

THE DEVELOPMENT OF CURRICULUM MATERIALS FOR THE STUDENTS  
OF FAMILY AND COMMUNITY DEVELOPMENT IN THE COLLEGES  
OF HOME ECONOMICS OF PAKISTAN

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## CHAPTER I

### INTRODUCTION

This study, The Development of Curriculum Materials for the Students of Family and Community Development in the Colleges of Home Economics of Pakistan, is an attempt to prepare teaching materials for one of the required courses as listed in the revised Suggested Curriculum Guide for the Colleges of Home Economics in Dacc, Karachi, and Lahore, Pakistan. The original guide and the 1961 revised edition of the curriculum guide was prepared by the principals and selected staff members of the above mentioned colleges in cooperation with the advisers of the Pakistan-Oklahoma Home Economics Program. The course of Family and Community Development is one of the required courses for the third year Bachelor of Home Economics degree. It is the course which focuses on the family and the community.

The purposes of the colleges of home economics in Pakistan are similar to the purposes of home economics in colleges and universities in the United States. According to the statement appearing in "Home Economics in Higher Education", the primary purpose of home economics in the United States is to help the individual student to achieve rich and satisfying family life. In most institutions of higher learning, home economics serves a four fold purpose, namely education for personal

development, for family living, for conscientious citizenship, and for professional specialization.<sup>1</sup> In December 1958, a statement of the purposes for the colleges of home economics in Pakistan was formulated by the principals of the colleges and the home economics advisers of the Pakistan-Oklahoma Home Economics Program. This statement included the same basic purposes as those in the United States program with greater emphasis placed upon the importance of education for women and their contributions to the social and economic improvement of family life in Pakistan. This statement of objectives also stressed the need of women to serve as leaders in community improvement for the betterment of home and family life.

#### Statement of the Problem

The present study, as stated before, is an attempt to prepare curriculum material which will contribute not only to the professional training of students but will also contribute to the students' sense of responsibility to the community as a whole. Home economics in Pakistan, although recently introduced, has been highly recommended as a field of study for the young Pakistani women. The recommendation was made in 1959 by the Commission on National Education. The President as well as the people of Pakistan realized the contribution home economics can make in meeting the need for reorganization and reorientation of the existing educational system which will better reflect

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<sup>1</sup>Home Economics in Higher Education, American Home Economics Association, Washington, D. C. 1945, p. 40.

Pakistani spiritual, moral, and cultural values.<sup>2</sup>

According to the Commission Report, women of Pakistan are eager to assume their part in raising the status of themselves, their families, and their nation. Women have already won for themselves an enviable reputation at the highest levels of the national life as well as in international circles. Contributions made by the women of the All Pakistan Women Association are numerous. This is an outstanding organization working for the improvement of women's economic, social, and educational status and is commonly referred to as APWA. When the partition of India took place in 1947, all the colleges of home economics fell into the territory of divided India. It was through the efforts of APWA with the help of Ford Foundation that the Home Economics College of Karachi was opened in 1955.

In order that greater contributions can be made by home economists, the Commission on National Education recommends that priority be given to the establishment of more home economics colleges. They recommended the opening of departments of home economics in women's colleges and in universities, and the establishment of additional institutions designed especially for the study of home economics. The departments and the colleges of home economics would not only become the primary sources of teachers of home economics in secondary schools, but they would also provide training to qualify women for positions as child welfare workers, dietitians, nutrition experts in hospitals,

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<sup>2</sup>Report of the Commission on National Education. Ministry of Education, Government of Pakistan. January-August 1959, p. 1.



schools, and large institutions, supervisors in Village-Aid Program and the public health services, directresses of women's hostels, nursery school supervisors, and in a number of positions in private industry in the area of food processing, textile design, and home decoration.

Graduates from two home economics colleges of Pakistan so far have served as leaders in various rural and urban community programs. They have served as supervisors in the Village Agricultural Industrial Development Program, commonly referred to as Village-Aid, and as instructors in the institutes for preparing village workers for the program. In a limited number, these graduates have participated in the community programs, but in the future, additional opportunities in the Community Development Program will be available.

The services of home economists today are needed in the Social Welfare Department to visit the families and help in the solution of their problems. The Organization of Community Development offers another challenging field for home economists; through this department they can help in raising the level of family living in both rural and urban communities. Home economics graduates can offer needed help in the Basic Democracies Movement by helping women realize their rights and obligations, their assets and liabilities, their personal and communal resources. This, according to the author's belief, is a part of the education for any society. Education for women becomes essential if we agree with the statement, "if you educate a man you are educating an individual and if you educate a woman, you are educating an entire family."

Women of Pakistan have a particularly important role to play in adult education. Because of their general interest in community life and because they have some time to devote to activities outside the home, women are in a position to undertake a number of projects for community development such as nursing, literacy teaching, classes in tailoring, weaving, cooking, and participation in program of civil and military defense. The Commission's Report has strongly recommended that every candidate for a university degree should participate in an organized program involving manual labour, or teaching adults, or training in civil defense. The Commission hopes that women, particularly the educated, will want to participate in such programs. It is hoped that the present preparation of the teaching materials can serve as an aid for group work performed by the students in different communities of Pakistan.

#### Objectives of the Study

The existing conditions of family life in Pakistan as compared with the conditions of family life in United States have impressed the author with the need of such a home economics program in Pakistan. The following objectives of the study were formulated from a survey of literature on the subject of home economics, observations of and first hand experiences in the field of home economics in the United States and from a study of the socio-economic conditions of Pakistan. The objectives of this study are:

1. To review the social and economic development of Pakistan in order to clarify the place of home economics in the

educational program of Pakistan.

2. To become better informed on the educational needs of Pakistan, including the recommendations made by the Commission on National Education, with special emphasis on home economics as a part of higher education.
3. To develop an understanding of the Cooperative Extension Service in the United States through a review of literature, personal conferences with extension leaders, and first hand observation of various phases of the program.
4. To apply principles of curriculum development to the supplementing of curriculum materials for the course of Family and Community Development as included in the Suggested Curriculum Guide of the Home Economics Colleges of Pakistan.

#### Definition of Terms

Most of the terms used in the study are explained within the context of the study but there are three terms which need further clarification. These are:

1. The curriculum, as stated in the Suggested Curriculum Guide for Home Economics Colleges of Pakistan, is the total of all learning experiences provided for the student under the direction of the College. For this study consideration is to be given only to the portion which is devoted to a particular course, Family and Community Development.

2. Community ".....is a social group that is more or less self sufficient."<sup>3</sup> According to the author's interpretation of this definition, a social group with its self sufficiency can be taken two ways: one as a psychological entity based primarily on emotional ties, such as the students of a community, etc., and second, a social group within a tangible geographical area. In this study the definition of community includes both the above mentioned connotations.
- 3: Community Development is defined as a process to create conditions of improved economies and social progress for the whole community with active participation and the fullest possible reliance upon the communities initiative.<sup>4</sup>

It is the hope of the author that this study will be of value to the college students as well as to the educational leaders in developing a broader understanding of the potential educational value which may be achieved through the course of Family and Community Development.

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<sup>3</sup>Dwight Sanderson, Rural Community. Ginn and Co., 1932. Ch. 1, p. 6.

<sup>4</sup>Coolie Verner, The Community Development Process. Community Development Review, I.C.A. Publication, Vol. 6, No. I. March, 1961, p. 51.

## CHAPTER II

### SOCIAL AND ECONOMIC CONDITIONS OF PAKISTAN

Pakistan emerged on the map of the world on the 14th of August, 1947, when the British Indian Empire was partitioned into two independent sovereign states - India and Pakistan. Pakistan consists of two geographical units - East Pakistan and West Pakistan, separated from each other by over a thousand miles of Indian territory. The total area of Pakistan is 364,737 square miles with a population of about 93 million.

West Pakistan is a land of great scenic contrast. The rugged and mountainous regions of the north give way to the plains and fertile fields of the Indus Valley, while to the south and west are the barren desert. In East Pakistan there are no such wide contrasts of scenery. Heavy rainfall and extensive river system have made this wing of Pakistan a green and glorious land rich in sub-tropical products.<sup>5</sup>

#### Social and Economic Conditions

Though a new country, Pakistan comprises some of the areas which

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<sup>5</sup>Basic Facts. Pakistan Publications, Karachi, Pakistan, April 1960, p. 2.

were the cradle of one of the most ancient civilizations of the world. Evidence of this has been found mainly along the Indus Valley excavations which date back to about three thousand years before Christ. Ruins of well planned cities with broad thoroughfares and an underground drainage system prove that a highly developed riverine civilization existed in Pakistan during those days when Europe was still in the Stone Age. Successive waves of invaders appear to have swept away this great civilization.

After the division of the subcontinent in August, 1947, Pakistan was established as an independent sovereign state with dominion status and an equal partner in the British Commonwealth. After passing the constitution in March 23, 1956, she declared herself a Republic within the British Commonwealth. Due to the deteriorating political and economic conditions the imposition of martial law on October 7, 1958 was considered necessary. On October 27, 1958 an eleven man presidential cabinet was appointed to run the administration with Field Marshal, Mohd Ayub Khan, as President.

The revolutionary government has promised a representative form of government suited to the abilities of the people and the conditions in the country. The first step towards realization of this objective is the scheme of Basic Democracies, which has already been introduced. The President has appointed a Commission to formulate a constitution for the country.

The religion of Pakistan is predominantly Islam, while minority faiths are Christianity, Buddaism, Hinduism and Zoroastrianism. Consequently, Pakistani culture is the Oriental Islamic culture based

on the Shariat laws. Much of the great heritage the Muslims who are followers of Islam, bequeathed to the Indo-Pakistan subcontinent in architectural, social, religious, and cultural spheres, has after partition remained in Pakistan, but many of the architectural masterpieces of Muslim builders are in India, for example, Jaurer Masjama of Delhi, Taj Mahal of Agra, etc. However, owing to the tendencies which were visible long before the partition and the developments which have taken place thereafter, it is certain that these achievements will be more honoured in Karachi, Lahore, Dacca, and Peshawar than in the old centers of Muslim culture and sovereignty. A few buildings constructed during the old Muslim Empires for example, Shalamar Garden, Tomb of Jahangir, and Badshahi Mosque of Lahore are examples of the rich cultural heritage of Pakistan.

Looking at the social structure of Pakistan, there are three different social classes determined by wealth, education and regional values. The family system in all the social classes is patriarchal, patrilocal and patrilenial. In the family, father is given the first place but he does not make all the decisions alone. Consent of the wife and children is as important as his own.

