p>Giving medicines—taking temperature, pulse and respiration—making charts for the same.</p>	<ol style="list-style-type: none"> 6. Let teacher demonstrate measuring and giving medicines, discussing the need for following precautions when giving the medicine, such reading labels carefully, shaking the bottle and placing stoppers etc. 7. Let class discuss and exhibit the forms in which medicine is given. 8. Let pupils practise administering medicine using water or some other substitute in the place of medicine. 9. Let pupils consider the importance of doctor prescribing medicine and dangers of self medication. 10. Let pupils consider ways in which to co-operate with the family doctor. 11. Let teacher demonstrate the records that should be kept regarding the patient

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i> for the use of the doctor.
		12. Let pupils list the instructions which should be obtained from the doctor—about diet, routine, medicine and rest for the patient.
		13. Let pupils discuss the care of articles used by a sick person.
	Change of sheets, pillow cases—giving sponge bath to the sick.	14. Let teacher demonstrate and pupils practise at home making a bed for the patient.
		15. Let pupils list articles, equipment and practices that add to a patient's comfort:(a) bed ; back rest ; (c) pillows ; (d) hot water bottle ; (e) ice bag ; (f) washing face and hand ; (g) rubbing oil ; (h) fomentation ; (i) poultice etc. (j) sponge bath.
		16. Let pupils discuss how the above can help in making a patient comfortable.
		17. Let class discuss the importance of routine care of the patient and the need for keeping records.
		18. Let each pupil assume some responsibility for the care of someone who is ill at home.
		19. Let class invite the nurse to speak to the class about

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
11. Getting some knowledge of acceptable treatments for common illnesses.	Treatments of simple ailments in the home—fever and digestive disturbances.	<p>taking care of the patient in the home.</p> <p>20. Let pupils read in the library and discuss the importance of patient's attitudes in recovering from a disease.</p> <p>1. Let pupils discuss treatments applied in their home for ailments such as:</p> <ul style="list-style-type: none"> a) Toothache b) Earache c) Headache d) Eye strain e) Diarrhoea f) Dysentery g) Fever h) Cold i) Cough j) Sore eyes k) Measles, etc. <p>2. Let pupils prepare hot and cold applications—roasting bran and <i>maida</i> paste heated for hot and wet cloth for cold applications.</p> <p>3. Let pupils list the commonly observed manifestations of diseases.</p> <p>4. Let pupils discuss the treatments which are given in their homes to relieve the symptoms.</p> <p>5. Let pupils bring recipes from home for certain fluid decoctions and extracts and prepare them to be</p>
Getting some knowledge of acceptable treatments for com-		5. Let pupils bring recipes from home for certain fluid decoctions and extracts and prepare them to be

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	mon illnesses.	administered for fevers, cold, etc.
		6. Let pupils list conditions under which hospital care is advisable.
		7. Let pupils discuss advantages and disadvantages of caring for a patient at home instead of in a hospital.
		8. Let pupils consider ways in which the home needs to be adapted to provide for care of the patient.

SECOND YEAR

Unit : Keeping the Family Well.

1. Developing some understanding of each person's responsibilities to community health.
1. Let pupils discuss ways in which an individual can affect community health and contribute to the maintenance of sanitation in the community.
2. Let pupils prepare signs for the school programme with emphasis on precautions to be observed during sneezing, spitting, hand washing, combing the hair, disposal of hair etc.
3. Let pupils bring to the class the health problems they have observed in their home, school and community.
4. Let pupils plan and co-

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Community sanitation and health regulations. Methods of eradication of mosquitoes and flies.	<p>operate in carrying out a cleaning campaign in the neighbourhood.</p> <p>5. Let pupils discuss the use of public latrine, waiting rooms and restaurants in relation to hygienic standards.</p> <p>6. Let pupils assume responsibility for maintaining the latrines and bath rooms in the school clean.</p> <p>7. Let pupils locate the breeding places of mosquitoes in the premises and carry out projects to eradicate them.</p> <p>8. Let pupils undertake an anti-fly campaign in the home and school.</p> <p>9. Let pupils discuss the facilities the community provides for sanitation, safety, care and prevention of diseases.</p>
2. Realising the responsibilities of the community to protect homes and individuals from diseases—health services available in the community.		<p>1. Let pupils find out the health services in their community dealing with maternal and child health, family planning, immunisation against T.B. and other diseases.</p> <p>2. Let pupils study the nature and cost of those services.</p> <p>3. Let pupils investigate the professional medical services available in the community—doctors nurses etc.</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
3. Realising the relationship between family health and family happiness and success.		<ol style="list-style-type: none"> 4. Let pupils discuss whether or not their community is a safe and healthy place to live in. 5. Let pupils collect and discuss newspaper and magazine articles describing epidemics and disasters, which affect the health of the communities. 6. Let pupils list safety precautions to be taken in the school against diseases. 7. Let the class develop a programme for improving safety practices of pupils using experiments, dramatisation and discussion. 1. Have a panel discussion with pupils, teachers and social workers on "Family Relationships and Health of the Family". 2. Let pupils list the problems families need to face due to sickness—loss of employment, loss of feeling of security, ungrateful attitude towards people, lack of interest in work etc. 3. Let class discuss the values of regular physical examinations and the defects revealed by them. 4. Let class list the common illnesses and evidences of ill health prevalent in

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		their families during the last year.
	Regular physical examinations and maintaining their records.	<p>5. Let class discuss the characteristics of abundant health—posture, teeth and gums, hair, complexion, eyes, attitudes etc.</p> <p>6. Have small sessions work on “Relationship of Health to Good Looks” and “Relationship of Family Health to Family Happiness.”</p> <p>7. Let class report cases where serious illnesses have caused dropping out of school—diseases which affect young girls most frequently.</p> <p>8. Let each pupil list “What can I do to Safeguard against Sickness?”.</p>
4. Understanding importance of maintaining satisfactory mental health.		<p>1. Let class formulate some rules for establishing and maintaining good mental health habits—freedom from worry, overwork etc.</p> <p>2. Let pupils list descriptions of people they had known to have always had poor health.</p> <p>3. Let the class discuss cases where individuals pretend to be ill in order to avoid responsibility.</p> <p>4. Let class discuss the effect of worry, anger, fear,</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i> haste etc. on health, giving examples.
5. Understanding that environment has an effect on health—sanitation, house, sewage, disposal of house-hold waste.	Community Sanitation.	<p>5. Let pupils list wholesome and constructive attitude towards illness and personal handicaps.</p> <p>6. Let each pupil list all the things which annoyed her when she was ill.</p> <p>7. Have a panel discussion on "The Importance of Mental as well as Physical Health."</p> <p>1. Show pictures illustrating characteristics of good and bad environments.</p> <p>2. Let pupils give examples that affect health in the environments :</p> <ul style="list-style-type: none"> a) Adequate food b) Sanitary food c) Hygienic clothing d) Housing e) Ventilation f) Disposal of sewage g) Disposal of garbage h) Household waste i) Protection from insects <p>3. Let pupils study how waste water is disposed of in the community.</p> <p>4. Let pupils suggest ways of improving sewage disposal in their communities.</p> <p>5. Let teacher describe the hazards in improper drainage.</p>

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
6. Understanding hygiene of food		<p>6. Let pupils display and demonstrate equipment and supplies for spraying, cleaning, storing etc.</p> <p>7. Let each pupil make a mosquito net.</p> <p>8. Let each pupil plan and carry out a project for sanitary disposal of garbage.</p> <p>9. Let class study the methods available in the community for garbage disposal.</p> <p>1. Let pupils review the functions of food in the body with special reference to the effect on physical and mental well-being and resistance to diseases.</p> <p>2. Let class consider how food habits affect personal and family health.</p> <p>3. Invite a local health officer or a public worker to discuss community health conditions and food supply.</p> <p>4. Let teacher discuss food-borne diseases—cholera, typhoid, dysentery.</p> <p>5. Let class discuss the steps to be taken to ensure hygiene of food handling in homes and bazaars such as :</p> <p style="margin-left: 2em;">a) use of fresh foods</p> <p style="margin-left: 2em;">b) care in use of leftover foods</p> <p style="margin-left: 2em;">c) protection against flies and insects.</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
7. Understanding importance of safe drinking water.	Study of local water supply—purification of water—procuring safe drinking water supply.	<p>d) cleanliness in food handling</p> <p>e) checking against food spoilage</p> <ol style="list-style-type: none"> 1. Let pupils mention the source of drinking water for the community. 2. Let class take field trip to observe methods of purification of drinking water. 3. Let teacher discuss the diseases carried through water. 4. Let teacher demonstrate different house hold methods of making water safe for drinking purposes—boiling, charcoal filtration, addition of disinfectants etc. Let class discuss their effectiveness. 5. Let each pupil write an essay on “Necessity of Drinking Safe Water”.
8. Recognising the importance of hygiene of clothing.		<ol style="list-style-type: none"> 1. Have a panel discussion on “Effect of Hygiene of Clothing on Personality.” 2. Let pupils discuss ways in which clothing can be hygienic :— <ol style="list-style-type: none"> a) changing clothes in the night b) washing clothes after every use c) maintaining personal hygiene 3. Let pupils discuss their

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>9. Assuming some responsibility for meeting emergencies in the home—such as cuts, burns, minor injuries, drowning etc. acquiring some ability in administering first-aid.</p>	<p>First-aid in burns, shocks, drowning, convulsions, poisonous bites, intake of poisons, sun-stroke</p>	<p>problems in having neat clothes.</p> <ol style="list-style-type: none"> 4. Let pupils discuss how hygiene of clothing affects social approval. 5. Let class discuss the importance of weaving clothes according to climates, place and occasion. 6. Let pupils make aprons in clothing classes and use them in all laboratories. 7. Let class discuss an outline for uniforms. for pupils in the School. <ol style="list-style-type: none"> 1. Let pupils describe accidents that have occurred in their homes or school that called for first-aid. 2. Let them list the most common emergencies met in the home—cuts, burns, fainting, nose-bleeding, sprains, broken bones, common colds, blisters, foreign bodies in the eye and ear, toothache, headache, ear pain, nausea, indigestion, minor injuries, insect bite, poisons etc. 3. Let pupils recall how they had reacted to the emergencies. 4. Let girls mention one of the emergencies. 5. Let teacher demonstrate and give directives for ad-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	fractures, bleeding, injuries, sprains. Use of bandages and splint, slings artificial respiration, reviving from shocks, treatment of scabies, suitable application in injuries. Demonstration of how to deal with persons and catching fire in the kitchen and household.	ministering first-aid in that emergency. 6. Have a nurse to assist pupils in acquiring first-aid skills and techniques in emergencies and injuries. 7. Let pupils practise making different types of bandages. 8. Let pupils practise tying slings. 9. Let pupils practise on one another techniques of arti- ficial respiration. 10. Let class do some role-play- ing on "Catching Fire and First-Aid". 11. Let class make a chart of emergencies and their treatments summarising most important points to keep in mind when ad- ministering first-aid.
10. Preparing a household medicine chest.		1. Let class check the first- aid equipment and supp- lies in the home and school. 2. Let class discuss the need for having a special box for keeping first-aid arti- cles. 3. Let each pupil list what should be included in a medicine chest giving reasons for the selection. 4. Let class compile the con- tents needed in the first- aid box and kit with the aid of the Red Cross kit.

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		5. Let each pupil prepare a medicine box for her home.
		6. Let class discuss common mistakes made at home in keeping medicines :— a) not properly labelled b) not using in time. c) keeping stale medicines and old. d) stoppers not properly placed. e) within reach of children etc.
Preparation of the household medicine chest.	7. Let class discuss the effects of consuming medicines by mistake.	7. Let class discuss the effects of consuming medicines by mistake.
		8. Let class consider the proper location for the medicine chest in the school and home.
		9. Let teacher demonstrate and girls practise treatment of burns, cuts, bruises, sprains, shocks, poisons, suffocations etc.
		10. Let pupils practise treatment of minor injuries at home.
		11. Let girls report to class success of their treating minor injuries in the class.
		12. Let teacher demonstrate and pupils practise applying bandages for a simple cut or burn.
		13. Let teacher give reading assignments on what to do

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		for simple emergencies in the home.
		14. Let pupils practise demonstrating first-aid.

THIRD YEAR

Unit : Home Care of the Sick.

- | | |
|---|---|
| <p>1. Understanding personal qualities necessary for a home nurse.</p> | <p>1. Let pupils discuss personal qualities they would like in a nurse if they were ill :-
 a) good health
 b) clean body and hands
 c) neat appearance
 d) happy disposition
 e) calmness
 f) pleasant voice etc.</p> |
| <p>Principles of home nursing—qualities essential for nursing the sick.</p> | <p>2. Let teacher discuss the important health habits to be observed by one caring for the sick in order to maintain one's health :
 a) personal cleanliness
 b) washable dress
 c) apron
 d) good posture
 e) rest
 f) relaxation
 g) fresh air
 h) washing hands and tools with disinfectant.</p> |
| | <p>3. Let class discuss the precautions to be taken when caring for a sick person suffering from—
 a) infectious disease
 b) contagious disease</p> |

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		c) other disease
		4. Let teacher discuss and demonstrate care of hands, linen dishes etc.
2. Ability to arrange a suitable and attractive place for a sick person at home.		1. Let pupils discuss desirable features in a sick room—location, fresh air, sunny, convenient to reach bath room, furniture etc.
	Arranging the sick room—taking care of the sick.	2. Let pupils find out ways how a room in their house can be adapted for accommodating the sick.
		3. Let pupils list ways how the sick room can be made attractive.
		4. Let teacher demonstrate and pupils practise making a sick room attractive.
3. Adjusting to illness in the home.		1. Discuss the adjustments necessary when there is illness in the home : a) reduction of noise b) sharing duties c) isolating the patient d) dealing hygienically with the patient's dishes and utensils.
	Taking home care of the sick.	2. Let pupils plan a daily routine along with regular house-hold duties—for taking temperature, preparing the patient's breakfast, cleaning the sick room etc.
4. Ability to improvise equipment for nursing the		1. Let teacher demonstrate making devices that will aid in giving comfort to a

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
sick in the room.		<p>patient :</p> <ol style="list-style-type: none"> back rest bed tray disposal bag pillow for arm rest
		<ol style="list-style-type: none"> Let girls practise making and using the devices. Have an exhibition of the equipment made. Collect the reading material on improvising equipment for the sick.
5. Ability to perform simple home nursing techniques	<p>Making the patient comfortable—details of nursing and feeding the sick. Change of sheets, pillow cases etc. Giving medicine, giving sponge-bath to the sick.</p>	<ol style="list-style-type: none"> Let teacher demonstrate various procedures necessary in caring for the sick and pupils practise— <ol style="list-style-type: none"> Making a bed (occupied and unoccupied) giving bed bath. changing linen with patient in bed dressing and undressing a patient in bed. controlling light, humidity and ventilation in the sick room. taking and recording a chart for temperature, pulse and respiration. helping a sick person out of the bed, to the bath-room or into the chair. turning a patient in bed supporting patient in various positions giving bed pan.

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
6. Ability to give simple treatments ordered by the doctor		<ul style="list-style-type: none"> k) giving medicines l) giving food m) disinfecting dishes etc. <ol style="list-style-type: none"> 2. Let girls practise the above techniques. 3. Let teacher demonstrate and pupils practise the following procedures: <ul style="list-style-type: none"> a) throat touch b) hot water bath 1. Let teacher demonstrate simple treatments that may be ordered by the doctor: <ul style="list-style-type: none"> a) inhalation b) hot and cold compressors c) poultice 2. Let pupils practise the above procedures.
7. Ability to plan, prepare and serve food for the sick	Principles of preparation of diets for the sick. Arranging and serving food for the sick.	<ol style="list-style-type: none"> 1. Let pupils study foods suitable for sick persons suffering from different diseases. 2. Let teacher discuss types of diet and reasons for following diets prescribed by the doctor. 3. Let pupils plan ways to stimulate a patient's appetite. 4. Let teacher demonstrate ways to prepare and serve attractive trays. 5. Let girls practise serving the trays (this must be correlated with the food and nutrition unit). 6. Let pupils consider what

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
8. Getting an understanding of the care of communicable diseases.	Protection against disinfection. Disinfection of a sick room.	<p>can be used in the place of a tray if one is not available in their home.</p> <p>7. Let teacher demonstrate preparation of various special diets—liquid, soft, light etc.</p> <p>8. Let pupils prepare the special diets.</p> <p>9. Let each pupil set up a tray for a patient.</p> <p>10. Let teacher discuss care of utensils and dishes used by the patient.</p> <p>11. Let teacher demonstrate how to sterilise utensils under ordinary home conditions.</p> <p>1. Discuss caring for and disinfecting everything which comes in contact with the patient suffering from communicable diseases :</p> <p style="margin-left: 20px;">a) sputum b) excreta c) linen d) clothing e) dishes</p> <p>2. Discuss the importance of isolation, quarantine and immunisation.</p> <p>3. Review procedures used to check the spread of communicable diseases.</p> <p>4. Demonstrate hand-washing, removing and hanging of apron, towel, etc. while</p>

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community caring for a patient.</i>
9. Ability in planning for and providing pastime which will contribute to the patient's welfare and happiness.		5. Let teacher discuss steps in disinfecting a sick room. 1. Make a collection of games, books and inexpensive gifts suitable for patients and invalids. 2. Let class list suitable hobbies for a patient confined to bed for a long time.
10. Arranging and caring for the sick room	The sick room	1. Discuss the principles to be followed in arranging a sick room : a) Elimination of non-essentials b) Ease of cleaning, avoidance of glare and draft etc. 2. Let teacher demonstrate and pupils practise ways of cleaning a sick room quickly, quietly and without dust, while used by the patient, while vacated by the patient and where a chronically ill patient is accommodated. 3. Demonstrate and practise ways of controlling light and air in the sick room. 4. Let pupils discuss the ways of adding colour and cheer in the sick room : a) colour of bed-spreads, table-cloth etc. b) pictures, flowers etc.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
11. Looking after the convalescent.		<p>5. Let class prepare a bed or a sick room for a patient to be isolated.</p> <p>1. List responsibilities of visitors to the convalescent.</p> <p>2. Let class advise the ways of understanding the convalescent.</p> <p>3. Let class learn and practise crafts which might help convalescent, such as knitting, spinning, making album etc.</p> <p>4. Let each girl make a scrap book or prepare a game for convalescent.</p> <p>5. Let class suggest ways in which they can add to a person's attractiveness when she recovers from sickness.</p> <p>6. Let class study requirements for a convalescent child who is chronically ill, for a convalescent adult and an aged person with regard to food, gift and nutritive care.</p> <p>7. Let each pupil visit some one whom she knows convalescing.</p> <p>8. Let each pupil report she was able to add to the happiness of the convalescent.</p> <p>9. Let class list the problems in the care of the aged</p>

HEALTH, FIRST AID AND HOME NURSING

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		because of failing senses.
		10. Let the class list ways to make a convalescent contented.
		11. Let the class prepare and exhibit all activities which will interest the convalescent.
		12. Let each girl make an inexpensive gift for somebody who is convalescent.

