A PROPOSAL FOR A TWO-YEAR COLLEGE
HOME ECONOMICS PROGRAM IN CEYLON

by

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Major Professor
ACKNOWLEDGEMENTS

To Dr. Ruth Hoeflin, Associate Dean of the College of Home Economics, under whose direction this report was written, I wish to express my appreciation for guidance and encouragement.

To Professors Gwendolyn Tinklin, Tessie Agan, and Ellen Champoux, I owe a very special gratitude. But for their very generous help, criticisms and constant encouragement this work would never have been accomplished.
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CHAPTER I

INTRODUCTION

Home economics has a unique, strategic and indispensable role in the newly independent developing countries of the world. A major driving force behind the movements for independence has been to establish a government which would broaden the economic and educational opportunities of all.\(^1\) The primary purpose of higher education institutions in the developing countries would be to develop human resources, so that they would improve the economic conditions of the country.\(^2\) The subject matter of home economics is essential in the development of human resources because of its focus on people through improved practices in child rearing, housing, food, clothing, management and disease prevention. An educated home economist can be effective in her community whether she is professionally employed or not.


Keister said that, in the context of a country's general program of economic and agricultural development, home economics education derives its importance from the direct economic contribution made by women. First there is the direct productive effort made by women in running the household or in raising crops and livestocks. Second there is the indirect contribution made through the influence of women on the health and well being of the family. This is important for its effects on the productive effort not only of the present generation but, more especially of the next generation.

"Home economics, like other institutions and organizations which serve society has been and must continue to be concerned with the problems of organizing and managing human material resources, so as to deal effectively with the results in change precipitated by modern technology and further complicated by international tensions." Society plays an important role in the betterment of a country. The family is the unit that builds society. It is the task of the woman to improve the welfare of all the members of the family. She should be able to improve the conditions in the environment which affect the family most closely, and thereby indirectly improve the society. As long as the family remains central

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in providing nutrition, shelter, clothing, child care, and the social, psychological and religious development of its members, home economics can make an important contribution. The family and school are still the key institutions in the social order, and their main objectives should be to preserve human values rather than destroy them.  

The population explosion has created a need for more housing projects, as well as more educational facilities, and teachers. An increasing proportion of aging citizens raise the question of meeting their needs in nutrition, housing, health and medical care, recreation and social relations. An increasing number of school dropouts, the economically and culturally deprived students, the unwanted and undesirable students are some of the problems facing teachers today, but in particular the home economics teacher. 

In Ceylon the educational system has been modeled along British pattern and traditions. The main objectives of education have been to obtain white collar jobs. But a desire for change is emerging. Studies on Ceylon nationalism and its culture are increasing.

The three main objectives of the national education are:

1. To make education available to every child in the country.

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2. To provide an education that is suited to the needs of the country.
3. To foster and develop the cultural and religious heritage of the people of the country.

The needs of Ceylon can be grouped under two classifications: economic and social.

**Economic Needs**

The central economic problem facing the Ceylonese government is how to diversify the economy and, at the same time, increase productivity. Diversification would free the country from its very heavy dependence upon the three estate crops (tea, rubber and coconut) whose price fluctuates widely on the world market and whose future is uncertain. A few years ago government policy emphasized the agricultural factor of the economy, in order to produce sufficient food crops for consumption. No thought was given to the preservation of foods and substitutes for foods. At present, however, along with agriculture, industries in foods, textiles, ceramics, and household utensils have been started. Being in their initial stages, production falls short of demand. Further, the majority of the labor force is unskilled. The development of the productive capacity and efficiency depends on the key factor of sound education and training in these fields. Of these, home economics covers the areas in food, nutrition,

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clothing and textile, and household equipment. A proper home economics education is essential for the development of human and economic resources of the country.

**Social Needs**

In Ceylon 65.5 percent of the population is literate. In spite of the high level of literacy, in comparison to a number of other developing countries, the society still continues its traditional attitudes. These attitudes have often been obstacles to social progress rather than contributing to development.

A sound education can help to give the proper ideas and values to family living, thereby building a healthy society. In Ceylon the educational system grew haphazardly and is characterized by a number of defects. The most serious of these is the lack of a close relationship between the knowledge imparted to the students and their needs in later life. This has been reflected by the Special Committee on Education as stated in its report 1943.