Most of the cultural values of different social classes of Pakistan have their origin from religion. Marriage is considered essential for both man and woman, consequently boys and girls are prepared for this right from the beginning. A number of girls get married after secondary school or with a few years home training. The rest go to colleges but with the intentions of getting married immediately at the completion of their studies. A few get married

and leave college during the middle of the graduation year since it is not a common pattern among the girls to continue studies after marriage.

Women of Pakistan today enter professions before marriage as well as after marriage but these are very few in number. According to Farhat Shah's studies in which she has quoted the Census Report of 1955 of the Government of Pakistan, women engaged in various occupations constitute only 1.1 percent of the total population of West Pakistan and 2.5 percent of East Pakistan. From the statistics quoted it is apparent that there is some resistance to accept women's entering into professions. The attitudes of men towards women's work is different. Farhat Shah quotes Dr. Smitters:

The rapidly changing role of women and their developing economic independence has, no doubt, softened male sovereignty to some extent, but it has not affected the traditional compactness and patterns of the middle class home. Men are still the real breadwinners and women primarily wives and homemakers. The right to earn their own livelihood or to supplement the income of the home has not earned young women the privilege to live as they wish.

Careers for women are still of temporary significance. Home remains the center of interest and activity, and everything in the home revolves around the mother. Though father is the final authority and guide, yet it is mother who is the source of comfort and solace to everyone.<sup>6</sup>

Most of the home economics students come from middle and upper classes of urban areas. The only girls coming from rural areas are the daughters of the leading landlords or the owners of the villages.

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<sup>6</sup>Farhat Shah, Pakistani College Students' Attitude Towards Marriage and Marriage Practices and Their Implication for Family Life Education. 1961. Unpublished M.S. Home Economics thesis of Oklahoma State University, Stillwater, Oklahoma. p. 29.



The majority of the college girls have little or no knowledge of how the college communities live.

Rich in cultural heritage and ample in natural resources Pakistan today is economically under-developed, which has always been misunderstood as "underdevelopment on the whole". The agrarian character of the economy is underlined by the fact that despite the doubling of income from mining and manufacturing since 1949-1950, agriculture still accounts for 57 percent of the total national income and the per capita income still remains low.

Pakistan's economy is chiefly based upon agriculture which is the occupation of about 90 percent of the population. Cultivation in West Pakistan is mostly dependent upon a well developed irrigation system based on the rivers. Though the primitive methods of cultivation are still in vogue, the use of modern implements is being promoted. Likewise vigorous efforts are being made to increase crop yields by the use of fertilizers of which two factories have gone into production. Two more factories for production of fertilizers are to be set up shortly. But the foundation of Pakistan's economy, her solidarity and future well-being to a very large extent rests on the village and villagers themselves. These villagers are the country's greatest asset. Therefore, in any national development plan the progress and welfare of the people in villages must take first precedent. If their socio-economic potentialities are to be developed, the plan must be all embracing and comprehensive.<sup>7</sup> Thus with the objective of

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<sup>7</sup>Village-Aid, Five Year Plan, 1955-60. Ministry of Economic Affairs, Karachi, 1956, p. 1.

raising the individual and community standards of rural life in the country, the Village Agricultural Industrial Development Program was initiated by the Government of Pakistan in 1953, and is referred to as the Village-Aid Program. This program is not to be misconstrued as "aid" in the sense of providing relief or the free grants to the distressed by giving something for nothing.<sup>8</sup>

### Agencies for the Development of the Country

#### Village-Aid

The Village-Aid was the first agency designed to solve the problems of the villages by helping the villagers to help themselves individually and as communities. It was an attempt to look at the village as a whole through the eyes of its people and in the light of their vast store of accumulated knowledge and wisdom. It aimed at coordinating the total resources of the government and the people for a concerted and determined effort to reconstruct village life in Pakistan.

The specific objects of the Village-Aid program were:

- a. To raise rapidly the productive output and real income of the villagers by bringing to them the help of modern techniques of farming, sanitation and health, cooperative cottage industries, etc.
- b. To multiply the community services available in rural areas such as schools, dispensaries, health centers, hospitals, sources of pure water supply, etc., thereby increasing the national assets.

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<sup>8</sup>Homji Minocher, Community Development and Local Government. The Chaupal Quarterly, National Development Organization, April 1961, p. 22.

c. To create a spirit of self-help, initiative leadership and cooperation among the villagers which may become the foundation of the independent, healthy, and self perpetuating economic, political, civic, and social progress.

d. To create conditions for richer and higher life through social activities, including recreational facilities, both for men and women.

e. To coordinate the working of different departments of the Government and to extend their activities into the villages by providing an extension service to the country.

f. To give welfare bias to the entire administrative structure of the Government.<sup>9</sup>

In regard to the methods of achieving these objectives, the author quotes Lt. General W. A. Burkis' address on "Village-Aid - Its Basic Features" as recorded in the Chaupal publication.

The origin of Village-Aid program can be traced to the belief that no reform, whether social, economic or political can succeed until it gives due recognition to the Human Factor. Labour mobilized without proper incentives will not, for instance, be freely rendered. Similarly, costly installation and organizations set up before the people, have developed adequate understanding and conviction for them, shall simply remain mere embodiments of premature and faulty planning. Since the human factor is the focal point of the program, it has all the world over, come to be recognized as an all embracing movement, a distinct philosophy and a new approach to life as a whole. The program in its ultimate analysis is, therefore, nothing but a planned and well organized effort in the part of the Democratic State to awaken that dynamic urge and ambition for self improvement which is latent in all human beings so that they may be enabled, individually and collectively to make their full contribution to the development and progress of themselves, their village and their country. The whole approach is thus based on faith in people and in their ability to undertake their own development with the maximum of local resources. It stems from the thesis that human beings do not move until they can respond freely with their own minds and hearts, and that no sustained response to a reform or

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<sup>9</sup>Village-Aid, Five Year Plan, 1955-60. Ministry of Economic Affairs, Karachi, 1956, p. 3.

development plan is possible unless the people feel within themselves an urge for it.

Planners, are sometimes apt to ignore human values. They tend to become more concerned with rapid growth of material output only. This is an understandable ambition in any impoverished country, but if material development is to be the primary goal of the state, community development will be the wrong method to choose. The Village-Aid program also strives to increase material wealth but only as a means to achieve human ends which promotes stable and self reliant communities with an assured sense of social and political responsibility. It is only under a communistic regime that the target of economic ambition reigns supreme and human values are left to take care of themselves.<sup>10</sup>

This being the philosophy of Village-Aid, techniques were devised to begin at the grass root levels, mainly through Village Council, Village Workers and the advisory committees:

a. A Village Council was a voluntary elected and democratically operating body of village elders, who must annually report to the Village Community. The Council began to work from the stage where the people were and then it helped them to help themselves in reaching their goals. Its significant feature was that no program was over imposed on it from above. It was evolved by the Council according to the needs of the villagers, and the availability of local resources.

b. The Village Worker was "the spearhead of the program at the village level."<sup>11</sup> Although a government employee, he was neither an "officer" nor a "government servant" in the sense those terms are understood in the village. He had not been assigned any executive function over the villagers. His approach was essentially one of persuasion and not coercion in planning and in action. His approach was not from above but from within. Being trained in the basic skills peculiar to his area, he helped the Village Council in formulating their development plans. He served as their guide, friend, and philosopher and also a useful link between the villagers and the representatives of other departments.

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<sup>10</sup>Lt. General W. A. Burki, Village Aid - Its Basic Feature. The Chaupal Quarterly, April, 1951, p. 5.

<sup>11</sup>Village-Aid, Five Year Plan, 1955-60. Ministry of Economic Affairs, Karachi, 1956, p. 8.

c. The Advisory Council consisted of a chairman of the Village Council and the representatives of the other Nation Building Departments. All of them jointly examined each project sent to them by the Village Councils. Since in its composition the committee was heavily weighed in favor of the people's representatives, each project approved by it generated self confidence among the villagers because they interpreted it as a proof of their ability to handle their affairs under their own local leadership.<sup>12</sup>

Role of Women in Village-Aid. According to the Village-Aid Five Year Plan of 1955-60, Village-Aid recognized the importance of the women and girls in the villages and provided trained workers with special functions. With every male Village-Aid worker worked a woman worker, and her work was generally similar to men's. The plan stated:

In Pakistan, with its social traditions an approach to the women of the village must be made by a woman worker. She becomes the educator, the organizer and planner, the philosopher, friend and guide of the women and girls of the village. No country can achieve real or lasting progress unless the women, who are half the population, make their full contribution. The first task of the woman worker is to bring a realization of the importance of the woman's influence in the home for the well-being of the entire family.

The first job of these women workers was to establish a club and, like men, they worked through village women as a group as well as individually. Through this club, instructions were given in the home making arts and sciences, in prenatal, child, and maternal care; in the production, preservation and preparation of food for balanced nutrition; in efficient methods of carrying out household jobs and managing the home so as to make it more attractive and a place of which to be proud; in improving the handicrafts to enable the women to use their time and skills for earning additional income. Thus, the family was to be prepared to take its basic place in both individual and community planning and to contribute its share to the realization of these plans.

Although there were few trained workers, their records

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<sup>12</sup>Ibid.

created a demand far beyond the ability to train them. It was hoped at that time that as more trained instructors became available from the new colleges of home economics, the women's program could be greatly expanded and accelerated.<sup>13</sup>

Village-Aid, in its essence, was a socio-economic program, whereas in early stages, the emphasis was on the "social" and ultimately on the "economic" development of the nation.

As a direct result of this program, a tremendous, dynamic motivation of the people has taken place and the newly created urge for self improvement is impelling the rural communities. Social leadership has directly assumed responsibilities for the program. A social awakening has taken place and changes in individual and group attitudes and habits are becoming increasingly noticeable.

#### Community Development Program

According to the second Five-Year plan of Pakistan, community development is vital for socio-economic progress. The aim is to enable the community to acquire confidence, meet its own needs and organize and maintain its own services. The program started in 1958 and today this is in progress in both rural and urban communities of Pakistan.

The community development process is a planned and organized effort to assist individuals to acquire the attitudes, skills, and concepts required for their democratic participation in the effective solution of as wide a range of community improvement problems as possible in an order of priority determined by their increasing level

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<sup>13</sup>Five Year Plan, 1960-65. Government of Pakistan, June 1960, p. 387.

of competence. The degree to which citizen responsibility, initiative, and democratic action results will be a function of how well these understandings are acquired.<sup>14</sup>

Community development, in other words, is not solely a method of economic development, and the success of this program cannot be measured by adding up the material projects completed. They are but a means to social and political ends.