CHAPTER XVIII

CHILD DEVELOPMENT AND MOTHER CRAFT

High school girls like to play with babies and small children. They enjoy caring for children. Study of child development should enable them to be more intelligent and responsible while caring for children.

The teacher must find the extent of association of the pupils with small children, the number of girls who have younger brothers or sisters, or cousins, etc. Out of the experiences provided in the area of child development, the natural eagerness in girls to nurture, to protect, to educate and to love children will be enhanced.

The teacher may approach teaching the area of child development by taking the class to visit a pre-basic, kindergarten or nursery school in order to make observations on children. Pupils may recall childhood experiences which they regard as having had great influence upon them. Girls who care for younger children in their homes may narrate to the class their experiences and problems. The class may plan and be in charge of the play activities and group of children in the locality.

Pregnant mothers may be invited to talk to the class about their looking forward to and preparations for the arrival of the new baby. Pupils may visit baby wards in hospitals and clinics and observe feeding, bathing and dressing of infants. A nurse or midwife may talk to the class about the care of pregnant mothers and infants.

Given in the following pages are the units and goals for teaching the area of child development. The units are centered around : Children in the home ; Helping to care for younger Children ; Children at play ; Caring for children when they are sick ; Living with and guiding children ; and understanding the stages of growth from infancy.

The activities suggested for child development and mother craft can be culminated through :

- (1) The class giving a party for a group of young children.

CHILD DEVELOPMENT AND MOTHER CRAFT

- (2) The class participating in pre-school activities where facilities are available.
- (3) The class preparing an exhibit of pictures, pamphlets, posters on child development and invite their parents, friends and others in the community.
- (4) The class collecting baby kits and albums.
- (5) Visits to orphanages, child care clinics, *balwadis*, *bal vihars*, and other institutions for the care of small children.

A—Units and Goals

I Year IX Standard	II Year X Standard	III Year XI Standard
<p style="text-align: center;"><i>Units :</i></p> <ol style="list-style-type: none"> 1. Children in the Home. 2. Helping to Care for Younger Children. 	<p style="text-align: center;"><i>Units</i></p> <ol style="list-style-type: none"> 1. Children at Play. 2. Caring for Children when Sick. 	<p style="text-align: center;"><i>Units :</i></p> <ol style="list-style-type: none"> 1. Understanding the Stages of Growth from Infancy. 2. Living with and Guiding Children.
<p style="text-align: center;"><i>Goals</i></p> <ol style="list-style-type: none"> 1. Understanding children. 2. Making friends with children. 3. Developing confidence in working with children 	<p style="text-align: center;"><i>Goals</i></p> <ol style="list-style-type: none"> Entertaining children—story-telling, singing songs, organising games, etc. Selecting and making suitable inexpensive play things for children. Appreciating child's play as the child's way of learning. 	<p style="text-align: center;"><i>Goals</i></p> <ol style="list-style-type: none"> 1. Understanding how children grow and develop. 2. Guiding children in their development. 3. Getting ready for the arrival of new baby in the home.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

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|---|---|--|
| <p>4. Assisting children in daily routines—feeding, dressing, undressing, wearing, teething, elimination, going to bed, and other aspects of habit formation.</p> | <p>Helping children in emergencies—first aid.</p> | <p>4. Care of the infant.</p> |
| <p>5. Caring for children when sick.</p> | <p>for</p> | <p>5. Protecting children against diseases in the community.</p> |

B—Activities

FIRST YEAR

- Units .*
1. Children in the Home
 2. Helping to Care for Younger Children.

<i>Goals</i>	<i>Content in the Syllabus</i>	<i>Experience in Home, School or Community</i>
<p>1. Understanding children.</p>	<p>Visits to children's centres and <i>balwadis</i>.</p>	<ol style="list-style-type: none"> 1. Let each pupil write her observation of one small child at play. 2. Discuss with pupils possible experiences for learning about children. 3. Let class observe children at play in a nursery school and notice activities they enjoy most and materials they choose and use. 4. Let pupils analyse reasons for the choice of the activities and materials.
<p>2. Making friends with children.</p>		<ol style="list-style-type: none"> 1. Let pupils study and discuss some basic facts about

CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		children such as : a) each child differs from all other children b) practically, all children seek attention ; c) children tend to imitate adults.
	Participation and working with children.	2. In relation to these facts, let pupils observe children in the home, playground, train, bus, school, etc. 3. Let pupils plan activities for children of different age groups for different occasions—play, study, household work etc. 4. Let each pupil assist in a nursery school in the play activities of children and get acquainted with them. 5. Let each pupil assume responsibility for a specific activity such as feeding or clothing a child, amusing and story-telling etc.
3. Developing confidence in working with children.		1. Let pupils list the activities in which children need help - going to bed, dressing, eating etc. 2. Show a film or read a story to the class which shows how to guide children in activities such as going to bed, washing hands before meals, etc.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

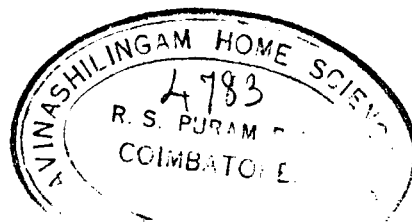
<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<ol style="list-style-type: none"> 3. Discuss how children can be helped to be independent.
	Principles of child development.	<ol style="list-style-type: none"> 4. Let each pupil assume responsibility for helping one child at mealtime. 5. Let class listen to suggestions from experienced nursery school teacher on helping children to become self-reliant. 6. Let them listen to mothers telling their experiences in guiding children. 7. Let each pupil try these suggestions with children in her home.
	Caring for a younger child in the family.	<ol style="list-style-type: none"> 8. Let each pupil read references on developing confidence in working with children. 9. Let each pupil assume responsibility for caring for a younger child in the family and keep records of progress in development, habit formation, childhood problems.
4. Assisting children in daily routines—feeding, weaning, teething, dressing, undressing, elimination, going to bed and other aspects of habit formation.		<ol style="list-style-type: none"> 1. Let pupils discuss with mothers successful methods of weaning babies. 2. Let class assemble a collection of baby foods used in homes and available from local shops. 3. Let pupils make time-tables for feeding infants and

CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		children of different age—levels.
		4. Let pupils compare timetable with that followed in the home.
		5. Discuss reasons for having children eat at regular hours.
		6. Plan meals for children of different age groups.
	Feeding, weaning and teething.	7. Arrange the meals planned using actual foods or models.
	Preparation of children's diets.	8. Let class prepare and serve one or more of the meals planned.
		9. Let each pupil assist in feeding a baby.
		10. Let each pupil feed a small child.
		11. Let pupils record good and poor eating habits observed in children in nursery schools or homes.
		12. Let class suggest ways of overcoming poor eating habits among children.
		13. Let teacher point out desirable and undesirable adult attitudes in feeding children.
		14. Let class list adult attitudes required for developing good eating habits of children.
		15. Analyse reasons for children's dislikes for food and

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community suggestions for overcoming them.</i>
		16. Study how feeding utensils help build good eating habits in children.
		17. Let class choose an under-nourished child from the community, and study the effects of improving his diet.
		18. Let each pupil make attractive charts on good food eating habits for use in nursery schools.
		19. Let each pupil make a bib or napkin suitable for small children.
		20. Let class study relationship of food, clothing and toilet facilities for building good elimination habits in children.
		21. Let pupils collect data from parents of small children regarding toilet training and report to class when started, methods used, and successes and failures.
		22. Let pupils study and discuss problems of bed-wetting—its cause and methods of overcoming it.
		23. Let the class discuss why a minimum of sleep is necessary.
		24. Let class compare sleep



CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		requirements of children of different age-groups.
Bathing Infants	25. Let class outline and illustrate physical requirements for sleeping—bed, bedding, clothing, room, etc.	25. Let class outline and illustrate physical requirements for sleeping—bed, bedding, clothing, room, etc.
		26. Let groups of girls dramatise children's activities preceding bedtime.
		27. Let each pupil put a child to bed.
		28. Let pupils improvise equipment for bathing a baby.
		29. Let teacher or nurse demonstrate bathing a baby.
		30. Let pupils study references on principles of habit formation.
		31. Let pupils report ways of helping children to form good habits on cleanliness.
		32. Let each pupil help a child to form good habit such as washing hands before eating.
		33. Let teacher demonstrate how to wash and wipe a child's face to make it feel more comfortable.
Proper habit formation—eating, sleeping eliminations and exercise.	34. Have a panel discussion on "What determines whether a habit is good or bad", and "How can elder brothers and sisters influence younger brothers and sisters in habit formation."	

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
5. Clothing children.	Children's clothing—types of clothing suitable for the infant and growing child. Emphasis on comfort, washability, and ease in handling.	<p>35. Let pupils discuss and list the ways to help children gain independence and maturity.</p> <p>1. Let pupils compare different types of clothing used for infants in locality.</p> <p>2. Let class evaluate types of children's clothing and clothing construction with regard to comfort, durability, ease of great provision for self-help and influence upon growth.</p> <p>3. Let each pupil assist in dressing a baby.</p> <p>4. Let each pupil help a young child learn to dress himself.</p>

Activities

SECOND YEAR

- Units : 1. Children at Play
2. Caring for Children when Sick.

Goals

- | | |
|--|---|
| 1. Entertaining children—developing ability to select and tell suitable stories to children. | <p>1. Let pupils visit libraries, kindergarten and nursery schools to find out books which young children enjoy.</p> <p>2. Let teacher demonstrate how to tell a story to young children.</p> <p>3. Let pupils tell stories to children in nursery school</p> |
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CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goals</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>or in the neighbourhood noting their interest and span of attention.</p> <p>4. Let pupils listen to radio programmes organised for children—discuss their values in the schools.</p> <p>5. Let class formulate a score card for judging stories for children.</p> <p>6. On the basis of the score card, let pupils examine and select good books for children.</p>
	<p>Recreation for children—nursery songs, games and stories, children's books.</p> <p>Experience in telling stories to children.</p>	<p>7. Let pupils bring from home or neighbours, books used by young children and evaluate them.</p> <p>8. Let pupils make a scrap book or album using familiar pictures for children.</p> <p>9. Observe a little child going through a children's book store and note down the types of pictures which interest him.</p> <p>10. Have a class discussion on the values of story-telling before bedtime at night.</p> <p>11. Make-up stories for children of different age-levels.</p> <p>12. Let the class evaluate the stories.</p> <p>13. Let pupils bring gramophone records of stories and songs for small children, play them in the class</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goals</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
2. Selecting and making suitable inexpensive play-things for children.		<ol style="list-style-type: none"> 1. Have pupils list suitable toys for a small child and an older child. 2. Let class compare value of mechanical toys with those of blocks, boxes, etc. 3. Let class arrange an exhibit of toys, borrowed from shops, homes, nursery schools, which stimulate imagination. 4. Have pupils list the desirable qualities that children enjoy most. 5. Let pupils visit nursery and kindergarten schools and observe toys that children enjoy most.
	Recreation for children.	6. Based on their observation, let them discuss values of those toys.
	Observation on nursery school play—toys suitable for children.	7. Prepare a guide for selecting toys for children of different age-groups.
	Play habits and joys.	8. Let pupils in groups make a list of points for judging toys, as to type, safety, value and cost, set up criteria for judging a toy.
		9. Let each pupil in the class make a toy for 3-or 4-year-old child.
		10. Let class conduct a play period for children for whom the toys were made.

CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
3. Appreciating play as the children's way of learning.	Construction of simple toys.	<ol style="list-style-type: none"> 11. Let pupils evaluate toys as seen from their use, and compare them with the criteria set up. 12. Let pupils find out ways of teaching children how to put away their toys.
	Play habits and toys. Observation on nursery school play, nursery songs, games and stories.	<ol style="list-style-type: none"> 1. Let each pupil observe a child at play for about half an hour and report on the varieties of play activities in which the child was engaged for the half an hour observed. 2. Let pupils observe play activities, games and songs enjoyed by children in nursery schools and note how their play imitates life situations. 3. Let pupils observe ways small children play alone, using their imagination. 4. Let pupils note the ages of children who play alone, who watch others and who play with others. 5. Let each pupil learn one good rhythm game. 6. Teach it to a group of children. 7. Report experiences and evaluate results. 8. Let pupils learn more play games, enjoyed by children. 9. Let class observe the kind of game and the method

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
4. Helping children in emergencies— First Aid.	Suitable appli-	<p>used by experienced nursery school teachers teaching children of different ages, games in an appealing way—to take turns, to respond to rhythm, etc.</p> <p>10. Let pupils learn songs suitable for teaching children.</p> <p>11. Let pupils teach the group of children.</p> <p>12. Let each pupil make a collection of nursery songs.</p> <p>13. Let pupils study the types of problems which arise between children, and in supervising their games.</p> <p>14. Let class analyse the cause of problems and ways of handling them.</p> <p>15. Summarise some principles for guiding children's play.</p> <p>1. Let pupils list possible sources of danger to children in the home and school.</p> <p>2. Have class members relate experiences by which they have learnt of dangers of accidents to children.</p> <p>3. Let class consider ways to teach a child to climb the stairs, to observe precautions in handling scissors, to cross roads etc.</p> <p>4. Let pupils narrate their</p>

CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	<p>cations in injuries (Under Health, First-Aid and Home Nursing).</p>	<p>observation on how children are handled when they suddenly fall and cry, when slight injuries are incurred etc.</p> <p>5. Let pupils learn to practise simple treatment of injuries (This can be correlated with the area on health, first-aid and home nursing).</p>
<p>5. Caring for children when sick.</p>	<p>Children's ailments—intestinal ailments like diarrhoea, constipation, lack of appetite, infections-etc.</p> <p>Nursing sick children (Under Health, First-Aid and Home Nursing)</p>	<p>1. Let class list commonly observed diseases in childhood—diarrhoea, constipation, infection, rashes etc.</p> <p>2. Let teacher discuss the special needs of sick children.</p> <p>3. Let class arrange for feeding the sick child.</p> <p>4. Let teacher or nurse demonstrate for sponging a sick child.</p> <p>5. Let nurse demonstrate administering medicine to a sick child.</p> <p>6. Let pupils make some attractive toys and games for sick children.</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
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Activities

III YEAR

- Units*
1. Understanding the Stages of Growth from Infancy.
 2. Living with and Guiding Children.

Goals

1. Understanding how children grow and develop.

1. Have pupils list changes they have observed in children during their growth from birth up to five years—eating, sleeping standing, walking, etc.
2. Through use of films, charts, baby books and observations, study the physical development of children at different age-levels.
3. Let pupils collect pictures which illustrate steps in development of babies and small children.
4. Let pupils observe crawling, walking, grasping, handling, talking and other activities of children at different age-levels.
5. Let pupils report their observations in the class.
6. From the anecdotes, compile the stages in development and learning of children.