A major defect in our educational system is its excessive uniformity . . . our system of education is purely academic in character and bears little relation to the practical aspects of life.

Among the factors that contribute to the neglect of practical training, perhaps the strongest is the strong social prejudice against manual labor, reinforced by tradition of caste. Parents do not want their children to learn manual skills, because of the deep-rooted cultural influence.
Children reflect the bias of their parents in their own attitudes, and the schools mirror these established traditions in their curriculum.
CHAPTER II

PURPOSES AND OBJECTIVES

**Purpose**

There is need for improvement in the society as a whole; its health, nutrition, sanitary housing and child rearing. The secondary school home economics program does not meet these needs adequately. Further if the women employed in the various industries—ceramics, textiles, foods and household equipment—had an intelligent understanding of the raw materials used and the purposes of the product produced, then they would be in a better position to help the consumer and the producer. A college program would not only help meet the above needs, but also would help to solve the problems of the aged, the disabled and the uncared for, and unwanted children. "The home economist stands between the producer and the consumer, between educational institutions and industrial organization, between the individual and social group."\(^1\)

Every student should be educated to be an individual, a family member and parent, citizen and worker. It is the

responsibility of home economics in higher education to provide a program to fulfill these requirements. If we look back at the history of home economics education in the United States, we find that home economics education was started when it was realized that such a program was necessary to improve the economy of the country and the general standard of living. When such a program was started, it was begun with the available facilities. Rhodes said, that in a developing country, it was always good to start a two-year program before introducing a four year course. Through experience she found that such a program was effective. It met the immediate needs of the country and also oriented the people to a home economics program.

The present proposal is for the introduction of a Two Year Degree Program at the college level. This would meet the immediate needs of the country of Ceylon by training women for the different industries; by helping them obtain an intelligent understanding of the different industries, raw materials used, products obtained; and also making them the best guides for the producer and the consumer. A carefully planned program with an effective combination of liberal, and professional education, would also help to change the present


3Rhodes, Development in Ghana, p. 268.
concept of home economics. Such an education would give young women a better understanding of themselves, their values and goals, and a better understanding and relationship with others. It has been said that training for home economics must synthesize consumer training, health training, parent training and citizenship training, if the home and its members are to function most effectively.

Objectives

The objectives of the Two Year Degree Program would be: (1) to train and encourage the students to recognize, use and promote utility and beauty within the home, the environment and wherever they are called upon to work or do service; (2) to use the recognized psychological principles in the training of children and family living in order to help develop a sound healthy personality and a balanced settled family living; (3) to know and apply the rules of science to everyday living; (4) to recognize and assume responsibility in family and community relationships.


CHAPTER III

CURRICULUM PLANNING

A high quality home economics program can be developed only when it is in agreement with the broad purpose of the institution of which it is a part. One of the first steps to be taken in helping with plans for a home economics program in higher education is a careful study of the country's plan for development. (1) The productive capacity and efficiency of the nation's economy is one of the vital needs of most developing countries. (2) The improvement of health, nutrition and child care. (3) The production of a better quality and quantity of food, improvement of housing, and better management of individual and family resources.¹

The basic philosophy for building a higher educational program should be carefully considered. Such a philosophy would provide the foundation on which the entire program could be built.² By answering questions regarding the attitude of the people, their needs in life, the effectiveness of the course, and the functions of the college, a philosophy


could be developed. This philosophy would not only determine the relations between all those who are involved in the working of the institution, but also help in the selection and use of physical facilities, the admission of students, the selection of the staff, and the drawing up of a suitable curriculum.

The curriculum that is proposed for the two year program would help meet the following needs:

1. The personal life of the individual.
2. Life in the community.
3. Home and family life.
4. Occupational life.

This course is planned for two years. When and if the time comes for a four year program, certain science requirements will be essential for advanced home economics courses.

Curriculum Requirements

Home economics in the high schools in Ceylon is generally taught by teachers who have had only high school home economics courses. To make home economics teaching meaningful and effective, a few additional courses are listed in the electives, for those who wish to teach home economics in high schools after this two year college program.