According to the chief administrator, Masih-uz-Zaman, a community program can be of three types.

1. Community Oriented Program which is defined as directed social change in, of, and by a community social system and sub-systems towards higher levels of living as broadly conceived by change of the agents and community members.

2. Worker Oriented Program invests the village worker with the responsibility which will transform village life. The worker thinks of the development as a product of the wise and trained leadership. Such a program sets great store by careful selection and thorough training of the worker.

3. Service Oriented Program has as its main objective the provision of service and facilities for the large masses of people living in the villages.<sup>15</sup>

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<sup>14</sup>J. D. Meziro, Community Development as an Educational Process. September, 1959. (Typed material supplied by Associated Press of Karachi, Pakistan.)

<sup>15</sup>Masih-u-Zaman, Community Development and Its Audience. Government Printing, West Pakistan, 1960, p. 8.

Homji Minocher listed six stages through which every developing community must pass, namely:

1. Education and motivation.
2. Group-formation and resource mobilization.
3. Implementation and achievement.
4. Long range planning and resource stock-taking.
5. Consolidation and formalization.
6. Institutionalization.<sup>16</sup>

According to Minocher, institutionalization is therefore, the logical culminating stage of all community development processes and local government is its ultimate form. This institution today is popularly known as Basic Democracy which will be discussed later.

In Pakistan principles and methods of community development and organization have been applied with some success in rural areas through the Village-Aid program during the first Five Year Plan period. These programs were hoped to be expanded and strengthened during the second Five Year Plan.

In the urban areas this program is also in progress. The plan provides two or three trained social workers for communities with fifteen to twenty thousand people. One of the workers is a woman who helps the community to operate much needed social services on a self-help basis. The services include community hygiene and sanitation, medical clinics, family planning, general health and fundamental education centers for adults, recreational services,

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<sup>16</sup>Homji Minocher, Community Development and Local Government, The Chaupal Quarterly, April 1961, p. 21.



industrial houses and assistance centers for the destitute, particularly women. The workers will concentrate on obtaining, through machinery of Basic Democracies, the participation of the community in the assessment of needs, mobilization of resources, and organization of the necessary services.<sup>17</sup>

### Basic Democracies

Basic Democracies according to the Revolutionary Government set up on October 8, 1958, has promised representative form of government suited to the nature of the people and the conditions prevailing in the country. As the first step towards the realization of this objective, the scheme of "Basic Democracies" has been introduced and a Commission set up by the President to formulate a constitution for the country.

To limit democracy merely to a particular form of government or a system of its election is to take the narrow view of the concept, rather it is a whole way of social life seeking to work for the welfare of the community through conscious group effort. This program embodies both the ideals of human endeavor and the means of their achievement.

The underlying idea of the Scheme of Basic Democracies is that people have a right to govern themselves. It has been demonstrated that they were unable to make collective decisions but they can do so through their representatives. These representatives must be capable

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<sup>17</sup>A Bold New System, Basic Democracies. Pakistan Publications, 1961, p. 2.

and honest. From the process of representation it is hoped that a working system of democracy will be established in local communities. This project is called Basic Democracies.<sup>18</sup>

A plan has been developed from the operation of Basic Democracies. This includes the following:

1. Basic Democracies will manage the affairs of its representative localities in association with responsible officials.
2. This movement aims at strengthening local bodies by nominating experienced persons or representatives of supervising groups.
3. Basic Democracies called for elimination of political parties. Now a representative seeking election must depend on his own capabilities and qualifications rather than on the support of an organized political group.
4. Basic Democracies will work through village punchayats, the governing board of each community.

Elections will be held in:

- a. Thana Council
- b. District Council
- c. Division Council
- d. Elections will be held on the basis of the adult franchise.<sup>19</sup>

Generally speaking, Basic Democracies represent a system which begins at the local level and after building a strong base, goes on to improve the national structure.

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<sup>18</sup>Ibid.

<sup>19</sup>Ibid.

A press release on administration instability in Village-Aid and I.C.A. stated, "Village-Aid and Basic Democracies were integrated, disintegrated and reintegrated in a period of one year with considerable effect on the character and personnel of the program",<sup>20</sup> but it can be claimed that Village-Aid has served Basic Democracies more persistently, zealously, and honestly than any other organization of the government. Other organizations may have introduced to the intelligentsia but Village-Aid, claiming the credit of making Basic Democracies known, was understood and appreciated among the semi-literate and illiterate masses of Pakistan who account for eighty percent of its population.

Social Welfare Service is an organized activity that aims towards helping individuals adjust to their social environments.<sup>21</sup> This organized activity, or professional social welfare work, is based on three methods or techniques: (1) case work, (2) group work and (3) community work.

In case work, an attempt is made to help the individual understand himself in his total situation and help him make maximum use of established community institutions. In group work, an effort is made to help people understand the behavior of individuals in a group setting and help them utilize their fullest capacities for their own

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<sup>20</sup>Typed material supplied by Associated Press of Pakistan.

<sup>21</sup>Hahib-Hassan, Social Welfare in West Pakistan, Public Relation Department, West Pakistan, Lahore, 1961, p. 1.

welfare and welfare of the group as a whole. Through community organization, groups of individuals and agencies work together so that their combined efforts will be conducive to the social welfare of the whole community.

In Pakistan, the following broad categories of social welfare services have been initiated: services for the family and the child; services for the socially, physically, and mentally handicapped; community services; services for groups; and services undertaken within the framework of related agencies or outside the social field.

Social work was started by voluntary agencies with the millions of refugees following partition in 1947. These voluntary agencies laid the foundation of organized social work and prepared the ground for professional experts to introduce "social work" practices and procedures in Pakistan. With the assistance of United Nations consultants, the first professional social work training course was conducted in Karachi near the end of 1952, and a new department of Social Work in the Punjab University was started in 1954. During 1955-56 a Ministry of Social Welfare was established in the Central Government and Departments of Social Welfare were started in the two provinces. A National Council of Social Welfare and Provincial Councils also came into being at the same time.

Such was the situation and the agencies which were operating and helping to improve the conditions. These agencies were to work with the people at different levels. The next chapter describes the role education has played in improving the situation of the country and what further improvement can be done through the service offered by the home economists.

## CHAPTER III

### EDUCATION IN PAKISTAN

Before giving a survey of Education in Pakistan, the author feels it is important to first give a brief survey of education in general.

The term "education" may be interpreted to connote the process through which experiences or information is gained, or it may be used to indicate the results of such training, or the product of the learning process. Using any of the three connotations of the term, education implies experience, insight, and adjustment on the part of the learner as he is stimulated toward growth and development.<sup>22</sup>

#### History of Education

The meaning and importance of education has varied at different times in different countries and to different people. Education, like other processes of civilization of the world, has gone through many stages because of the changes in the social order experienced in different countries at different times and by different peoples. Consensus can only be reached through pulling together the views of educationalists. For example, according to Hertzler, education is to prepare the

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<sup>22</sup>Lester D., and Alice Crow. Introduction to Education. Revised ed. American Book Co., New York, 1960, p. 54.

children and youth for adult life in the group in which they are and will be a part of the family, the local community, the state and human society as a whole. "But education", he continues, "should be a source of the development of latent interests and aptitudes of the young. As far as possible the square peg should be in the square hole."<sup>23</sup> Hertzler further emphasizes that through education man should be prepared to 'make a life' as well as 'make a living.'

Penunzio defines education as:

.....a system which regularizes the knowledge as transmitted activity, inculcates the folkways and the mores, trains the young to fit into the cultural scheme, aims to aid the individual in the development of personality and aptitudes and sets forth the broad lines which the society believes must be followed in order for it to survive and improve.<sup>24</sup>

In tracing the history of education, one finds that education has existed since prehistoric times and caveman culture. The social customs, beliefs, and normal art which prevailed in any primitive group were taught to the children from early age. But the general purpose of primitive education was to culcate the wisdom of the elders, and a respect for the past was therefore developed. It was from primitive society that this paralyzing respect of knowledge of the past has been called by Herbert Spencer, "the dead hand".<sup>25</sup>

During the ancient oriental period the wisdom of the past was handed down by priesthood in conjunction with the family education,

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<sup>23</sup>J. Hertzler, Social Institutions, University of Nebraska Press, Lincoln, Nebraska, 1946, p. 18.

<sup>24</sup>H. L. Barnes, Social Institutions. Prentice-Hall, Inc., New York, 1942, p. 728.

<sup>25</sup>Ibid. p. 129

while natural and applied sciences were also discovered. Since the great mass of the people could neither read nor write, such education as surgery and medicine were regarded chiefly as skilled crafts and the education received in matters of folkways, religions, and morals was imparted by word of mouth.

In ancient Greece, the origin of formal education was introduced but limited to the children of the cities. In Sparta, we find the origin of rigorous discipline in education and the stress on military training and loyalty to the state; whereas in Athens, broader conceptions prevailed. Physical education, music, reading and writing, copying and memorizing passages from the Greek classics constituted the chief literary education. Consequently the first universities to appear were in Athens, Alexandria, and Rhodes.

During the middle ages, education was primarily devoted to the promotion of religion and the salvation of the soul rather than to a training for public life. Most of the learned men were of the clergy, and for a long time the schools remained in the hands of the church. The general spirit of medieval education is well expressed in this phrase, "the sword of God's words is forged by grammar, sharpened by logic, and furnished by rhetoric, but only theology can use it."<sup>26</sup>

From the later Middle Ages and the early modern times, we derive the traditional respect for classical language and literature which dominated educational philosophy and procedure down into the twentieth

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<sup>26</sup>Ibid.

century.

During the seventeenth and eighteenth centuries, a number of educational doctrines were annunciated. The first outstanding theorists were Johann Amos Comenius, who believed that the subject matter of education should be adapted to the mental age of the child. The eminent philosopher John Locke laid great stress on rational education as a means to develop well trained minds, and that manual training should be given to poor children. Voltaire assailed both classical syntax and religious instruction. In the middle of the eighteenth century, the French reformer Claude Helvetius anticipated the democratic education of the sixteenth century by defending the right of the masses to a thorough education. He was one of the first to believe that the lower classes were as mentally capable as the upper classes. But one of the most influential books ever written in the history of education was by Rousseau in 1762, a devastating criticism of the sterility and artificiality of the conventional schools of his day. He believed that rational education is chiefly a matter of giving a wise direction to the natural curiosity of the child. He advocated adaption of educational practices to human nature and stressed universal education. With the efforts of such an eminent thinker, compulsory education was established in the nineteenth century in England and other countries of Europe, and the first department of public instruction was developed in Massachusetts, United States, in 1837. The outstanding pioneers of contemporary democratic education are Francis Parker, John Dewey, and John Dalton.