Principles of child development—Emotional and physical needs of young children

CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
2. Guiding children in their development.	from birth to five years of age. Language development and social behaviour.	<ol style="list-style-type: none"> 7. Let pupils study relationship of physical growth to formation of habits—food, health, etc. 8. Let each pupil choose a child in the home or community. Observe and record the progress of development in all stages—weights, heights, language development, social behaviour, habits, etc. 9. Let class study effect of family members on children's behaviour patterns. 10. Let pupils recall ways little children imitate their elder brothers, sisters and others. <ol style="list-style-type: none"> 1. Have pupils read and report ways to develop desirable habits of orderliness, courtesy, social behaviour and self-reliance in children. 2. Let teacher demonstrate how a visitor may meet a child and begin a conversation. 3. Let pupils recall situations from their childhood in which they felt neglected. 4. Let them discuss the effects such feelings had on their attitudes. 5. Have class observe how children are given positive

SUGGESTED ACTIVITIES FOR HOME SCIENCE

Goal	Content in the Syllabus	<i>Experiences in the School, Home and Community</i>
3. Getting ready for the arrival of a new baby in the home	Proper habit formation—eating, sleeping, elimination and exercise.	rather than negative suggestions in nursery schools. 6. Let class discuss when a child must be given positive directions and when he should be allowed to make his own choice.
	Emotional habits—fear, anger, jealousy etc.	7. Let pupils list ways in development of self-reliance which older people prevent in a child and are responsible for his disobedience due to their pampering. 8. Have pupils write an essay on “The First Years of a Child’s Life are the Most Important”.* 9. Let the class outline the responsibility which older boys and girls in the family have for little children in their homes, with whom they have close daily contact. 10. Have class discussion on “common behaviour problems of children and ways of handling them” such as temper tantrums, disobedience, jealousy, fear, etc.
		1. Let teacher prepare a notice board with pictures of babies. 2. Let class discuss why babies are interesting. 3. Let pupils in groups dis-

CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>discuss need for the family to make adjustments when the new baby arrives.</p>
	<p>Pregnancy— Preparation for the arrival of the baby—birth of the baby</p>	<ol style="list-style-type: none"> 4. Let pupils list the adjustments to be made. 5. Let teacher discuss the changes taking place in a woman during pregnancy. 6. Let class invite an expectant mother to tell how she is preparing for the arrival of her new baby. 7. Let pupils study the facilities in the community for maternal and child care. 8. Let pupils make suitable articles of clothing for the new baby (this can be correlated with the area on clothing). 9. Let class discuss how to make room or place in the home ready for the mother and infant. 10. Let pupils discuss how older children should be prepared for the arrival of a new baby.
4. Care of the infant.		<ol style="list-style-type: none"> 1. Let class discuss breast feeding versus artificial feeding. 2. Let a nurse demonstrate making babies' formulae using cow's milk. 3. Let class work out a timetable for feeding the infant at different stages.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		4. Let class prepare some infant foods and diets for children (Correlated with Foods Class).
	Care of the new-born--feeding, clothing etc.	5. Let pupils construct a chart showing the foods to be included in the baby's diet during the first year.
	Foods for children—preparation of children's diets—foods suitable for supplementing mother's milk. Feeding and bathing infants.	6. Let pupils have opportunity to observe feeding a baby.
		7. Let class provide a comfortable bed for the baby in the home.
		8. Let class assemble the minimum equipment required for the baby's bath.
		9. Have a nurse demonstrate bathing a baby.
	Children's clothing—types of clothing suitable for the infant and the growing child. Emphasis on comfort, washability and ease in handling.	10. Make and exhibit clothing suitable for a new baby and a young child.
		11. Let each pupil assume responsibility for dressing a baby.
		12. Make garments for little children (This can be correlated with Clothing class).
	Choice of fabrics for making children's clothing. Repair and renovation of children's clothing.	13. Let a each pupil select fabrics and make a napkin, frock, bib and knit vest, socks and bonnets.
		14. Let pupils bring from home outgrown garments of children to be made suitable for younger ones.

CHILD DEVELOPMENT AND MOTHER CRAFT

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Construction of napkins, diapers, simple frocks and other accessories for children.	15. Let teacher demonstrate and pupils follow how to alter, repair or renovate them.
	Making garments for cold weather. Knitting vests, socks and bonnets.	16. Have an exhibition of different types of children's clothing.
5. Protecting children against diseases in the community		<ol style="list-style-type: none"> 1. Let the pupils give their observation on the commonly occurring disease among children in the community. 2. Let pupils point out suggestions for precautions against those diseases. 3. Let the public health worker demonstrate vaccination and inoculation and discuss their advantages.
	Health protection for children—vaccination and inoculation	<ol style="list-style-type: none"> 4. Let pupils observe the reactions of vaccinations and inoculations. 5. Let pupils observe symptoms of malnutrition and food deficiency diseases among children in the community. 6. Let pupils collect pictures of symptoms of deficiency diseases. 7. Let pupils outline dietary and other treatments for childhood diseases.

CHAPTER XIX

HUMAN RELATIONSHIPS

High school pupils' lives are full of changing attitudes and experiences. Some changes bring satisfactions and fulfilment, while others lead to unhappiness. Being adolescents, they are in a transitional period of life, during which, most of their problems are due to adjustments with their families, friends, and social environment. Therefore they are naturally interested in learning to live with people happily and satisfactorily, and maintaining happy relations with others.

One of the goals of teaching human relationships is to help pupils understand their minds and find out their needs and means of fulfilling them. They should be helped to realise their needs as individuals, and as members of a family or group. They must be assisted in understanding their relationships and duties to the members of the family, friends and others. Their obligations to the home, school and community should be pointed out in order that they may progress towards a happy life for democratic family living.

Adolescents are always in need of adjusting to their development towards adulthood. Discussion and participation in activities provided in this area can help them in cultivating sound attitudes towards life's problems, and ability to take decisions. Respect for others' point of view and agreeable accommodation to changing points of view can be promoted.

The teacher's understanding of the cultural patterns, attitudes, values in pupils' homes and community is very important. Families vary, but pupils learn to accept the differences and similarities as parts of living.

Pupils change constantly throughout the different stages of adolescence. Therefore, the material presented should be suitable to their needs and the age-group, regardless of the particular class. In early adolescence, girls need help in recognising changes in order that they may better understand others and themselves. They

HUMAN RELATIONSHIPS

should maintain good relationship with their families and friends. They need to understand their physical, mental, emotional and social development.

Emphasis should be placed on ways of making and keeping friends. The home must be pointed out as the centre of social activities. Girls' best understandings spring and grow from genuine enjoyment of homes where democratic living is practised. They should recognise values of leisure time, and freedom of action with self-control. Above all, they should appreciate the place of family, home and motherhood in the community.

In helping to attain and maintain wholesome relations with others, the following basic concepts must be remembered :

- (1) All people need to love and be loved.
- (2) Each family member's contribution to family must be considered in the light of her or his capacities.
- (3) Successful family living depends upon successful relationships with others.

The area of human relationships has much personal feeling and therefore, the teacher should restrain giving her opinions as an adult. The opinion of the pupils' age-group is of the utmost importance and greatest influence. Pupils must formulate their values out of their own thinking in their efforts to face life realistically.

The approaches to this area can be through cartoons, discussions, radio programmes, buzz sessions, movies, the question box, poems, talks from experienced persons and leaders, celebrations of birthdays and festivals, picnics, essays, dramatics and debates.

The teaching in this area can be culminated by: Pupils organising exhibits regarding duties of citizenship; Participating in student-volunteer services during festivals and meals; Arranging a display of hobbies; Attendance at Girl Guides, ACC Camps; Co-operating with relief work and welfare agencies; Active participation in school activities such as celebrations, magazines, excursions, debates etc; Dramatising marriage ceremonies etc.

Given in the following pages are Units and goals and activities for teaching Human Relationships. The Units are: You and your friends; You and your family; Growing up happily; Getting along with your family and friends; Entertaining friends and guests; Looking towards marriage; Preparing for marriage and Preparing for career.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

A—UNITS AND GOALS

First Year IX Standard <i>Units</i>	II Year X Standard <i>Units</i>	III Year XI Standard <i>Units</i>
1. You and Your Friends.	1. Growing up Happily	1. Looking towards Marriage.
2. You and Your Family.	2. Getting along with Your Families and Friends.	2. Preparing for Marriage.
	3. Entertaining Friends and Guests.	3. Preparing for career.
<i>Goals</i> I Year	<i>Goals</i> II Year	<i>Goals</i> III Year
1. Understanding the changes that take place during adolescence.	1. Understanding oneself.	1. Understanding adjustments required in the family.
2. Making and keeping friends—developing sincere interest in pupils towards wholesome relationships.	2. Realisation of importance of pleasant appearance to personal success.	2. Understanding place of family in the community and influence of society on family life.
3. Gaining acceptance in the home and school.	3. Ways of achieving sound relationships with parents, other adults & friends.	3. Understanding the significance of marriage.
4. Becoming social, attractive and adequate—effecting techniques on	4. Recognising the importance of friendship in	4. Understanding qualities which make for a happy marriage.

HUMAN RELATIONSHIPS

<i>Goals</i>	<i>Goals</i>	<i>Goals</i>
social behaviour.	all age-groups—way of expressing friendship.	
5. Understanding influence of family on family members--appreciating benefits and satisfactions gained from family living.	5. Understanding socially acceptable manners and fun, developing social skills—setting up standards of conduct.	5. Preparing for marriage.
6. Sharing in work at home—co-operating with family members—sharing responsibility for family possessions.	6. Being a good member of the group—realising co-operative living makes for better family happiness.	6. Understanding adjustments necessary in marriage.
7. Enjoying friends—being popular in class.	7. Understanding qualities that contribute to satisfying home living.	7. Appreciating satisfactions of parenthood.
8. Appreciating the importance of developing good manners.	8. Realising values of leisure time.	8. Preparing for higher education.
9. Developing hobbies from home activities.	9. Understanding meaning of charity.	9. Preparing for a career.
10. Cultivating a life of prayer.	10. Cultivating a life of prayer.	10. Realisation of the dignity and importance of a home-maker.
		11. Cultivating a life of prayer

SUGGESTED ACTIVITIES FOR HOME SCIENCE

B—ACTIVITIES

I YEAR

- Units : 1. You and Your Friends
2. You and Your Family.

<i>Goals</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
1. Understanding the changes that take place during adolescence.		<ol style="list-style-type: none">1. Have girls make a comparison of weights of members in the class and others of their age.2. Let class discuss physical changes that are beginning to take place in adolescence—rapid growth in height and weight and how that changes their idea of diet. Disproportionate growth of parts of body, causing clumsiness, increasing glandular activity causing pimples, etc.3. Let each pupil maintain a record of her own rate of growth.4. Compare boys and girls of the same age in the ninth standard as to height, weight and interests.5. Let pupils discuss how and why girls act differently than boys of the same age.6. Let class discuss some of the social problems girls encounter during puberty—should not come out, should not talk to boys, must stop—going to school.

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
2. Making and keeping friends—developing sincere interest in pupils towards wholesome relationships.		<ol style="list-style-type: none">7. Let pupils report changes they had noticed in their brothers and sisters as they were growing up.8. Let class discuss ways in which children and adults differ—independence, control of emotions, judgement, etc.1. By means of a panel discussion, decide meaning of friendship and its values.2. Let each pupil list characteristics she desires in a friend.3. Let class discuss the reasons for having friends: companionship, sharing confidences, encouragement, helping in time of need.4. Recall incidences in pupils' lives when having friends meant a great deal to them.5. Let pupils list ways to make friends such as: being sincere and trustworthy, being kind and generous in speech, thought and action, being considerate, being friendly.6. List the reasons for lasting friendships such as: common interests, consideration for others, grow-

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		ing up together, ability to keep confidences, etc.
	Choosing friends and maintaining them.	<ol style="list-style-type: none"> 7. Let class prepare a check list of characteristics of friendships indicating weak, average and strong points. 8. Let every pupil score herself with the check list. 9. Let each pupil decide characteristics which you should develop through practice from the check list. 10. Determine home and class experience for practising characteristics desired. 11. Check at intervals the progress she has made in developing those characteristics. 12. Make plans for self-improvement. 13. Make posters to illustrate them. 14. Discuss different ways of sharing friendships.
3. Gaining acceptance in the home and school.	Importance of good relationship between the members of the family.	<ol style="list-style-type: none"> 1. Let each pupil report good items of fun she has had in her family—picnics, pilgrimages, recreation, movies, feasts, festivals, etc. 2. Let each pupil list the contribution of each member to the family in the above. 3. Let each pupil plan a home experience for fun
	Participation in	

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	all the school activities such as dramas, debates, games, parents' day, anniversary, writing in magazines and taking part in excursions.	<p>with family.</p> <p>4. Let pupils narrate incidences of families whose members get along well with each other.</p> <p>5. Let each girl list ways in which she can get along better with the members of her family—ways she can help the members of her family.</p> <p>6. Let girls discuss the qualities necessary for being accepted in the class.</p> <p>7. List the ways in which girls can contribute to happiness in the class and school. Participation in all the school activities such as dramas, debates, games, anniversaries, magazines, excursions etc.</p>
4. Becoming socially attractive and adequate—acquiring techniques of social behaviour.		<p>1. Have a question box on etiquette.</p> <p>2. Find answers to questions in the question box through reading, asking pupils and class discussions.</p> <p>3. Dramatise in class school etiquette such as introductions, behaviour, entertaining guests, receiving strangers, etc.</p>
	Organising exhibits and demonstrations regarding the duties of citi-	<p>4. Let pupils discuss differences between gossip and conversion.</p> <p>5. Let pupils cite examples of interesting conversation</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	zanship.	from books, radio, plays or those heard at home.
	Attendance at citizenship and ACC Camps.	List their topics.
		6. Plan a party to practise social behaviour.
		7. See films indicating good social behaviour.
		8. Let pupils attend citizenship and ACC Camps.
		9. Let pupils organise exhibits on citizenship.
5. Understanding influence of family members — appreciating benefits and satisfactions gained from family living.		1. Let each pupil present a report on what the family provides its members, other than food and shelter—affection, security, belongingness, sanctity, privacy, understanding, etc.
		2. Let teacher tell stories of great Indian women who had maintained successful and happy homes.
		3. Let pupils study background of Indian home life.
		4. Have a panel discussion on the role of family in society.
		5. Let pupils study family life in neighbouring home.
		6. Let pupils list qualities which characterise satisfying home life.
	Background of Indian home life — The	7. List activities which contribute to satisfying home life.

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
6. Sharing in work at home — co-operating with family members—sharing responsibility for family possessions.	family—Importance of good relationships between the members of the family. Relatives who deserve help—how their position can be elevated with emphasis on dignity of labour.	<ol style="list-style-type: none"> 8. Evaluate how the activities mentioned affect family happiness. 9. Let each girl write a story about the successful home she contemplates (Correlated with languages class). 10. Let girls list the successful homes they have visited and enjoyed, giving reasons. 11. Let girls discuss the influence of dependent relatives on the family.
	The girl in her home — her duties and responsibilities, privileges and attitudes towards the home. The interest of	<ol style="list-style-type: none"> 1. Let each pupil plan for co-operation in the use of family possessions like pen, pencil, books, bathroom, radio, gramophone, cycle, play things, writing table, sewing machine. 2. Let the class present a skit on "Family Co-operation." 3. Let pupils plan for home management while their mothers are away. (Correlate with Home Management Class). 4. Let pupils evaluate results of their home management (Correlated with Home management class). 5. Let pupils make a plan for sharing household duties for a week. (Correlated with Home Management

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community Class).</i>
	family members in her activities.	6. Let pupils suggest how their mothers can help them in their plans. 7. Let pupils plan and carry out how to observe special days in their families such as mother's birthday, <i>Saraswathi puja</i> , etc. 8. From the activities carried out let pupils make a list of qualities essential to a happy family life such as affection to happy family life such as affection to all members, loyalty, companionship, courtesy, privacy, orderliness, etc. 9. List the activities essential for members of the family to make family life happy.
7. Enjoying friends—being popular in the class.		1. Let pupils consider why we like some people and not others. 2. List reasons for some girls being accepted as leaders and popular in the class.
	Choosing friends and maintaining them.	3. Have a panel discussion on "Being Popular." 4. Have role-playing on how to show friendship to a new-comer to the class. 5. Let pupils entertain friends in their homes and report results.
8. Appreciating the		1. Let class discuss good

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
importance of developing good manners.		<p>manners at home and away from home.</p> <ol style="list-style-type: none">Let pupils tell experiences which proved embarrassing because of lack of knowledge of good manners.Arrange demonstrations on manners for different occasions—when guests arrive, when elder people come, during parties, in school, etc.Have skit on "Good Manners."Have a question on manners.Discuss the questions.Let girls plan parties for guests, carry them out, and discuss the results.Let girls list their responsibilities as a guest in a friend's home.Discuss the lists made.
9. Developing hobbies from home activities.		<ol style="list-style-type: none">Discuss possible contributions of Home Science in helping individuals, develop fuller life through useful spending of leisure time.Arrange panel discussion on how to gain most benefit from high school days.As a result of discussion, plan home experiences to be carried out as hobbies, during the year.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<ol style="list-style-type: none"> 4. Have a symposium on pupils' interests and hobbies and ways they might influence high school days.
	Use of leisure, hobbies, recreation.	<ol style="list-style-type: none"> 5. Let each pupil maintain a collection of hobbies.
	Cultivation of wholesome hobbies.	<ol style="list-style-type: none"> 6. Let teacher arrange talks from hobby enthusiasts on hobbies.
	Collection of recipes, textile pieces and stamp albums.	<ol style="list-style-type: none"> 7. Let class arrange a hobby display. 8. Let pupils develop a study-recreation-hobby time-table. 9. Use the time-table and adjust it till it works satisfactorily.
10. Cultivating a life of prayer.		<ol style="list-style-type: none"> 1. Let pupils visit the temples, churches, mosques, according to their preference. 2. Let pupils organise and participate in school prayers. 3. Let pupils assume responsibility for arranging prayer room in the school. 4. Let pupils collect prayers and devotional songs. 5. Let class make prayer part of all celebrations in the school.

