NURTURE
Research Journal for Human Civilization

PAKISTAN HOME ECONOMICS ASSOCIATION
HOME ECONOMICS as an activity has been present ever since civilization lead to establishment of homes. The quality of human civilization undoubtedly depends on the quality of homes. Traditionally learning of most of the human activities and occupations depended on informal transfer of knowledge and expertise from one generation to another. With the accumulation of a large amount of knowledge disciplines emerged and acquisition of expertise became dependant on formal education. However it is quite astonishing that due attention has not been paid by education policy makers to assure planned and formal transfer of knowledge and expertise for the oldest and most important of all professions that is home-making.

THE OBJECTIVE OF HOME ECONOMICS EDUCATION is betterment of individual, family and community. Its strategy is to extract usable subject matter from physical and social sciences and arts and deliver it to consumers, so as to empower the consumers i.e. individuals families and communities, to make judicious decisions in their daily life. Home economics recognize homes as the foundation of human development and integrity of family as an inevitable requisite for the establishment of homes. Home economics means: making best use of available knowledge and skills for the optimum functioning of homes and betterment of family members.

The need for home making expertise never diminishes. Regardless of family members employment or education they need a place to rest retires, refresh, grow, live and die. Human civilization cannot survive without these units. Strength of civilization depends on the strength of these units called homes. No matter how many science and technology experts a country has if these units are not utilizing the outputs of science and technology in an appropriate manner peace and prosperity are impossible. Home economics as a discipline functions to extract usable information from various social and physical sciences and delivers it to the profession of home making, and thus strengthens and empowers home makers.

PAKISTAN HOME ECONOMICS ASSOCIATION was formed in 1956 to promote home economics in Pakistan. In spite of several hurdles home economists succeeded in retaining the status of home economics. The challenges ahead are to promote research so as to provide evidence based, up-to-date knowledge to learners and practitioners; and to provide advocacy for the significance of the discipline.
# NURTURE

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Research is attempt towards finding the truth. It is conducted to discover valid reliable and effective solutions to problems and answers to questions. Research is an important prerogative of development and survival. Historically species survived or became extinct as the result of their success or failure in finding the most appropriate options and strategies for survival and development.

Survival is often meaningless if it means just continuation of life without preservation of distinguishing features and crucial function. Physical and social characteristics of any living creature are closely intervened and any intervention influencing the organic mechanism or the environment in which the organism survives is sure to affect the social characteristics. In the present era there is a bombardment of innovations having rapid, abrupt and profound impact on physical, social and psychological characteristics of human beings. The production of these innovations is triggered and proliferated because of potential financial gains. On the other hand the common man has no comparable powers to assess monitor and control the impact of technical innovations. Public sector, civil society, consumer protection agencies and professional from certain fields like health professionals do try to safeguard against the negative impact of new elements however the efforts are not orchestrated enough to counteract the demerits of unplanned and abrupt interventions imposed on human life. Home Economics or Family and consumer sciences are field of study that aims to protect and safeguard the consumer. The horizon of this field of study is as wide as the products, services, systems and environments with which consumer interacts and is likely to be influenced.

It is not easy to decide that whether the academics has failed to comprehend the importance of this important field of study because of its Trans-disciplinary nature or the field of study has been ignored because of its nature of interaction with corporate sector. However it is not debatable that the community of academics does need to speedup up efforts to explore assesses the reasons for challenges being faced by human civilization globally and to find ways to curtail propagation of problems misery unrest and fear caused by poverty, overindulgence, irrational use of technology and extremism.
ROLE OF CONSUMERS AND HOME ECONOMISTS IN PAKISTAN IN PROMOTING SUSTAINABLE CONSUMPTION*

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Abstract

The possible role any consumer could play in promoting sustainable consumption or development is associated with the degree of choice a consumer has and factors influencing his choice. The purpose of this paper is to review literature and data so as to assess the prospects of empowering Pakistani consumers for enhancement of their role in promoting sustainable development. Illiteracy, lack of needed information of, poor access to available information, lack of laws, poor implementation of laws emerged as the major factors limiting the potential of Pakistani consumer in parroting sustainable consumption. Development of software for translation and transformation of needed information in local languages as readable matter and as audio recordings; proliferation and networking of consumer originations; and networking and activation of home economists to promote and support sustainable consumption are the three identified strategies that could lead to enhancement of the potential of Pakistani consumer in promoting sustainable consumption.

Keywords: Home Economics, Pakistan, Sustainable Development

Introduction

Consumption is associated with availability, access and purchasing power. Consumers having enough resources to chose from a range of products and services could exert an influence on the market and economy. The choices a consumer makes are influenced by his ideology, perceptions of utility and knowledge about the efficiency of the product. Thus the possible role any consumer could play in promoting sustainable consumption or development is associated with the degree of choice a consumer has and factors influencing his choice.

Objectives

The purpose of this paper is to review the characteristics of Pakistani consumers and the society so as to assess: 1) the potential of Pakistani consumers in promoting sustainable development and 2) the prospects of empowering Pakistani consumers for enhancement of their role in promoting sustainable development.

Methods

1. Review of literature and data to identify factors associated with sustainable Consumption

2. Review of literature and data to assess the presence of conditions needed for sustainable development in Pakistan, particularly those related to the role of consumer.

3. Critically reviewing the information retrieved so as to assess possibilities of enhancing the role of Pakistani Consumers in promoting sustainable development

Results

Factors associated with sustainable Consumption

Changing consumption and production patterns is one of the overarching objectives of and essential requirements for sustainable development, as recognized by the Heads of State and Governments in the Johannesburg Declaration (Hans L & Nath B, 2003; UNU., 2002). Consumers generally have a positive, but unfortunately passive relation to sustainable consumption. Majority of consumers want to be sustainable and responsible, but in the everyday life factors like stress, price, transparency, trust, availability, lack of time, traditions etc make the individual consumer not acting in line with his or her ideals.

With the advent of globalization, markets have become a battlefield where companies compete for dominant position at any cost. Under these conditions, any potential benefits from market...
efficiency give way to unhealthy competition. Consumers are the victims of this positioning battle because they are used to finance it. Located on the “demand” side of this equation, consumers are at a clear disadvantage in product safety, quality and pricing. Greater efficiency and effectiveness in regulatory bodies will bring healthier competition to markets. When competition works, it brings lower priced, better-quality goods to the marketplace. Regulation helps governments and consumers to keep powerful business interests in check.

The main conditions for operation of a market that effectively promotes efficiency are (R.Brown, 2007):

1. rivalrous competitors in numbers resulting in optimal productivity, including containment of profits to normal return on capital levels, and

2. Adequate information and an effective margin of consumers educated and informed to make maximizing decisions.

The basic determinants of the potential role of consumer in promoting sustainable consumption are: 1) the level of empowerment of consumer in any economy and 2) attempts being made by public and private agents to empower the consumer.

Thus the three specific factors identified (by author of this paper) to be associated with the sustainable consumption are:

1. Status of consumer in any economy
2. Attempts being made by public and private agents to empower the consumer
3. Attempts being made by public and private agents to promote sustainable consumption

**Status of consumer in Pakistani economy:**

An average consumer in Pakistan has very little potential for playing an active role in promoting sustainable consumption because of lack of education, lack of information, poor access to law enforcement of agency, lack of regulations to protect unethical marketing, and poor implantations of existing laws and regulations.

a. Lack of education: A vast majority (57%) of Pakistani population is illiterate (FBS., 2007) and thus is unable to make use of written information about his rights, laws or the characteristics of products; or communicate to official authorities in relation to violation of rights or other matters. Even among those who can read and write any local language the level of education is very low and limits their ability to communicate and comprehend laws and scientific information.

b. Lack of information: Due to overall standard of education and research and status of consumer in the country, in a vast majority of cases the information needed by the consumer is not available anywhere in the country e.g. for numerous products being sold for human consumption no estimations have ever been made about chemical composition and safety of the products.

c. Lack of access to information: In case where information is available anywhere in the country the access of consumer is very limited because of lack of comprehensive system of outlets. Number of libraries is limited and there is no system of regularly updating libraries and promoting their use. In majority of case publications about rules and regulation or accepted standards of products, and information given with or on the product is only in English language and thus has no use for people not knowing English language.

d. Lack of regulations to protect unethical marketing, and Poor implantations of existing laws and regulations.

Absence of an entry on ‘consumer’ in the indices of law books in Pakistan is not only indicative of the absence of consumer concerns in the juridical debate and statutes of Pakistan but also very depressing and disturbing from the standpoint of a consumer. The legal scene does not appear promising for the consumers given that consumer related laws are largely absent and where they exist at all, no effective implementation and enforcement mechanisms are available. The consumers are being exploited for they are largely unaware of their rights as well as ignorant about the possible legal remedies available (CRCP 2001).
The government representing the consumer suffers from a conflict of interest. For example, seeking to generate tax revenues from sales and supplies, the need to accommodate the organized influence and pressure from the suppliers, especially the powerful multinationals, and at the same time representing the consumer (Sarwar & Hafeez. 2000).  

Attempts being made by public and private agents in Pakistan to empower the consumer:

Apparently there are no active and focused programs being run by Government to empower the consumer. “In Pakistan, almost all governments since independence have remained indifferent to the consumer concerns, largely because of the nonexistence of independent consumer rights initiatives and poor understanding of the causes, implications and consequences of malpractices of business sector and civic agencies vis-a-vis the rights of the consumers” (CRCP, 2001).

Endeavors in the direction of increasing literacy, level of education, promoting use of telephones and internet, empowering media, promoting higher education and research have potential to have appositive influence on the status of consumer. The major constraint in almost all cases is the very poor implementation of regulations and laws, and corruption. Virtual impact of almost all the development strategies is nearly nullified due to corruption, lack of accountability and poor use of allocated resources. Any how the campaigns made by government on media do have impact of consumers’ practices.

With in the private sector there are a few NGOs working directly for consumer rights. The focus of a few is general consumption while of others is particular commodity.

Attempts being made by public and private agents in Pakistan to promote sustainable consumption:

The idea of promoting sustainable consumption is supported by a few Private sector NGOs working towards empowerment of consumers.

Consumer Rights Commission of Pakistan (CRCP) (CRCP, 2005) is a rights-based civil initiative registered under the Trust Act, 1882. Established in 1998, CRCP is an independent, non-profit, and non-governmental organization. It largely works through local fund-raising and engaging volunteers. It is not supported by any industry or commercial sector. It is the first national consumer organization in the country, which approaches the issue of consumer protection in comprehensive and holistic terms. Its vision and strategies have significant cross linkages with both market practices and issues of governance.

The Network for Consumer Protection (The Network for Consumer Protection, 2008), commonly known as "The Network", is a national, public interest, non-profit, non-partisan organization. Their mission is to protect and promote the interest of all Pakistani consumers: by educating them about their rights and responsibilities; by providing them independent information about goods and services; and by informing them about government’s performance as protector of their rights, especially the poor consumers. The Network produces periodical and issue-specific publications.

LEAD Pakistan (LEAD, 2007) has mission to create, strengthen and support networks of people and institutions promoting change towards sustainable development – development that is economically sound, environmentally responsible and socially equitable.

Human Rights Commission of Pakistan (HRCP, 2007) is an independent, voluntary, non-profit organization which is not associated or affiliated with the government or any political party. It is committed to act with impartiality and objectivity in all matters. Among its main aims are spreading awareness of human rights among the people, mobilizing public opinion, collecting information and disseminating knowledge about human rights abuses.

The abovementioned organizations are playing an important role not only in providing information and motivating consumes for action but also in facilitating action against violation of consumer rights e.g. to empower consumers, Consumer Protection Council of...
Helpline Trust (established by CRCP) has started a complaint registration process that can be used online also (HELPLINE TRUST, 2007).

Besides these NGOs electronic media is also contribution in consumer motivation by having robust information and communication about consumer issues through several programs.

Possibilities of enhancing the role of Pakistani Consumers

Development of Translation and Text Reading Software:

Availability of, and access to authentic information is basic prerequisite for empowerment of consumers. In absence of such information, consumers are excluded from policy making and social development programs. Furthermore, unavailability of accurate information discourages action and facilitates corruption, and leads to increased vulnerability of the consumer to exploitations. If consumers have relevant information, their capacity to participate in policymaking and taking actions to protect their rights would increase.

For empowering Pakistani consumers the valuable information being collated by NGOs needs to be translated in local languages and made available to public in printed and as audio recordings and made easily available for use, borrowing and purchase. The printed matter. Attention towards availability of information could be raised through media.

Experts of information technology should design software for translation of documents from English to Urdu/local languages and from written to audio files. This development could be a breakthrough in making relevant information accessible to majority of Pakistanis.

Developing a network of consumer originsations

The existing organizations could be given support to broaden their circle of action so that consumer dissatisfaction could be channeled in positive and constructive directions. At present consumer concerns and consumer dissatisfaction are vulnerable to be exploited for political interests.

Possible Role of Home Economists

Home economics is being taught at school level in a large number (but not in all) of public schools throughout the country. Home Economics Association can serve as a liaison between these institutions and teachers. This can lead to development of consumer movement among teachers and students of home economics and their families. Experts of Home Economics could provide valuable information about standards of consumer good and conduct researcher to understand behavior preferences and potentials of consumers.

References


UNU. (2002). The Johannesburg Declaration on Sustainable Development. United Nations University
CHALLENGING ISSUES FACED BY TAILORING AND DRESSMAKING VOCATIONAL TRAINING CENTRES IN ELDORET MUNICIPALITY

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Abstract

The main objective of this study was to investigate the challenging issues faced by church-based training institutions in Eldoret municipality who offer dressmaking and tailoring skills to the youth. Data was collected from 32 students and four teachers using questionnaire and from three managers and eight students who have graduated using interview schedule and analyzed using statistics. The study revealed that female trainees seek training to gain skill for paid or self-employment. It was also revealed that the teachers were qualified and some trainees dropped out of school because of marriage and teenage pregnancy. The study further revealed that students who sit for examinations perform well and appreciated attachment in the curriculum. The study recommends that institutions start a micro-finance loan scheme to assist graduates who are interested in self-employment and vocational centres should include enterprise education in their curriculum to equip graduates with business skills.