## History of Education in Pakistan

The world finds itself today in serious social, economic, and political crises. All sane persons want civilizations to move ahead rather than to collapse. If we choose orderly social advancements we must rely more and more upon the educational direction of the social process. The problems of today, especially in Pakistan, have become so complicated that only well-educated public servants can hope to deal with them effectively. Thus if education is going to assume a more important role in public affairs, educators must prepare themselves for realistic instructions in terms of contemporary facts.

Education in a vast country like pre-partitioned India has always been a problem. Before the advent of the British, indigenous schools run by religious men, Maulvis and Pandits, in places of worship supplied the needs of the people. As in the European Middle Ages, early Indian education was also controlled by religious powers. Under Hindu kings, it was the duty of the king to educate his subjects. King Asoka's inscriptions testify to this type of education. The religious schools, known as Maktibs and Patshalas, supplied the need in a very crude way. Britishers found this system in vogue when they entered India. This existing system lacked the enthusiasm which the Mughals, the Muslim rulers, had felt in the spread of the Persian language and literature among their subjects during their rule over India when the Indian civilization was at its peak. During the late eighteenth and early nineteenth centuries all that was done in the matter of education was primarily the work of missionaries, and when it was the work of the government, it was

done for the purpose of preparing able Indian assistants to help English judicial officers. Many colleges in Bengal, Banaras, Calcutta, and Agra were established for this purpose.

Even today in Pakistan, one finds the "mosque" or religious school, the only type of education in many rural communities.

After the Charter Act of 1833, Lord William Bentinck felt it necessary that fundamental principles of the educational policy should be decided. This resulted in the famous controversy of Wilson and McCauley. Wilson stressed that oriental and classical languages of India should be encouraged, whereas McCauley held that it was worse than useless to spend money on the fostering of oriental learning and that Indians should be trained in English language, literature, and Western sciences. This would facilitate in spreading Western civilization in India as well as the reasoning that Indians would be able to fill the lower ranks of government officials.

Few Indian leaders like Ishwar Chander, Vidhya Sagar, and others encouraged McCauley's plan, and the author feels this is the main reason for deterioration of the former education in India and Pakistan. Had the government's educational grant been spent in vernacular and Indian classics, today nearly all the books, textbooks of medicine, surgery, social and physical sciences would have been translated in Urdu and Hindi and there would have been far less difficulty in establishing a true educational system. Today the conflict between the official language English, and native dialects remains one of the foremost problems in the sphere of education.

Being a very young country, Pakistan has a comparatively low

percentage of literacy. At present only nineteen percent of the population is able to read and write. This educated class strictly hails from the urban communities. In cities, there are primary schools, secondary schools, teachers' training schools, special schools (sewing, dancing, etc.). In the field of higher education there are colleges of arts and sciences, teachers' training colleges, and other professional schools such as medical colleges, engineering, arts and crafts, etc. There are six universities in the six large cities of Pakistan.

In public school at the primary and secondary levels the media of instruction is vernacular, whereas in the schools sponsored by missionaries and other private agencies, the medium of instruction is English. Consequently, public school students are handicapped when they come in competition with the students of private institutions. Language becomes a great barrier for the personal development and talents of many of the students.

The language difficulty leads to other educational problems when half the students drop out during and after the intermediate courses. A report on education by the ex-Vice Chancellor of the Punjab University, Raja Afzal Hussain, included this point as well as lack of interest on the part of the students, low standards of education, and faulty selection of areas of study.

In order to shape education in accordance with the actual requirements of the country and individuals, a Commission on National Education was appointed by President Ayub in December, 1958. Reduction of illiteracy among the masses and advancement of religious studies formed important terms of reference of the Commission. The Commission's

recommendations cover the fields of broad policy regarding higher professional, secondary, technical and vocational, primary, womens' adult and religious education, medium of instruction and teaching of languages, provision of textbooks, training and conditions of service of teachers, and students' welfare and discipline.<sup>27</sup>

The outstanding features of the recommendations by the Commission are in regard to free compulsory education at the primary level and a comprehensive adult educational program aimed at providing the individual with sense of his own distinct worth to himself and to his community, and thereby the Commission hopes to achieve a higher rate of literacy in Pakistan.

Addressing the members of the Commission, the President said, "Our educational system should aim at character building and the pursuit of quality as well as at inculcating a sense of dignity of labour." In Pakistan there exists a tendency to regard manual labour as something reserved for a particular class of people. It is quite a disturbing fact that our education system has given this general impression and has contributed to develop such an attitude.

#### Education for Women

As the author of this thesis is mainly concerned with the women's education in the College of Home Economics with particular reference to the students of community education, a brief survey of the program

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<sup>27</sup>Report of the Commission on National Education, Ministry of Education, Government of Pakistan. January-August 1959, p. 1.

of higher education for women would be worthwhile to mention here.

In Pakistan, girls who complete the secondary stage of education have a number of opportunities open to them either to continue their education to a higher level or to enter into a career suited to their ability, interest, and aptitude but in the Education Commission Report particular emphasis has been given to education in home economics for women. The report interprets home economics in these words:

The science of home economics is of special significance in the education of girls and women. In its more general aspect it provides a young woman with the knowledge, skills, and attitudes that will help her to be a more intelligent and effective wife and mother, and improve the health, happiness, and general well-being of her family. In its more specialized aspects it offers career opportunities in an increasing number of jobs and professions. A study of home economics needs to be a part of the core of compulsory subjects in the secondary schools, and many of the specialties associated with home economics should be opened for study through diversification of courses at the secondary level.<sup>28</sup>

The second point concerning home economics emphasized the basic considerations in framing the course of study, requires orientation of the subjects to conditions found in the country. Although familiarity with the use of electric ranges, refrigerators, and other modern appliances is important, these are not widely used in Pakistan and hence cannot form the basis for improving the diet and home life of the average Pakistani woman. Students should learn about the problems of nutrition, clothing, health, and child care within the context of life in Pakistan and seek their solution not in the use of expensive imported equipment but through means that are generally

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<sup>28</sup>Ibid, p. 189.

available and acceptable to the people.

The concept of a curriculum based on existing socio-economic conditions in Pakistan coupled with the emphasis on dignity of individual labour form the objectives of a suggested curriculum for Family and Community Development which this author feels is important for the progress and growth of Pakistan. The next chapter explains how the United States has been successful in raising the level of family and community living and to what extent Pakistan can apply the techniques and methods used in the United States.

## CHAPTER IV

### ANALYSIS OF THE COOPERATIVE EXTENSION SERVICE IN THE UNITED STATES

The Pakistani Community Development Program, now a part of Basic Democracies, is comparable to the successful Cooperative Extension Service in the United States. For this reason, a brief survey of the United States program is desirable.

#### The Development of the Program

The establishment and development of the Cooperative Extension Service in the United States grew out of the establishment of the Land-Grant Institutions. The purpose of Land-Grant institutions was to offer educational, technical, and vocational opportunities to all people regardless of their occupation, social status, race, age, or place of residence.

The educational movement that brought about the present Land-Grant College system began over a hundred years ago. Many leaders throughout the United States recognized the need for establishing institutions to teach subjects in agriculture and technology. They advocated federal and state financial support for the proposed institutions. A. K. Bliss quoted Jonathan Turner, a college graduate, farmer, and teacher at Illinois who said, "Why should we have colleges to train professional

men and not have colleges to train farmers and workers in industry?" Turner's statement appears to have epitomized the argument in favor of new educational opportunities. It was in fact, an effort to democratize higher education and to make it more universal.<sup>29</sup>

The Land-Grant colleges were first established under the Morrill Act of 1862. In 1887, under the Hatch Act, Experimental Stations were added to the program, and in 1914 the Cooperative Extension Service was established under the Smith-Lever Act in an effort to extend educational services far beyond the college campus.

The Morrill Act of 1862, provided grants of public lands to states for the establishment and maintenance of at least one college within each state which would emphasize the subjects of agriculture and mechanical arts. The purpose of the institution was to promote the liberal and practical education of industrial classes in the several pursuits and professions of life.<sup>30</sup>

After 1862, legislation to establish various types of research agencies was introduced in the United States Congress. William H. Hatch of Missouri introduced a bill which provided for federal assistance to each Land-Grant college for the establishment of an Agricultural Experiment Station. This bill passed Congress in 1887. The

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<sup>29</sup>A. K. Bliss, The Spirit and Philosophy of Extension Work, U. S. Department of Agriculture and the Epsilon Sigma Phi, National Honorary Extension Fraternity, Washington, 1952, p. 2.

<sup>30</sup>L. D. Kelsey and C. C. Hearne, Cooperative Extension Work, Comstock Publishing Associates, New York, 1955, p. 28.



Hatch Act provided not only that research would be conducted, but that the findings of research would be disseminated by appropriate and effective means.

Enrollment in the various Land-Grant colleges increased and demands were made for more facilities. As a result, the Second Morrill Act of 1890 was passed providing for additional funds for the expansion of the resident instruction program. This Act was more specific as to its objective. Federal funds were to be applied only to instruction in agriculture and mechanical arts, and the English language, with special reference to their application in the industrial life.

The Smith Lever Act of 1914 was the foundation upon which the whole Cooperative Extension work was built. The Act stated:

Cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating to persons not attending or resident in said colleges in the several communities and imparting information on said subjects through demonstration, publications and otherwise, and for necessary printing and distribution of information in connection with the foregoing.....<sup>31</sup>

The Cooperative Extension Service, according to the author's interpretation, is a working agency which ties together the local people, the State Land-Grant College, and the United States Department of Agriculture. Brunner and Yang have given a similar interpretation:

The cooperation of extension ties together in one agency the local people through their county, the state through its College of Agriculture, and the federal government through a

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<sup>31</sup>L. D. Kelsey and C. C. Hearne, Cooperative Extension Work, Comstock Publishing Associates, New York, 1955, p. 28.

special unit in the Department of Agriculture.<sup>32</sup>

### Extension as an Education Program

Extension is an informal type of education, determined and planned to meet the needs of the people. The central task of Extension is to help the individual and families help themselves by applying science to agricultural production, marketing and utilization, homemaking, and family and community living.