HUMAN RELATIONSHIPS

II YEAR

- Units* :—1. Growing up Happily
2. Getting along with Your Families and Friends.
3. Entertaining Friends and Guests.

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
1. Understanding one's self.		<ol style="list-style-type: none">1. Let pupils prepare and use a self-rating personal test.2. Let pupils observe and note evidence of emotional disturbances in children of various ages.3. Discuss these observations and draw up some principles of child behaviour.4. Let class determine ways of handling emotional disturbances among pupils.5. Let pupils list difficulties in relationship with others—continual discouragement, quarrelling, being bossy, being too positive, talking too much, gossip, criticism.6. Let pupils discuss behaviour patterns among class-mates and others, such as being a bully, selfish, showing off, reserved, glamorous, too loud.7. Let class discuss reasons for these patterns : getting attention, trying to cover a feeling of inadequacy, not being accepted.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
2. Realisation of importance of a plea-		<ol style="list-style-type: none"> 8. Let each pupil work out for herself how to get along in a group. (understanding that all people want security, affection and approval from others because these bring success, popularity and happiness). 9. Let girls discuss why some people act sometimes as they do. From the discussion let them understand their own behaviour and that personality is the sum total of all we have been, all that we are and all that we hope to be. 10. Let pupils discuss ways of developing feelings of security in one's self, do something well, dress like the group, be interested in others, develop a sense of humour. 11. Let class discuss causes and effects of conflicts among family members. 12. Conduct a panel discussion on how individual behaviour affects family, school and community. 13. Select and promote projects in improving relationships at home and schools. <ol style="list-style-type: none"> 1. Let girls list the factors which contribute towards

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllab</i>	<i>Experiences in the School, Home and Community</i>
sing appearance to personal success.		a pleasing appearance. (Correlated with Clothing class)

3. Ways of achieving sound relationships with parents, other adults and friends.

The girl in her home—role of women in the home as daughter.

2. Let pupils make a check list for judging their personal appearance.
3. Use the check list in rating themselves.
4. Let the girls plan and carry out ways of improving their personal appearance to be pleasant.
1. Let class discuss attitude of parents towards young people, school work and interests outside the home—sports, extra-curricular activities, choice of friends, use of pocket money and entertaining friends in the home, going to movies, etc.
2. Dramatise one or two of the above attitudes in the class.
3. Discuss ways in which pupils can prove to their parents that they are helpful and ready for independence.
4. Evaluate how well responsibilities given to individual students have been accepted and carried out.
5. Invite parents to class discussions on common concerns and problems.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
4. Recognising the importance of friendship in all age-groups—Evaluating ways of expressing friendship.		<ol style="list-style-type: none">6. Arrange a parents' day and social functions with class members taking entire responsibilities.1. Let girls review the important factors to remember in selecting, making and keeping friends.2. Let pupils illustrate the values of friendships.3. Let pupils discuss ways of expressing appreciation for friends through compliments, entertaining, greetings, exchange of gifts, letters, etc.4. Let each pupil make and pack a gift for a friend.5. Let girls tell their difficulties in making and keeping friends.6. Let girls decide what to do in the case of specific difficulties such as gossiping, carrying tales, jealousy.7. Let girls list the good friends they have in different age-groups.8. Let girls discuss reasons for those friendships.9. Let each girl write an exchange letter to a pen friend in the country and abroad.10. From the letters received in exchange, let girls read

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	Choosing friends and maintaining them.	<p>to their classmates interesting portions.</p> <ol style="list-style-type: none"> 11. Let groups dramatise successful friends demonstrating cheerfulness, companionship, sharing etc. 12. Let groups dramatise unsuccessful friends, demonstrating shortcomings and grumbling. 13. Let girls write letters to friends on special occasions like birthdays, Diwali etc. 14. Let pupils report their observations on people in talk—in the bus, in the restaurant, in the school, in the bazaar, in the railway-station and telephone booth. 15. Let pupils classify the observation according to the degree of friendship manifested. 16. Let the class plan and carry out a project for expression of friendship to some groups such as an orphanage, hospital, etc. (The projects may be gifts, entertainment, visits, albums, etc.)
5. Understanding socially acceptable manners and fun—developing social skills—setting up		<ol style="list-style-type: none"> 1. Let pupils discuss and list types of possible entertainment and recreation permissible for young pupils—picnics, movies,

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i> standards of conduct.	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i> radios, radio programmes, etc.
		<ol style="list-style-type: none"> 2. Investigate ways of having inexpensive recreation—folkdance, folk festivals, folk games, etc. 3. Let each pupil introduce and teach a game to the group. 4. Let pupils study and analyse established codes of behaviour with young people in their home and community. 5. Discuss different social customs regarding boys' and girls' friendships—study their origin and what they can do for us. 6. Let class discuss problems in arranging parties such as : how to signify acceptance when invited for a party ; how to invite for a party ; how to plan a party ; how to decorate a party room ; how to be a hostess ; how to introduce friends ; how to be a guest; what games to play ; and what topics to talk, etc. 7. Let pupils arrange several types of parties at school and at home—working individually on plans and preparations applying

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
6. Being a good member of the group — realising co-operative living makes for better family happiness.	The girls in her home—her duties and res-	<p>learnings as in 6 above.</p> <p>8. Let pupils evaluate the parties given.</p> <p>9. Analyse qualities which contribute to one's personal and social development.</p> <p>10. Practise methods of encouraging good conversation in a group.</p> <p>11. Discuss types of entertainment suitable for parties which are enjoyed by family members and groups.</p> <p>12. Have a socio-drama on parties.</p> <p>13. Select pupils who have good manners in the class and discuss their influence on others.</p> <p>1. Arrange a panel discussion "How Can We Live Happily in the Family". (Sharing tasks, simplifying work, getting up on time, doing own work).</p> <p>2. Suggest ways of sharing work in the home.</p> <p>3. Let pupils present instances of having had fun through sharing recreational facilities such as sports equipment, magazines, etc.</p> <p>4. Let pupils tell experiences where respecting rights of others have contributed to</p>

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
	<p>possibilities, privileges and attitudes towards the home.</p> <p>Importance of good relationship between the members of the family.</p> <p>Relationships between parents and children as well as with neighbours, friends, and relatives.</p>	<p>happiness in family life.</p> <p>5. List common causes for quarrels among brothers and sisters in the home.</p> <p>6. Suggest ways quarrels can be prevented—working together, understanding others' views, appreciating family traditions and customs, developing family loyalty, etc.</p> <p>7. Find ways in which each member can add to family welfare.</p> <p>8. List ways in which each member can help plan to spend the family income more thoughtfully and wisely.</p>
7. Understanding qualities that contribute to satisfying home living.	<p>Relationships between parents and children as well as with neighbours, friends and relatives.</p>	<p>1. Let pupils list qualities that make for satisfying home living.</p> <p>2. Let girls describe a home which they have liked visiting.</p> <p>3. Read excerpts from novels and literature describing good homes.</p> <p>4. Describe how to achieve for each family member the qualities for satisfying home living : Security for privacy ; A place for one's own belongings ; Some one to talk with ; Affection through appreciation : Mutual interests and</p>

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
8. Realising value of leisure time.		<p>greetings; Sympathetic understanding through seeing the point of view of others; Being aware of family situations, difficulties and problems; Appreciating differences between people; Cheerful atmosphere through reducing quarrelling; In creating pleasant atmosphere, etc.</p> <ol style="list-style-type: none">1. Let class discuss how leisure time can benefit one physically, mentally, socially and emotionally.2. Let class consider the effects of leisure time in being directed to constructive activities.3. Let each pupil plan and carry out a hobby in her leisure time which she and her family enjoy together.4. Let pupils report on the leisure time activity carried over.5. Let teacher show the difference between active and passive recreation.6. Let class plan an outdoor picnic for a holiday.7. Let each pupil make a list of magazines suitable to her family.8. Invite pupils to display their hobbies and give

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		<p>talks on them.</p> <p>9. Discuss the social, economic and intellectual values of the hobbies exhibited.</p> <p>10. Let pupils plan and prepare better facilities for their hobbies in their homes.</p>
9. Understanding meaning of charity.	<p>The beggar problem, poverty, ignorance, illiteracy. Charity, its meaning and functions. Welfare activities in the community. Visits to charitable institutions, beggar homes and philanthropic organisations where-ever possible. Co - operating with welfare agencies engaged in relief activities.</p>	<p>1. Let class have a panel discussion on the problems of beggars in the locality.</p> <p>2. Let class devise ways of helping beggars to live a different life.</p> <p>3. Let pupils visit welfare and charitable agencies in the community.</p> <p>4. Let pupils undertake a project to contribute to a welfare agency through sale of crafts, collection of donations etc.</p>
10. Cultivating a life of prayer.		<p>1. Let pupils visit the temples, churches, mosques, according to their preference.</p> <p>2. Let pupils assume responsibility for arranging prayer room in the school.</p>

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		3. Let pupils assume responsibility for arranging prayer room in the school. 4. Let pupils collect prayers and devotional songs. 5. Let class make prayer part of all celebrations in the the school.

III YEAR

- Units :*
1. Looking towards Marriage
 2. Preparing for Marriage
 3. Preparing for Career.

<i>Goals</i>	<i>Content in the Syllabus</i>	<i>Experiences in School, Home and Community</i>
1. Understanding adjustments required in the family.		1. Let the class discuss the problems in family life such as money, relatives, joint family, religious adjustments, social plans, etc. 2. Let the class discuss ways of handling conflicts : Increasing the family income through all the members working—worship etc. 3. Let the class draw up a list of responsibilities of the members of the family to each other. 4. Let the class find out ways of giving and taking in the family to increase the happiness.
2. Understanding	Adjustments necessary in a family.	1. Investigate and list ways

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
<p>the place of family in the community and influence of society on family life.</p>	<p>Joint family—its virtues and advantages. The mother-in-law and other “in-laws”</p> <p>Society—adjustments necessary in the family in a changing civilisation. Role of women in the home as daughter, daughter-in-law, sister-in-law, wife, mother and mother-in-law.</p>	<p>in which society affects and promotes family welfare.</p> <p>2. Study how customs in the society have changed with regard to marriage and family relationships.</p> <p>3. Let the girls cite examples of joint family systems in their community and discuss their advantages and disadvantages.</p> <p>4. Have parents talk to the class on changes taking place in family life in the community.</p> <p>5. Consider changing economic and social conditions affecting family life.</p> <p>6. List the qualities essential to be a good member of the community. Interest and help in making community better by being a good neighbour, developing civic pride, observing good sanitation, etc.</p> <p>7. Let pupils list the relatives with whom the home maker has to get along—brother-in-law, sister-in-law etc.</p> <p>8. Let girls have role-playing “Mother-in-law and Daughter-in-law”.</p>
<p>3. Understanding the significance of</p>		<p>1. Let pupils list marriage customs in their commu-</p>

HUMAN RELATIONSHIPS

Goal	Content in the Syllabus	Experiences in the School, Home and Community
marriage.		and study their origin etc.
		2. Discuss the spiritual and social values of the marriage customs.
		3. Invite experienced persons to talk on importance of marriage.
		4. Let the class discuss the philosophy of marriage and the preparation required for marriage.
	The caste and communal problems in India—their trends and-implications.	5. Select some successful and unsuccessful home-makers in the community and discuss causes for their success and failures.
		6. Have a question box where pupils can put topics on which they would need further information on marriage.
		7. Let class discuss how caste and communal considerations affect marriage.
4. Understanding		1. Let pupils list the factors responsible for happy marriage and family living: Concentration, unselfishness, confidence, trust, patience, understanding, courtesy, self-control, honesty, adaptability, maturity and sense of humour.
qualities which make for a happy marriage.		2. Let class discuss "Growing in Love versus Falling in Love".

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
5. Preparing for marriage.	Preparation for marriage... study of the marriage customs prevalent in the locality.	<ol style="list-style-type: none"> 3. Let each girl write a description of the partner she would like to have. 4. Discuss reasons why pupils do or not want to marry. 5. Discuss heredity—environmental and social factors influencing marriage. 1. Discuss types of marriage ceremonies, their advantages and disadvantages with regard to planning, cost, time, travel, etc. 2. In planning for weddings, discuss how costs can be reduced. 3. Collect pictures of family weddings and prepare an exhibit. 4. Let the class attend a wedding, describe and discuss the wedding. 5. Let each pupil plan a bridal trousseau. 6. Let the class collect items for bridal gifts. 7. Let the class discuss how to entertain a newly married bride. 8. Let the class plan a reception for a bride—invitations, decorations, food, entertainment, gifts, etc. 9. Investigate legal requirements for marriage.

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
6. Understanding the adjustments necessary in marriage.	Preparation for marriage—sex education.	<ol style="list-style-type: none">10. Let the class arrange a symposium of pupils to discuss factors to be considered in marriage—age, money, occupation, religion, community, etc.11. Compare different marriage customs in the country.12. Let the girls study histories of successful homemakers in Indian history, mythology and literature.<ol style="list-style-type: none">1. Let pupils discuss the factors which should be considered by both the parties before marriage.2. Discuss the adjustment problems in marriage—money, in-law relationships, social activities, recreation, friends, religion, education, interests, knowledge of sex, desire for children, age, etc.3. Discuss ways of handling conflicts in marriage—advice from older persons, talking over, visiting temples, etc.4. Talk with successful and happily married couples and how they happened to marry each other, their view-points on marriage, and the qualities which made their marriage successful.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
7. Appreciating satisfactions of parenthood.	Responsibility of parenthood and relationships between parents and children as well as with neighbours, friends and relatives. Family planning.	<ol style="list-style-type: none"> 5. Report results of such talks to the class. 6. Discuss adjustments needed after marriage. 1. Discuss satisfactions from having children in the family. 2. Let parents give talks on changes in their living with the arrival of children. 3. Summarise characteristics required to be parents. 4. List family experiences which help children and parents love each other. 5. Hold a panel discussion of characteristics of home which provides good environment for the child. 6. Let class have a discussion with a doctor on family planning.
8. Prepare for higher education.		<ol style="list-style-type: none"> 1. Let class discuss the factors to be considered for continuing education beyond high school. 2. Let teacher discuss advantages of higher education. 3. Let college professors discuss the various avenues for higher education for girls. 4. Let a college principal talk on the requirements for admission to colleges. 5. Let pupils estimate the cost, time and other plans

HUMAN RELATIONSHIPS

Goal	Content in the Syllabus	<i>Experiences in the School, Home and Community</i> required for entering universities.
9. Preparing for a career.		<p>6. Let each pupil find out the provision in her family for allowing her to continue education.</p> <ol style="list-style-type: none">1. Let pupil list careers open to women in modern India.2. Let pupils list the factors to be considered in choosing a career—qualifications, amount of preparation needed, salary, type of job, and working condition, etc.3. Let each pupil plan the preparation necessary for the career chosen.4. Let class make a check list of personal qualifications necessary to achieve success in any job.5. Let teacher demonstrate writing out application forms and letters.6. Let teacher describe how to prepare for an interview and pupils have role playing.7. Let pupils discuss the qualities which contribute to success in a job—professional ethics, personal appearance, contentment, conditions of service, changing requirements etc.

SUGGESTED ACTIVITIES FOR HOME SCIENCE

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
10. Realisation of the dignity and importance of a home-maker.	The joys of family life—the home - maker's duties—role of women in the home.	<ol style="list-style-type: none"> 8. Let pupils list the careers available in the Home Science field for high school girls. 9. List the ways how high schools can help girls to choose and find careers. 1. Bring successful home-makers to talk to the girls emphasising home-making as the greatest of all careers. 2. Discuss the qualities necessary to be an efficient homemaker-skilled worker, child guidance expert, wise manager, health nurse, spiritual leader. 3. Discuss the place of home in shaping the personality of individuals. 4. Let teacher cite instances of successful home-makers in Indian life through the ages. 5. Let pupils list the novels and books which depict the dignity of the role of the home-maker. 6. Let pupils list the movies they have seen extolling home-makers.
11. Cultivating a life of prayer.		<ol style="list-style-type: none"> 1. Let pupils visit the temples, churches, mosques according to their preference.