Keywords: Tailoring, Kenya, Church-Based Training Institutions

Introduction

Some projections indicate that 50% of the graduates of the current education and training programmes in the developing world are unlikely to secure employment (Power, 1999). This therefore, calls for introducing training for employment in small enterprises, for employment and for entrepreneurship. Entrepreneurship in dressmaking and tailoring is therefore, an opportunity for the youth in Eldoret, a town, which has experienced rapid growth in terms of population over the last two decades. There is need for more qualified tailors and dressmakers to meet the demand created by increased population. There is also need for training institutions to equip the youth with necessary skills. Unfortunately, there is no government institution in Eldoret municipality which offers dressmaking and tailoring. There are however, Church-based vocational training centres in Eldoret town namely Ancilla Vocational Training Centre, which is Catholic sponsored, PCEA Community Centre Polytechnic and AIC Eldoret Educational Training Centre. Consequently, there is need to investigate the challenging issues these church-based training centres face as they provide this necessary training to the youth of Eldoret and Kenya at large in preparing them to take up their places in entrepreneurship in garment design and construction.

Dressmaking and tailoring are production trades that employ people to come up with a product and in this case apparel. In developed countries, such as America many high schools, vocational schools, community colleges, technical institutes and private trade schools offer formal training in specific production areas (Unger, 1992). In Kenya, vocational education has been offered to secondary school boys and girls since late sixties to early seventies. Harambee institutes of Science and Technology were started in various provinces to train high school graduates in different skills such as garment construction (Bokongo, 1992). Rift Valley Institute of Science and Technology in Nakuru is still operational and has successfully graduated skilled dressmakers and tailors who have been absorbed into the Clothing industry and into institutions of higher learning as technicians or as students pursuing degree courses.

The introduction of vocational education right from primary school in the 8.4.4 system of education was probably as a result of government’s realization that vocational education was crucial for industrialization and development of the nation. The 8.4.4 system of education, designed and implemented in 1985 in Kenya, refers to eight years of primary
education, four years of secondary education and four years of university education. The change was based on recommendations of National committee of educational objectives and policies (NCEOP) (Republic of Kenya, 1986) set up to address the emerging problems of education (Republic of Kenya, 1981). The aim was to alter schooling and training so as to affect employment of the graduates. This was in response to what UNESCO stressed following World conference on Education for all, that Technical vocational education (TVE) must be seen as a lifelong process and an integral part of basic education for all. Power (1999) reports that inculcation of entrepreneurial skills that would provide workers with ability to generate employment opportunities through the creation of new business is also considered essential aspect of TVE. However, it suffered a draw back because of the cost or lack of materials for the learners to learn practical skills. Technical and vocational training was expected to play a crucial role in developing artisans, managers and entrepreneurs for the informal sector in both rural and urban areas (Kenya Government, 1986). Therefore, Eldoret having no government tertiary college offering training in dressmaking and tailoring, the focus of this study will be on the church-based institutions which are trying to fill the gap of providing the much needed skills to the youth in the area of Clothing construction entrepreneurship.

The main objective of the study was to determine the challenging issues the church-based vocational educational centres face as they offer tailoring and dressmaking skills to the youth between the ages 14 and 21 years old. This category includes primary school graduates who are unable to pursue secondary education and secondary school drop outs and also secondary school graduates, who are unable to pursue university education. The other objectives were to establish teacher’s qualification, determine the aspirations and expectations of the trainees, establish technical and entrepreneurship skills trainees receive, usefulness of attachment, to determine demand and usefulness of the training and establish teacher’s perception of their programme. This perception refers to teacher’s opinion of the students, the curriculum, the facilities and the future success of the institutions. The research questions were what are the teacher’s qualifications? Why so the youth join vocational educational centres? What relevancy of skills taught and how do teachers view their programme?

Methods

A descriptive survey design was used to investigate the challenging issues vocational training institutions face. The study area was Eldoret town in Uasin Gishu district in western part of Kenya. In order to gather information on the training centres and challenging issues faced by vocational centres, three managers, one from each institution and eight trainees who had graduated were purposively sampled to participate in this study. Interview schedule was used to gather information from them individually. In order to gather information through a questionnaire on aspirations and expectations of trainees and technical and entrepreneurship skills offered, students who were enrolled in the training centres were sampled using systematic random sampling method.

The sample size was made up of three (100%) managers, one from each institution, four (67%) teachers out of the total six teachers, 32 (33%) students out of total of 97 students, and 8 (36%) trainee graduates out of 22 working in Eldoret.

The nature of the items in the questionnaire and interview schedule dictated scoring formats of a five-point Likert scale because it has a higher reliability coefficient than many others (Oppenheim, 1966) and it has been used by Sang, (2002) among others. The ratings on this scale were Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA) and Strongly Disagree (SD) and they were awarded 5,4,3,2, and 1 respectively. After awarding points, the mean was calculated to determine whether statements relating to satisfaction were positive, neutral or negative. The data from the interview schedule and the questionnaire was coded and tabulated before descriptive statistics were used to calculate percentages and frequencies. This was then presented in tables.
Results and Discussion

The data on training institutions revealed the following results. All the three institutions have been in operation for between seven and 11 years. Ancilla VTC was started in 1999 by the Handmaid sisters from Nigeria. It now has 70 students although it has a capacity of 100 students. It is situated on the land owned by the Catholic Church. It has five classrooms and two workshops and 25 sewing machines for dressmaking and tailoring. The two-year Grade 3 course was approved and evaluated by the Ministry of Labour and Human Resource Development. The three-year Fashion design course is offered to Form four school leavers and graduates receive diploma certificates from the centre. According to the manager, the centre has been approved for Grade Test 2 and 1 from the year 2008.

AIC Eldoret Vocational Educational Training Centre (VETC) was started in 1997. It is under AIC Child Care department and the target group for training is needy children. Orphans and other vulnerable and needy children (average age is 17 years) are recruited and trained for one year by one teacher. Their upkeep, tuition and examination fee are paid for fully by the centre through donor funds. The vision of this institution is to see a society where there will be no orphans who are unemployed. The institution is situated on church land. It has one big room for dressmaking and has a capacity for a maximum of 30 students. It has 22 sewing machines. The ratio is one machine to one student. There are two cutting tables and two iron boxes.

PCEA community centre Youth Polytechnic was started in 1995. It has a capacity for 30 students although it currently has only 10 (33.3%) students. It has two theory classrooms and one workshop with 12 sewing machines. It also has three cutting tables and two iron boxes. It offers a Trade course and trainees that are qualified earn an Artisan certificate. There are two teachers and one of them is also the manager. The training takes one year and the average age of trainees is 17 years.

Sewing machines are essential equipment for dressmaking and tailoring. An item in the questionnaire was included to gain information on opportunity for students to practice sewing skills.

The analysis of the findings revealed that 12 (37.5%) of the trainees get to use the sewing machine all the time while in session, while 20 (62.5%) use the sewing machine at least two to three times a day. It is safe to conclude therefore, that trainees have adequate opportunity to gain experience with the sewing machine. The information from the school managers concurs with student responses and in AIC and PCEA the ration is one sewing machine to one student, while in Ancilla the ratio is one sewing machine for every three students. The sewing machines used in these institutions are manual.

Teaching Staff

Four teachers from a total of six teachers participated in this study. Analysis of data revealed that all the teachers who participated were females. Three were diploma certificate holders- one from the Rift Valley Institute of Science and Technology (RVIST) and another one from Kima Cutting and Tailoring College and the other a diploma from Kenya Technical Training College (KTTC). This latter one had Dressmaking Grade 3 from National Youth Service (NYS) before joining KTTC, while the remaining one had Craft 3 from Kenya Technical Training Institute (KTI). They have all taught for between 3 to 7.5 years meaning that they have experience in training the youth in their specialties, which range from tailoring, dressmaking and garment making. Table 1.0 presents the teacher’s qualification and experience.

Teachers do have the skills to offer tailoring and dressmaking to the trainees but may need more training regarding teaching methods and some psychology to be able to handle the learners more effectively and professionally.

Teacher Perception

The following observations were made concerning the data on teacher’s perceptions of their programme. Programme refers to the students, the curriculum, the facilities and the future success of the institutions. Three teachers strongly agreed that their students were interested in what they teach and one agree
with the statement giving a total score of 19 with an average of 4.75. All the teachers were very satisfied (“strongly agree”) with the grades their students got in the final examinations. This means that the majority of students who register for the national examinations pass.

Two respondents agreed with the statement that ‘my students found employment’ and this result indicate that most graduates of these institutions were employed or started their own business after graduation. According to one respondent (teacher and also in-charge of follow-up of students in Ancilla VTC.), seven graduating students were head hunted by employers during graduation day last year. This college is known for teacher confidence and the follow up teacher knew where all its graduates were. She was often consulted for advice by those who work in Eldoret. Twenty two of Ancilla’s graduates were either employed in institutions in tailoring business or self-employed in Eldoret town. One who was employed in Mombasa is now in South Africa and is sponsored by her employer for further studies. This is inline with Moura Castro (1999) that stressed that training is justified when it leads to jobs (demand driven training). Respondents of institutions with no follow-up were undecided on this item. In the case of AIC, their graduates are not from Eldoret town while PCEA could not trace their graduates because it does not have a follow-up programme.

On the issue of satisfaction with teaching and learning facilities, two respondents disagreed with the statement. These two were from Ancilla VCT where there are not enough sewing machines to be at the disposal of every student and the classrooms are not enough. However, the number of classrooms in Ancilla will be increased this year to seven instead of five classrooms (according to the manager). Table 2 presents teachers’ perception of their programme.

Students

Data collected from the students revealed the following results: The total sample size was 32 (33%) students from a population of 97 (100%). PCEA had 10 students enrolled in dressmaking and seven participated in this study. Five students from AIC participated in the study (17 were on attachment busy with practical training in the trade).

Twenty students (29%) of a total of 79 students from Ancilla also participated in the study. Analysis of findings revealed that respondents joined these institutions in order to learn dressmaking and tailoring to enable them to be either in companies (14 students/44%) or be self-employed (18 students/56). Majority who indicated that they expect to be employed said that employment will help them gain experience and assist them to make money which they intend to use to set up personal business in clothing construction. This is an indication that most trainees would like to venture into entrepreneurship in the near future or immediately after college. These findings correspond with the initial aspirations of the new syllabus for Kenya Primary schools (Republic of Kenya, 1986), namely that the curriculum was concerned with skills, knowledge, expertise and personal qualities for a growing modern economy and which further emphasized that the country required trained man-power in both self-employed and in paid employment. The number of students who enrolled in VCT institutions attests to that desire of paid and self-employment. To support students’ venture into self-employment, the manager of AIC mentioned that the management have identified a micro-finance loan scheme component to assist their graduates get tools necessary for the trade.

Skills in business management and accounting was lacking in all the three institutions although Ancilla, through the Catholic Diocese of Eldoret organized a seminar on this topic for students who graduated in 2003. The graduates who are now in business appreciated this seminar. Their appreciation demonstrates the need to include business education in the curriculum. King (1996) recommended that vocational and training institutions should include the teaching of entrepreneurship skills in their curriculum as an essential component of their training programmes.
Table 1: Teacher Qualification and Experience

<table>
<thead>
<tr>
<th>Sex</th>
<th>Qualification</th>
<th>Place of Training*</th>
<th>Experience</th>
<th>What the teacher teaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Diploma</td>
<td>RVIST</td>
<td>3.5 years</td>
<td>Tailoring</td>
</tr>
<tr>
<td>Female</td>
<td>Grade 3 Diploma</td>
<td>NYS, KTTC</td>
<td>7.5 years</td>
<td>Dressmaking</td>
</tr>
<tr>
<td>Female</td>
<td>Diploma</td>
<td>KIMA</td>
<td>3.0 years</td>
<td>Tailoring</td>
</tr>
<tr>
<td>Female</td>
<td>Craft 3</td>
<td>KITI</td>
<td>7.0 years</td>
<td>Garment making</td>
</tr>
</tbody>
</table>

*RVIST=Rift Valley Institute of Science and Technology, KIMA=Kima Cutting and Tailoring College and, KTTC=Kenya Technical Training College, NYS=National Youth Service, KITI=Kenya Technical Training Institute

Table 2: Teachers’ perceptions of the programme

<table>
<thead>
<tr>
<th>Statements showing level of satisfaction</th>
<th>Number of responses for specific levels (scores) of satisfaction:</th>
<th>Overall Group Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with:</td>
<td>SA(5) A(4) UD(3) D(2) SD(1) Total Mean</td>
<td></td>
</tr>
<tr>
<td>The interest my students have in learning what I teach</td>
<td>15 4 0 0 0 19 4.8 Positive</td>
<td></td>
</tr>
<tr>
<td>The good grades of students in the final examinations</td>
<td>20 0 0 0 0 20 5.0 Positive</td>
<td></td>
</tr>
<tr>
<td>My students found employment</td>
<td>10 8 0 0 0 18 4.5 Positive</td>
<td></td>
</tr>
<tr>
<td>My students are self-employed</td>
<td>15 0 3 0 0 18 4.5 Positive</td>
<td></td>
</tr>
<tr>
<td>The programmes that we offer in our institution.</td>
<td>15 0 3 0 0 18 4.5 Positive</td>
<td></td>
</tr>
<tr>
<td>Confidence of my students in dressmaking after training</td>
<td>15 0 3 0 0 18 4.5 Positive</td>
<td></td>
</tr>
<tr>
<td>The teaching and learning facilities we have</td>
<td>5 4 0 2 0 11 2.75 Negative</td>
<td></td>
</tr>
</tbody>
</table>

*SA=Strongly Agree, A=Agree, UD=Undecided DA=Disagree and SD=Strongly Disagree

Attachment exposes trainees to real work environment, and since they work full time during this period, they have to apply the skills they learnt in college as well as learn new skills from experienced workers. Attachment is crucial for trainees in any profession, especially where skills are important in the trade. Practical experience may be acquired through attachments in small and medium-size businesses (Power, 1999). The curriculum of PCEA does not include attachment and training concentrates on theory and practical skills gained in the institution itself during their two-year training programme. However, the manager said that they encourage their students to attach themselves to tailors in town after completion of their training in order to gain experience. Students of AIC and Ancilla undergo attachment for one month. Students from AIC are restricted to attachment in town because they are accommodated fulltime in the centre’s hostels. Ancilla’s students go to surrounding towns for attachment. Information was gained on where enrolled students will go for attachment. The results indicate that attachment opportunities for students are available in Eldoret and the surrounding towns. The majority of students 19(59.4%) will undergo attachment in towns up to 200 kilometre radius from Eldoret.