Kelsey and Hearne quote M. S. Burrit in stating the fundamental objective of Extension.

The function of Extension Service is to teach people to determine accurately their own problems, to help them to acquire knowledge and to inspire them to action, but it must be their own action, out of their own knowledge and conviction.<sup>33</sup>

The major functions of Cooperative Extension Service as stated in the Smith Lever Act are quoted by Paul A. Miller in his statement on scope and responsibility of extension. The Act states:

.....To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same.....<sup>34</sup>

According to Miller's interpretation, the Cooperative Extension

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<sup>32</sup>E. Brunner and Yang, Rural America and Extension Service, Bureau of Publications, Teachers' College, Columbia University, New York, 1949, p. 1.

<sup>33</sup>L. D. Kelsey and C. C. Hearne, Cooperative Extension Work. Comstock Publishing Associates, New York, 1955, p. 116.

<sup>34</sup>Paul A. Miller, The Cooperative Extension Service Today, American Association of Land-Grant Colleges and State Universities, April, 1953, p. 2.

Service is a distinct type of informal education directed to educating people to cope with the practical problems which they encounter from day to day in agriculture, home economics, and related subjects.

In performing this function, according to Miller, Extension Service has always held high those objectives which help people attain:

1. Greater ability in maintaining more efficient farms and better homes,
2. Greater ability in acquiring higher incomes and levels of living on a continuing basis,
3. Increased competency and willingness, by both adults and youth to assume leadership and citizenship responsibilities,
4. Analyze alternative solutions to their problems where alternatives exist,
5. Arrive at the most promising course of action in light of their own desires, resources, and abilities.<sup>34A</sup>

To carry out these objectives of the Cooperative Extension Service, women in each state are trained as home demonstration agents. These women travel in areas where the services of the Extension program are needed. In a recent publication of the Journal of Home Economics the responsibilities of home demonstration agent of the Cooperative Extension Service in the United States are mentioned by Helen D. Turner. She writes:

The job of a home demonstration agent today is many sided. She is program planner, helping families to look at their situation, to identify their problems and to determine the course of action which more nearly leads to solution of the problem.<sup>35</sup>

Mrs. Helen Turner quoted Pearl S. Buck, who further emphasized the responsibilities of an extension planner. She writes:

The program planner must learn the skillful art of giving

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<sup>34A</sup> Ibid.

<sup>35</sup> Helen D. Turner, Extension Companion on New Path, Journal of Home Economics, February, 1962, Vol. 54, No. 2, p. 96.

people what they need to know and indeed must know while they think he is giving them what they want. It takes a high integrity, a profound knowledge of people, and where they are as well as the techniques of popular education to be a good program planner.<sup>36</sup>

As has been said before, Extension education is an informal type of education; its methods are different from formal classroom instructions. Since it is for the adults as well as for the youth it aims at applying different methods of teaching. This education is also extended to communities of different educational levels. This type of education follows no rigid pattern. It grows directly out of the needs and interests of the people. The Extension program also deals with the communities having different values and cultural backgrounds. Consequently, the efficiency of the Extension program is influenced by the teaching methods used and by the skill with which the extension worker applies these methods and the content material used according to the level of knowledge of the people.

Brunner and Yang mention three methods of teaching used by Extension in the United States.

1. The objective methods and means, consist of employing objective illustrations, such as charts and posters, exhibits, slide films, motion pictures, demonstrations, etc.
2. The oral method which includes the office calls, farm and home visits, meetings, radio talks, phonograph records, etc.
3. Written and printed material, such as bulletins and other

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<sup>36</sup>Ibid.

publications, circular letters, correspondence and news articles.<sup>37</sup>

The important factor in choosing methods for Extension teaching is to realize the flexibility of methods which can be applied to different areas in an effort to achieve the same desired goals.<sup>38</sup>

Wilson and Gallup classified the methods:

- a. According to use .
- b. According to form.

Methods classified according to use are grouped according to the number and nature of the contacts inherent in their use. These are:

- a. Requests for information on farm and home problems.
- b. Meetings for all kind of purposes.
- c. Any media employed to inform and influence large numbers of people.

All these categories involve face to face contacts.

Methods classified according to form are those:

- a. Depending on written words, bulletins, leaflets, news articles, personal and circular letters, also use of visual aids to the reading of the printed message.
- b. Films, motion pictures, lantern slides, charts, etc.

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<sup>37</sup>Edmond Brunner and Yang, Rural America and Extension Service, Bureau of Publications, Teachers' College, Columbia University, New York, 1949, p. 1.

<sup>38</sup>Meredith C. Wilson and Gladys Gallup, Extension Teaching Methods, Extension Service Circular 495, August, 1955. United States Department of Agriculture.

- c. Objective or visual methods including demonstrations, exhibits, posters, etc. Visual aids are frequently used to supplement the spoken and written words.

It is interesting to note that basic philosophy of Cooperative Extension Service and the ex-agency Village-Aid of Pakistan is similar. The aims and objectives of both the agencies were to help people to help themselves and eventually to raise the level of living on the national basis. The United States has had remarkable success in achieving its purposes. Generally speaking, development of any kind is a lengthy process and it is difficult to believe that this well established system started only fifty years ago.

One aspect of the extension program which the author feels is largely responsible for the accelerated growth of the objectives of the Extension Service is the development of 4-H Clubs among the youth of the United States. These are well organized clubs for young people from the ages of ten through twenty-one. The name "4-H" is an abbreviation of four symbols: Head, Hand, Heart, and Health - which stand for the important things each youth must develop and utilize. The author feels that the 4-H Clubs provide excellent channels through which the youth may be educated as to the needs and problems of their communities.

The author's experience in this area was gained largely through observing the activities of 4-H Club work. For example, last year at the Oklahoma 4-H Club Roundup the author observed one group of 4-H girls demonstrating First-Aid in the home, another group demonstrated the washing and care of woolens, and another group demonstrated how

to bathe a small baby.

It is the author's firm belief that similar clubs in Pakistan would alert Pakistani young people to the needs and problems of their country and educate them to cope with such problems and to provide for their needs.

The Village-Aid in Pakistan has been replaced by the Basic Democracies movement which stresses the political life of the people, with the assumption that this will eventually affect the social and economic lives of the masses. For example, emphasis has been shifted to a revision of local governmental structure to provide for representative government. But the important point in both the Village-Aid and Basic Democracies is the effort to make people conscious of their political, social, and economical needs through informal as well as formal education. It is here that the help of sociologists, home economists, and extension workers are needed.

The methods employed by the United States Cooperative Extension Service for informal education, such as result and method demonstrations, competitive fairs, exhibitions, direct contacts, and informal visits, are adaptable to a nation such as Pakistan which has over eighty percent illiteracy and therefore does not easily nor readily adapt itself to formal education.

As has been pointed out in previous chapters, the organized agencies already exist in Pakistan. The greatest immediate need is for trained people to carry out the functions and goals of the Pakistani agencies, as the home demonstration agents perform the functions of the Extension Services in the United States. For this

reason, the author feels that the development of a sound curriculum for the training of these teachers is the most logical and practical starting place in helping Pakistan realize its objectives.



## CHAPTER V

### BASIS FOR CURRICULUM DEVELOPMENT

The need for a curriculum arises for any educational program, for a curriculum gives the general overall plan of the content, methods, and materials of instruction, the pattern of organization and methods of evaluation that the school will use to prepare the student for graduation and certification. Generally, a curriculum includes:

1. The instruction given in the classroom.
2. The program of courses, the individual course offering.
3. The extra curricular activities, such as student clubs, faculty-student committees, and student initiated projects.
4. Student counseling and guidance.<sup>39</sup>

According to Tyler, there are four fundamental questions which must be answered in developing any curriculum:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can it be determined whether these purposes are being attained?<sup>40</sup>

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<sup>39</sup>A Suggested Curriculum Guide for Colleges of Home Economics in Dacca, Karachi, Lahore, Pakistan, July, 1961.

<sup>40</sup>Ralph Tyler, Basic Principles of Curriculum and Instruction. University of Chicago Press, 1950, p. 1.

## Aims and Objectives of Curriculum

Explaining the educational purposes, Tyler continues by saying that if an educational program is to be planned and if efforts for continuous improvement are to be made it is necessary to have some conception of the goals which it is hoped will be achieved. These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. All aspects of an educational program are means to accomplish basic educational purposes.

Considering purposes as ends, educational experiences are provided to attain these ends. Learning takes place through the experiences which the learner has, that is through the reactions he makes to the environment in which he is placed. Hence, the means of education are educational experiences that are had by the learner. In planning an educational program to attain given objectives, carefully selected educational experiences are to be decided upon since it is through these experiences that learning will take place and educational objectives will be attained.

In order for educational experiences to produce a cumulative effect, they must be so organized as to reinforce each other. Organization is seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners.

According to Tyler, evaluation becomes a process for finding out

how far learning experiences as developed and organized are actually producing the desired results, and the process of evaluation will involve identifying the strengths and weaknesses of the plans.

As the subject of this thesis is to develop curriculum materials for a specific course for the Colleges in Pakistan, it is essential to consider the purposes of the institutions. The general purposes are:

1. To offer opportunities to prepare for professional careers in the fields of home economics in national building programs such as education, Village-Aid Program, social welfare, and technical consultants in industry and/or business.
2. To provide in-service training to leaders in professional groups serving the welfare of the family and national building programs.
3. To prepare teaching materials suited to family living in Pakistan.
4. To prepare women to perform their roles in the home and to be useful members or leaders in community improvement.
5. To give significance to the education of women for enrichment of family living at all socio-economic levels and for making their contribution to the family as an economic unit.
6. To provide opportunities and facilities through studies and research for seeking solutions to problems or discovering knowledge in various areas of home economics in Pakistan.

These general purposes were used as the basis for stating more specific purposes or goals for each year of the three year Bachelor of Home Economics Curriculum.

Since this study is primarily concerned with one course in the third year, Family and Community Development, special consideration needs to be given to those purposes formulated for the third year.

These are:

1. To guide students in the selection of a profession and to help them understand the significance of the multiple role of college trained women.
2. To provide supervised experiences for students which will be applicable to real situations they may encounter in day to day living, such as field work in Village-Aid, active participation in social service programs, secondary schools, residence in home management houses, and assistance in baby clinics.
3. To help students develop more understanding of the economic significance of this field of study.
4. To help students understand the purposes of professional organization in the promotion of home economics in Pakistan.
5. To help the students carry through a study with the purposes of developing awareness of some research procedures.<sup>41</sup>

The author has combined the overall purposes of the home economics program in Pakistan, the third year purposes or goals for the specific course, Family and Community Development, as a basis to provide work materials for the students of family and community educational program.