In Ceylon the academic year is divided into three terms. Hence the curriculum is planned accordingly.
Entry Qualifications

Ceylon General School Certificate (lower level) with a minimum requirement of five credits is required. Out of these, two credits must be from the compulsory subjects: language, arithmetic or mathematics, and one of the science subjects.

Home Economics Courses

Foods.—The study includes food and its relation to health, with emphasis on the selection, preparation, and preservation of foods in order to retain nutritive value, palatability and attractive appearance.

Elementary Nutrition.—The course includes the nutritional requirements of mankind with detailed study of each nutrient, its function, sources and daily requirement. Nutrition during pregnancy, lactation, infancy, childhood and adolescence, and the later years will be emphasized.

Textiles.—This course includes fundamentals concerning fiber, fabric construction and finishes, as applied to all the selections of fabric for clothing and the home. Care of clothing will include washing, dry cleaning and stain removal.

Clothing Construction.—The problems are chosen to suit individual needs, abilities and interest. Emphasis is placed on new sewing techniques, pattern constructions, flat pattern alterations, fitting principles, selection of appropriate fabrics and designs, wardrobe planning.

Personal and Family Relationship.—The course covers the fundamental factors which assists in establishing and
maintaining satisfying personal and family relationships in
the home, school and community. Emphasis is given to develop
family goals, planning of marriage and parenthood.

Human Development.--This subject includes the princi-
ples of child care and guidance, and helps to develop an in-
terest and understanding in the continuous study of children,
and the methods of caring for and guiding children at their
different developmental levels.

Home Nursing and First Aid.--The course covers personal
health, hygiene, first aid and home nursing, motherhood and
infant care.

Home Planning and Furnishing.--The topics covered in-
clude housing needs, convenience, comfort, house plan, lay-
out of rooms with emphasis on kitchen planning, selection of
furnishings in accordance with the income, climate, utility
and aesthetic value.

Meal Planning and Table Service.--The subject provides
experience in planning, preparing and serving various types
of meals, and parties. Emphasis is placed on the planning
of nutritionally adequate meals for the family. It includes
table service, table etiquette, table setting and decorations.

Home Management.--The course includes the importance of
efficient home management in living a more satisfying life.
Time, energy, and money management are also studied.

Suggested Supporting Courses

Supporting courses recommended to give additional
background are educational psychology - learning theory, chemistry, sociology, bacteriology, methods of teaching, family economics, and household physics.

Music and physical education may be elected in addition.

Examinations

In Ceylon final examinations are held at the end of the year. Students will have written examinations in all the subjects, and practical examination in some.

End of First Year

Written examination

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Elementary nutrition</td>
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<tr>
<td>Health and home nursing</td>
<td>2</td>
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<tr>
<td>Personal and family relationship</td>
<td>2</td>
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<tr>
<td>English</td>
<td>2</td>
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<tr>
<td>Art fundamentals</td>
<td>2</td>
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<tr>
<td>Human development</td>
<td>2</td>
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End of Second Year

Practical examination

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Foods</td>
<td>3</td>
</tr>
<tr>
<td>Clothing construction</td>
<td>3</td>
</tr>
</tbody>
</table>

Written examination

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textiles</td>
<td>2</td>
</tr>
<tr>
<td>House planning and furnishing</td>
<td>2</td>
</tr>
<tr>
<td>Home management</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
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<tr>
<td>Foods</td>
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### The Proposed Schedule for a Two-Year Home Economics Program

#### First Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours per week</th>
<th>Second Term</th>
<th>Hours per week</th>
<th>Third Term</th>
<th>Hours per week</th>
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</thead>
<tbody>
<tr>
<td>Elementary nutrition</td>
<td>3</td>
<td>Elementary nutrition</td>
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<tr>
<td>Health and home nursing</td>
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<td>Health and home nursing</td>
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<td>Personal and family relationship</td>
<td>3</td>
<td>Human development</td>
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<tr>
<td>English</td>
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<td>English</td>
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<td>2</td>
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<tr>
<td>Supporting course*</td>
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<td>3</td>
<td>Supporting course*</td>
<td>3</td>
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</tbody>
</table>

*“Suggested supporting courses to give additional background.---Educational psychology - learning theory, methods of teaching, chemistry, sociology, bacteriology, family economics and household physics.