Trainee Graduates

Eight graduates of Ancilla (employed or self-employed in Eldoret town) were interviewed to determine their qualifications, aspirations and expectations and to further establish the usefulness of attachment. The results indicate that they appreciated the attachment experience. All the eight respondents mentioned that they gained experience in the skills learnt in college. Seven indicated that they learnt new skills in attachment, for example the construction of shorts, skirts, overalls, dust coats and also how to use electric sewing machines. Only one mentioned that she learnt how to handle customers. Some respondents have been retained for employment in the places where they were attached to.

Results of their qualifications revealed that seven had Grade Test 3 and a diploma in Fashion Design and one had Grade Test 3 only. Four respondents were entrepreneurs who have started their own tailoring businesses and also train other people, while four were employed by companies. It can be concluded that there is need for tailors and there are opportunities for
entrepreneurs with tailoring and dressmaking skills in Eldoret town.

The respondents made recommendations regarding training in Ancilla VTC. Eight respondents mentioned the inclusion of entrepreneurship training and some graduates would like to upgrade their training by taking Grade Test 2 and eventually Grade Test 1. Two respondents mentioned the inclusion of other trade courses such as embroidery and salon, and two mentioned the inclusion of micro-finance loan scheme in the curriculum.

Drop out issue
Drop out rate due to pregnancy and early marriages or enrolled students are an issue in all the three institutions. Results revealed that drop out rates were 80% in PCEA, 17% in AIC and 6% in Ancilla. Counseling and regular talks have been used to enlighten the trainees on relationships, unwanted pregnancies and HIV and Aids infections. Ancilla encourages trainees to complete the course after delivery and the low drop out rate may be attributed to this. AIC plans to have all the trainees stay in church hostels to reduce this problem.

Conclusion
Vocational Training in dressmaking, tailoring and fashion design offered by church based institutions in Eldoret town attracts the female youth in town and elsewhere who are interested in pursuing employment in related occupation.

The majority of trainees pass Grade Test 3 because institutions prepare them well for the national examinations by the Ministry of Labour and Human Resource and Development.

Most of the trainees who graduate from Ancilla are in tailoring and dressmaking related employment.

Recommendations
Entrepreneurship skills should be incorporated into the curriculum because most of the trainees aspire to be entrepreneurs immediately or after completion of the training. This training will equip them with small business management skills.

Teachers should be trained in teaching methods and vocational guidance and counseling so that they can guide the learners professionally.

All vocational training institutes should try and incorporate micro-finance loan scheme in their programmes so that when a trainee finishes she could be assisted with a loan to start up a tailoring /dressmaking business.

All vocational training institutions should have attachment in their curriculum to give students an opportunity to work in a place where they get exposure to the realities of a workplace.

At least one government institution in Eldoret town should implement a certificate and a diploma course in dressmaking/garment construction and tailoring. The results indicate that there is need because graduates of Ancilla in this trade train others in tailoring and dressmaking.

References
POINT OF VIEW OF UNIVERSITY SCHOLARS ABOUT MALE-TO-FEMALE GENDER DYSPHORICS IN PAKISTAN.

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Abstract

The diversity within the gender identity of male-to-female gender dysphoric community is investigated with the goal of developing a model of gender identity that can more adequately describe this diversity than the current conceptualizations of gender identity disorders can do. Participants selected for the purpose were highly qualified teachers of Peshawar University. Participants completed an interview-based questionnaire about their points of view and what contributed to their personal believes about gender dysphoria. Analysis of the data showed that even highly qualified teachers were not able to identify the difference between the types of gender dysphoria.

Keywords: Dysphoria, Pakistan, Gender Identity

Introduction

Most of us take for granted being a man or woman; one of the most basic truths of who we are. Although many of us are not conventional men or women, we have always identified with certainly the answer to the question, "are you a boy or a girl". There are some among us who know with conviction the answer to that question, but that contradicts the reality of the bodies they were born in or these transsexual’s folk. The struggle is to bring the body-and how the rest of the world sees and treat them-into association with who they know that they are. However, there are others among us for whom the answer to that question is not so easy. In fact, they have faced this question many a times from other people who are somehow disturbed that they cannot quickly place them into either the "Boy or a Girl" box.

Zucker (Zucker 1995) enlightened that in a world that only sees two possibilities of a human gender; they are often regarded with suspicion, as if something was not quiet right. Many suffer name-calling and out right violence against them are not uncommon. These are people who see themselves and are seen by others as neither man nor women, but something else-more like a third gender.

Most of us are perfectly comfortable with the fact that we are male or female. In fact we normally never give it a thought. However, there are a very few people who would tell that they were born with the wrong body. Gupta (Gupta 2000) describes that in many cases these people, referred to as transsexuals, remember feeling this way even in childhood. Similarly, Herdt (Herdt, 1994) clarifies that when the feeling becomes strong enough, the person may seek surgery to remove or alter his/her external genitalia or take hormones to make them appear like the other sex. These extreme measures are accompanied by discomfort and risk and cannot be taken because of an urge. Rather, transsexuals take such drastic measures because their feelings to have been born in the opposite sex are very strong and consistent.

Societies set precise roles for males and females and rigorously observe and appraise their behavior on these measures. Society expects males to behave in masculine way and female to behave in feminine way. While establishing and assigning roles for males and females it forgets to set a strategy of behavior for those individuals whose gender is not in accordance with their sex and they are the Male-to-Female gender dysphorics. Kerlin, and Dana (2002) elucidates that suffering from gender discomfort and gender conflict they live a perplexed life. Wyndzen, (Wyndzen, 2000) in her study explains that society without realizing and understanding their inconsistent situation expects male behavior from these Male-to-Female gender dysphorics whereas he is born with feminine gender. This creates a conflict within his self, giving him rather more of a rebellious nature against society, resultantly enhancing his feminine tendencies. On the
other hand, to avoid continuous criticism, ridicule and slur they do not often display their real self that they are aware of. Such is particular in Pakistan where it is difficult to overlook the impact of culture and religion on the “public self” and “private self” of the person when talking about Male-to-Female gender dysphoric.

Mostly people do not differentiate between gender identity disorder and gender dysphoria and they use the terms interchangeably. Watson (Watson 1997) refers that “Gender Identity Disorder” is a term, encompassing a variety of conditions relating to gender identity. According to Coleman (Coleman 1992) some individuals may feel the need to manifest certain attributes of the opposing sex through behaviors such as cross-dressing, without ever feeling the need to actually become a member of the opposite sex while “Gender dysphoria” is the distress felt by transsexuals who are unhappy with their biological sex. Dreger, (Dreger, 1998) described the tremendous agony, including the social isolation suffered by individuals who perceive their bodies as incongruent with their subjective sense of who they really are. Persons suffering from gender dysphoria have confusion or discomfort about their birth gender.

This occurrence is also extended to actual effects on the person, resulting in an almost total change of his life style and public identity. Gender dysphoria had been and would always be a central feature of their existence. It would not ‘grow out of’ or could not be removed by therapy.

The relative frequency of the occurrence of Gender dysphoria is not accurately known, because of the social stigma attached to being transsexual, arising from a widespread lack of awareness of the true nature of the condition. It is something that is often kept hidden. Therefore, it is not possible to collect statistic on the numbers of declared transsexuals and such figures undoubtedly represent only a proportion of those affected. Bailey, (Bailey, 2003) stated that not very long ago estimate of the rate of occurrence of male-to-female Gender Dyphoric might have been around one in100,000 of the male population. Today, with greater awareness and openness that exists, some estimates now put the figure at greater than one in 10,000. It is known that other chromosomal or inter sexes condition can have rates of occurrences approaching, one in 1,000 of the population and it may well be that this is also the true order for degree of transsexuality, velocity of occurrence of known female-to-male transsexuals is significantly lower. Typically being around 3-4 of the rate for male-to-female transsexuals but this rate has varied somewhat with time and between different parts of the world. Christine (2004) elucidates that this suggests that varying cultural factors might play a role in the decision to be open about the condition. Genders dysphoric do not feel belonging to the gender to which they are assigned and they opt for a change. (Fakhar, 1993)

**Purpose of the study**

The purpose of this research was to investigate the opinion of University Scholars about gender dysphorics. The researcher was interested to examine whether highly educated people knew the meanings of (local term Hijra) gender dysphoria. The researcher aimed to explore the major factors that these scholars considered responsible for gender dysphoria. The study also aimed at investigating whether education that implied information, awareness and broad mindedness had brought about any change in their behavior about gender dysphorics. Lastly the researcher wants to know whether these scholars have some Information about the “Nmaz-e-Janaza” (Muslims’ Funeral Prayers) and Burial of Gender Dyphorics.

**Methods**

Thirty-six post-graduate Professors and Associate Professors with ages ranging between forty to fifty five years, who were working as Chairmen/Chairpersons in thirty-six different Departments and Colleges of the University of Peshawar, were selected depending on their willingness and availability.

**Procedure**

The researcher with two of her aides, paid separate visit to all participants and every one of them was contacted as planned beforehand. The aim and objective of the research was
briefly explained to them and they were also assured about the confidentiality of their responses, before administering a specially designed questionnaire, asking them to fill in the blanks in the questionnaire as their replies.

The questionnaire was a specially designed instrument having six parts. The first part consisted of eleven statements that dealt with the background information about the participant’s age, socio-economic status, marital status, education, income, parent’s education and their occupation etc. The second part was for the participant’s general knowledge of gender dysphoria (Hijra) and it consisted of eight statements. The third part consisted of four questions for finding out as to how they defined gender dysphoria. The fourth part consisted of seven questions about the social status and social rights of Hijras. The fifth and sixth part consisted of eleven questions for finding out their knowledge of the rituals following a Hijras death and his burial. These questions were pre-tested and revised prior to their use in the investigation.

Results

The section provided information about the general awareness of highly educated people about the term Hijra (gender dysphoric), their opinion about Hijras, and the major factors responsible for this condition. These finding were presented in a tabulated form.

Similarly Table-1 illustrated highly educated group of the society that most of the participants had studied up to M.Phil. level (55.5%) whereas 44.4% had Doctorate degrees.

Figure-1 explains that when the participants were asked to explain the meanings of “Hijra” (gender dysphoric), the purpose being to investigate whether they could differentiate between gender dysphorics and other categories of gender dysphoria, the results showed 33% of them thought “Hijra” (gender dysphoric) as “asexual”, 25% said that they were “hermaphrodites, 14% considered them “half man half woman” and “mentally disturbed people”. The figure-1 clearly indicated that even University scholars were unsure of this term/condition and they categorized different physical and mental states of gender dysphorics under the heading- Hijra.

The participants were asked about the definition of Hijra “Female soul in a male body”, results of figure-2 showed that only 44% of the University scholars could define “Hijra” gender dysphoric) as “female soul in a male body”, while 22% of them did not agree with this definition. Amongst them 33% were unable to define gender dysphoria being not very clear about the term / condition. The data evidently pointed out that even the highly educated group in Pakistan could not correctly define Hijra (gender dysphoric) and was enable to describe their correct situation.

![Figure 1: Opinion of University Scholars about Gender Dysphoria (N=36)](image_url)

**Table 1: Frequency and Percentage of Causes for Gender Dysphoria (N=36)**

<table>
<thead>
<tr>
<th>Causes for Gender Dysphoria</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of proper guidance</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>Rejection by parents</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Lack of parental religious guidance</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Less dominating father</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table -2 Frequency and Percentage of Hesitation during Interaction with Gender Dysphorics (N=36)**

<table>
<thead>
<tr>
<th>Responses</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>66%</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>34%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table –2 clearly indicates the results related to the question when asked to give other causes they knew of, besides natural or medical, for a person to be a “Hijra”. About 50% of them...
mentioned lack of proper parental guidance being the major one, while 19% blamed the submissive status of their fathers. Parental rejection by 17% and lack of proper religious teaching and guidance by 14% of them were ascribed as important factors for gender dysphoria.

Table-3 indicated that when the University scholars were asked whether it was easier for them to interact with a “Hijra” s majority of them (66%) showed their disenchantment. because Hijras in our society were regarded as an inferior class and people felt degraded in interacting with them.

Table -4 indicates the general information of the scholars about the Namaz-e-Janaza and burial of “Hijra” (gender dysphoric). Majority of the participants (53%) showed complete surprise and stated that they had never heard or seen of this before and further said that they were totally unaware about these events of a Hijra life. 42% thought these to be as like the normal people. Only 5% replied that no Namaz-e-Janaza and burial of Hijras were conducted.

<table>
<thead>
<tr>
<th>Responses</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as normal people</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>Not offered</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Not seen/heard</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Discussion**

The results confirmed the assumption that even highly educated scholars had no clear concept of gender dysphoria (Hijra) and were totally ill-informed about the types, causes and factors responsible for gender dysphoria. The results of the study was in line with Doorn, (2003) who stated that misconceptions about gender dysphorics depends on two things, firstly the lack of proper information and awareness of people about this special group of people and secondly, the most important one is the shortage or even presence of suitable terminologies for different anomalies.