HUMAN RELATIONSHIPS

<i>Goal</i>	<i>Content in the Syllabus</i>	<i>Experiences in the School, Home and Community</i>
		2. Let pupils organise and participate in school prayers.
		3. Let pupils assume responsibility for arranging prayer room in the school.
		4. Let pupils collect prayers and devotional songs.
		5. Let class make prayer part of all celebrations in the school.
		6. Let pupils read books on saints.

CHAPTER XX

REFERENCE MATERIALS

A list of some basic reference books, charts, films, journals, magazines and other teaching aids is given in the following pages to serve as a nucleus for the school library. Some are mainly for the teacher's reference. The teacher should select suitable titles for pupils to study under her guidance. Every year additional books should be purchased in order to have up-to-date information. A sum of Rs. 300-400 may be provided in the annual recurring budget for this purpose.

FOODS, NUTRITION & COOKERY

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price</i> Rs.	<i>Language</i>
1.	Meaning of Nutrition	Harriet Stove	D.C. Heath & Co.	—	5-00	Eng.
2.	Feeding the family	M.S. Rose	Macmillan Co.	—	12-00	„
3.	Teaching Nutrition	Mattie Patterson	Iowa State College Press	—	20-00	„
4.	Foods for Home & School	Carolotta C. Greer	Allyn & Bacon	—	12-50	„
5.	Family Meals & Hospitality.	Dora S. Lewis	Macmillan Co.	—	17-00	„
6.	Nutritive value of Indian Foods etc.	W.R. Aykroyd	Manager of Publications, Govt. of India	—	0-50	„
7.	Vitality through planned Nutrition	Adelle Davis	Macmillan Co.	—	10-00	„
8.	Food becomes you	Ruth M. Leoerton	Univ. of Nebraska Press	—	17-50	„
9.	Grinding of Cereals	—	All India Village Industries Asscn.	—	0-50	Hindi & Eng.
10.	Stored grain pests	Hem Singh	Indian Council	—	4-00	Eng.

REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
	and their control		of Agrl. Research			
11.	Symposium on Endocreaives and Nutrition	Frank H. Betell	The National Vitamin Foundation Inc., New York Publicity Department	—	12-50	Eng.
12.	Manufacture of Confectionery	—	Industry Pubs. Ltd.	—	2-50	..
13.	Annapoorna Recipes	—	All India Women's Food Council	—	0-50	..
14.	Everyday Cooking for India	Belly E. Warrin	D.B. Taraporevala Sons Bombay-1	—	5-62	..
15.	Learning to cook	Good House Keeping Institute	-do-	—	5-62	..
16.	Tropical Cookery	Marie L. Pickering	-do-	—	6-56	..
17.	50 ways of cooking in India	M. Brand	-do-	—	2-00	..
18.	Indian Pickles, Chutneys & Morabas	—	-do-	—	3-00	..
19.	Receipies of all nations	Countess Morphy	-do-	—	3-75	..
20.	Book of Salads	A. Suzanne & C.H. Senn	-do-	—	4-37	..
21.	Cooking without meat	B. Rae	-do-	—	4-00	..
22.	Vegetable Dishes and Salads	A. Heath	-do-	—	10-00	..
23.	Home Labour Saving Devices	R.O. Scott	-do-	—	5-00	..
24.	Indian Domestic Econ. & Recipe Book	—	-do-	—	10-50	..
25.	Elements of Food & Nutrition	Dowd & Dent	Wiley & Con. Inc.	—	20-00	..
26.	Feeding Babies and their families	Mansch & Harper	-do-	—	20-00	..

NUTRITION

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
27.	Food for people	Reid	Mansch & Harper	—	15-00	Eng.
28.	Food selection & preparation	Sweetmar	-do-	—	15-00	„
29.	Work in the Kitchen	Willand	International Text Book Co.	—	10-00	„
30.	Essentials of Nutrition	Sherman & Landord	Macmillan Co.	—	20-00	„
31.	Eruvum Eru-iduthalum	S. Sundaram	Sakthikariyalayam Madras	1955	1-25	Tamil
32.	Nutrition Notes	D.M. Pearson, H.K. Philip, T.L. Godavari, R.H. Howlands	C.L.S. Park Town Madras	1948	0-75	Eng. Tamil & Telugu
33.	What to eat and why	I.E. Gangulee	Oxford Univ. Press	1946	3-25	Eng.
34.	Your Food	Dept. of Nutrition, Govt. of Bombay	Haffkine Institute Govt. of Bombay	1954	Free	„
35.	Culinary Guide	-do-	-do-	1954	„	„
36.	Indian Foods & Nutrition	Mildred Mckie Keithan	P.A.S. Press, Madras	1953	2-00	„
37.	The Road to Good Nutrition	M.V. Krishna Rao	Haffkine Institute, Govt. of Bombay	1956	0-50	„
38.	Nutrition	Govt. of India	Pub. Div. Govt. of India	1955	0-50	„
39.	Kaikuthu Arisiyum Mill Arisiyum	S.R.V. Raman	Alliance & Co.	—	0-62	Tamil
40.	The Rice we Eat	Govt. of Madras	The Director of Information & Publicity	1955	0-25	Eng. & Tamil
41.	Feeding during Infancy and the importance of supplementary foods.	Mrs. E. Sundararajan	Nutrition Extension Dept. Women's Christian College, Madras-31	1955	0-36	Eng.
42.	Nutrition for children Health Bulletin No. 30	W.R. Aykroyd	Pub. Division, Govt. of India	1940	0-39	„
43.	Nutritive value of Indian Foods and	-do-	-do-	1956	0-50	„

REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
	Planning of Satisfactory Diets— Health Bulletin No. 23					
44.	Rice—Meals for the Young	W.R. Aykroyd	Pub. Division, Govt. of India	1940	0-50	Eng.
45.	Your Food and You	—	—	1955	2-25	„
46.	Samaithu Par	Meenakshi Ammal	99, Ramakrishna Math Road, Madras-28	1955	3-50	Tamil
47.	Food for all	G. Adikari	1/6, Davidson St., G.T. Madras	1946	0-31	„
48.	English Vegetables	Ganapathi Iyer	Joshi Nilayam, Madras-4	1950	0-19	„
49.	Southern Fruits	-do-	-do-	1950	0-19	„
50.	Tomatoes	-do-	Amuda Nilayam, Madras-4	1951	0-50	„
51.	Hows & Whys of cooking	Evelyn G. Holiday	University of Chicago Press, Chicago	1933	—	Eng.
52.	The meaning of Nutrition	Hariet Stove	D.C. Heath & Co.	1943	—	„
53.	Human Nutrition & Diet	W.R. Aykroyd	London Thoruton Butterworth Ltd.	1937	—	„
54.	Pocket Book of Modern Cooking	Philip Harber	—	1951	--	„
55.	Food, Nutrition & Health	E.V. Mccollum & J.E. Ernestine	—	1947	—	„
56.	Food for better living	Irene E. Meder-moth Trilling	J.B. Lippincott	1946	—	„
57.	Good food & Nutrition	E.P. Amidon	Nutritional Research Div. in Mellon Inst.	—	—	„
58.	Food shortage and Agriculture	M.K. Gandhi	Navijivan Pubs. Ahmedabad	—	2-50	„
59.	Our food Problem	J.C. Kumarappa	A.I.V.I.A. Pubs. Wardha	—	1-50	„
60.	Cooking and Nutrition	J.M. Holt	G. Bell & Sons, London	1954	5-28	„
61.	Food, Health Vitamins	R.H.A. Plimmer	Longmans Green & Co.	1955	11-90	„
62.	Teach yourself to	White Watson	Eng. University	1952	4-87	„

NUTRITION

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year or Publication</i>	<i>Price Rs.</i>	<i>Language</i>
	Cook		Press, Lonson			
63.	Pastry making	Ama Hardy	G. Bell & Sons	1957	6-91	Eng
64.	A Handbook of Diets for use in Hospitals in India	Helen S. Witter	Vellore Medical College, Vellore	1955	2-00	"
65.	Food	Robert McCarrison	Macmillan Co.	1938	1-25	"
66.	Understanding Basic Education	T.S. Avinashilingam	Govt. of India, Ministry of Education	1954	0-87	Eng. Telugu Kanada & Tamil
67.	Diet and Diet Reforms	M.K. Gandhi	Navijivan Publishing House, Ahmedabad	1949	2-00	Eng.
68.	Planning Meals	F. Le. Gros Clark & E. M. Goge	The Asscn. of Teachers of Domestic subject	1951	3-00	"
69.	Nutrition in India	Patwardhan V.N.	Indian Journal of Medical Science, Bombay	1952	10-00	"
70.	Foods (Their Nutrition, Economic & social values)	Harris & Henderson	D.C. Heath & Co.	1954	15-00	"
71.	Teaching better Nutrition (A study of approaches and techniques)	—	FAO of the UN	1950	7-50	"
72.	Everyday Foods	Harris, Jessie W. and Lacey, E.W.	Moughton Mifflin Co. Boston	1949	10-00	"
73.	Family Meals and Hospitality	Lewis, Dora S. and others	Macmillan, New York	1951	17-00	"
74.	Planned Diets for India	Pattanyak, G.C.	Kitabistan. Allahabad	1946	3-75	"
75.	Food Becomes you	Ruth M. Leverton	Univ. of Nebraska Press	1952	18-00	"
76.	Planning for Millions	Mukerjee, R.K.	Universal Depot	—	5-00	"
77.	Feeding the Family	Rose, M.S.	Macmillan & Co.	—	12-00	"
78.	Your Food	Masani, M.R.	Padma Publication, Bombay	1946	1-25	Eng. & Hindi
79.	Food for better living	Trilling	J.B. Lippincott	1954	15-00	Eng.

REFERENCE MATERIALS

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
80.	Human Nutrition & Diet	W.R. Aykroyd	Oxford University Press, Madras	1940	0-50	Eng.
81.	Good Food: The Everwell Family	The Christian Literature Society, Madras.		1949	0-50	Eng. & Tamil
82.	Good food and Nutrition for young peoples and their families	Amidon, Edna P. and others	John Wiley & Sons, N.Y.	1946	10-00	Eng.
83.	Home scale Fruit and Vegetable Preservation Series.	The Central Food Technological Research Instt. Mysore.	Hindustan Press, Mysore	1951	0-50	..
84.	Multipurpose Food	-do-	-do-	1956	Free	..
85.	Preparation of: Fruit Juice Drying of Fruits Preparation of Jams Preparation of Banana Chips Preparation of Ground Milk Preparation of Vegetable Milk Cleaning of Vegetables	-do-	-do-	1951
86.	Tables of Indian Food values and Vitamins	J.C. Kumarappa	All India Village Industries Asscn. Wardha	1950	0-50	Eng. & Hindi
87.	What shall we eat	J.P. Patel	-do-	..	3-00	..
88.	Rice	—	-do-	..	1-50	Eng.
89.	Childrens' Text-book on Diet	J.P. Patel	-do-	..	1-00	Hindi
90.	Grinding of Cereals	—	-do-	..	0-50	Eng.
91.	Important Food-fishes	Indian Council of Agricultural Research, Ministry of Agriculture		1956	0-06	Eng. & Hindi
92.	Eating for Health	Director General of Health Services, Ministry of Health, New Delhi.		1957	Free	Eng. & Hindi

NUTRITION

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
93.	Drink more milk	Director-General of Health Services, Ministry of Health, New Delhi.		1957	Free	Eng. & Hindi
94.	Milk makes teeth strong and beautiful	-do-		1957	Free	„
95.	Eat raw vegetables	-do-		„	„	„
96.	Fresh fruits makes teeth strong	-do-		„	„	„
97.	Bhindi	L.P. Bhardwaj	Prem Printing Press, Lucknow	1944	0-06	Hindi
98.	Baigan ki Ram Kahani	-do-	-do-	„	0-06	„
99.	Makka	-do-	-do-	„	0-06	„
100.	Tamatar	-do-	-do-	„	0-06	„
101.	Keeraio Keerai	S.G. Ganapathi Iyer	Amuda Nilayam Madras-18	1951	0-25	Tamil
102.	Arogya Unam	Sundaram	Yoga Publishing House, Bangalore	1948	3-00	„
103.	Akar Vigyam	J.D. Pathak	Oriental Institute M.S. Univ, Baroda	1954	5-60	Gujrati
104.	The High School Cooking Book	Grace Bradshaw	Longmans Green & Co.	1958	8-12	Eng.
105.	Complete gardening in India	M.S. Gopalswami Iengar	The Hosali Press Bangalore	1955	16-12	„

POSTERS

1.	The Basic Groups of Foods	Audio Visual Section, Technical Co-operation Mission, U.S. Embassy, New Delhi		1956	Free	Eng. & Hindi
2.	Plant Fruit Trees	-do-		1955	„	Eng.
3.	Vegetables for your Home	-do-		„	„	„
4.	Daily Diet	-do-		„	„	„

FLANNEL GRAPHS (with Scripts)

1.	Good and Bad Nutrition	-do-		1956	„	Eng. & Hindi
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FLIP BOOK

1.	What should we eat	-do-		1955	„	Eng.
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REFERENCE MATERIALS

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
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FLASH CARDS

1.	A Story on Calcium	Nutrition Department, Women's Christian College, Madras-31		1955	1-00	Eng.
2.	A Story on Iron	-do-		1955	1-00	„

CHARTS

1.	Nutrition Charts	C.L.S.	C.L.S. Park Town Madras	1955	5-00	Eng. & Tamil
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FILMS

1.	The Food you didn't eat	Technical Cooperative Mission, American Embassy, New Delhi.		1954	On loan	Eng.
2.	Circulation of Blood	Ministry of Education, Govt. of India, New Delhi		1956	„	„
3.	Digestion	-do-		1956	„	„
4.	Elimination	-do-		1956	„	„

HOUSEHOLD MANAGEMENT

1.	Housing in India	Community Projects Administration	Publications Division, Govt. of India	1955	0-50	Eng. & Hindi
2.	Science applied to Housecraft	L. Sanderson	Edward Arnold, London	1956	8-12	Eng.
3.	Let us find out	Dorothy E. White	Longmans Green & Co.	1953	0-81	„
4.	Better Homes	M.A. Needham & A.G. Strong	Oxford University Press, Madras	1954	3-00	„
5.	Designs for your Home	Concrete Association of India		—	2-00	„
6.	Colour Harmony for Beginners	Arthur B. Allen	Frederick Warns & Co. London	—	3-12	„
7.	Home Craft Notes for African Teachers Book I- Housewifery	E. Phyllis Clark	Orient Longmans, Madras	—	5-00	„

HOUSEHOLD MANAGEMENT

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
8.	Domestic Science	Hannah Sen	-do-	1955	2-87	Eng. & Hindi
9.	A student Handbook of Housewifery	A. Margaret Kaye	J.M. Dent & Sons Ltd. London	1955	8-60	Eng.
10.	Management in daily living	Ruth L. Bonde	Macmillan Co.	1944	15-00	,,
11.	Housing and Home Management	Lewis Dora S and others	-do-	1953	15-00	,,
12.	More Food and Clothing for you and me	Govt. of India	Publications Div. New Delhi	1955	Free	Eng. Kanada & Hindi
13.	Rural Housing (A Draft Manual)	-do-	Ministry of Works, Housing & Supply	1955	,,	Eng.
14.	Ghar Ke Bageecha Kee Rooprekha	-do-	Indian Council of Agr. Research	1956	0-25	Hindi
15.	You and your money	Trilling & Nichols	J.B. Lippincott	1953	1-00	Eng.
16.	Smokeless Kitchen for the Millions	S.P. Raju	C.L.S. Madras	1953	1-00	,,
17.	Maganchoola	All India Village Wardha	Industries Assocn.	1956	0-50	Hindi
18.	Modern Ideal Homes for India	Despande, R.S.	Saraswathi Bhavan Poona	1942	12-00	—
19.	Simple furniture and Interior Decoration	D.M. Anand	Mir. of Food & Agr. New Delhi	1957	Free	—
20.	Flower Arrangement	Rampa Pal	-do-	,,	,,	—
21.	Management in family living	Nickell & Dorsay	John Wiley & Sons	1950	15-00	Eng
22.	Concise Household Encyclopedia (Vol. I & Vol. II)	—	Educational Book Co. Ltd.	—	62-50	,,
23.	Everyday Living	Jessie W. Harris	Houghton Mifflin Co.	—	25-00	,,
24.	Consumer Buying	Hazel T. Crag	D.C. Heath & Co.	—	15 00	,,
25.	Functioning Program of Home	Ivol Spafford	John Wiley & Sons	—	20-00	,,

REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
	Economics					
26.	African Housewife and her Home	Esther Kocune	East African Literature Bureau	—	20-00	Eng.
27.	Space and equipment for house-making programs	U.S. Govt.	Federal Security Agency	—	2-00	..
28.	Housemaking for Teen-agers	M.C. Dermott & Mcholas	A. Bennett Co., Inc.	—	15-00	..
29.	Adventuring in Home Living	Hazel M.	D.C. Heath & Co.	—	20-00	..
30.	Training in Home Craft	Margaret Weddell	British Gas Council	—	10-00	..
31.	Science of Home Making	Kate Kennedy	Thomas Nelson & Sons	—	2-25	..
32.	Home Book	Phyllis L. Garbutt	Reckitt & Colman	—	10-00	..
33.	Good Grooming	Elizabeth Howes	D.C. Heath & Co.	—	15-00	..
34.	New things develop Series— Furniture, Books, Clothes, Foods	--	August Robertson Ltd.,	—	56-25	..
35.	How things are made Series—A House Newspaper	—	-do-	—	60-25	..
36.	Soap Making	K.B. Joshi	Navijeevan Press	—	1-50	..
37.	Home Furnishing	Anna H. Rutt	—	—	32-50	..
38.	Planning, space & equipment	U.S. Dept. of Health, Education and Welfare		—	5-00	..
39.	Home and its furnishings	Ruth Morton	McGraw Hill Co.	—	15-00	..
40.	House and its care	M.L. Mathews	D.C. Heath & Co.	—	15-00	..
41.	Modern Ideal Homes for India	R.S. Deshpande	-do-	—	12-00	..
42.	Rural Housing— a draft manual	Govt. of India, Ministry of Works, Housing and Supply		—	Not priced	

HOUSEHOLD MANAGEMENT

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
43.	Space & equipment for Home making program	Ata Lee	Federal Security Agency	—	2-00	Eng.
44.	Economics of the Household	Benjamin R. Andrews	Macmillan Co.	—	25-00	„
45.	The young Consumer	Shultz	Appelton-Century Croft	—	15-00	„
46.	Consumer Education	Mendenhall	-do-	—	15-00	„
47.	Home Safety	Marble	American Book Co.	—	15-00	Eng.
48.	Home Safety Education	Johnson	Wis. State Board of Voc. & Adult Edn.	—	15-00	„
49.	Making House-keeping Easy	D. Abel	Funk & Wagnalls Co.	—	15-00	„
50.	Art in Home and Dress	Trilling	J.B. Lippincott	—	20-00	„
51.	How to keep House	G. Mary	Musson Book Co.	—	15-00	„
52.	Fun with Scraps	V. Henning	Eruce Pub. Co.	—	25-00	„
53.	Shelter for Living	Pickering	Wiley & Co.	—	20-00	„

POSTERS

1.	Smokeless Chulah	Information Department, Govt. of Kerala.	1955	Free	Eng.
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FLANNELGRAPHS WITH SCRIPT

1.	Improved Chulah	Available from Technical Co-operation Mission, American Embassy, New Delhi	1955	Free	Eng. & Hindi
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FLASH CARDS

1.	Simple improvements for the Home	-do-	1955	„	Eng.
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FILMS

1.	Colour Keying in Art and Living	Govt. of India	Available from Ministry of Education; New Delhi	1956	Can be had on loan	„
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REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
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FILMSTRIP

1.	Rural Housing	Available from Technical Co-operation Mission, American Embassy, New Delhi		1955	Free	Eng.
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TEXTILES, CLOTHING AND LAUNDRY

1.	Teach yourself dress-making	Isabel Horner	English Univ. Press London	1954	4-87	Eng.
2.	Adaptation of paper patterns for needle subjects	E. Lucy Towers	Univ. of London Press	1951	1-22	..
3.	Simple instructions for cutting out in needle work and dress-making	-do-	-do-	1955	1-22	..
4.	Decorative Soft toy making	Enid Edwards	-do-	1953	10-15	..
5.	Standard process in dress making	E. Lucy Towers	-do-	1957	10-15	..
6.	Handicrafts for Boys & Girls	J. Kay & C.T. White	English University Press, London	1954	6-09	.
7.	Knitting for Girls	Isabel Horner	-do-	1953	6-09	..
8.	Needle work for Girls	-do-	-do-	1956	6-09	..
9.	Handicrafts in Plastics	Benjamin T. Richards	G. Bell & Sons	1948	2-03	..
10.	Crochet & Tatting	Helen Crosier	-do-	1953	6-91	..
11.	Designs in Indian Textiles	Ajit Mukherjee	Indian Institute of Art in Industry, Calcutta	1956	15-00	..
12.	The principles of domestic instructional laundry work	Agnes Jackson & B. Rogers	Edward Arnold Lond.	1954	8-50	.
13.	The Romance of Indian Embroidery	Kamalas Dougakery	Thacker & Co. Ltd. Fort, Bombay	1955	12-50	.
14.	Household Textiles and Laundry work	Durga Denlkar	Atma Ram & Sons	1951	7-50	Eng. & Hindi

TEXTILES, CLOTHING ETC.

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
15.	Fabrics and Dress	Rathbone, Lucy & Tarpley	Houghton Mifflin Co.	1948	13-00	Eng.
16.	Girl's Book of Sewing	Chapman, Jane	Greenberg	1953	10-00	"
17.	Fundamentals of Textiles and their care	Dantyagi, Susheela	Lady Irwin College, New Delhi	1955	7-80	"
18.	Let's Sew	Gerda Peterson	Extension Service Univ. of Nebraska, College of Agriculture U.S.A.	—	Free	"
19.	Singer Instruction on Art Embroidery and Lace Work	Singer Sewing Co., U.S.A.	Singer, U.S.A.	—	8-50	"
20.	Usha Sewing Book	Usha Trading Co.	Dadar, Bombay	—		"
21.	A complete Guide to Home sewing Pocket Book Special	Sylvia K. Mager	Pocket Books Inc., New York	1952	2-12	Eng.
22.	A Textbook of Needlecraft	Ida M. Nance	Edward Arnold & Co. London	1949	15-00	"
23.	Simple Embroidery Designs	Hebe Cox	The Studio Pubs. London	1948	15-00	"
24.	Commercial system of cutting	V.B. Juvekar	Ball & Co., Bombay-14	—	3-50	Eng. Hindi Marathi Gujrati
25.	Easy cutting	-do-	-do-	—	3-50	-do-
26.	Handweaving	Eve Cherry	Eng. Univ. Press, Lond.	1951	4-50	Eng.
27.	Kattayi Siksha (Cutting)	Sushela Kalra	18, Munshi Lal Bldgs, Connaught Circus, New Delhi	1953	3-00	Hindi
28.	Raman Knitting	Mrs. Seethalakshmi, Sankara Iyer,	Sankara Nilayam, Tiruchirapalli	1951	0-25	Eng.
29.	-do- No. 1	-do-	-do-	1950	0-37	Tamil
30.	-do- No. 3	-do-	-do-	"	0-37	"
31.	-do- No. 5 & 6	-do-	-do-	"	0-62	"
32.	-do- No. 9	-do-	-do-	"	0-37	Eng.

REFERENCE MATERIALS

Sr. No.	Title	Author of Authors	Publishers	Year of Publication	Price Rs.	Language
33.	Raman Knitting Serial No. 10	Mrs. Secthalakshmi, Sankara Iyer,	Sankara Nilayam, Tiruchirapalli	1950	0-37	Eng.
34.	-do- No. 11	-do-	-do-	"	0-37	"
35.	-do- No. 12	-do-	-do-	"	0-37	"
36.	-do- No. 13	-do-	-do-	"	0-37	"
37.	K.K. Paper Cutting with instructions for Stitching Fashion Serial No. 1	Smt. Kanthimathi Kumar "Mithila", College of Agriculture, Poona-5		—	2-00	Eng. & Tamil
38.	Simplified Tailoring series primer	-do-	-do-	—	0-37	"
39.	-do- Book I	-do-	-do-	—	0-37	Eng.
40.	-do- Book II	-do-	-do-	1950	0-37	Eng. & Tamil
41.	-do- Book III	-do-	-do-	"	0-44	Eng.
42.	-do- Book IV	-do-	-do-	1952	0-50	"
43.	Phulkari	Rampa Pal	National Printing Works, Delhi	1955	4-00	Hindi
44.	Encyclopaedia of Needle Craft	Odhams	—	—	13-50	Eng.
45.	Drawn thread work	D.M.C. Library	Mullhouse, France	—	0-87	"
46.	Knitting for Young America	—	Institute of Hand Knitting	—	15-00	"
47.	Creative Hands Edn. 2	Doris Cox & B. Warren	John Wiley & Sons	—	17-00	"
48.	Sewing Book for children (8-12)	Elise M. Wol-lenweber	Paxton-glads Publishing Corporation	—	15-00	"
49.	Modern Home Laundry work	Henney & Beyett	Angus & Robert-son Ltd.	—	21-00	"
50.	Textiles Fibres & their use	Katherine P. Hess	—	—	15-00	"
51.	Fabrics	Grace G. Denny	J.B. Lippincott Co.	—	20-00	"
52.	How to know Textiles	C.P. Small	Ginn & Co.	—	14-00	"
53.	Home Laundering	J. Ginloyle Williams	Sir Isaac Pitman & Sons Ltd.	—	5-62	"
54.	Concise series of Practical House-craft-Laundry work	Florence Maat	Longmans, Green & Co.	—	7-50	"

TEXTILES, CLOTHING ETC.

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
55.	Practical Tailoring	Liberty	Pitman Publications	—	15-00	Eng.
56.	Modern Tailor, out-fitter and clothier, Vol. I-III	—	Caxton Publications, London	—	15-00	„
57.	Tailor Master	Manjri Gupta	—	—	15-00	„
58.	Modern Pattern—Drafting for children & Women	Justina A. Singh	—	—	5-00	„
59.	Shastrokta Shivan-kama Athwa Udyoga	Keshavlal Chhayaa	—	—	5-00	„
60.	Modern system of Cutting	A.D. Surti	—	—	5-00	„
61.	Guide for cutters of Gents Garments	Bulbule	—	—	5-00	„
62.	Guide to Textiles	Evans & McGowan	Wiley & Co.	—	18-00	„
63.	Clothing for Children	Thompson & Rea	—	—	15-00	„
64.	Unit Method of Sewing	Iowa Home Ec. Association	Iowa State College Press	—	15-00	„
65.	Sewing Made Easy	Mary Lynch	Garden City Press	—	15-00	„
66.	Sewing for the Home	Pickens	Harper Brothers Co.	—	15-00	„
67.	Decoration Stitches & Trimmings	Women's Inst. & International Text Book Co.	Staff International Text Book Co.	—	15-00	„
68.	The complete book of sewing cutting and fitting	-do-	—	—	15-00	„
69.	Know your Fabrics	L. Taylor	Wiley & Co.	—	15-00	„

POSTERS

1.	Wash your Clothes	TCM, American Embassy, New Delhi	1955	Free	Eng. & Hindi
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HEALTH, FIRST AID & HOME NURSING

1.	Aids to Hygiene and Public Health	K. Phadke & G.V. Phadke	Phadke Book Depot Indore	1957	6.45	Eng.
2.	Elementary Hygiene	Bhatia & Suri	Longmans Green & Co.	—	2.25	„

REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
3.	Key to Health	M.K. Gandhi	Navijivan Publishing House, Ahmedabad	1955	0.62	Eng. & Gujrati
4.	For Better Health	Govt. of India	Publication Division	1957	0.50	Eng. & Hindi
5.	The Fourth Health Unit	E.L. Blanchard	Extension Service, New Mexico College of Agriculture, U.S.A.	1949	Free	Eng.
6.	Compost Latrines— Their value construction and use	Hindustani Talimi Sangh, Seva-gram, Wardha.		1950	0.30	Eng. & Hindi
7.	Whooping Cough	Indian Council of Agricultural Research, Ministry of Food & Agriculture, New Delhi		1956	0.06	„
8.	Home Nursing	Deming	D.C. Heath & Co.	1942	3.00	Eng.
9.	A Primer of Hygiene Sanitation	Lt. Col. J.G. Gill	Red Cross Road, New Delhi-2	1952	1.25	„
10.	Simplifed Nursing	Dakin, Florence	J.B. Lippincott and Thompson Co. Boston	1951	12.50	„
11.	Anatomy and Psychology for Nurses	Evelyn C. Pearce	Faber & Faber Ltd. London	1956	7.87	„
12.	Improvised Equipment in the Home Care of the Sick	Olson, Lila M.	W.B. Saunders & Co.	1953	16.00	„
13.	Textbook on Red Cross Home Nursing	Trott, Lona	Blakiston Co., Philadelphia	1950	6.00	„
14.	Hygiene and Public Health	Ghosh, G.N.	—	1950	12.00	„
15.	Better Health	C.P. Thomsan	S.P.C.K. (Delhi and Madras)	1954	1.75	Eng., Hindi, Telugu & Malayam
16.	The Science of Health	H.E.H. Pratt & Ruth Young	Oxford University Press, Madras	1950	1.25	Eng.
17.	First Aid to the injured	Red Cross	St. John Ambulance New Delhi	1955	1.25	Eng.
18.	Manual of Health	Ministry of Community Develop-		1957	Free	Eng. &

HEALTH, FIRST AID ETC.

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
		ment Government of India, New Delhi				Hindi
19.	Junior Health & Hygiene Manual		British Red Cross Society	—	1.86	Eng.
20.	Junior Nursing Manual Ed. 5	-do-		—	1.86	„
21.	A.B.C. of Nursing	-do-		—	1.86	„
22.	Practice of Nature Cure	H. Lindlahi	Poona-2	—	10.00	„
23.	Modern Home Nursing	K. D. Keele	Macmillan Co.	—	10.00	„
24.	Basic Nursing	H.Z. Gill	-do-	—	22.50	„
25.	Be stronger live longer	V.W. Goyle	Careers Institute	—	15.00	„
26.	Sound Sleep	Wilfred Nortifield	Psychologist Magazine	—	—	„
27.	Frayed Nerves	-do-		—	—	„
28.	How to relax	-do-		—	—	„
29.	Curing Nervous Tension	-do-		—	—	„
30.	Nervousness	-do-		—	—	„
31.	Drugless Healing	L. Kameswara Sarma	Nature Cure Publishing House	—	—	„
32.	Constipation etc.	K. Lakshmi Sarma	-do-	—	1.00	„
33.	Sunlight for Health	Ramchandra Sarma	-do-	—	0.50	„
34.	Hygiene and Public Health	G.N. Ghosh	Blackiston Co.	—	6.00	„
35.	Human Body	Cyril Bibby & Ian T. Morison	Puffin Picture	—	—	„
36.	Anatomy and Psychology for Nurses	Evelyn C. Peardce	Faber & Faber	—	7.87	„
37.	Your body and how it works	Gullis	Augus Robertson Ltd.	—	6.37	„
38.	Body and its Health	Gullis & Bond	-do-	—	13.18	„
39.	Hygiene and Health Education for Training Colleges	Davies	-do-	—	27.18	„
40.	Health Care of the Family	Todd & Freeman	Saunders & Co.	—	25.00	„
41.	Arogya Vazhun	Seethalakshmi	Inba Nilayam	1956	2.00	Tamil

REFERENCE MATERIALS

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
42.	Kill the Fly		Indian Council of Agricultural Research, Govt. of India, New Delhi	1956	0.06	Eng. & Hindi
43.	Snake Bite	-do-		1956	0.06	Eng.
44.	Bacteria in everyday life	M.R. Madhok	Panjab Agr. College Research Institute, Lyalpur	1942	1.00	Eng.
45.	Alaya Virudhinar	—	Inba Nilayam	1956	0-50	Tamil
46.	Alagai Viruppadu	Yeppedi	Palaniappa Bros.	1956	1-25	..
47.	The country's problems are created by us		Family Planning Section, Director General of Health Services, New Delhi	—	—	Eng. & Hindi
48.	Sorrow of losing children	-do-				..
49.	Love Home Food	-do-				..
50.	Juniors always sleep with your windows open		Indian Red Cross Society, 20 Talkatora Road, New Delhi	—	—	..
51.	Junior Open Air Games keep children healthy	-do-		—	—	..
52.	Don't Smoke	-do-		—	—	..
53.	Junior	-do-		—	—	..
54.	The Ante-natal clinics	-do-		—	—	..
55.	The trained Dai	-do-		—	—	..
56.	Malaria-Prevention & Treatment	-do-		—	—	..
57.	The Rat Danger	-do-		—	—	..
58.	Junior Red Cross Individual's Height and Weight Card	-do-		—	—	..
59.	The prevention of Blindness in India	-do-		—	—	..
60.	Child Welfare Exhibition	-do-		—	—	..
61.	The Welfare Worker and Mental Health	-do-		—	—	..
62.	A collection of Dramas, Dialogues,	-do-		—	—	..

HEALTH, FIRST AID ETC.