Music and physical education may be elected in addition.
THE PROPOSED SCHEDULE FOR A TWO-YEAR HOME ECONOMICS PROGRAM

Second Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours per week</th>
<th>Second Term</th>
<th>Hours per week</th>
<th>Third Term</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods</td>
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<td>Foods</td>
<td>3</td>
<td>Meal planning</td>
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<tr>
<td>Textiles</td>
<td>3</td>
<td>Clothing construction</td>
<td>3</td>
<td>Clothing construction</td>
<td>3</td>
</tr>
<tr>
<td>House planning and furnishing</td>
<td>3</td>
<td>House planning and furnishing</td>
<td>3</td>
<td>Home management</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
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<td>English</td>
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<tr>
<td>Supporting course*</td>
<td>3</td>
<td>Supporting course*</td>
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<td>Supporting course*</td>
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</tr>
</tbody>
</table>

*Suggested supporting courses to give additional background.—Educational psychology - learning theory, methods of teaching, chemistry, sociology, bacteriology, family economics and household physics.

Music and physical education may be elected in addition.
Main Objective, Area of Learning and Unit Outline

Objective: To train and encourage the students to recognize, use and promote utility and beauty within their home, environment, and wherever they are called upon to work or do service.

Area of Learning I.         ART FUNDAMENTALS

Unit I.  Art principles
        Balance
        Proportion
        Emphasis
        Rhythm
        Harmony

Unit II.  Art in individual and family living
          Art and the arts
          Art and the "Do-It-Yourself Trend"
              (creativity)
          Beauty and utility are partners

Unit III. Make your home beautiful
          Using and enjoying color
          Make the most of what you have
          On the dining table
          Background to live with
          Pictures for your walls
          Choosing and using decorative accessories

Area of Learning II.         HOUSE PLANNING AND FURNISHING

Unit I.  Developing and understanding of housing needs
          Interest and needs of family members
          Physical, social, psychological and aesthetic factors
          Convenience and comfort

Unit II. Your future home
          Where will it be? To buy or build a house
          Merits and demerits
          How to plan a house; layout of room
Unit III. Making the home more livable and attractive floor, wall. Arranging furniture and space for various activities—living room, dining area, bedroom, bathroom—conveniences and aesthetic qualities. Selecting furnishings for the home in accordance with the income, climate and utility value. Lighting for the home

Unit IV. Planning an efficient kitchen Possible functions of a kitchen Physical characteristics and kitchen layouts Work center, storage

Area of Learning III. HOME MANAGEMENT

Unit I. Over view of management What is home management Values, goals and standards Management process Resources

Unit II. Management applied to specific resources Time management Energy management Work simplification in time and energy management

Unit III. Management of household Food management Family health and recreation management

Objective: To use the recognized psychological principles in the training of children and family living. This would help to develop a sound, healthy personality and balanced settled family living.

Area of Learning I. PERSONAL AND FAMILY RELATIONSHIPS

Unit I. Understanding yourself and others No two families are alike
What and who you are - we are not as different as we think we are - our fundamental needs (food, clothing, shelter, security, success, belongingness, emotional and social)

How to meet our problems
Getting along with others in the home, school, and community

Unit II. Understanding your family
Definition of the family
Family as an institution - chief function
Family as a group. Families reflect social changes.

Unit III. Social aspects of marriage and family
Preparation for marriage - engagement period
Pros and cons of love marriage, proposed marriage and dowry system
Marriage - achieving adjustment in marriage
Sex adjustment in marriage
In-laws and marriage adjustment
Religious attitude and family life
Finances and adjustments in marriage
Divorce

Unit IV. Family planning
Conception, pregnancy, child birth

Area of Learning II. HUMAN DEVELOPMENT

Unit I. The child and his family
Effects of parental attitude
Sibling relationships

Unit II. The development of personality
Physical growth - general trends and principles
Mental and emotional development

Unit III. Growth and function of intelligence
Guiding the preschool child
Why guidance is necessary
Guidance principles
Objective: To know and apply the rules of science to everyday living.