The data evidently pointed out that even the highly educated group in Pakistan could not correctly define Hijra (gender dysphorics) and was enable to describe their correct situation.

The sources of information about Hijra were different among different scholars. Majority of the respondents obtained information through social interaction, through television, magazines and newspapers, movies, and through books and circus, same results were shown by Whitten , Patisaul ,and Young (Whitten , Patisaul ,and Young 2002).

The exact opinion about transsexuals was difficult, as there were a number of opinions from different scholars, they think that gender dysphorics are abnormal or unbalanced persons some call them impotent, for few they are the source of entertainment, while some describe them as non-entities and as hermaphrodites. Some scholars think that they are unable to perform anything, in their opinion they don't have sexual capabilities and are born with feminine characteristics only a little percentage call them normal human beings.

In a response to queries about the causes of gender dysphoria, the role of the parents in understanding their children was the most important point that came out from the group. According to them Pakistan was an under-developed country where parents sometimes failed to provide the basic necessities to their children because they were not well informed and well trained in understanding their emotional needs. The results are in line with Govorun (Govorun 2000) who explains that it was very difficult for the parents of poor and large families to give individual attention to each of their children. The participants thus concluded that one of the major reasons of gender dysphorics for their joining Hijra community was the rejection by their parents that most of them faced the idea was also supported by Winter (Winter 2002).

Most of the scholars were totally unaware about the Namaz-e-Janaza of gender dysphorics as some scholars said that their Namaz-e-Janaza was offered at night in the darkness, while some thought that their Namaz-e-Janaza was never offered at all, and the living Hijra curse his soul to be reborn as a Hijra. Some respondents were sure that that their Namaz-e-Janaza was offered in the normal manner like any other normal gender while some of them
had not ever seen/heard of this or gave no response about their Namaz-e-Janaza.

**Conclusion**

It was concluded that the educated class of our society realizes the problems of transsexuals. This class does not have much information about transsexuals and that is why it has different concepts about transsexuals. The image of transsexuals in the minds of the educated is not satisfactory yet still they want to treat them positively.

**References**


ASSOCIATION OF WEIGHT STATUS OF AFFLUENT ADOLESCENTS WITH THE FAMILY HISTORY OF CHRONIC DISEASES, AGE, GENDER, BIRTH WEIGHT AND SOCIO-ECONOMIC STATUS.

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Abstract

Obesity is increasing among affluent people of the developing world, however underweight may still be present and both the problems needs to be assessed and addressed simultaneously. This study was conducted to assess the prevalence of underweight and overweight in the affluent urban adolescents of Karachi and study its association with family disease history and other factors. Data (socio demographic information, height & weight) was collected from 868 girls and 818 boys aged 10-15 years, studying in secondary section of the selected private schools known to have a high proportion of children from the affluent group. According to CDC standards 63% children had their BMI’s within normal ranges, 17% were underweight, 11.5% were OW and 8% were Obese (BMI for age >95th percentile). Family disease history of chronic disease was associated with higher prevalence of obesity. Prevalence of both under and overweight among affluent adolescents needs to be addressed even among affluent children.

Keywords: Adolescence; Body Weight; Obesity, Fatness; Underweight, Pakistan; Karachi, Children

Introduction

Weight status of children and adolescents has always been a cause of concern for health professionals. However as compared to previous decades, relative focus on overweight has now been increased even among developing countries.

Increasing obesity among children and adolescents is a cause of concern not only because of its negative influences on physical health but also due to its socio-psychological impact on adjustment and personality development (Needham & Crosnoe, 2005; Wardle, Williamson, Johnson, & Edwards, 2006). Pediatric and adolescent obesity is increasing not only in developed but also in developing countries (Popkin & Gordon-Larsen, 2004; Walker & Walker, 1998). In Pakistan and many other developing countries children from relatively higher socioeconomic status are more at risk of obesity and related health problems (Chhatwal, Verma, & Riar, 2004; Delpeuch & Maire, 1997; Hakeem, 2001).

In Pakistan also rates of obesity and related disorders are becoming a cause of concern for health professionals (Afzal & Naveed, 2004; Basit, Hakeem, Hydrie, Ahmedani, & Masood, 2003b; Misra, Vikram, Sharma, & Basit, 2006; Shah, Nanan, Rahbar, Rahim, & Nowshad, 2004; Hakeem, 2001). Karachi is the most urbanised city of Pakistan and it has been indicated earlier that obesity rates are higher in the affluent group (Hakeem, 2001) and obesity is associated with increased risk for metabolic disorders (Basit, Hakeem, Hydrie, Ahmedani, & Masood, 2003). At the same time malnutrition among adolescent girls is also a cause of concern (Harris, 1989; Mumtaz & Fatima, 1992). Thus there is a need for valid assessment of the situation. Rates of obesity may be higher among children from affluent sections of urban population however even in these affluent groups a number of children may still be underweight. Information about simultaneous presence of the problem of underweight and overweight within the affluent subgroups is lacking.

Health related problems of underweight along with those of overweight have been noticed by many researchers for example rates of hospitalisation and risk of certain mental disorders is higher in both underweight and obese persons (Imai et al., 2008; McLaren, Beck, Patten, Fick, & Adair, 2008; Ringback, Eliasson, & Rosen, 2008). Risk of suicide was found to have positive association with Body
mass index by Kaplan et al (Kaplan, McFarland, & Huguet, 2007). On the other hand there are numerous observations of association of obesity with risk of type 2 diabetes, cancers vascular disorders etc. Thus in regions such as Pakistan where both under and overweight are prevalent (Jafar et al., 2008) a comprehensive approach is needed while assessing weight status of subjects.

It is often assumed that among affluent groups issue of underweight is non existent. In this context this study was planned to assess the prevalence of underweight and overweight among affluent Urban Pakistani adolescents living in Karachi.

**Methods**

**Sampling and Subjects**

The purpose of the study was to study the prevalence of overweight and associated factors in the affluent urban adolescents of Karachi. Thus the selection of schools was subjective and purposive. The schools well-established for more than 20 years and well-known to have a majority of children from higher income families were included (details of selection criterion has been given elsewhere (Hakeem, Shaikh, & Asar, 2004). A couple of schools having a high proportion of expatriates were also excluded. The number of schools finally estimated to be suitable was 5 and all of them were contacted to assess the number of children of specified age enrolled. Principals of the identified schools were contacted and letter requesting participation and details of the study was delivered. As the required number of children could be recruited from four schools one school was randomly excluded. The four schools that were willing to participate in the study during the specified period were finally included.

The data collectors revisited those schools that had expressed willingness to participate and discussed the data collection schedule. Finally four schools, from where data could be collected in one season were recruited. All the children studying in secondary section of the school (grade 6-10, typically aged 10-15 years) were invited to participate. Overall, from the recruited schools, 80 to 95% of the eligible participated in this study. Reason for non-participation was preparation for annual secondary school certificate examination of grade 9 & 10 in certain schools. In other grades participation rate was >95% and only those who were absent on the day of data collection were excluded.

All the parents were informed about the study and children as well as parents were free to have limited or no participation in the study. There was no case of non-participation however response rates to parents’ questionnaire and rate of provision of birth certificates was less than that for students’ questionnaire.

The protocol of the study was approved by the research committee of Nutrition department of RLAK college of Home economics Karachi that looks after the ethical matters as well.

Sample size was calculated on the basis of data available from a previous study (Hakeem, 2001). Prevalence of overweight using CDC-2000 criteria among boys and girls of that study was 7% & 6% respectively. Prevalence of underweight using the CDC-2000 criteria was 17% and 22% respectively Based on these parameters and 95% CI the largest size of the required sample for a random survey would have been 226 boys and 275 girls. As the research project of which this study is a part, included study of several other factors also data was collected from a much larger number of children. To account for incomplete data a total number of around 2000 children were to be initially contacted. However because of difference in number of children enrolled in various schools and a small proportion of children being above or below the target age the exact number could not be set. Finally the data was collected from 868 girls and 818 boys aged 10-15 years.

**Data Collection**

A group of ten postgraduate students of the Food and Nutrition department of the Rana Liaqat Ali Khan Government College of Home Economics collected the data. Data was collected during the months of April and May in year 2000. Two members of the data collecting team took anthropometric measurements while others participated in
collecting data through the questionnaires. Details of data related to the topic of this paper are presented here.

All the students answered a questionnaire, which contained SES scale also. This SES scale has been used in another studies conducted in Karachi Pakistan and consists of questions about household assets and other characteristics of children and their families (Hakeem, 2001). A letter was sent to parents to send copies of children’s birth certificates. Information about date of birth was retrieved from the copies of birth certificates. Where certificates could not be retrieved this information was retrieved from school admission records. All the participating school collect birth certificates at the time of admission and have the record of child’s date of birth.

Family history for chronic diseases:
In the questionnaires that were filled by the parents questions were asked about known presence of selected chronic diseases in parents or grandparents of the subject. For the representation of obesity sketches of body frames representing underweight normal, overweight obese and very obese persons were included.

Anthropometric Measurements

A. Height
For measuring height, a non-stretchable height scale namely, Minimeter by CMS London, UK was used. The student, whose height was to be taken, stood with his/her shoes removed, in an attentive position with his/her back facing the wall and hips touching the wall. Head was in Frankfort plane. The measurements were taken in centimeters.

B. Weight
For weighing, EKS digital weighing machines were used to get accurate results and decrease the chances for error. For this purpose, the scales were placed on a hard and plane surface and the adolescent stood at the center of the scale without his/her shoes or any extra item wearing over the uniform (i.e. sweater, jacket etc). The adolescent stood over the scale in an attentive position, looking straight ahead. The measurements were taken in kilograms.

Data entry and Analysis:
Anthropometric and personal data was entered on SPSS 10.5 for analysis. Using the CDC 2000 reference data BMI percentiles were calculated (CDC National Center for Chronic Disease Prevention and Health Promotion), 2006). Overweight was assessed using two criteria so as to make comparisons possible with other studies. However in order to estimate the associations with relevant factors only CDC classifications are used. According to CDC-USA "At risk of overweight" and "overweight" are the terms preferred to refer to children and adolescents whose excess body weight could pose medical risks. Due to potential negative connotations associated with the term "obesity," "overweight" is preferred. The ranges at which CDC defines at-risk-of OW children are classified as OW according to IOTF criteria (Cole, Bellizzi, Flegal, & Dietz, 2000). Children classified as overweight according to CDC criteria are categorised as Obese according to IOTF guidelines. However in order to avoid confusions only the terms OW and Obese are used in this paper.

Association of various factors i.e. family history of chronic disease, age, sex, birth weight and relative affluences; with Weight status was also assessed. Chi square test was used to assess associations between rates of under or overweight and other factors. Due to poorer response for parents’ questionnaires and availability of birth certificates, numbers of cases available for various comparisons were different.

Results
Anthropometric data was collected from 818 boys and 868 girls. Mean age of boys and girls was 12.57 (SD 1) and 12.75 respectively. Age and sex distribution is given in table 1.

Mean SES score was 25.16 (SD 9.15) and was comparable to higher income group of families living in Karachi (i.e. families living in large houses built on 600 square yards or more) studied earlier (Hakeem, 2001). SES score was used to assess relative affluence of the subjects. Using ranges of SES scores typical of various income levels, reported in an earlier study (Hakeem, 2001) adolescent were grouped into
three SES categories. Very few children (1.8%) had SES scores (<13) comparable to lower middle class (families living in 80 square yard/68 sq. meters); 43.9 % had SES scores (13 to 22) comparable to middle class (families living in 80 square yard/68 sq. meters); families and 54.2 percent had SES scores (>23) comparable to higher income families.

Weight status of children

Weight status of children was assessed by comparing their BMI with CDC 2000 reference data. Mean BMI of boys and girls of various ages is given in table 1.

Overall in comparison with CDC standards, 63% children had their BMI’s within normal ranges (>5th to 85th percentile of BMI for age), 17% were underweight, 11.5% were overweight and 8% were obese. Table 3.

Gender and Weight status

The proportion of normal weight was higher among girls (59.2%b, 67.1%g) and the difference was statistically highly significant (P=0.001) (table 3). Proportion of underweight was higher among boys as compared to girls (19.7%b, 14.9%g) and the difference was highly significant (P=0.005). Proportion of OW-including-Obese was also higher among boys as compared to girls (21.1%b, 18.1%g). Proportion of OW only was higher among girls (10.6b 12.3g) but the difference was statistically non significant (P=0.067). The proportion of Obese adolescents was also higher among boys (10.5%b 5.8%g) and the difference was statistically significant (P=0.015). Table 3.

Age and Weight status

As the number of adolescents at age 10 and 15 was relatively less for assessing presence of OW and underweight at various ages three age groups were made by merging two years (10 & 11, 12 &13 14 &15) together. Among girls, none of the differences in the relative proportion of under or OW at three ages was statistically significant. Among boys the only statistically significant differences was that the frequency of underweight increased with age. (fig. 1)

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>10.6</td>
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<td>37</td>
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<td>11</td>
<td>91</td>
<td>88</td>
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<td>11.6</td>
<td>72</td>
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<td>12</td>
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<td>12.6</td>
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<td>13</td>
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<td>55</td>
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<tr>
<td>15</td>
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<td>18</td>
</tr>
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<td>15.6</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>818</td>
<td>868</td>
</tr>
</tbody>
</table>

Table 2: Mean BMI of boys and girls at various ages

<table>
<thead>
<tr>
<th>AGE years</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
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</tr>
<tr>
<td>10</td>
<td>17.86</td>
<td>4.01</td>
</tr>
<tr>
<td>10.6</td>
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<td>11</td>
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<td>3.79</td>
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<tr>
<td>12</td>
<td>18.07</td>
<td>3.73</td>
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<tr>
<td>12.6</td>
<td>18.53</td>
<td>3.79</td>
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<tr>
<td>13</td>
<td>18.98</td>
<td>4.80</td>
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<td>13.6</td>
<td>18.87</td>
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<td>14</td>
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<td>15</td>
<td>20.75</td>
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<tr>
<td>15.6</td>
<td>20.19</td>
<td>2.91</td>
</tr>
</tbody>
</table>

Family History for chronic diseases and weight status:

Proportion of overweight children was higher among the group of children who had relatively stronger family history of chronic diseases (24.4%) or obesity (25%) as compared to those who had weaker or no history of chronic diseases (16.3%) or obesity (12.1%). Rate of obesity was significantly higher even among the group that had strong history of metabolic diseases (hypertension, heart disease, diabetes) but no family history of obesity (21.8%) as compared to those children who had no family history of either (7.6%).