Six different phases are selected for discussion around which the work material for teaching family and community education will be planned.

1. Goals or objectives.
2. Problems.
3. Generalization.
4. Learning experiences, including suggested activities for

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<sup>41</sup> A Suggested Curriculum Guide for the College of Home Economics in Dacca, Lahore and Karachi, Pakistan. Pakistan-Oklahoma Home Economics Program, Revised Addition. July, 1961.

work experiences.

5. Resource materials.

6. Evaluation.

According to the Suggested Curriculum Guide for Home Economics Colleges in Pakistan, "Objectives and goals indicate a kind of learning which will be provided in a course, and students must understand and accept the goals if learning is to take place." The author of this thesis interprets objectives as aims serving as a guide for teaching unit. As a home economics teacher, she believes there is a need for teaching the unit of community and family life because this particular phase of home economics deals with the immediate needs of strengthening home life in Pakistan. As stated in the previous chapters, the combining of Community Development programs with Basic Democracies makes it seem feasible to informally prepare students in skilled techniques so that they may tackle community problems and to channel their activities toward a community improvement program which eventually may lead to better family living for all of Pakistan.

As stated before, a community, according to the author's interpretation, is a geographical unity, with emphasis on a particular area, and second, a psychological entity held together by common emotional interests, i.e., the woman's community, the students' community, etc. A community usually exists when groups of people have chosen to establish homes in a particular area. This grouping comes about primarily because a particular area provides for them a means for making a living and rearing their families. It is here that they educate their children, house their families, and in varying

degrees, have their consumer, religious, health, emotional and recreational needs met. In order to achieve this understanding of a community and family educational needs it is essential for a home economics teacher to have a thorough knowledge of the community with which she is dealing. The reasons for such an understanding are:

1. Knowing the community with which she is dealing will help her more readily adapt the program in light of the community needs. For example, a home economics teacher who knows that, in her class community, a majority of the students are unmarried, she would plan short courses for the students in preparation for marriage.

2. Knowing the resources available to her in her community, will help her to select the learning experiences for her students. For example, there will be times when she can move her class out of the school room into the community. Trips to various centers, villages, and some service agencies will bring life to textbook readings and classroom discussions.

3. Recognizing some of the prevailing attitudes and practices of a particular community can make the teacher more acceptable to the ways of life of her students. Every community has a background and traditions that give it a special feeling and tone. Communities also differ in practices and attitudes. One of her major responsibilities is to be aware, as much as possible, of the kinds of attitudes and influences that are prevalent. This awareness can help her bring about the kind of changes in the student's behavior that will contribute to improve the conditions of his individual and family life.

4. Recognizing the prevailing home practices that may be important in helping her determine what should be taught in specific subject matter areas of home economics. Because the subject matter of home economics deals with experiences that in varying degrees, are part of home living of all, students can readily detect whether or not the things they are learning will make sense in their lives outside of school. For this reason students need to be asked to discuss their values and special attitudes with their families.

5. Being aware of the power structure in the community will facilitate her success in implementing and interpreting her home economics program. Because every community consists of persons who are considered by others in the community to be key individuals or leaders in particular areas, they can exert a definite influence on the kind of home economics program it is possible for the teacher to achieve.

Such should be the primary aims and objectives of a home economics education teacher; if she is aware of the needs of the community in which she proposes to work, it becomes simpler for her to formulate and plan objectives for student-teaching programs.<sup>42</sup>

#### Learning Experiences

The second phase of the work material would deal with the major problems or areas of emphasis in the curriculum guide. Tyler interprets problems in terms of organization of learning experiences which he says

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<sup>42</sup>0. Hall and Beatrice Paolucci, Teaching Home Economics, John Wiley and Sons, Inc., New York, 1961, p. 44.

should form a coherent program. Criteria for judging effective organization are continuity, sequence, and integration.<sup>43</sup> The author of this thesis adds a fourth one which she thinks would be effective in due course of time -- that "the organization of learning experiences should be thought stimulating."

Continuity refers to the vertical reiteration of major curriculum elements. For example, the objective is to help the young girls become acquainted with the prevailing conditions of rural and urban communities; it is necessary to see that there is recurring and continuing opportunity for the girls to develop an understanding of the prevailing conditions of such communities. This means that over a period of time the same kinds of circumstances and experiences learned in class will occur in a continuing sequence throughout their lives. Continuity is thus seen to be a major factor in the effective vertical organization.

Sequence according to Tyler, is related to continuity but goes beyond it. Sequence emphasizes the importance of having each successive experience build upon the preceding one, but to go more broadly and deeply into the matters involved. For example, study of one prevailing condition in a rural and urban community would lead to the understanding of another major condition, forming a sequence between the environments. It is a building up of knowledge, moving from simple to complex, thus emphasizing re-duplication but higher levels of treatment with each successive learning experience.

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<sup>43</sup>Ralph Tyler, Basic Principles of Curriculum and Instruction. University of Chicago Press, 1950, p. 54.



Intergration refers to the horizontal relationship of curriculum experiences. The organization of these experiences should be such that they help the student to gain composite view of the problem so that he may in turn adequately adjust his behavior to cope with related problems. For example, a well developed understanding of prevailing rural and urban community conditions can be applicable to the general Sociology and Family courses. It is important to consider the ways in which this understanding can be effectively utilized in other subjects, so that they are not developed as isolated behavior to be used in an isolated course but are increasingly part of the total capacities of the student to use in the varied situations of his daily life.

By thought stimulation the author means the organization of a curriculum should be such that it stimulates and leads the student's thinking to other aspects of the same phase either in contrast or in similarity. For example, an understanding of the past and prevailing conditions of rural and urban communities should also stimulate students to anticipate problems which may occur in the future. The student must realize that the wisdom of making decisions in the present lies in a full realization of the repercussions of those decisions in the future.

The third category of the work material consists of generalizations. Literally speaking, a generalization is a sweeping inference or conclusion based upon knowledge of specific cases. Considered in terms of teaching, a process drawing generalizations simply means what general information did (or will) a student learn from this

experience that will also be applicable elsewhere? Hall and Paolucci think that a generalization might be described as a principle that the learner will go on to use in a number of situations, a general attitude or value, judgment applicable to a number of situations, or a method of operating that is usable in a number of situations.<sup>44</sup>

According to the Suggested Curriculum Guide for Home Economics Colleges of Pakistan, generalizations are formulated for the students to gain some basic learning principles. In other words, it is a transfer of learning; being able to apply what one learns today to a future time and a different situation requires that one be capable of seeing relationships and making generalizations. This necessitates that the student be aware of the similarities in situations and be able to take a number of specifics and reduce them to a general mode for attacking problems. When careful examination of a number of related but different specific situations reveals a common concept of "truth", that inference, if mutually applicable in all cases, is called a generalization.

According to the author's interpretation, the category of generalizations in the work material stands as a list of statements at which the students are and will be expected to arrive after studying the inter-relationships among the facts and factors in the variety of his learning experiences. Learning experiences should offer:

1. The student must have experiences that give him opportunity

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<sup>44</sup>0. Hall and Beatrice Paolucci, Teaching Home Economics. John Wiley and Sons, Inc., New York, 1961, p. 134.

- to practice the kind of behavior implied by the objective.
2. The learning experience must be such that the student obtains satisfaction from carrying on the kind of behavior implied by objectives.
  3. The learning desired must be within the range of possibility for the student involved.
  4. There are many particular experiences that can be used to attain the same educational objective.
  5. The same learning experience will usually bring about several different outcomes.

Tyler is of the opinion that learning experience is not the same as the content with which a course deals nor the activities performed by the teacher. The term "learning experience" refers to the interaction between the learner and the external conditions in the environment to which he can react. It is possible for two students to be in the same class and for them to be having two different experiences, for example, if one is being inattentive and the other one is attentively concentrating. Thus it is obvious that although the students are in the same class, they are not having the same experience. The experiences involving the interaction of the student and his environment implies that the student is an active participant, that some features of his environment attract his attention and it is to these that he reacts.

There are certain characteristics of learning experiences which are considered useful in attaining various types of objectives.

1. Learning experiences should develop skill in thinking.

2. Learning experiences should be helpful in acquiring information.
3. Learning experiences should be helpful in developing social attitudes.
4. Learning experiences should be helpful in developing interest.

Thus the author's interpretations of experiences are real situations where learning takes place; they differ with different individuals because individuals differ in their capacities and capabilities to learn; consequently, there is a need of consistency in the organization of learning experiences.

The fifth phase deals with the resource materials such as literature, textbooks, reference books, illustrative materials, and personnel. But in all cases whatever material is to be used it should be up-to-date. With improved means of communications ideas travel more quickly than the human beings. Current reference books should be recommended to keep the students well informed.

Resource material needs to be unbiased, complete, authentic and current. As it has been said that a little knowledge is a dangerous thing, students should have every available resource material to insure them the opportunity of a thorough and complete education. But the degree of technicality of the materials should be at the level of the mental development of the students. At the present, there is a great need to increase the resource material for teaching in Pakistan.

## Evaluation

The last phase deals with the evaluation which, according to the author's interpretation, is the process of securing evidence bearing on a question from which reasonably sound conclusions may be drawn.

According to Ahmann and Glock, the purposes of educational evaluation are twofold:

1. Educational evaluation helps the teacher to determine the degree to which educational objectives have been achieved.
2. Educational evaluation helps the teacher to know his or her pupils as individuals.<sup>45</sup>

The first purpose they consider is basic; changes in pupil behavior should be evaluated in terms of the goals of education. The second purpose is subsidiary to the first; if the teacher is intimately familiar with the pupils he will be better able to determine the degree to which educational objectives have been achieved. It is important to realize this fundamental relationship between the two purposes.

According to the author's interpretations, evaluation is a device by which the teacher may review the evidence and determine whether or not the objectives of the course have been achieved by the students.

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<sup>45</sup>J. S. Ahmann and M. D. Glock, Evaluating Pupil Growth. Allyn and Bacon, Inc., Boston, 1959, p. 6.

The following chapter outlines the teaching materials to be used in the special course, Family and Community Development, and the author's suggestions as to how the teaching materials may best be used to achieve the maximum desired results.