Area of Learning I. ELEMENTARY NUTRITION

Unit I. Introduction to the study of nutrition
A. Good and poor nutrition and signs of each
B. Nutritional problems in Ceylon
C. Need for food
   1. General functions of food
   2. Nutrients and their composition

Unit II. Carbohydrates
A. Sources
B. Function
C. Requirements
D. Digestion, absorption and metabolism

Unit III. Fats and lipids
A. Sources
B. Functions
C. Requirements
D. Digestion, absorption and metabolism

Unit IV. Protein
A. Sources
B. Functions
C. Requirements
D. Digestion, absorption and metabolism

Unit V. Measurement of energy
A. Energy needs of the body
B. How the body uses energy
C. Calories
D. Caloric values of common food

Unit VI. Fat soluble vitamins: A, D, E, and K
A. Sources
B. Functions
C. Deficiency diseases
D. Recommended daily allowances
Unit VII. Water soluble vitamins: ascorbic acid and B complex (emphasis on thiamine, riboflavin, niacin and B6)
A. Sources
B. Functions
C. Deficiency diseases
D. Recommended daily allowances

Unit VIII. Introduction to mineral elements
A. Mineral elements useful to the body
   1. Calcium and phosphorus
   2. Iron and iodine
   3. Trace minerals as magnesium, potassium and sodium
B. Sources
C. Functions
D. Requirements

Unit IX. Water
A. Water content of the body
B. Functions of water
C. Amount of water needed by the body
D. Maintenance of water balance

Unit X. Nutrition during:
A. Pregnancy and lactation
   1. Requirements
   2. Factors influencing needs
   3. Food recommended daily
B. Infancy
   1. Nutrients needed by the infant
   2. Breast feeding versus bottle feeding
   3. Addition of other foods during the first year
   4. Indication of health, undernutrition and/or malnutrition
C. Childhood
   1. Nutrient requirements
   2. Factors influencing requirements
   3. Eating habits
   4. Daily guide for eating
D. Adolescence
- Energy requirement
- Protein and mineral requirement
- Vitamin needs
- Factors influencing requirement
- Food recommended daily

E. The later years
- Nutritional requirements
- Factors influencing requirements
- Food habits
- Daily guide for eating

Area of Learning II. FOODS

Unit I. Introduction to the study of foods
- Definition of food
- Fresh foods
- Cooked foods
  - Why we cook food
  - Methods of cooking
  - Changes that occur with cooking

Unit II. Selection of foods for family needs
- Factors influencing choice
- Classification, selection, storage, flavor and nutritive values of foods used
  - Green and yellow vegetables
  - Lentils and beans
  - Other vegetables
  - Fish, eggs and meats
  - Rice and rice substitutes
  - Fruits
  - Spices and condiments
  - Beverages
  - Oils and fats
  - Dairy products
  - Breads

Laboratories or practicals for first term

Unit II. 1. Visit to the vegetable and fruit market
  2. Visit to the fish and meat market
  3. Visit to the general stores
Unit III. Preparation of food

A. Preliminary preparation
   1. Sanitation of the kitchen
   2. Food purchasing
   3. Meal planning
   4. Preparation of fresh foods

B. Methods of cooking
   1. Boil
   2. Fry
   3. Curry
   4. Roast
   5. Bake
   6. Steam
   7. Parboil
   8. Stew

C. Preparation of basic foods
   Principles and effects of cooking, serving and use of leftovers

Practicals of two periods each is allotted for Unit III including
1. Preparation of green and yellow vegetables
2. Methods of cooking fish, meat, eggs, lentils and other vegetables in relation to nutritive value, quality and palatability
3. Preparation of rice substitutes

Unit IV. Preservation of foods

A. Drying
B. Salting
C. Pickling
D. Canning

Area of Learning III. TEXTILES

Unit I. Fabric definition - The different names and types of common fabrics

Unit II. Test - identification of fibers and fabrics
   Physical tests - burning, examination of yarns
   Examination of fibers. Chemical test - acetone test, acid test, alkali test
Unit III. Complaints on textile merchandise
Why the public does not find satisfaction in the goods it buys and uses - some common faults

Unit IV. Classification and general physical properties of textile fiber - natural fiber, man-made fiber

Unit V. Soap and water
Making of soaps, the different kind of soaps
Water - hard and soft water