Birth weight and adolescent’s weight status:

Mean birth weight of normal weight children was lower as compared to that of underweight or over weight adolescents. Mean birth weight
of obese adolescents was significantly higher (3.57 kg) than that of normal weight adolescents (3.2 kg). (table 4).

### Table 3: Weight status of boys and girls

<table>
<thead>
<tr>
<th>Weight status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=818</td>
<td>n=868</td>
<td>n=168</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Underweight **</td>
<td>19.7</td>
<td>14.9</td>
<td>17.2</td>
</tr>
<tr>
<td>Normal**</td>
<td>59.2</td>
<td>67.1</td>
<td>63.2</td>
</tr>
<tr>
<td>OW</td>
<td>10.6</td>
<td>12.3</td>
<td>11.5</td>
</tr>
<tr>
<td>Obese***</td>
<td>10.5</td>
<td>5.8</td>
<td>8.1</td>
</tr>
<tr>
<td>OW+Obese</td>
<td>21.1</td>
<td>18.1</td>
<td>19.6</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significance of gender difference, **P<0.005, *** P <0.001,

Relative Socioeconomic Status and adolescent’s weight status:

The subjects were grouped into three groups on the basis of SES scores to determine relative affluence. Percentage of overweight was significantly higher 22.6 % among the highest income group as compared to the lowest income group 17.2% P=0.021. Percentage of underweight was significantly lower 14.0% among the highest income group as compared to the lowest income group 19.3% (P=0.017). (table 5).

### Discussion

Rates of obesity in urban affluent adolescents of Karachi were explored. In terms of CDC suggestions regarding BMI cut offs and definitions, 11.5% were OW and 8% were Obese. These rates are higher than the average rates of obesity observed in many of the developing countries. In a questionnaire based survey of 34 countries of Europe and America, obesity was assessed with IOTF criteria and only four had prevalence of OW including obese more than 20 % (Janssen et al., 2005). Lobstein at al (Lobstein, Baur, & Uauy, 2004) has reviewed earlier global prevalence of adolescent obesity in terms of IOTF criterion. The world average of OW and obesity was reported to be 10% & 3% respectively. Averages for Europe were 15% obese & 5% OW and for middle-east the comparable rates were 16% and 6%. The average rates of OW and obesity in Pakistan may be considerably lower than found in the sample studied by us; however the high rates of obesity among urban affluent children needs to be addressed to prevent heath problems in later life.

In relation to global averages for various regions ratio of OW to Obese in our sample was similar to most other regions. However in comparison to India proportion of OW and obesity appears to be different. A recent report from India indicates that among affluent adolescent boys from Pune India 19.9% were Obese and 5.7% obese. Thus in our sample though the rates of Obese amongst boys were much lower (15%) the frequency of obesity was similar (5.6%) to that reported from a comparable population in India (Khadilkar & Khadilkar, 2003);
Among British Pakistani boys obesity rates were higher (9%P vs. 7.9%I) but the rates of Obese were lower (26%P vs. 29.6%I) as compared to British Indian children. Reasons for this difference are more likely to be ethnic difference in obesity threshold or differences in hyperplasia during early childhood. At younger ages (<5yrs) obesity rates are reported to be much higher among Pakistani children (3.1%) as compared to Indian children (1.6%). It has been evidenced often that obese infants are much more prone to be obese adults. For our adolescents information about childhood weights was not available however mean birth weight of obese adolescents was significantly higher than that of normal weight adolescents.

Most other studies do not give prevalence of underweight along with the prevalence of Obese. Thus it is difficult to assess the peculiarities of these observations. In our sample in spite of affluence nearly 20% of boys and 15% of girls were underweight. This co-occurrence of underweight and obese within relatively affluent groups indicates sensitivity of children’s nutritional status and nutritional care provided to them. As indicated by the results that even minor differences in financial status of parents could have significant impact on children’s weight status. The situation is probably due to cumulative effect of differences in knowledge attitude and practices and availability of choices. This situation calls for exploring the exclusive impact of various factors and lack of safeguards against continuous escalation of food prices and lack of quality control. Whatever factors responsible it should not be assumed that in among affluent groups all the children are normal or overweight and while taking measures to prevent and control obesity nutrition education needs of underweight children must not be ignored. In terms of assessment of risk presence of chronic disease even in the absence of family history for obesity emerged as an important indicator of relatively higher risk for obesity among children.

Acknowledgements

The authors wish to thank students of Rana Laiqat Ali Khan Government College of Home Economics for collecting data for this study. The author is also grateful to the staff and students of BVS Parsi high school, Mama Parsi girls’ school, City school, St Michael Convent school and Happy Home school for participating in this study.

References


Pakistan Home Economics Association (PHEA) History and Developments

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Pakistan Home Economics Association (PHEA) is a non profit educational association which begin its journey in 1953. A constitution was drawn up in the later part of 1954 which clearly expressed its objectives-----namely to study problems connected with Pakistani homes and families, to encourage and promote the teachings of Home Economics , to organize adult education on the subject, to undertake investigation, research and publication, to organize meetings, conferences and to secure better legislation in the fields covered by Home Economics. A General Body meeting was held, Mrs Saaeda Baquer Khan was elected as president. The Executive body worked tremendously and many activities were carried out. Due to some reasons, the association became dormant. And it was revived on 24th March 2007; through the untiring efforts of the Executive Body the Registration of the Association was renewed. The new journey began with the foremost objective being the promotion of education and research in the field of Home Economics and contributes to the betterment of individual families and community. Many activities were carried out including a newsletter and publishing “NUTURE” a Research Journal for Human Civilization.  

After the revival of association, the First Annual General body meeting of PHEA was held on 21st May 2008. It was a well attended event, Annual Reports were presented and following the reports PHEA carried out its first General Body Elections. Following are the newly elected members.

President: Mrs. Perveen Saeed  
V. President: Dr.Rubina Hakim  
G. Secretary: Mrs. Erum Muqueem  
Treasurer: Mrs.Ghazal Muzaffar  
E.C.Members: Mrs. Kausar Shafiq , Miss Ghazala Naeem, Miss Hina Zubair, Ms Shireen shehzad Mrs. Khalida Hafeez , Miss Mahlaqa Afreen, Mrs, Mohsina Farooq.

The new Executive committee is energetic and ambitious to work for the betterment of individual and family life, using the plateform of PHEA. A number of projects planned for the near future. At present, work is underway to develop an association website, as well as to launch the opening of a resource center which will provide teachers with access to a variety of home economics resources including students’ handouts, worksheets and reference materials. It is expected from the Home Economists to come forward and join hands at this platform for the better result and achievement of success in this field at National and International level.
WEANING PRACTICES OF RURAL WOMEN IN CHANDAULI DISTRICT, UTTAR PRADESH, INDIA

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email: hinayasmin2002@yahoo.co.in

Abstract

Weaning is the process in which an infant’s diet pattern is gradually changed from liquid foods like breast milk and substitute milk preparations to cooked solid foods. The main purpose of the study was to describe the weaning practices of women residing in the Chandaulia district of Uttar Pradesh, India, whose babies were between the ages of six and nine months. A descriptive survey was conducted on 120 mothers attending Anganwadi centre/health centre in Chandaulia district. Convenient samples of 120 mothers were interviewed. Data was collected on breast-feeding, weaning as well as the current feeding practices. revealed that breastfeeding was initiated by 80% women at birth. Only 20.8% of women were exclusively breastfeeding till five months. Early weaning was associated with mother’s perception of poor quantity and quality of breast milk i.e. 45.2%. Partial breastfeeding was practiced by 79.2% of the respondents and women were found using a variety of milk formulas to substitute breast milk. Analysis of factors that might have influenced the early supplementation, 45.2% women indicated that dissatisfaction with milk insufficiency was the reason for stopping breast feeds. The research findings suggest that the perceptions of women regarding appropriate time of introducing solids differs from that of health professionals and exclusive breastfeeding rates in the villages are very low. Solids are introduced as early as in the first week of life.

Keywords: Weaning, Breastfeeding, Solid Food, Infant Feeding

Introduction

To understand infant health in a specific community, knowledge of its infant feeding practices and weaning is essential (Filer, 1993). Weaning is the name given to the infant’s gradual transition from a diet of milk as the sole food to a mixed diet containing a variety of foods. The weaning period is a particular time of risk for the infant’s nutrition. The pattern of infant feeding affects the nutritional status, health status and growth and development of children (Palikadavath et al, 2004). The period of weaning is one of the most critical periods in an infant’s life. It is well known that there is a higher rate of infection, particularly diarrhoea, during weaning than any other period of life. This is because the diet changes from clean breast milk, which contains anti-infective factors, to foods that are often prepared, stored and fed in unhygienic ways (Lenderman, 2000). Another reason is because the immunity derived from the mother is by now at a low level and the infant has to acquire his own immunity (Hediger et al, 2000). In addition, foods given to infants are based on cereals and tubers which lack essential nutrients (Ebrahim, 1978). On the other hand it is vital that the diet of more vulnerable children be examined objectively with a view of finding practical solutions for improvement of weaning practices (Steyn et al, 1993).

Another dangerous side of weaning is that the infant’s immunity system is challenged by a variety of new and potentially dangerous infectious agents. Breast milk with its anti-infective properties is progressively diluted and replaced by foods which may introduce pathogens. Although weaning foods may be prepared by boiling in water which would destroy any heat sensitive organisms, furthermore, post cooking practices and handling can result in re-contamination of the food (Dykes, 2000).

The age at which solid foods are introduced varies in different communities from a few weeks to the end of the first year or even the second year of life (Barker, 2004). The range of time over which weaning may occur, successfully is wide but there are some limits also. Weaning too early is not tolerated by the young infant’s immature gastro intestinal tract, liver and kidneys. Weaning too late may not permit normal growth, development and metabolism (Wharton, 1991). For example, human milk provide little iron and copper, but
young breastfed infants normally use their haemoglobin and hepatic stores of these elements; eventually, these are depleted and a low serum ferritin develops as iron stores are used up by six months. Serum ferritin in infants fed unmodified cow’s milk is low by four months (Wharton, 1991). Longitudinal studies done in other countries such as New Zealand, Finland and Scotland has revealed that delaying of introduction of solids until the age of 4-6 months will protect the infant especially if there is a history of allergy in that family (Fergusson et al, 1999; Saarinen et al, 1998; Forsyth et al, 1993). Several studies have calculated the age when breast feeding alone becomes inadequate to meet the theoretical requirements of the infants with normal birth weight. For most calculations, this age varies between three and four months, depending on the assumptions about breast milk volume, growth; estimated energy content of milk; and estimated requirements for protein and calories. Studies that have compared the growth of infants fed with solid foods at early and later age’s show that in general, the total infant’s weight increased with introduction of solid food at a later age (Taitz et al, 2000). In Senegal, introduction of supplementary food to infants by the ages of two to three months is associated with slower growth compared to those given complementary food after six to seven months of age (Dar et al, 2004). It was suggested that the introduction of complementary food between two to five months should be discouraged and its introduction at six months should be encouraged (Simondon and Simondon, 1997).

The general concept is that infants should commence weaning between four and six months of age. Since milks of all types are excellent sources of energy and essential nutrients and are still available, almost worldwide, at a reasonable cost, their intake should not fall significantly during weaning, if possible. Also maternal milk is likely to continue to confer some protection against infection; in poor households where nutrition and hygiene are compromised, usually in developing countries like India, prolonged breastfeeding for at least up to a year should encouraged. (Crolden, 2000).

Weaning foods are chosen on the basis of their flexible consistency, availability, their taste and acceptability by the infants. They should aim to be more energy dense than milk, to be well balanced with respect to essential nutrients, but to improve the status of these nutrients it must be supplemented by milk. Different weaning foods have different nutrient composition. The comparative study of some commercially prepared Indian Infants cereal is given in Table 1. While choosing weaning foods the need of the infant should be kept in the mind. The nutritional and health status of the infants mainly depends on the feeding practices of the community. It is seen that the child rearing practices differ in different regions in the same state. Continuous vigilance over infant feeding practices in community is necessary for timely interventions to ensure optimal growth and development. This study was undertaken to evaluate weaning practices in relation to nutritional status of infants in Chandaulia district of India.

Methods

The design of this study was descriptive survey. The objectives were: to investigate the early feeding practices in infants from zero-nine months in the tribal areas of Chandaulia district, India, to identify the factors affecting feeding practices, to analyse the factors influencing their choice of feeding methods and to identify the source of information for mothers regarding feeding practices.

Sample:

Health care centres called “Anganwadi” of six different villages of Chandaulia district were selected randomly for this study. A convenience sample of 120 mothers 18 to 30 years were selected from each village to make up a total sample of 120 mothers. The purpose of the study was explained to them and verbal consent was taken.

Survey instrument:

An interview cum questionnaire approach was taken to provide information on weaning from zero to nine months. The interview style and the questionnaire were structured according to observation of previous work with infants (Richter, 1994; Van der Boom, 1995, Mridula,
Interview questionnaire were pre-tested on twenty mothers whose children were between the ages of six to nine months and minor adjustment were made accordingly. The questionnaire consists of two parts. Part one of the questionnaire was used to collect demographic variables of the family. The second part consisted of questions designed to determine feeding practices during the period of birth to four months and during six to nine months. These sections were designed to elicit information on formula and breastfeeding and consumption of other foods.