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
	Schemes etc. on Health					
63.	The Princess and Witch	Indian Red Cross Society, 20 Talkatora Road, New Dehi		—	—	Eng. & Hindi
64.	The Bride	-do-		—	—	"
65.	Fight the Fifth Column	Central Health Education Bureau Director General of Health Services		—	—	"
66.	Arranged Kitchen	Extension Department, Agricultural Institute, Allahabad (U.P.)		—	—	Eng.
67.	Use well arranged Latrines	-do-		—	—	"
68.	How to achieve village group action	TCM, 11. Pandara Flats, New Delhi		—	—	"
69.	Guide for Village workers-Extension Methods	-do-		—	—	"
70.	What should the villager eat	UP Government Health Publicity Officer, Red Cross Bldg., Lucknow		—	—	"
71.	Brush up your smile	Director General of Health Services, Ministry of Health, Govt. of India, New Delhi		1957	Free	Eng. & Hindi
72.	Chicken Pox	-do-		"	"	"
73.	Cancer	-do-		"	"	"
74.	Care of the Teeth	-do-		"	"	"
75.	Care of the nose	-do-		"	"	"
76.	Care of the ear	-do-		"	"	"
77.	Care of the eyes	-do-		"	"	"
78.	Common Cold	-do-		"	"	"
79.	Dental Caries	-do-		"	"	"
80.	Dysentry	-do-		"	"	"
81.	Home and Sanitation	-do-		"	"	"
82.	Home Care of the sick	-do-		"	"	"
83.	Housefly	-do-		"	"	"
84.	Infantile Paralysis	-do-		"	"	"
85.	Malaria—questions and answers (Brochure)	-do-		"	"	"

REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
86.	Mumps	Director General of Health Services, Ministry of Health, Govt. of India, New Delhi		1957	Free	Eng. & Hindi
87.	Measles	-do-		"	"	"
88.	Pink Tooth Brush	-do-		"	"	"
89.	Protect yourself against T.B.	-do-		"	"	"
90.	Rabies	-do-		"	"	"
91.	Rates	-do-		"	"	"
92.	Ringworm	-do-		"	"	"
93.	Roundworm	-do-		"	"	"
94.	Snakebite	-do-		"	"	"
95.	Scabies body itch	-do-		"	"	"
96.	Sore eye	-do-		"	"	"
97.	Small-pox	-do-		"	"	"
98.	Tetanus is preventable	-do-		"	"	"
99.	What should you know about Leprosy	-do-		"	"	"
100.	Dysentery	-do-		"	"	"
101.	Asha Visits the Dentist	-do-		"	"	"
102.	Influenza—how to prevent it	-do-		"	"	"
103.	Threadworm	Director General of Health Services Ministry of Health, New Delhi		"	"	"
104.	Manual of Water supply sanitation (Rural)	-do-		"	"	"
105.	Sanitary Methods of Excreta Disposal in Villages	-do-		"	"	"
106.	Bedbugs	Audio Visual Section, Technical Co-operation Mission, US Embassy, New Delhi		1955	Free	Eng. & Hindi
107.	Sore Eyes	-do-		"	"	"
108.	Get Rid of Lice	-do-		"	"	"
109.	Small Pox	-do-		"	"	"
110.	Soak pits	-do-		"	"	"
111.	Small pox Vaccination	-do-		"	"	"

HEALTH, FIRST AID ETC.

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
112.	Jiwan Daan	Director General of Health Services Ministry of Health, New Delhi		1956	Free	Hindi
113.	Khatmal	-do-		"	"	"
114.	Khuzli	-do-		"	"	"
115.	Echzema	-do-		"	"	"

POSTERS

1.	Catch your cough and Sneeze in a handkerchief	Director General of Health Services Ministry of Health New Delhi		"	"	Eng. & Hindi
2.	4 Rules for good teeth	-do-		"	"	"
3.	Kill the mad dog	-do-		"	"	"
4.	Exposed cut-fruit danger to health	-do-		"	"	"
5.	Destroy flies	-do-		"	"	"
6.	Leprosy can be cured	-do-		"	"	"
7.	Clean your teeth	-do-		"	"	"
8.	Screen doors and windows	-do-		"	"	"
9.	Flies spread diseases	-do-		"	"	"
10.	V. D.	-do-		"	"	"
11.	Health and fitness	-do-		"	"	"
12.	Health and Vigour	-do-		"	"	"
13.	Vaccination is not painful	-do-		"	"	"
14.	Clean your teeth twice a day	-do-		"	"	"
15.	Cleaning of utensils with infected earth spreads disease	-do-		"	"	"
16.	Get rid of Bedbugs	Audio Visual Section, Technical Co-operation Mission, New Delhi		1955	"	"
17.	Do not let waste water collect	-do-		"	"	"
18.	Kill Head Lice	-do-		"	"	"

REFERENCE MATERIALS

Sr. No.	Title	Author or Authors	Publishers	Year of Publi- cation	Price Rs.	Language
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FLANNELGRAPHS (With Script)

1.	Malaria	Audio Visual Section, Technical Co-operation Mission, New Delhi		1955	Free	Eng. & Hindi
2.	Bore-hole Latrine	-do-		"	"	"

FLASH CARDS

1.	Malaria	Dr. G. Rutherford	North India Book Society, Allahabad	1955	1.50	Eng.
2.	Itch	-do-	-do-	"	"	"
3.	Tuberculosis	}				
4.	Flies					
5.	Hookworm					
6.	Roundworm					
7.	Cholera					
8.	Safe Village Well	-do-	-do-	"	"	"
9.	Leprosy	}				
10.	Sore eyes					
11.	Compost Making					
12.	Trench and other Latrines					
13.	Tetanus					

FILMS

1.	Care of the Eyes	Audio Visual Section, Technical Cooperation Mission, New Delhi		1956	Can be had on loan	Eng., Hindi, Tamil, Telugu, Malayam Bengali
2	How to have a healthy home (Northern, Eastern, Southern Regions)	-do-		"	"	"
3.	Malaria Control	-do-		"	"	All lan- guages
4.	Clean water makes good health	-do-		"	"	
5.	How sickness spreads	-do-		1957		"

CHILD DEVELOPMENT

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
6.	How to control cholera	Audio Visual Section, Technical Cooperation Mission, New Delhi		1957	Can be had on	All languages
7.	Your Health Centre	-do-		"	"	"

FILMSTRIPS

1.	Care of the eyes	Audio Visual Section, Technical Co-operation Mission, New Delhi		1956	Can be had on loan	Eng. & Hindi
2.	Continuous Gastro Intestinal Drainage	-do-		"	"	"
3.	Eyes are a Blessing	-do-		"	"	"
4.	Fly	-do-		"	"	"
5.	How to prevent cholera in the villages	-do-		"	"	"
6.	Malaria	-do-		"	"	"
7.	Poor Health	-do-		"	"	"
8.	Small Pox	-do-		"	"	"
9.	Water Seal latrine	-do-		"	"	"
10.	Your Sanitary Inspector	-do-		"	"	"

CHILD DEVELOPMENT & MOTHERCRAFT

1.	Pocket Book of Baby and child care	Benjamin Spock	Pack Books Co., New York	1955	1.75	Eng.
2.	Mother and Child	Govt. of Madras	Dept. of Information & Publicity	1954	0.25	Eng. & Mamil
3.	Ammayum Kunjum	Govt. of Kerala	-do-	1955	0.37	Malayalam
4.	Manual of Mothercraft & child welfare	Dr. M.I. Balfour	St. John's Ambulance India	1952	1.25	Eng. & Hindi
5.	The influence of Home & community on children under 13 years of age	Prabhakar Machbbe (Translation)	Orient Longmans New Delhi	1956	1.50	Hindi
6.	The world of children	V. Jaganath	Amuda Nilayam Madras-18	1952	2.00	Tamil

REFERENCE MATERIALS

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
7.	Mother's Milk	Thai	Albancio Co. Madras-4	1946	1.00	Tamil
8.	Child Training	Maria Montessori	Ministry of Information, G. of India	1948	1.25	Eng.
9.	Child's Mind	P. Thooran	Kalaimagal Office, Madras	1955	2.50	Tamil
10.	Child Care	Dr. S. Tirupura Sundari	Inba Nilayam, Madras-4	—	3.25	„
11.	Teach yourself Mothercraft	Sister Mary Martin	English University Press, London	1951	4.50	Eng.
12.	Bringing up children	Kathlen Benan	-do-	1951	6.00	Eng.
13.	Your First baby	D.F.R. Gale	-do-	—	7.50	„
14.	Mother and Baby care in pictures	Zabriski	Lippincott Co.	1949	12.00	„
15.	Child care and guidance	Goddspeed, Helen C.	-do-	1953	12.50	„
16.	The Nursery School	Katherine H. Rud	W.B. Saunders Co.	1955	10.00	„
17.	Understanding your child	James & Hymes	Prentice Hall Co.	1954	10.00	„
18.	Management of children in India	Buch, Edward	Thacker Spink Co., Calcutta	1950	3.00	„
19.	The child in the Midst	Bryce	C.L.S. Madras	1950	1.25	„
20.	Parental Care	Children's Bureau	Federal Security Agency, Washington	1949	1.00	Eng. & Hindi
21.	Here and now store book	Lucy Spray, Mitchell	E.P. Doulton & Co.	1948	15.00	Eng.
22.	Infant Care	Children's Bureau	Federal Security Agency, Washington	1949	1.00	Eng. & Hindi
23.	The Child 1-6 and 6-12 years	-do-	-do-	„	1.00	„
24.	Living and learning with children	Smart & Smart	Houghton Mifflin Co.	1949	15.00	Eng.
25.	Care of the expectant mother	Director General of Health Services, Ministry of Health, New Delhi		1957	Free	Eng. & Hindi
26.	Protecting the unborn baby	-do-	-do-	„	„	„

CHILD DEVELOPMENT

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
27.	Learn good habits from childhood	Director General of Health Services, Ministry of Health, New Delhi		1957	Free	Eng. & Hindi
28.	The Rights of infants	Margaret A. Ribble	Columbia Univ. Press	1953	10.00	Eng.
29.	Child Development	Arnold Gessel	Harper & Bros.	1943	30.00	„
30.	How to make dolls houses	Andrel Johnson	Ge. Bell & Sons	1957	10.26	„
31.	What is child welfare	Dr. (Mrs.) Kagal	Dte of Extension & Trg., Govt. of India	1956	Free	„
32.	Kulanthai Valarppu Kalai	Smt. R. Rangarajan	Lifco, Madras	1957	1.50	Tamil
33.	Kulanthai Valara	T.S. Avinashilingam	Sri Ramakrishna Mission Vidyalaya, Coimbatore	1950	2.50	„
34.	Garpini	S. A. Sanjeev	Life Pubs., Mysore	1954	1.00	„
35.	Kulandai Vaidayam	Thirupurasundari	Inba Nilayami Madras-4	1956	3.25	„
36.	Valarchiyam Vazhvum	T.J.R.	Inba Nilayam Madras-4	1956	1.50	Tamil
37.	Healthy Babies are happy babies	J.H.Kenyon & R.K. Russell	New American Liby.	—	15.00	Eng.
38.	Baby and child care	Benjamin Spocks	Pocket Book Inc.	—	18.00	„
39.	Chapters about childhood	Mary Chadwick	The Psychologist Magazine	—	10.00	„
40.	First Five Years	R.M. Ladell	-do-	—	—	„
41.	Parent's Magazine Book of Baby Care	E.S. Duncan	McGraw Hill Co.	—	15.00	„
42.	Georgia-Mother and Baby Book	Georgia—Deptt. of Public Health, Atlanta		—	Not priced	„
43.	Management of children in India	Edward Buch	Thacker Spink	—	3.00	„
44.	Puzzled Parents	Warner	SPCK, Kashmere Gate, Delhi-6	—	0.75	„
45.	Where did I come from	-do-	-do-	—	0.37	„
46.	How a family begins	-do-	-do-	—	0.56	„
47.	The start of a family	-do-	-do-	—	0.56	„

REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
48.	Science and you	Warner	SPCK, Kashmere Gate, Delhi	—	0.75	Eng
49.	Sorting things out	-do-	-do-	—	0.56	"
50.	Child and the family	Winncott	C.L.S. Madras	—	10.00	"
51.	Child and his family	C. Buher	Atma Ram & Sons	—	9.07	"
52.	Play in the Infant's School	E.R. Boyce	-do-	—	7.50	"
53.	From Birth to Maturity	-do-	-do-	—	9.00	"
54.	The Mental Development of the child	K. Buhler	-do-	—	9.00	"
55.	You and your child	K. Dekok	-do-	—	9.00	"
56.	Children Never Tell	N. Freem	-do-	—	6.00	"
57.	Child's conception of space	J. Plagent	-do-	—	15.00	"
58.	Your child at school	G.F. Lamb	-do-	—	1.00	"
59.	Babies are Human Beings	Aldrich & Aldrich	Macmillan Co.	—	10.00	"
60.	Child Study	Strang	-do-	—	20.00	"
61.	Consider your children and how they grow	Manulellel & Fahs	Beacon Press	—	20.00	"
62.	The Rights of Infants	Ribble	—	—	20.00	"
63.	Here and now Story Book	L.S.Mitchell	—	—	15.00	"
64.	Martin and Judy Vol. 1,2,3	Sophis, Fahs	Beacon Press	—	15.00	"
65.	Our children today	Greenberg	Viking Press	—	15.00	"
66.	Mid-century White House Conference for Children	—	Child Study Asscn. of America	—	10.00	"
67.	Discipline	Dorothy Baruck	Public Affairs Pamphlet	—	1.25	"
68.	Enjoy your child from 1 to 3	Hymes	-do-	—	1.25	"
69.	How to tell your child about sex	-do-	-do-	—	1.25	"
70.	The Nursery School	K. Read	Saunders Co.	—	20.00	"

CHILD DEVELOPMENT

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
71.	Pocket Editions of Teaching material	—	American Child Study Asscn.	—	10.00	Eng.
72.	Modelling for Motherhood	Heing & Bolt	Wiley & Co.	—	10.00	„

CHARTS

1.	Child Growth and Guidance	Technical Cooperation Mission, US Embassy, New Delhi	1956	Can be had on loan	Eng. & Hindi
2.	Development Charts	-do-	„	„	„

FILMS

1.	Apple Tree with the Golden Fruit	Central Film Library, Ministry of Education, New Delhi	„	„	Eng.
2.	Tale of the Wind and the Trees	-do-	„	„	„
3.	Littlest Angel, The	-do-	„	„	„
4.	The Three wishes	-do-	„	„	„
5.	Your baby can be healthy	Technical Cooperation Mission, US Embassy, New Delhi	„	„	All languages
6.	Before the Baby comes	-do-	„	„	„
7.	They need not die	-do-	„	„	„

FILMSTRIPS

1.	Baby can be Healthy	Technical Co-operation Mission, US Embassy, New Delhi	„	„	„
2.	Before the baby comes	-do-	„	„	„
3.	Poor family living	Indian Council of Agriculture Research, New Delhi	„	„	Eng. & Hindi
4.	Poor housing and poor roads	-do-	„	„	„
5.	Itch	National Christian Council, Agricultural Institute, Allaha-bad	—	—	—
6.	Sore Eyes	-do-	—	—	—
7.	Fly Control	-do-	—	—	—
8.	Tuberculosis	-do-	—	—	—

REFERENCE MATERIALS

Sr. No.	Title	Author or Authors	Publishers	Year of Publi- cation	Price Rs.	Language
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HUMAN RELATIONSHIPS

1.	Everyday Living	Harris, Jessie W. and others	Houghton Mifflin Co. Boston	1940	12.50	Eng.
2.	Village Problems (Home making)	Indian Council of Agricultural Research, New Delhi		—	—	Hindi
3.	Van Mahotsva	-do-		1956	Free	„
4.	Our Women	Swami Vivekananda—Advaita Ashram		1955	0.62	Eng.
5.	Education	Compiled by T.S. Avinashi- lingam	Sri Ramakrishna Mission, Madras	1946	0.75	Eng. & Tamil
6.	Towards new Edu- cation	M.K. Gandhi	Navijivan Publish- ing House, Ahme- dabad	1953	1.25	Eng.
7.	Basic Education	The Publication Division, Govt. of India		1955	0.25	„
8.	Social Education	-do-		„	Free	„
9.	Marriage & family relationships	Foster	Macmillan & Co.	1953	11.50	„
10.	Building New India	The Publication Division, Govt. of India		1955	0.50	Eng., Tamil, Malayalam Kanada.
11.	Understanding ourselves	Helenshacter	McKnight & McKnight	1952	15.00	Eng.
12.	Guide to Rural Youth Orgn.	Planning Dept.	U.P. Govt.	1955	1.00	Eng. & Hindi
13.	5½ lakhs villages on the move	The Community Projects Admin. Planning Commission, New Delhi		1957	Free	Eng.
14.	New Homes for new India	R.R. Kumaria	Atma Ram & Sons	1950	3.00	Hindi & English
15.	Women Saints of the East & West	Ramakrishna London	Vedanta Centre, London	1955	10.00	English
16.	Thambathikalukku	D.S.K. Swamy	Life Publications	1955	1.00	Tamil
17.	Vivakam Anavar- kalukku	P.T.S. Pillay	Thanthi Veliyedu	1945	2.25	„
18.	Adventuring in Home Living	Hazel M. Mild- red Andrews	D.C. Heath & Co. Boston	1954	—	Eng.
19.	Family Living	E.M. Duvall	Macmillan Co.	—	17.00	„
20.	You and your family	B.M. Moore	D.C. Heath & Co.	—	15.00	„

HUMAN RELATIONS

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
21.	Living with the family	Hazel Huston Price	-do-	—	15.00	Eng.
22.	Family and its relationships	Ernest R. Groves	J.P. Lippincott Co.	—	20.00	„
23.	Learning to live with others	D.L. Goddard	Abingdon Press	—	15.00	„
24.	Girl's Daily Life	Benjamin R. Andrews Ed.	J.B. Lippincott Co.	—	12.00	„
25.	Adolescent in your family	Childrens Bureau	Publication	—	1.25	„
26.	New Homes for New India	R. R. Kumaria	Atma Ram & Sons	—	3.00	„
27.	Introduction to Family relationships	Smart & Smart	W.B. Saunders & Co.	—	20.00	„
28.	Our Home and Family	Baxter	J.B. Lippincott	—	15.00	„
29.	Our share in the Home	-do-	-do-	—	15.00	„
30.	Personal-Adjustment-Marriage and Family living	Landis	Prentice-Hall	—	20.00	„
31.	Understanding Ourselves	Schacter	McKnight & McKnight	—	20.00	„
32.	Live with the family	Price	Little Brown & Co.	—	15.00	„
33.	Sex and you	Dr. L. Clark	Bobbs-Merrill Co.	—	15.00	„
34.	Personal Problems	Geisel	Houghton Mifflin Co.	—	20.00	„

FILMS

1.	The Training of Gramsevika (Domestic Science Training)	Technical Cooperation Mission, U.S. Embassy, New Delhi.	1956	On loan	Eng.
2.	Young Farmer's Clubs	-do-	„	„	All langs.