Unit VI. Cotton - Physical properties of cotton
Chemical composition of cotton
Action of cotton with acids and oxidizing agents
Boiling out cotton, bleaching cotton, action of cotton with alkalies
New finishes on cotton

Unit VII. Silk - Physical properties, chemical combinations
Action of silk with acids, alkalies, and oxidizing agents
How best to wash and care for silk

Unit VIII. Wool - Physical and chemical properties of wool
Washing and care of wool and woolen garments

Unit IX. Man-made fibers
Rayon and nylon
Properties, physical and chemical
Washing and care of rayon and nylon

Area of Learning IV. CLOTHING CONSTRUCTION

Unit I. To measure and draft a body block for self or others

Unit II. Learn to alter patterns, fitting principles

Unit III. Choosing clothes that are right
The design of your clothes, the color you wear
The cloth your clothes are made of
Unit III.  Planning your wardrobe  
Keeping your clothes in good order  
Keeping your clothes clean and pressed

Unit IV.  Making clothes for self  
Making garments for girls and boys  
Clothes for babies

Unit V.  Household fabric for the family  
Linens and bedding  
Curtains, draperies and slip covers

Area of Learning V.  MEAL PLANNING AND TABLE SERVICE

Unit I.  Meal management - goals and values  
The role of planning in meal management  
Planning nutritious meals within the budget  
Planning meals within the available time

Unit II.  Styles of meal service in Ceylon  
Setting the table, the service of food  
Waiting on table  
Etiquette at the table  
Teas and other occasions with light refreshments  
Invitations

Area of Learning VI.  HEALTH AND HOME NURSING

Unit I.  Health control  
Your health is an obligation  
Achieving the physical fitness required  
Health and heredity, health and environment  
The body at work

Unit II.  Home nursing  
Character of a home nurse  
What affects personality, self check  
Disease - health organization  
Microbes at work, protection, public safety  
Converting the home for illness

Unit III.  Treating specific illnesses  
Diagnostic aids  
Treatments and medication  
Diets for special conditions  
Meeting emergencies
Unit IV. Motherhood and infant care
Prenatal and postnatal care
The layette, baby's bath, clothing and food
CHAPTER IV

SUMMARY

In Ceylon there is a need for improvement in the society as a whole, its health, nutrition, sanitary housing, child rearing, agriculture and industry.

The primary purpose of higher education in home economics is to improve human resources that would in turn lead to improved economic and social welfare.

The two year college program would meet the immediate needs of the country, and also acquaint the people with the values of a home economics education. The main objectives of this proposed plan is (1) to encourage the students to recognize and promote utility, and beauty within the home and environment; (2) to use the recognized psychological principles in the training of children and in family living, and to know and apply the rules of science in everyday living.

The personal life of the individuals, home and family life, the life in the community and occupational life are some of the needs that are met by the various areas of learning in the proposed curriculum.
SELECTED REFERENCES


A PROPOSAL FOR A TWO-YEAR COLLEGE HOME ECONOMICS PROGRAM IN CEYLON

by

THAVAMALAR THAMBIAH
B. S., University of Lucknow, 1953

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the requirements for the degree

MASTER OF SCIENCE

College of Home Economics

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1968
In Ceylon there is a need for improvement in the society as a whole — its nutrition, sanitary housing, childrearing, agriculture and industry. The present secondary school home economics program does not adequately meet the above needs. A higher education program in home economics is needed in order to use human resources, to improve the economic and social welfare. Therefore this study proposes a program with the hope of making these improvements.

The two-year college program would meet the immediate needs of the country, and also acquaint the people to the value of home economics education. The main objectives of this proposed plan are (1) to encourage the students to recognize and promote utility and beauty within the home and environment; (2) to use recognized psychological principles in the training of children and family living; and (3) to know and apply the rules of science in everyday living. These objectives are met through the home economics subjects in the areas of food, clothing, shelter, and the family.

Three terms are scheduled for each year. The proposed plan includes when each subject will be offered and the number of hours of credit. The selected home economics courses are described. Then specific areas of learning and the outlined units are included under each of the three main objectives to illustrate what the students will learn in the two-year program in home economics in Ceylon.