Standard descriptive analysis was conducted.

Results

Infants feeding at age zero to three months

At the time of interview i.e. when children were between the age of six and nine months, 80% of respondent mothers indicated that their children were breastfed at birth. The rate of exclusive breastfeeding was very low at 20.8%. Infant feeding choices are influenced by social and cultural factors (Jan et al, 1995). The different reasons given by respondents for not breastfeeding their infants are shown in Table 2. The percentage of babies who continued to receive a combination of breast milk, formula and other feeds were very high i.e. 79.2%. 29.3% of the babies were commercially available formula fed by the end of first week. Further investigation showed 60% of infants were given solid food in the first three months of life.

Supplementary Infant Feeding at age three to four months of age

The most frequent reason given by mothers for introducing supplementary feeding was insufficient breast milk i.e. 45.2%. Illness of mothers was cited as the second cause for supplementation. The third major cause was evenly distributed between correct age for starting solids and working mothers. Unsatisfied crying babies were also given as problems that caused failure to fully breastfeed the infant. Generally mothers assume that crying infants are hungry. By the three months 40.5% of respondents were giving formula feeds. Of these, 30.2% were bottle fed during the first week of life. Working and sick women were more likely to introduce early supplementation. While introducing solids, four different methods of feeding were used by the respondent mothers. Almost 78% used a spoon, 13% used a bottle, 5% used a cup and 4% fed the infants by hand.

Table 1: Nutrient Values /100g for various types Of Cereals

<table>
<thead>
<tr>
<th>Nutrients</th>
<th>Nutra</th>
<th>Faxed</th>
<th>Cerelac</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy (Kcal)</td>
<td>1574</td>
<td>1823</td>
<td>1730</td>
</tr>
<tr>
<td>Protein (g)</td>
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<td>15</td>
</tr>
<tr>
<td>Carbohydrate (g)</td>
<td>73</td>
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</tr>
<tr>
<td>Fat (g)</td>
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<td>12</td>
<td>9</td>
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<tr>
<td>Fibre (g)</td>
<td>-</td>
<td>0.2</td>
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<tr>
<td>VITAMINS</td>
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<tr>
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<tr>
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<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Vitamin B1 (mg)</td>
<td>0.55</td>
<td>0.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Vitamin B2 (mg)</td>
<td>0.4</td>
<td>0.8</td>
<td>0.3</td>
</tr>
<tr>
<td>Vitamin B6 (mg)</td>
<td>0.3</td>
<td>-</td>
<td>0.3</td>
</tr>
<tr>
<td>Vitamin B12 (mcg)</td>
<td>0.95</td>
<td>-</td>
<td>0.75</td>
</tr>
<tr>
<td>Folic Acid (mg)</td>
<td>19</td>
<td>-</td>
<td>22</td>
</tr>
<tr>
<td>Pantothenic acid (mg)</td>
<td>1.9</td>
<td>-</td>
<td>1.5</td>
</tr>
<tr>
<td>MINERALS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sodium (mg)</td>
<td>150</td>
<td>2.8</td>
<td>150</td>
</tr>
<tr>
<td>Calcium (mg)</td>
<td>335</td>
<td>470</td>
<td>440</td>
</tr>
<tr>
<td>Phosphorus (mg)</td>
<td>466</td>
<td>380</td>
<td>360</td>
</tr>
<tr>
<td>Iron (mg)</td>
<td>19</td>
<td>0.1</td>
<td>7.5</td>
</tr>
<tr>
<td>Magnesium (mg)</td>
<td>44</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Zinc (mg)</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Iodine (mcg)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 2: Reasons given by respondents for not breastfeeding their infants

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious taboos</td>
<td>16.0</td>
</tr>
<tr>
<td>Crying baby</td>
<td>8.0</td>
</tr>
<tr>
<td>Family norms</td>
<td>16.0</td>
</tr>
<tr>
<td>Thirsty baby</td>
<td>8.0</td>
</tr>
<tr>
<td>Not enough milk</td>
<td>28.0</td>
</tr>
<tr>
<td>Going back to work</td>
<td>12.0</td>
</tr>
<tr>
<td>Sickness of mother</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Feeding Practices at six to nine months of Age

Infant Feeding Practices four to six months of Age

The different infant foods that were introduced by the respondents as the first solid foods are shown in Table 3. It was found 60% of the mothers gave gruel made up of rice and cereals as their first choice. Further investigation on the reason for their choice of first food was the availability of the food at home. The respondents believe that this food is appropriate.
because it is present almost in every home. Only 5.9% of respondents reported feeding infants the commercially bottled infant food. The main reasons for not using commercially packaged foods were cost and unavailability of commercially bottled infant food in the villages.

By six to nine months of age 90.2% of the infants were being fed three meals a day. These three times were divided into breakfast, lunch and dinner. Milk consumption was decreased to one or two times a day i.e. early in the morning and before sleeping. A high percentage, 80.8% of infants were fed with boiled and mashed potatoes, plain or with the addition of little salt and ghee (fat). Other vegetables such as carrots, pumpkin, cauliflower and spinach cooked with milk or buttermilk were also fed by 12.2% of the respondents. At lunch time gruel made up of rice with combination of different pulses and oil were given by 71.2% of mothers. Poshtik porridge made up of whole wheat, ground Bengal gram, milk, oil and jaggery were also fed by 28% mothers. At dinner time 30% mothers gave some pulse kheer with banana and 50% of the mothers gave potato gruel made up of potatoes, jaggery and groundnut milk. These foods are locally present in abundance in the selected villages.

### Table 3: Different infant foods that were introduced as the first solid foods by the respondent mothers

<table>
<thead>
<tr>
<th>First Solid Foods</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice and pulse gruel</td>
<td>72</td>
<td>60.0</td>
</tr>
<tr>
<td>Pulse soup</td>
<td>8</td>
<td>6.6</td>
</tr>
<tr>
<td>Mashed potatoes</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>Mashed rice</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>Commercial food</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

The subject stated that they received information regarding weaning practice from Anganwadi health worker (60.1%), private clinic doctors (21%), their mothers (10.8%), and peer group (8.1%).

### Discussion

Breast-feeding is the ideal food for an infant. On 18 May 2001, World Health Organization endorsed exclusive breast-feeding till an infant is 6 months of age. In the present study breastfeeding at birth was initiated by most women respondents (80%). At four months the prevalence of exclusive breastfeeding was lowered to 20.5%. In a worldwide study of 45 different cultural and ethnic groups, it was found that on an average infant were breastfed for one and a half years (Brown et al., 1999).

In a study by Wagstaff et al (2002), the average period for breastfeeding was eleven weeks. Saarinen (1998) stated in their study that exclusive breastfeeding for the six months provides benefits for the infant that extend to adulthood.

The practices that are very common in India, are giving water with sugar, crushed sweet date, jaggery etc just after birth as a first feed may introduce infection to the baby and is also counter-productive to the stimulation of breast milk through suckling. Mixing breast milk with other foods diminishes the effects of breast milk for the infant.

It was found that prelecteal feeding was almost universal, and it was common to delay breastfeeding initiation for several days. Many studies from India and other South Asian countries have indicated that women commonly wait several days after birth to begin breastfeeding, avoid giving colostrums, or supplement breastfeeding with other foods or liquids (Talukdar, 2000; Huffman et al, 2001; Aneja, 2002; Ray et al, 1998). However, finding from the present study compare poorly with recent studies from Nepal and Pakistan, which shows early breastfeeding initiation rates of 91% and 85% (Osrin et al, 2002; Vani et al, 2005). It is often argued that the partial breast feeding is better than no breast feeding when considering the nutritional value of breast milk (Coovadia and Wittenberg, 2005). It was found by Adele, 2001 that breast feeding at four to six months were very low (25.5%) in South Africa. The Department of paediatric, Varanasi, India (2003) stated that data are fragmented and the prevalence of exclusive breastfeeding in infants under six months of age is unknown. According to Indian Medical Association of India (2004), the supplementary foods should be introduced from four months, In Parabani, India, there is no weaning. Infants graduate to adult food directly from breastfeeding (Brown , 1999).

M.N. Anokwulu (2002) reported that the age at which solid food is introduced varies in different communities from a few weeks to the...
end of the first year or even the second year of life.

In the present study, perception of breast milk insufficiency, baby refusal and crying babies result in almost 66% of the mothers substituting the breast milk with bottle feeding. It appears that women will introduce supplementary feeding according to their own perception of the child’s need and mother’s ideas about when the child is ready for other foods (Richter, 1994). It is amazing and important to note in the present study that all the respondents’ mother (100%) reported that only “chewable” foods were not suitable for the infant less than three months. It is revealed that women will continue to feed the infant solids at three months if the consistency of the food is “soft”.

In other study done by Hemant (2000) in India, the infants who had complementary food after the ages of two to three months and before the ages of four to five months were associated with slower growth compared to those given complementary food after six to seven months old. He suggested that the introduction of complementary food at two to five months should be discouraged but its introduction at six month should be encouraged. On the other hand it was noticed that in KwaZulu/Natal, South Africa, it was common practice to give solid food first and then the breast (Faber, 1997). The methods used for feeding were 13.3% by spoon, 77.6% by bottle, 5% by cup and 4% by hand. Although only 4% of mothers reported feeding by hand, Sawage and Burguess 1992, recommended that hand feeding should be discouraged as it increases the risk of infection to the infant. Thus, it is better to teach mothers to wash their hands as well as the child’s hands before feeding because in India hand feeding is a cultural Norm.

Present study revealed that only 5.2% respondents used commercially bottled infant formula. In contrast, in South Africa, more than half of the respondents gave the commercially bottled infant formula. Convenience and suitability of some of these products were reason cited by women for their choices, (Adele, 2001). When introducing solid, the knowledge of weaning is very necessary especially in village areas because weaning period is one of the most crucial periods in an infant’s life in terms of exposure to pathogens as well the nutrient density of the weaning food. Since foods given to infants are based on cereals and tubers which lack essential nutrients. Thus, knowledge should be provided to the women by trained health professionals since 60% of respondent reported that Anganwadi Health Worker was their source of information.

**Conclusion**

Weaning practices in Indian villages are almost similar to patterns followed by other developing countries. The findings in this research reveal that exclusive breastfeeding rates in the villages are very low and that the solids are introduced as early as in the first week of life. Thus, women should be counseled regarding appropriate breast feeding and weaning practices during the ante-natal. Information on financial planning and budgeting should be included in health promotion to assist women in making correct choices to assist women in making correct choices and decision about weaning. They should know that no other food is sufficient to take the place of mother’s milk. Other preparations are adequate sources of additional nourishment from the sixth month of the infant’s life. They should be informed that giving infant’s foods before the age of six months adds unnecessary risks like diarrhea, dehydration and death to the infant. Besides this, the present study suggests that the first line government health and development workers—auxiliary nurse midwives and anganwadi workers—could effect changes in feeding practices if they improved the coverage, timing and informational content of their outreach to pregnant women.

**Acknowledgement**

The author wants to thanks Anganwadi supervisors for their assistance in data collection. I am extremely grateful to all mothers who took part for their cooperation. I acknowledge financial support from Banaras Hindu University, India

**References**


Aneja, B. (2002) “Etiological factors of Malnutrition among...
infants in two urban slums of Delhi”. Indian Paediatrics. 38.: 1605
**EVALUATION OF A PAKISTANI FOOD PHOTOGRAPHS ATLAS**

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**Abstract**

Food photographs are often considered an important aid in assessment of dietary intakes. As part of a project for development of Pakistani Food Photograph Atlas (PFA), photographs of a large number of foods in various portion sizes had been taken few years back by one of the authors. The work was halted for some reasons and before resumption of the task it was considered necessary to evaluate the usefulness of available photographs for preparation of PFA. The purpose of this study was thus to identify the food items needed for Pakistani Food Atlas and the extent to which the available photographs fulfill that need. Determination of number and kind of food photographs required for the food photographic atlas, was done through a sample population survey of frequency of food intake. Available photographs were evaluated in terms of fulfillment of need and representation of real foods.

A total of 78 foods were identified as required, photographs of 66 of those foods were available. In general food photographs represented the real foods (76-100% correct answers) but in a few cases due to the low quality of the pictures the subjects found it difficult to identify either the food or its correct quantity. Need for minimizing the list was essential, it’s suggested to take at least four portion photograph for each food ingredient, which is lacking.

Keywords: Food Photographic Atlas, Validation, Portion Sizes.

**Introduction**

A photographic atlas of food portion sizes is mainly developed for the purpose of estimation of food amounts in nutrition studies, nutrition education and counseling. (Paturi M., et al 2006). It is a set of photographic series of food portion sizes bond together in a single volume.(Nelson M., et al 1994). Development of food photographic atlas is a complex process, involves three main steps: 1) Design and preparation of photographs; (2) Evaluation of food items to be included in Food Photographic Atlas; (3) Testing and validation of the photographs.

A photographic atlas should be designed to minimize the errors in estimating food portion sizes. These errors can be determined by the interaction between the formats of photographic series with the subject’s skill in describing their portion sizes (Nelson M., et al 1994). Studies on the development of food photographic atlas for developing countries like Pakistan are lacking (Pratibha H., et al). The purpose of this study was to summarize the list and validate the available photographs of food portion sizes.

**Methods**

This study was done in two parts,

PART-A: Evaluation of the RH Food photographs Atlas for availability of needed photographs of raw and cooked foods. 1.Determination of number and kind of food that would be needed in a food photograph atlas, this was done through FFQ asking monthly consumption of 230 food ingredient and 255 cooked foods by fifty families of MSC students of local college and exclusion of the equivalent foods, that is foods which are similar looking and have similar weight. 2. Comparing the list of needed foods and available photographs. PART-B: Evaluation of the RH Food photographs Atlas for validity and quality of photographs was done for a total of 10 raw food and 10 cooked foods through evaluation of perception of food item and its quantity by 21 respondents. The subject viewed the photograph and informed that what her perception of the food was.. Similarly perception was recorded for the identification of food portion in the given photograph. The number of portions available in photographs ranged from 2 to 8. Percentages of correct perception were calculated to assess the quality of the photograph.