FLANNELGRAPH (With Script)

1.	Coffee Pot (Extension work)	Technical Cooperation Mission, U.S. Embassy, New Delhi.	„	„	English
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1.	Organisation of a Club	Technical Cooperation Mission, U.S. Embassy, New Delhi,	„	„	„
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Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
2.	Improved Oven	Technical Cooperation Mission, U.S. Embassy, New Delhi		1956	on loan	Eng.
3.	Khurpi Bore Hole Latrine	-do-		"	"	"
4.	Nutrition	-do-		"	"	"
5.	Clean water	Extension Dept. Agr. Institute Allahabad		—	—	—

EDUCATION & OTHER REFERENCE BOOKS

1.	Domestic Science	Hannah Sen	Longmans, Bombay	—	5.00	Eng.
2.	Better Homes	Needham & Strong	Oxford University Press	1954	4.00	..
3.	The Judy Bond Home Economics Series	Helen Judy Bond	D.C. Health & Co. Boston	1949	25.00	..
4.	New Home Economics Omnibus	F. Laganke Harris & H.H. Huston	-do-	—	25.00	..
5.	Careers in Home Economics	Florence Legenke Harries	Little Brown & Co. Boston	—	—	..
6.	Your personal economics	Augustus H. Smith	Gregg Publishing Co.	—	15.00	..
7.	Home Science	Wyckoff & Marshall	C.L.S. Madras	—	1.25	..
8.	Introduction to Home Economics	Lita Bane	Houghton Mifflin Co.	—	7.50	..
9.	Home Science Camp-1957	Extension Dept. Teachers' College	Sri Ramakrishna Mission Vidyalaya	1957	Not priced	..
10.	Home Science Camp-1956	-do-	-do-	1956	"	"
11.	What is Home Science	Dr. R. P. Devadas	-do-	—	"	"
12.	Adult education for Home making	L. Belle Pol-lard	John Wiley & Sons	—	20.00	..
13.	Fundamentals in teaching Home Economics	Ivol Spafford	-do-	—	28.75	..
14.	Home making education in the High School	Maude Williamson & Mary S. Lyle	Appleton-Century-Crofts, Inc.	—	20.00	..

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<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
15.	Home Economics education in the Junior High School	Evelyn G. Jones Ed.	Board of Education Denver Public Schools	—	Not priced	Eng.
16.	Teaching of Home making	H.M. Hatcher & H.E. Andrews	Houghton Mifflin Co.	—	25.00	„
17.	Demonstration Techniques	M.B. Allgood	Prentice-Hall	—	15.00	„
18.	The Principles and Methods of Guidance for Teachers	Dum Smooth and Miller	International Coy.	—	15.00	„
19.	An activity programme in Home making	E. Butler	C. Bennett Co.	—	5.00	„
20.	Space and equipment for Home making programme	—	US Govt. Printing Office	—	5.00	„
21.	Boys and Girls study Home making and Family living	—	Voc. Div. Bulletin 245	—	4.00	„
22.	A Functioning Programme of Home Economics	Spafford	John Willey & Sons	—	25.00	„
23.	Dairy Cattle & Milk Production	Eckles	Macmillan Co.	—	—	„
24.	Livestock and Poultry Diseases	Eillings	Macmillan Co.	—	—	Eng.
25.	Vegetable Growing	Shoemaker	Wiley Co.	—	—	„
26.	Practical Poultry management	Rice, Botaford	-do-	—	—	„
27.	Vegetable Hand Book	Mnott	—	—	—	„
28.	Extension Psychology	Ensminger	—	—	—	„
29.	Rural America & the Extension Service	Burner & Yang	Teachers' College, Columbia Press	—	—	„
30.	Rural Community Organisation	Saunderson & Palson	Wiley & Co.	—	—	„
31.	Co-operative Extension work	Kilsey & Hearne	„	—	—	„
32.	Planning for Teaching	Robert W. Richey	Mc-Graw Hill Book Co.	—	—	„
33.	Principles &	K. Bhatia &	Doaba House,	—	—8.00	„

REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
	methods of teaching	B.D. Bhatia	Delhi			
34.	Education	Swami Vivekananda	Sri Ramakrishna Math	—	0.75	Eng.
35.	Rural Universities	—	Tamilnad Basic Education Society	—	1.50	„
36.	Basic National Education	M.K. Gandhi	Hindustani Talimi Sangh Sevagram	—	1.50	„
37.	Social Education	Govt. of India	Min. of Education	—	1.37	„
38.	All India Report of Social Education	-do-	-do-	—	2.62	„
39.	Understanding Basic Edn.	T.S. Avinashilingam	Min. of Education	—	0.90	„
40.	Report of the Second Education Commission 1952-53		-do-	—	2.00	„
41.	Towards new Education	M.K. Gandhi	Navijivan Pub. House	—	1.25	„
42.	How to Evaluate Students	Henrietta Fleck	McKnight & McKnight	—	5.00	„
43.	Education for Home and family living	—	Univ. of the State of New York	—	Not priced	„
44.	Single Teacher School	J.P. Naik	Min. of Education Govt. of India	—	1.50	„
45.	Teachers Manual for Play and Learn	T.G. Thurstone	Science Research Assc.	—	5.00	„
46.	Idea of a Rural University	M.K. Gandhi	Hindustani Talimi Sangh	—	1.00	„
47.	Latest Fad—Basic Education	J.B. Kripalani	H.T.S.	—	1.00	„
48.	Teaching Aids (Booklet)	—	Dept. of Agr. Manila	—	Not priced	„
49.	Play writing and play making	Norah Richards	Min. of Edn. Govt. of India	—	0.37	„
50.	Teaching Art to children	M. Mcleish & M. Moody	Studio Pubs., London	—	13.37	„
51.	Philosphy and education	B.D. Bhatia	Doaba House	—	4.50	„

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Sr. No.	Title	Author or Authors	Publishers	Year of Publi- cation	Price Rs.	Language
52.	Principles and Prac- tices of teaching in Secondary schools	Thomas M. Risk	American Book Co.	—	25.00	Eng.
53.	Education in Practice	S. Balakrishna Joshi	Little Flower Co.	—	3.75	..
54.	Preparation and use of Audio-Visual Aids	K.B. Haas & H.Q. Packer	Prentice-Hall Inc.	—	33.25	..
55.	Audio Visual Me- thods in Teaching	Edgar Dale	The Dryden Press	—	30.00	..
56.	Audio Visual mate- rial in teacher education	Howard T., Batchedle Ed.	Asscn. for Stu- dent Teacher, Pennsylvania	—	10.00	..
57.	Preparation and use of Audio Visual Aids. Edn. 3	K.B. Haas & H.Q. Packer	Prentice-Hall Inc.	—	32.65	..
58.	Examinations and how to take them	R.K. Luthra	Atma Ram & Sons	—	2.50	..
59.	Education of the young child	Catherine Landerth	John Wiley & Sons	—	20.00	..
60.	Sex education for young children	—	Univ. of Illionois	—	—	..
61.	ABC's of Visual Aids	Phillip Mannino	M.O. Publishers Srate College, Pa	—	—	..
62.	Display for Learning	Majorie East	Dryden Press	—	30.00	..
63.	Art Teaching in Secondary Schools	Edith C. Wal- ton	B.T. Batsford Ltd.	—	15.00	..
64.	Educational exhi- bits-how to prepare and use them	Dept. of Agriculture,	U.S.A.	—	1.00	..
65.	Handbook on Sex Education	—	Asscn. for Morale and Social Hy- giene, India	—	0.50	..
66.	New Visual Educa- tion Techniques	Alfred Proter	Burgess Publish- ing House	—	15.00	..
67.	Audio-Visual Hand Book for India	Secretary, Radio & Audio Visual Council of the NCC P.O. Agricul- ture Institute, Allahabad.		—	4.00	..
68.	Nursery School Edn. 2	Katherine H. Read	W.B. Saunders Co.	—	20.00	..
69.	Child's First Five Years	—	Asia Pub. House Ballard Estate, Bombay	—	5.00	..

REFERENCE MATERIALS

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
70.	Towards Happier Education	Bhan	Atma Ram & Sons	—	5.00	Eng.
71.	Education and the Significance	Krishnamurthi	-do-	—	8.00	..
72.	Educate the Human Potential	Montessori	-do-	—	5.75	..
73.	What Basic Education Means	H. R. Bhatia	-do-	—	1.00	..
74.	Secondary Education for India	Chanbe	-do-	—	9.50	..
75.	Education—Few Problems	Prem Nath	-do-	—	2.00	..
76.	Better Teaching Education	Shrimali	-do-	—	0.37	..
77.	Indian Child House & Schools	Kumaria	-do-	—	3.50	..
78.	Secret of Childhood	Montessori	-do-	—	6.50	..
79.	Education in New India	Humayun Kabir	-do-	—	14.00	..
80.	Ancient Indian Education	Radha Kumud Mukherjee	-do-	—	29.00	..
81.	Testing and National Reconstruction	Bhatia	-do-	—	10.00	..
82.	Education of Women for citizenship	UNESCO	-do-	—	6.00	..
83.	Secrets at School	F. L. Brayne	Oxford Univ. Press	—	1.00	..
84.	An activity program in Home making	Edris L. Butler Co. & Laura Palton Inc.	Chas A. Benneth	—	7.50	..
85.	Demonstration Techniques	Mary Brown Allgodd	Prentice Hall, Inc.	—	12.00	..
86.	The Teaching of Home making	Hatcher & Andrews	Houghton Mifflin Co.	—	15.00	..
87.	Women's Education	UNESCO	UNESCO	—	5.00	..
88.	Women Saints of the East & West	Swami Gnananda & Sri John Steward Wallace	Ramakrishna Vedanta Centre, London	—	10.00	..
89.	Adventuring in Home Living	Hatcher & Andrews	D.C. Heath & Co.	—	5.00	..
90.	Complete gardening in India	K.S. Gopalswami Iyengar	The Hosali Press	—	16.75	..
91.	Save your Home from fire	Publication Div, Govt. of India		—	1.00	..

EDUCATION

<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Price Rs.</i>	<i>Language</i>
92.	Scientific Research	Publication Div.	Govt. of India	—	1.00	Eng.
93.	Plays and Toys	Elizabeth Ray	Secretary, Radio & Audio-Visual Service Allahabad.	—	0.75	„
94.	India's Villages	Srinivas	West Bengal Govt. Press, Calcutta-1	—	—	„
95.	Science in Everyday Life	Elsworth S. Obourn	—	—	22.50	„
96.	Questionnaire for the Survey of village industries	—	Navjivan Press	—	1.50	Eng.
97.	Women and village Industries	Kumarappa	—	—	0.25	„
98.	Plan and Practices	Narulkar	—	—	1.50	„
99.	Women of India	Ministry of Information & Broadcasting	Govt. of India, New Delhi	—	8.00	„
100.	Home Science in Secondary Education	R.P. Devadas	Faculty of Edn. Baroda University	1955	Free	„
101.	Audio Visual Aids	K. Kulandavelu	Shri Ramakrishna Mission Vidyalaya Coimbatore	1956	„	„
102.	How to conduct result demonstration	Indian Council of Agricultural Research, Ministry of Food & Agriculture, Govt. of India	—	1956	„	Hindi
103.	The Method Demonstration	-do-	—	1956	„	„
104.	Teaching without money	TCM, U.S. Embassy, New Delhi	—	1955	„	Eng. & Hindi
105.	Puppetry	-do-	—	1955	„	„
106.	Making a poster	-do-	—	1955	„	„
107.	Motivate, Teach Train	Audio Visual Section, TCM American Embassy, New Delhi	—	1955	„	Eng.

FILM

1.	The School—Secondary Education	Audio Visual Section, Ministry of Education, New Delhi	—	1955	Free	Hindi & Eng.
2.	Literacy for Progress	-do-	—	—	„	All languages

REFERENCE MATERIALS

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Price Rs.	Language
3.	Training the Rural Teacher	Audio Visual Section, Ministry of Education, New Delhi		—	Free	Eng. & Hindi
4.	Education for Life	-do-		—	„	All languages
5.	Out of the Darkness	-do-		—	„	„

PERIODICALS

1.	Bulletins from the Central Food Technological Research Institute, Mysore	Central Food Technological Research Institute, Mysore		—	—	Eng.
2.	Rural India	Monthly Magazine—Nana Chowk, Bombay-7		—	8.00 per year	„
3.	Indian Farming	Indian Council of Agricultural Research				„
4.	Kurukshetra	Ministry of Community Development				„
5.	Journal of Social Welfare	Central Social Welfare Board				„

MAGAZINES

Sr. No.	Title	Author or Authors	Publishers	Year of Publication	Subscription per yr.	Language
1.	Your Health	Indian Medical Association	23, Somayoya Mansions Corpn. Calcutta		8.00	Eng.
2.	Ap Ka Swasthya	-do-	-do-		6.00	Hindi
3.	WHO News letter	World Health Organisation, Office for S.E. Asia, Patiala House, New Delhi			Free	Eng.
4.	Sewka	Congress House, Bombay-4			5.00	Eng.
5.	Herald of Health	Oriental Watchman Publishing House, Poona			8.75	„
6.	Swastha Aur Jiwan	-do-			6.75	Hindi
7.	Kalaikathir	Editor G. R. Damodaran—Kalaikathir, Coimbatore			4.00	Tamil
8.	Extension Information	Dt. of Extension & Training, Ministry of Food and Agriculture, New Delhi			Free	Eng. & Hindi
9.	Health for Home & Happiness	Oriental Watchman Publishing House, Poona-1			12.50	„

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<i>Sr. No.</i>	<i>Title</i>	<i>Author or Authors</i>	<i>Publishers</i>	<i>Year of Publication</i>	<i>Subscription per yr.</i>	<i>Language</i>
10.	Sunshine	G.S. Krishnaya,	Sunshine-Poona	5.00		Eng. & Hindi
11.	Bal Bharti	Publication Division,	Government of India, New Delhi	4.00		"
12.	Ujala (Fortnight) Lucknow	Literacy House,	Krishna Nagar,	3.00		Hindi
13.	Swastha Hind	Dre. General of Health Services		Free		Eng.

ORGANISATIONS WHICH SUPPLY AUDIO-VISUAL AIDS

1. The Indian Council of Agricultural Research, Ministry of Food and Agriculture, Govt. of India, New Delhi
2. Ministry of Education : Publication Division. Government of India, New Delhi
3. Health Education Bureau, Ministry of Health, Mandir Lane New Delhi
4. Indian Red Cross Society, The Stores Officer, 20, Talakotara Road, New Delhi-2
5. T.C.M. India Audio Visual Division, 11, Pandara Flats, New Delhi
6. United States Information Service and Film Library, 54, Janpath, New Delhi (and also in Bombay, Madras, Calcutta, Lucknow, Hyderabad, Patna, Bangalore)
7. National Christian Council, The Audio Visual Centre, Agricultural Institute, Allahabad, U. P.
8. The christian Literature Society for India, Post Box 501, Madras-3.
9. U. P. Government Publicity Officer, Hygiene Publicity Department, Red Cross Building, Lucknow.
10. Agricultural Institute, Extension Department, Director of Materials Production Section, Allahabad, U. P.
11. Cottage Industries Emporium, Government of U. P., Lucknow.
12. Director, The Literacy House, Lucknow, U. P.
13. Information and Publicity Departments and Nutrition Bureau of all the Govts.

REFERENCE MATERIALS

MODELS ARE SUPPLIED BY :

1. Calcutta Pine Drug. Co., 2, Copper Lane, Calcutta-1
2. Biological Teaching Aids Corporation, 940, Bagh Muzaffar Khan, Agra.
3. Krishna Models Manufacturing Co., Karol Bagh, New Delhi-5
4. Khosla Plaster Works, Ambala Cantt. Punjab.

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