## CHAPTER VI

### THE SUGGESTED CURRICULUM

Curriculum planning, as well as education itself is a never ending process. Any new planning is an attempt to modify previous means and ends and therefore, should be considered as tentative for further change and improvements. This study is an attempt to present a more detailed plan for curriculum materials based upon the overall objectives for the Home Economics Colleges of Pakistan and the general objectives of the third year class. The objectives for any course should be in harmony with these.

The initial step in curriculum development or its revision should be centered on the content of the course. Consideration should be given not only to the statement of the purposes of the institution and general objectives of the course, but should be based on the present social conditions, the needs, interest and abilities of the students, new development within the subject matter area, available facilities, educational experiences and training of the instructor and resource materials.

Since this study is a continuation of the work initiated by professors and lecturers of Home Economics Colleges in Pakistan, it will be worth while to examine the objectives of this course, Family and Community Development, as stated by this group.

The objectives are:

1. To become aware of the resources of the community that help families to fulfill their potentialities.
2. To encourage the use of various resources provided by the community.
3. To make family members aware of their responsibilities for developing a wholesome community.
4. To help family members make plans for the improvement of the communities in which they live.<sup>46</sup>

The author has added a few more objectives for the purpose of providing learning experiences to help the students become better acquainted with current conditions of the country and possible opportunities for making practical application of this knowledge. In the past, education in Pakistan has emphasized theory; the National Education Commission has laid stress on the practical application of knowledge. The practical application of knowledge is using education to prepare students to provide a better life for themselves, their families, communities, and Pakistan in general. With this in mind the following additional objectives were formulated:

5. To become better acquainted with the conditions prevailing in various rural and urban communities.
6. To be able to identify and analyze some of the problems of rural and urban people to which home economists can likely make a contribution.

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<sup>46</sup>A Suggested Curriculum Guide for the College of Home Economics in Dacca, Lahore, Karachi, Pakistan. Pakistan-Oklahoma Home Economics Program, Revised Addition, July 1961.



7. To become familiar with different ways of solving some of the problems of underprivileged people of both rural and urban communities.
8. To develop some ability to plan units of work, to adapt and use suitable program planning techniques and teaching methods in providing a variety of learning experiences.

Problems, according to the author's beliefs are stated as questions for discussion, requiring some insight to determine their solution to the problem. Tyler has interpreted problems in terms of organization of learning experiences which he says should form a coherent program. The criteria used for judging effective organization of learning experiences are continuity, sequence and integration. It was on this criteria that the following problems were formulated. Each problem may contribute to the achievement of more than one objective. They are:

1. What are the potentialities of the family and which of these are dependent upon community resources?
2. What community resources are available to families and what unique contributions can be made by each to families?
3. What is a wholesome (ideal) community and what contributions can an individual family make to it?
4. How can family members be helped to enrich their community living?
5. In what ways do the rural and urban communities differ from each other?
6. What are the outstanding problems of rural and urban

communities today, to which home economists may make a worthwhile contribution?

7. How can the educated community members make their contributions to underprivileged, uneducated communities?
8. What are the techniques of teaching adults of different educational levels?

Learning experiences, as stated in the Suggested Curriculum Guide for Home Economics Colleges of Pakistan, take place through the active behavior of the student when he understands and accepts the objectives or goals, it is what he does that he learns, and not what the teacher does.

According to Tyler, as mentioned in the previous chapter, learning experiences are referred to as the interaction between the learner and the external conditions in the environment to which he can react. The experiences as involving the interaction of the student and his environment implies that the student is an active participant, that some features of his environment attract his attention and it is to these that he reacts. While preparing the learning experiences for this study the author took into consideration Tyler's suggestions that learning experiences should develop skill in thinking, social attitudes, information, and attitude of the students. In the problems listed below, the first column gives examples of real situations which may provide opportunities for learning on the part of the students.

In the second column, paralleling learning experiences, are generalizations and selected references to be used as resource materials

by the student and teacher. A generalization may be a principle that as a factor, element or quantity is identified or discovered in a variety of situations and tends to be identified less and less with specific facts in particular situations. Thus, generalizations are statements of broad application supported by specific facts. They may show relationships among ideas that belong together and are designed to encourage thinking on the part of the students. From these definitions the author interprets the process of generalization as a mental process of arranging objects in class or of forming general ideas rather than particular.

Along with the generalizations are listed resource materials. The author has attempted to select references which are current, reliable, available, and suitable to the age level and mental development of the students. A number of Pakistani popular magazines and publications have been selected as resource materials for the students. The reading of current printed materials will tend to develop an interest among the students in the world around them.

Certain devices for evaluations are listed, which according to the author's understandings, should be used for getting evidences of the achievement of the objectives. Evaluation may also serve as a process of placing values on the activities of living; it may serve as a guide for both student and teacher, by bringing ideas out in the open for discussion, clarification, and further guidance. The author has attempted to recommend devices for securing this evidence.

PROBLEM NO. 1.

What are the potentialities of the family and which of these are dependent upon community resources?

## Learning Experiences

## Generalizations and Resource Materials

Review of related work from other courses as Rural Sociology, Family Relationships.

A community influences personality development, therefore a family cannot isolate itself from these influences.

Read on what is meant by family potentialities.

Knowledge and understanding of the community resources may help families enhance their potentialities.

Participate in a panel discussion on family potentialities.

A cooperative effort for rural and urban communities can lead to the promotion of healthier and happier family life.

Develop a form for observing a community.

Visit a nearby village community.

Prepare written observations of the field trip.

## Resources:

Read about rural and urban communities.

Evelyn Duvall and Dora S. Lewis. Family Living, revised edition. MacMillan Co., New York: 1955.

Discuss community resources.

Community Development Review. ICA Publications, Government of Pakistan, 1961.

Visit an urban community center.

List and analyze observations about rural and urban communities which are fulfilling the communal needs.

J. H. Kolb and E. Brunner, A Study of Rural Society. Houghton Mifflin Co., New York: 1952.

Discuss points related to the interdependence of family and community living.

Five Year Plan, 1960-65, Government of Pakistan, June, 1960.

Evaluation, on class discussion, questions raised and class participation for the purpose of appraising the students abilities.

To bring out key ideas and highlights of field trips to different

communities.

To identify resources which would contribute to family potentialities.

To understand the material presented.

PROBLEM NO. 2.

What community resources are available to families and what unique contribution can be made by each to families?

Learning Experiences

Generalizations and Resource  
Materials

Attend lecture of a resource person on community resources.

An awareness and effective use of community resources raises the status of a community.

Develop a listing of community resources for each phase of family life;  
Family health  
Food and nutrition  
Clothing and its cleanliness  
Child care  
Family relation  
Housing

All phases of home economics are closely related to community development activities.

Many of the family problems may be eliminated by the use of community resources.

Invite staff members, specialized in the different fields to help form broader understanding of the subjects.

Resources:

Locate and identify the contributions of home economists to help families to have access to such resources.

Buell Bradley and Associates, Community Planning for Human Service. Columbia University Press, New York:

Visit specific families to ascertain how resources are used, report to class on each visit.

Village-Aid, Five Year Plan. Government of Pakistan, 1956-60.

Participate in educational program in a community.

Take part in a panel discussion on effective use of community resources.

Azizor-Rahman Khan, "Inflation and Development in Pakistan." The Pakistan Review. July, 1961.

Evaluation, the student's ability to summarize the highlights of the lecture of the resource person.

A short quiz to determine the students understanding of the material covered.

The ability of the student to recognize possible services of home economists in the field of Community Development on the basis of written reports.

Listing resources which have been used by the families that have been visited. Identify contribution of each. Evaluate on the ability of identifying the right points.

PROBLEM NO. 3.

What is a wholesome (ideal) community and what contributions can an individual family make to it?

Learning Experiences

Prepare notes, through readings on wholesome community.

Take field trip to observe and evaluate various community activities.

Participate in a panel discussion on kinds of contributions that families might make for the development of a community.

Identify areas in which community and family "work together" in helping family members develop towards their potentialities.

Generalizations and Resource Materials

A greater accomplishment in community development may be made by a group than by an individual.

There is a correlation between a healthy, wholesome community and a happy family life.

Desirable communities are made - they do not just appear.

Home economics is an applied science and community development is one of the programs to which it can be effectively applied.

Resources:

John Levy, and Ruth Monroe. The Happy Family. Knoff, 1938.

## Learning Experiences

Generalizations and Resource  
Materials

Analyze newspaper clippings showing desirable community improvement has been done by various individuals and groups.

Discuss agencies which were and are still working towards the development of the communities.

Identify the contributions of home economics to wholesome community development.

## Resources (Continued)

Village Aid, Five Year Plan, 1955-1960. Ministry of Economic Affairs, Karachi: 1956.

Selected articles from Chaupal Quarterly, National Development Organization, April 1961.

A Bold New System - Basic Democracies. Pakistan Publications, 1961.

Habib Hassan. Social Welfare in West Pakistan. Public Relation Department, West Pakistan, Lahore: 1961.

Evaluation, appraise class participation.

On identification of a possible solution of a family problem through the community resources, grading on sound solutions.

On a short quiz to determine student's understanding of existing agencies of community work in Pakistan.

Class reports and newspaper clippings.

PROBLEM NO. 4.

How can family members be helped to enrich their community living?

## Learning Experiences

Generalizations and Resource  
Materials

Read about different roles of the family members.

Discuss the role of women in a Pakistani family.

To educate a man is to educate an individual, to educate a woman is to educate the whole family.

The unequal distribution of wealth has led to three distinct social classes in Pakistan.

### Learning Experiences

Visit lower, middle and upper class families for the analysis of position of women in the family.

Prepare a chart showing the role of women in three different classes.

Attend talks of a resource person on contributions of women in the past and possible suggestions for work of women at present.

Visit a typical village family to learn of contributions of village women to the improvement of their community.

Discuss comparisons and contrasts of different socio-economic family levels, how home economics education can help to eliminate this gap.

Field trip to gain understanding of various community projects and different types of community needs.

Take part in panel discussion on types of community work that can be done more effectively through the cooperation of a group.

Evaluation, on the proposed plan for improving a specific community situation.

A quiz on the role of women in the three different social classes in Pakistan.

A plan for making simple contribution which one can make to a community while being a student of Home Economics Education.

### Generalizations and Resource Materials

Family is the first socializing school of a child.

Eternal vigilance is the price of maintaining a desirable community.

The request of a group commands more attention than the request of an individual.

#### Resources:

Buell, Bradley and Associates. Community Planning for Human Service. Columbia University Press, New York: 1953.

Ruth Benedict. Patterns of Culture. Houghton Mifflin Co., Boston: 1961.