**Result**

This study evaluated the available photographs and identified need for further improvements in photographs available for preparation of Pakistani Food Photographs Atlas.

On the basis of results of food frequency survey
out of 230, raw food included in the questionnaire, 78 were considered required for inclusion in Pakistani food photograph atlas. Out of those 78 foods for 66 (87%) foods photographs were available. For cooked food out of 255 total foods in the questionnaire, fifty two items were deemed required and for 28 (54%) of the required foods photographs were available.

For the evaluation of quality of photographs of ten raw and ten cooked foods was done by 21 respondents. Quality of photographs was in general better for raw food. Percentages of correct answers ranged from 66-100 for raw foods and 20-100 for cooked foods. In terms of identification of portions range of correct answers was 20-70% for cooked food and 76 to 100% for raw foods (Table 1 & 2).

### Table 1: Percentage of Correct responses for identification of food from photographs of Cooked Foods

<table>
<thead>
<tr>
<th>Food Items</th>
<th>Correct Identification</th>
<th>Correct Portion size Estimation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Potato Cutlets</td>
<td>72</td>
<td>60</td>
</tr>
<tr>
<td>2. Rice pudding (Kheer*)</td>
<td>80</td>
<td>45</td>
</tr>
<tr>
<td>3. Lentil snack (Dahi Barey)</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>4. Lentil 1 (Dal Masoor)</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>5. Meat &amp; Potato (Alu Gosht)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>6. Cabbage (Band gobhi Bhujia)</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>7. Boiled Rice</td>
<td>95</td>
<td>70</td>
</tr>
<tr>
<td>8. Dal Mash</td>
<td>60</td>
<td>35</td>
</tr>
<tr>
<td>9. Bread (Chapati)</td>
<td>95</td>
<td>65</td>
</tr>
<tr>
<td>10. Potato (Alu Bhujia)</td>
<td>95</td>
<td>40</td>
</tr>
</tbody>
</table>

*Urdu/local name of the dish

### Discussion

The findings of the study showed that though the photographs available were large in number it did not include all the frequently consumed items and the quality was not consistent. The quality of photographs should be improved to reach at least 90% correct answers by appropriate group of respondents for identification of food as well as for assessment of portion size. A follow up study for validation of photograph and the use of food photographic atlas in Pakistan on large scale should be done, that is, it should include both dietitians and patients for better response.

### Table 2: Percentage of Correct responses for identification of food from photographs of Raw Foods

<table>
<thead>
<tr>
<th>Food Items</th>
<th>Correct Food Identification</th>
<th>Correct Portion size Estimation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salt</td>
<td>81</td>
<td>76</td>
</tr>
<tr>
<td>2. Red chilli ground</td>
<td>95</td>
<td>86</td>
</tr>
<tr>
<td>3. Milk</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>4. Oil</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>5. Onion</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>6. Lentil (Dal Channa)</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>7. Spinach</td>
<td>95</td>
<td>90</td>
</tr>
<tr>
<td>8. Mutton</td>
<td>66</td>
<td>81</td>
</tr>
<tr>
<td>9. Chicken</td>
<td>100</td>
<td>76</td>
</tr>
<tr>
<td>10. Papaya</td>
<td>81</td>
<td>90</td>
</tr>
</tbody>
</table>

 Rather than having eight or one portion size, at least four portion photograph of each food is better, as too many or too little depiction creates difficulty for the respondents, in estimating their actual portion size (Nelson, M. et a 1994).

### References


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DECISION MAKING ROLES OF WOMEN IN FAMILIES
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Abstract

In a traditional Swazi family, the status of women is considered low both in private and public arena. The men are the head of the family, enjoying all the decision-making power over the women. In the case of professional women the level of education and income seem to have influenced their economic decision role. The purpose of this study was to identify the roles of professional women in economic decision making in Swazi families. The information obtained could be used in formulating policies and projects to benefit women. The study was qualitative in design, which used the Nominal Group Technique (NGT), to gather the needed information. The population constituted purposely selected career wives with their career husbands. Findings revealed that women were fully involved in the economic decision-making process of their families but it seems their other fountain of resources such as gift, talent and strength were overlooked. They were mostly involved in purchasing-related decisions, financial relating decisions, decisions for family empowerment and self-empowerment decisions.

Keywords: Women Status, Decision Making, Family

Introduction

A Swazi family is characterized by the dominant male headed, extended family form, where the family includes ties of kinship which are traced through blood relationships (Kuper, 1950). During the colonial time, the colonial power believed that if the family could be restructured along the lines of the western nuclear family, this would contribute to national development by freeing individuals to lead a more active economic life, independent of the demands of the broader family unit (Women and the Law in Southern Africa Research Trust 1998). Swaziland has a dual system of government. The traditional system where the line of authority is from the subjects, chiefs, advisory council, such as the Swazi National Council, and the monarchy (the king and the queen mother) and The modern system which has the western influence of government. This system includes the parliamentary system which is for laws, the judiciary system, and the government itself which runs the administration of the country (Makabwe, 2000). After independence, government was faced with public demands for rapid increase in educational provision as there were apparent needs in the rapidly growing sector of the economy (Dlamini and Dlamini, 1988). Since then education in Swaziland becomes an inalienable right of every citizen. The increase number of educated Swazi men and women has impacted on family structure and lifestyle. As a result, more and more women are pursuing their chosen careers and at the same time maintaining their roles as wives and mothers in families where hundreds of decision has to be made daily, depending on whether the decisions are minor or major ones (Charles and Susan, 1999). Looking this situation the main objectives of the study are To describe the nature of economic decision making roles of professional women in selected dual career couple families in the Mbabane region; To describe the extent of professional women’s involvement in decision making process related to economic matters; To describe the influence of education in the decision making role of professional women, related to economic matters.

Methods

The study employed a descriptive qualitative design. The nominal group technique (NGT) was used to collect information about the involvement of working housewives in the decision making process, especially the economic aspects. The target population constituted of career women and their husbands in the Mbabane urban area. They were purposively selected and constituted those who were viewed as best sources of information needed for the study. Couples of different careers, ages and number of years in marriage were represented in the sample. Couples selected were previously known by the researchers to both have careers. Assistance was also provided by friends who know couples that have careers. The NGT was used to gather information from married career women and
their husbands who are also career men, in relation to the important economic decisions working women made in the family in last two years, the extent of involvement of the women in economic decision-making process and the ways education has influenced the decision making role of women in the family. After identifying the target population for the research and, subsequently, the participants of NGT, a meeting date was established. Letter was sent inviting participants to the meeting. A week before the agreed upon date another follow up was made through the phone and a final list of participants was constructed for those who responded positively. The wives and husbands had separate NGT sessions to avoid intimidation. The researcher was the NGT leader. And other people were the supervisor and recorders. The participant’s response was classified into tables in accordance with the domains of the nominal questions. Data generated in the form of items reflecting the nature of economic decision making roles of professional women in their families, the extent of professional women’s involvement in decision making process related to economic matters and the influence of education in the decision making role of professional women were analysed using the value scores of items.

**Result**

Demographic characteristics: About 53 percent were males and 47 percent were females. Fifty seven percent of wives ages ranged between 25y-30y, while thirty eight percent husband’s ages ranged between 36y-40y. The wives were younger than their husbands and the age gap ranged from 1-8 years. Deacon and Firebaugh (1975) observed that the need to control women has always been important part of male success in most African societies as a result they married younger wives. The study revealed that there were a lower number of women (36.5%) that went up the education ladder. This is consistent with WLSART (1997) observed that the people in higher education have about 46.4 percent females and 53.6 percent males. The majority (75%) of husbands earned more than their wives even though most couples had the same qualifications. Young (1993) stated that women are generally crowded in a few industrial sectors and within them in a narrow range of occupation. Women’s employment tends to be in jobs which are designated as low skill and paid accordingly. The majority of the couple (44%) has been together in marriage for 6-10 years and Duval (1962) observed that in early marriage husbands and wife share jointly many more decisions and as the year advance there is increasing role differentiation. This therefore gives reason for the wives to be able to make decisions of their own. The finding also showed that eighty nine percent of the families had children between the age ranges 0-3, parent who have started families get busier with many tasks raising and supporting their children, it therefore becomes easier to divide their responsibilities, this is Duval (1962) further observation. Nature of economic decision making roles of women in dual career couple families: The finding reveals that women, especially professional women are involved in their families’ economic decision. They even go to an extent of making individual decision for the benefit of their families. It is accepted by their husbands also. This is consistent with Carpenter’s (1980) observation that an authoritarian method where one family member, usually the husband, has full control of the income and pays it out in demand is being replaced by more democratic ones, where the contribution of all family members to the total income is recognized and they are given an opportunity to share in the decisions for the benefit of the family as a whole. From the wives perspective, the most important decision they have made in the past two years was to build a house, (Table 1). The husbands frequently ranked item was that their wives had decided on buying a house for the family (Table 2) this means that the women are concerned with their family basic need of being sheltered. Cross (1970) stated that traditionally the man is supposed to make the decisions, but according to available information women spend 85% of the income and influence the use of the other 15 %. These findings are inconsistent with previous research findings in that the husbands tend to decide on which car and type of life insurance to buy (Gross et.al.1980). The findings of present study are consistent with previous observation that the husbands decision making apparently varies
with age and the level of education of the wife (Figure 1). The younger and educated the wife, when their first child is born, the more likely she is to be dependent on her husband for responsibility in decision making (Gross et al., 1980). The influence of education in the decision making: The findings of the present study indicate that education has given women a better insight by broadening their scope in understanding issues; confidence and assertiveness; enable them to express themselves clearly and convincingly in making decisions and make them objective and specific in planning. These findings differ from previous observation that traditionally in Swaziland, it is known that do not have to say anything in decision making especially if husband is still alive. Even if her husband is dead or a migrant worker, she had to consult other male family members about major decisions (WLSART, 1998). Women engaged in gain full employment feel that since they make financial contribution to the family income, they also contribute to the empowerment of their families.

Comparison of responses between husbands and wives concerning: The economic decision the wives made in the family—The couple responses had some common areas such as those where the wives decided to build or buy a house for the family, purchasing an insurance policy and starting a small business. This is consent with Tababian (1993) observed that 86 percent of women decided on their own how to spend their income. Cross (1970) further support this when he stated that women spend 85 percent of the income and influence the use of the other 15 percent. This can be therefore; mean that wives and husbands perceive similarly on the area where financial related decisions are made by the wives. The extent to which the wives are involved in decision making in their families—Fifteen out of the thirty couples responded that the wives are fully involved, while ten wives responses differed from those of their husbands who said their wives are fully involved. One said she is only consulted and the other said she is involved in minor decisions.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Total VS*</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building house</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>2. Buying a family car</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>3. Education plan for children</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>4. Insurance policy</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>5. Children’s schooling</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>6. Buying furniture</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>7. Deciding number and spacing of children</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>8. Buying basic things</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>9. Investment of money</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>10. Deciding to save money in association</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>11. Medical expenses</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>12. House renovation</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>13. Starting a small business</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>14. Entertainment</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>15. Purchasing of household goods</td>
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<td>12</td>
</tr>
</tbody>
</table>

* VS—value score

<table>
<thead>
<tr>
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<th>Total VS*</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building house</td>
<td>29</td>
<td>1</td>
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<tr>
<td>2. Buying a family car</td>
<td>25</td>
<td>2</td>
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<tr>
<td>3. Education plan for children</td>
<td>12</td>
<td>3</td>
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<tr>
<td>4. Insurance policy</td>
<td>11</td>
<td>4</td>
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<tr>
<td>5. Children’s schooling</td>
<td>11</td>
<td>4</td>
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<tr>
<td>6. Buying furniture</td>
<td>11</td>
<td>4</td>
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<tr>
<td>7. Deciding number and spacing of children</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>8. Buying basic things</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>9. Investment of money</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>10. Deciding to save money in association</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>11. Medical expenses</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>12. House renovation</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>13. Starting a small business</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>14. Entertainment</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>15. Purchasing of household goods</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

* VS—value score

One husband said he consults his wife, while the wife said she is fully involved. This proves that there is area where the wives did not perceive similarly to their husbands. Young (1993) observed that there is the common sense theory about differences between men and women fundamentally. Men are considered
superior than women both physically and intellectually. In that way they always differ in their perceptions. This is also revealed in the couple’s response on the influence of education on the decision making roles of the wives, where the couple did not perceive anything similarly. Beacon and Firebaugh (1975) revealed that there are fears and doubts about women changing their roles, particularly women’s increase participation in political and economic life. The result is often that women become defensive and even begin to doubt the desirability of change preferring the security of tradition which at least does not cause increased anxiety. Women’s interests are often perceived as in conflict with those of the men. According to the present study, looking at the broad categorization, the husband seems to perceive similarly to their wives concerning the involvement of the wives in decision making in the families, but looking at the ranking comparisons husbands seem not to perceive similarly to their wives in that there were not very common areas in their responses about the decision making roles of their wives in the families.

Fig.1 Involvement of Husband and Wife in Decision Making

Discussion

Based on the findings it may be concluded that Swazi women, especially professional women are fully involved in decision making in their families due to their inner potentials. They even go to an extent of taking individual decisions which they are fully responsible for to benefit the whole family. Barclay et al (1977) observed that some very happy modern families operate on the matriarchal or mother ruled families where it is the mother who makes the final decisions pertaining to family empowerment affairs.