Begum Tazeen Faridi. The Changing Role of Women in Pakistan. Pakistan Publications, August, 1960.

Edward H. Spicer, Human Problems in Technological Change, Russel Sage Foundation, New York: 1952.



PROBLEM NO. 5.

In what ways do rural and urban communities differ from each other?

## Learning Experiences

Read about rural environment and its effect on people.

Participate in a panel discussion on rural and urban differences in: occupation, culture, and total environment.

Discuss the effects of all these factors on personal and individual development of the rural people.

Contact resource person to explain the isolation of Pakistani villages which makes the cultural gap between rural and urban communities.

Report on rural inter-family relations, rural neighborhood, rural religion and education.

Discuss how these aspects differ from urban people.

Read about ways by which these differences can be eliminated.

## Generalizations and Resource Materials

Rural people are the bearers and transmitters of the culture of a country.

Man is the product of his environment.

A farmer depends upon nature more than human effort.

Life in the rural communities is personal, full of meanings, deeply rooted, which man has experienced in different situations.

## Resources:

Lynn Smith. Rural Sociology. Harper and Brothers, New York: 1949.

Village Life in Lahore District. Social Science Research Centre, University of the Punjab, Lahore, Pakistan, 1960.

Evaluation ability of the student to use various references to find information concerning rural environment.

Class participation and contribution to discussions.

A quiz to determine the student's understanding of material presented by the resource person on rural communities and their isolations.

Suggestion to eliminate the rural and urban differences.

PROBLEM 6.

What are the outstanding problems of rural and urban communities today to which home economics may make a worthwhile contribution?

## Learning Experiences

Generalizations and Resource  
Materials

Prepare a form to check conditions of the communities to be visited.

Eighty-five percent population of Pakistan lives in rural villages.

Visit a village community within the city area.

Previous absence of industries has intensified the agricultural character of the economy of Pakistan.

Visit a rural village community.

Ignorance is the mother of all evils.

Report on sanitation, health, ignorance of resources, illiteracy, and low level of cultural attainment of these communities.

There is a correlation between better health and sanitation facilities and a long span of life.

Prepare a scrapbook from magazine and newspaper cuttings on existing rural and urban problems of Pakistan such as illiteracy.

Village-Aid aimed at coordinating the total resources of the Government and the people for a concerted and determined effort to reconstruct village life in Pakistan.

Attend lecture on defective farming system and primitive methods used.

## Resources:

Discuss in panels the contributions made by home economists through Village-Aid and other such agencies.

Village-Aid - Five Year Plan, Government of Pakistan, 1956-60.

Report on the National Education Commission, Government of Pakistan, 1960.

E. Sanderson and R. Polson, Rural Community Organization. John Wiley and Sons, 1939.

Summarize a class discussion on further suggestions of the role of a home economist in a community educational program.

Village Life in Lahore District. Social Science Research Centre, University of the Punjab, Lahore, Pakistan, 1960.

Evaluation, on class reports, and preparation of the scrapbook.

A short quiz to determine students' understanding of insufficient and unsatisfactory agricultural economy of Pakistan.

Individual reports by each class member, as to how home economists can contribute to such communities in the future.

### PROBLEM 7.

How can the educated community members make contributions for under-privileged, uneducated communities?

#### Learning Experiences

Read about education in Pakistan.

Discuss women's education.

Field trip to different urban community schools.

Visit to a village school.

Report on the educational problems in Pakistan.

Enumerate the contributions made by educated members of one's families towards the uneducated communities.

Develop statements concerning personal plans as home economists of educating the illiterate communities.

Test one's plans on servants and their children.

#### Generalizations and Resource Materials

Education is to prepare the children and youth for adult life in the group in which they are, and will be a part of the family, local community, the state, and human society as a whole.

Only nineteen percent of the population of Pakistan can read and write.

Due to the lack of opportunities for formal education the entire socialization of the under-privileged children depend upon the family itself.

Firm attitude of the young generation towards work can help encourage the process of dignity of labour.

#### Resources:

Report on National Education Commission. Government of Pakistan, 1960

Edward H. Spicer, Human Problems in Technological Change, Russel Sage Foundation, New York: 1952.

## Learning Experiences

Generalizations and Resource  
Materials

Discuss how plans are working out and parents attitude towards their plans and work.

Participate in a panel discussion to solve some problems working with parent.

Ruth Strand. Role of Teacher for Personnel Work, Bureau of Publications, Teachers' College, Columbia University, New York: 1953.

Evaluation, on personal plans set up for educating the uneducated communities.

Working hours put in for the community education.

A short quiz on further suggestions to be made in home economics programs.

PROBLEM NO. 8.

What are the techniques for teaching communities on different educational levels?

## Learning Experiences

Generalizations and Resource  
Materials

List community education required for all ages and stages.

Prepare illustrative material showing the educational needs of the communities.

Read about cooperative extension teaching methods.

Take part in panel discussion on different techniques of teaching.

Extension education is an informal education, its methods are different from classroom education.

The important factor in choosing methods for community development program like Extension, is to realize the flexibility of methods which can be applied to different areas in an effort to achieve the same desired goals.

Community education like extension education is a distinct type of education directed to educating people to cope with

## Learning Experiences

Illustrate by charts how different techniques would be applicable for different types of learning.

Give class demonstrations on each phase of home economics suitable for the uneducated adult community level.

Visit a village to repeat the demonstration and observe reactions.

Prepare instructional material in different phases of home economics for an adult, village community, underprivileged urban community, middle class urban community, and a literate urban community.

Evaluations, on class demonstrations, chart preparations, making lesson plans for the work projects which might be used later as teaching material by the students.

## Generalizations and Resource Materials

practical problems which they encounter from day to day in agriculture, home economics and related area.

## Resources:

How to Teach Adults, Leadership Pamphlet No. 5, Adult Education Association of the United States. 1960.

J. R. Kidd, How Adults Learn. Association Press, New York: 1959.

M. B. Allgood, Demonstration Techniques. Prentice-Hall, Rev. ed., 1959.

Education for Family Life. American Association of School Administration, Washington, D.C., February, 1941.

E. Brunner and Yang, Rural America and the Extension Service, Bureau of Publication, Teachers' College, Columbia University, New York: 1949.

## SYLLABUS

The author's interpretation of a syllabus for a course is that it consists of concise statements of the main points for a subject. It is a logical presentation of the subject matter covered in a course.

The syllabus of this course Family and Community Development includes:

Understanding of family potentialities.

Meaning of community and community resources.

Accurate use of community resources.

The relationship between family potentialities and community resources.

Types of communities.

Relationship and interdependence of community-development program with home economics.

Definition of a wholesome community.

Contributions of a family towards a wholesome community.

Existing agencies working towards the development of wholesome communities in Pakistan.

Contribution of home economists to these agencies.

Potential role of women in the development of Pakistan.

The unique contributions each woman may make to the development of a desirable community.

Types of individual groups, conditions that bring about desirable and undesirable community conditions.

Study of different characteristics of rural and urban communities.

The effects of environment on the personality development of the

individual.

Factors that can eliminate wide differences in rural and urban communities.

The three social classes of Pakistan.

Outstanding problems of rural and urban underprivileged communities today.

Contributions of home economists to solve these problems.

Efforts to improve literacy rate.

Valuable help of home economists for informal extension education.

Teaching techniques for rural and urban communities.

Contributions of home economics extension education program to community development program.

Text for the Syllabus

Human Problems in Technological Change, Edited by Edward A. Spicer, Russel Sage Foundation, New York: 1952.

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Community Planning for Human Service, Buel, Bradley and Associates, Columbia University Press, New York: 1953.

Village Life in Lahore District, Social Science Research Centre, University of the Punjab, Lahore: 1960.

Changing Role of Women, Begum Tazeen Faridi, Government of Pakistan, 1960.

Rural Community Organization, Eara Sanderson and Robert Polson. John Wiley and Sons, 1939.

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With the preparation of this suggested curriculum and syllabus it is hoped that these problems, learning experiences, generalizations and methods of evaluation suggested by the author, will form a sound basis for a curriculum for the third year course of Family and Community Development.

Furthermore, the author feels that a curriculum based on these suggestions will help emphasize the dignity of labour and will encourage Pakistanis to make practical applications of theoretical knowledge so that they may achieve a happier, healthier life.

The following chapter presents the summary of conclusions and findings.

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

It was the author's belief that change is an inevitable feature of life; planning of any kind can function only if it is flexible enough to help people deal with life's changes. Change in any phase of life becomes inevitable for a young and developing country like Pakistan. The purpose of this study was to evaluate and supplement the previous curriculum materials for one of the required third year courses of Home Economics Colleges in Pakistan, based on the background of the social, economic, political and educational conditions of the country. In order to achieve this purpose current literature on Pakistan's political, social, economic and educational changes was reviewed. Special considerations were given to the recommendation made by the National Education Commission Report published in 1959. The Commission Report placed much emphasis on promoting home economics in Colleges and Universities in relation to the prevailing conditions, needs, and requirements of the country. Special emphasis was also given to the concept of the dignity of labour.

The author believed that the philosophy of Community Development Program in Pakistan is comparable to that of the Cooperative Extension Service of the United States and the methods employed in the

Cooperative Extension Service may be helpful if applied in the program of Pakistan. In the process of Family and Community Development, the condition of Pakistan today is the same as it was in the United States one hundred years ago. The program most like Pakistan's Community Development Program - the Cooperative Extension Service - was reviewed. Observations, visits, and conferences with Extension personnel were conducted to obtain first hand information. It was hoped that plans for an educational course based on such situations, may serve as a basis for further Family and Community Development plans of Pakistan.

While preparing the curriculum materials, Tyler's principles and criteria of planning a curriculum were followed. An attempt has been made to organize the learning experiences in such a way that there is continuity, sequence, and integration in the whole curriculum.

Throughout the preparation of the work materials there was a conscientious attempt on the part of the author to prepare a curriculum guide geared to the life of the family and the community so that it would have meanings for the people for whom it is planned. Each community has its own unique life and an educator needs to understand and review these unique characteristics of the said community. As conditions change, changes should be made in the curriculum.

The author suggests that further study should be made on the differences between families in urban and rural communities. Also a study of religion and its effects on and contributions to Family Development in rural and urban communities would be valuable.

The author also suggests that a study on the role of children and/or the father in family life in Pakistan would aid the program of Family Development in carrying out its objectives. More specialized studies on the economic condition of Pakistani families would be of help in planning a curriculum for a course of Family Development.

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