The suggested strategies for liberating women from being “owned by their husband’s” are for the Swazi government to: formulate policies that will free women from the prevailing legal system where women are perpetually under the guardian of their fathers or husbands; look into the imbalance of power relations which is clearly evident in marital power that grants the husband absolute power to control and make decisions on the family estate; The symbolism of bride price which has implications on the reproductive capacity of the women, denying her personhood bodily integrity; and policies allowing women to own land should be put in place. Having programmes that will make women aware of the project fund that the government has put in place may assist in their struggle to fully improve their status both in the private and public arena. Home Economist to bring decision making processes in African families especially in the modern African families into centre stage of family studies.

References

DEVELOPMENT AND EVALUATION OF TEST ITEMS FOR ASSESSING LEARNING OF ELEMENTS OF ARTS BY HIGHER SECONDARY LEVEL STUDENTS
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Abstract
Assessment of performance has always been a very important function in the field of education. The information obtained is used for improving students’ learning. This study assessed the general and class specific difficulty level of various test items that could be used for the assessment of students’ understanding of various concepts of elements of design. Students who were currently enrolled in the arts courses (grade 11) performed better than those who had completed the course in the preceding year (grade 12). For grade 12, in comparison to grade 11, difficulty level of questions was same for 13 (48%) higher for 13 (48%) and low for 1 question. Assessment of both, the general and class specific difficulty level would be helpful in formulating general and specific performance evaluation tests.

Keywords: Assessment, Achievement Test, Item Writing, Multiple Choice Questions, Element Of Design, Design

Introduction
Assessment strategies are important because they provide a relational prompt for students and insights into the educational process. (Boud,1995). Item writing way is basis of development of assessment tests. Item writing leads to collection of methods to analyze students’ skill (Marie, T.A. etc. 2006). Multiple choice Question one form of test items. Item matching is another response item, a less common item type is multiple true_ false (MTF). MTF item share some common stem,(Haladyna & Dowling,1989). Students’ assessment gives a diversity of learning opportunities it display critical thinking skill Provide greater depth of knowledge, connect learning to their daily lives, develop a deeper dialog over the course material and foster both individual and group oriented learning activities.(Robinson,1995) One researcher (Griffin 2007) argues that a probabilistic interpretation of competence can provide the basis for a link between assessment, teaching and learning, curriculum resources and policy development. Assessment of student learning is a participatory, iterative process that provides data/information need student’s learning. Rasch (1960,1980) and Glaser (1963,1981) each opened new ways of thinking about learning and measurement, and proposed the concept of underlying growth continua, or latent traits. They reasoned that the nature of these traits could be defined by the tasks that students performed; if the tasks were to be arranged in order of their increasing amount of attribute required (student capability), then the nature of the trait could be defined by the nature and order of the tasks and the skill they demanded.

The important purpose of student evaluation is to determine if all of the learner developed important valid and reliable knowledge, skill, and attitudes as a result of this research can offer valuable information to teacher that how much students have learnt, because it provides feedback on whether the course and learning objective have been achieved to satisfactory level, it is concerned with the quality of the teaching as well as the quality of learning.(Vella, Berardinelli & Burrow,1998). Multiple choice question is used to test the knowledge, and assess other skill in more traditional ways, knowledge based question are also a useful memory formative. (Higgins, 2003)

This study will be very useful to measure important aspects of the subject (concept and conceptual relations) accurately reflect the emphasis placed on important aspects of
instruction will measure an appropriate level of student knowledge, expand essential test item format into aptitude logically precede achievement testing assessment. Further, it will help to develop curriculum policy.

Methods

This study was conducted to develop and assess test items that would be used for developing assessment tests to evaluate understanding of elements of arts.

In Pakistan there are four post-graduate colleges of Home Economics in different cities. This study was conducted at R.L.A.K. Govt. college of Home Economics that is situated in Karachi. Total strength of XI grade students was 480 and of XII grade students were also 480 so the total population of the students of intermediate at Home Economics College was 960. From each grade 240 students were randomly selected and the total sample size was 480. A total of MCQS in test were aimed towards assessment of knowledge, understanding or ability to apply knowledge.

Data was first, entered in EPI data, and then was transferred to SPSS (statistical package for social science) version 11.5. for the statistical analysis. All variables are categorical variables so statically descriptive statistics option was used to analyze the data. On the basis of range of minimum and maximum percentage of total correct answers by any particular class quartiles were calculated. And it was used as an arbitrary measure for assessing class specific difficulty level of individual test items.

Results

In terms of overall responses range of correct answers for individual questions was 45 to 73%. The proportion of relatively easy questions was higher as compared to difficult answers (figure 1).

The grade 11 students had recently studies these topics while grade 12 students had covered these topics in the preceding year. As could be expected the performance of grade 11 students was markedly better than grade 12 students. Range of percentage of correct answers was 62-98 (range =36) for grade 11 and 28 to 51 (range =23) for grade 12.

Table 1: Mean percentage of correct responses and retention to various type of questions

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>G11</th>
<th>G12*</th>
<th>Retention**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge based</td>
<td>90.34</td>
<td>46.48</td>
<td>51.88</td>
</tr>
<tr>
<td>Understanding based</td>
<td>87.64</td>
<td>38.15</td>
<td>43.83</td>
</tr>
<tr>
<td>Application based</td>
<td>85.13</td>
<td>40.43</td>
<td>47.50</td>
</tr>
<tr>
<td>Total</td>
<td>88.10</td>
<td>40.76</td>
<td>46.52</td>
</tr>
</tbody>
</table>

*p=0.005  **p=.032

The estimated retention of knowledge from grade 11 to 12 was 36 to 66% (range =31) for various questions. In terms of relative (i.e. class specific) difficulty of questions for each level of students most of the question fell into similar categories. Excluding Q1 where retention rate was extraordinary there was significant positive correlation between percentages of responses by grade 11 and grade 12. (r=0.512 P=0.010).

In terms of type of questions the difference in mean percentage of correct responses was significantly different only for grade 12, being highest for knowledge based and lowest for understanding based questions (table 2). In terms of topics the mean percentage of retention was highest for design (58%) followed by line (50%), form (46%), color (44%) and texture (42%). The differences in retention rates for question from various topics were significantly different (P=0.003).

Discussion

Assessment measures a students’ current knowledge and skills. This study documented use of various test items in assessing learning and exploring retention of learning. This information could be used for compiling tests of varying duration and difficulty level.

This Achievement test’s effectiveness the students’ learning provides valid and reliable information for teacher. The purpose of assessment is described by Lai and Griffin (2001) as engagement in procedures that aim to gather and interpret evidence regarding achievement. Making valid judgments regarding the learning that has taken place is pivotal Turnbull (1981).
Standardized achievement tests, as measurement tools deserve recognition as a powerful tool in education but suffer in esteem due to the set of qualities others had claimed they could attain. The "need to assess how much students have learned have been fundamental in education for as long as there have been students and teachers.” The rationale of study assessment program provides current information to a teacher about students. Assessment becomes formative when the information is used to adapt teaching and learning to meet students’ needs (M. Tarrant, A. Interim, S. Hayes, and J. Ware 2006). Test items are objective items include multiple-choice items dimensions of multiple choice questions were their cognitive learning. Students of class XI and XII were analyzed that how proficient they are in their subjects. They were given about 25 questions related to their subject, the xii students faced a lot of complications therefore major problems faced was vocabulary skill, and some students could not distinguish or understand appropriate level of questions. Accordingly XI grade students gave more accurate answers than XII grade student. This outcome information can be used to support and develop curriculum policies design administration. Researcher (Forster, 2001) as well thought with the intention of frequency of assessment is linked to its purpose.

This information can be used to support the development and delivery of curriculum matching the teaching and learning needs of the grade. “If test results are to be used to inform teaching, then they need to be administered early in the year.” Achievement test is precious because the student goes in elevated echelon of education, the content of achievement tests could be further developed into aptitude tests under the supervision of consultants.

**References**


STUDENTS REPORTS

VIEW OF ADOLESCENT GIRLS ABOUT FASHION

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Abstract

Fashion is known to exert an important influence on adolescent girls clothing. However extent of adoption depends on perceptions about fashion and relative importance of perceived benefits of adopting fashion in relation to other personal values. This study was conducted to explore fashion related views of adolescent girls. Data was collected with the help of a questionnaire from a convenient sample of 100 female students of a college. Culturally acceptable styles were perceived more often as fashion than the less acceptable ones. A majority (66%) mentioned refraining form adoption of fashion if challenges the cultural values. It could be concluded that cultural values have a major influence on girls’ perceptions and adoption of fashion.
Liaquat Ali Khan Government college of Home Economics. First and 2nd year students were the participants of the study. A total of hundred subjects were randomly selected three sections from 1st year and 2nd year which were specifically adolescents.

The data was gathered through comprehensible questionnaire as a predominant research tool for this research study, with which suitable questions were asked so as to get the views of the adolescent girls regarding their concept of fashion and the measures persuasively making them to be attired. Pretesting was done from 10 percent of the total respondents. Frequencies and percentages were taken for analysis. The collected data was then entered into the Epi software which was later exported to SPSS (Statistical Packages For Social Sciences) version 11.2.

**Result**

The following findings are measured from the study:

Majority of the respondents (44%) consider fashion as their personal style whereas others (39%) consider fashion as the latest trend while a minority (10%) called it the wastage of time and money only. Only one percent considered fashion as wear branded items. A majority (64%) of the respondents conceptualized short shirt and ‘patiyalaz’ (a kind of trouser) as today’s fashionable clothing. About one fourth (23%) gave their views that Capri trousers are fashionable apparel to them. About one fourth (23%) gave their views that Capri trousers are fashionable apparel to them. A minority of respondents (4%) regards sleeveless shirts as fashionable clothing and 3% consider short skirts as fashionable.

More than three fourth of the respondents (80%) strongly disliked wearing sleeveless shirts even if it was in fashion. The reason which many of them gave was discomfort (44%), stated because of modesty (17%), and family restrictions (15%), and some (4%) were class conscious. Only a minority (16%) of the respondents were willing to wear sleeveless for the sake of fashion.

As the concept of fashionable clothing varies among the respondents’ it is evident that their values in relation to clothing differ.

Most of the respondents (66%) gave their views that the adolescent girls were addicted to fashion. Reason given for fashion addiction were ‘looking beautiful’ (21%) ‘promote their well being’, (15%) to look better than their friends and to attract others attention (24%). On the other hand a third (33%) disagreed to the statement that adolescent girls are addicted to fashion.

When being questioned about following every latest fashion trend 71% respondents said yes that adolescent girls adopt every latest fashion. The reasons given included giving an impact of being stylish (40%), to give an impression of being wealthy (14%) of the respondents wanted and to be accepted by the social group (18%). On the whole, 29% disagreed with the idea of adopting every latest fashion.

**Discussion**

This research study demonstrates the adolescents self-perception of fashion mostly which is stated as their personal style because they wanted to be noticed through a distinctive style which they perceive as a fashion image. While others favorably attired latest trends as per their fashion statement which according to them changes with an evolution of new trend as well as from celebrity influence, more or less there is a lot of exposure to fashion via the print and electronic media as girls through which idolizes glamorous actresses.
trends impulsively. An Adolescent girl always wants to be in glamorous attention grabbing garb of fashion parade.

Sizable number of adolescent girls trace their vision of today’s fashionable clothing as short shirt with patiyalaz which were initially thought to have been fleeting but it seems they are here to stay, this is one of those rare nods to fashion that requires showing less skin as well as hiding cellulite.

References

ADEQUACY AND QUALITY OF INFORMATION GIVEN ON LABELS OF SELECTED BREADS
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Abstract
Effective Food labels help consumers make healthy food choices. The objective of this study was to find out the adequacy of nutritional label and to find out the percent of RDA covered by one serving of the product. A total number of 31 samples of bread were selected from a local super market. Checklist used for data collection was based on general information of the product, nutritional labeling on the package and adequacy of calculating percentage of RDA provided by one serving of the product. Overall the result shows that adequacy of nutritional label was fulfilled in some of the breads belonging to different brands and the percent of RDA calculated showed a slight difference in the percent daily value of the label based on a 2000 kilo-calorie diet.

Keywords: Food Labels, Nutrition Education, Food Quality

Introduction
Food labels are designed to help consumers make healthy food choices and to determine if a particular food product meets the individual needs (Poon, P 2006). In view of other researches it is concluded that 83% of shoppers regularly check the Nutrition Facts when buying a product for the first time and 50% make a purchasing decision based on nutrition information (Shine A, 1997).

The objectives of this study are to find out the general and nutritional information given about the product on the labeling on the package and adequacy of calculating percentage of RDA provided by one serving of the product.

Methods
A total of 31 samples of bread were selected. The criteria for selection were on the basis of types of bread belonging to different brands. The data was collected to find out the adequacy of nutritional label and the percent of RDA covered by one serving of the product. Checklist used for data collection was based on general information of the product, nutritional labeling on the package and adequacy of calculating percentage of RDA provided by one serving of the product. Data regarding the adequacy of nutritional label was collected by looking at the nutrition facts panel and the percent of RDA was calculated by the formula. Adequacy of the nutritional label was determined by looking whether the serving size, all the mandatory nutrients like total calories, calories from fat, total fat, saturated fat, cholesterol, sodium, total carbohydrate, dietary fiber, sugar, protein, vitamin A, vitamin C, calcium, iron and percentages of RDA are mentioned or not. Serving size was determined by comparing it with the recommended dietary allowance. The percent of RDA was calculated by the following formula:

\[
\text{Amount Of Nutrient In One Serving Of The Product / Amount Of Nutrient Suggested By RDA } \times 100
\]
Results

Out of 31 selected breads, ready to eat breads (bread, bun and rusk) were 21 and ready to cook breads (paratha and puri) were 10.

Name of the product and of the brand was given on all the products. Manufacturer’s name (93.5%) and address (90.3%) was given for almost all the products. Net weight [in grams] was given for 80.6%, serving size of food was given 32.25% and instructions about storage were given for only and 25.8 percent of the products.

Nutrition information was given on only 35% of the products. Among the nutrients information about Protein, carbohydrates, energy and calcium was given more often (around 30% of the products) than that of vitamins and minerals (18-22%) (Figure1).

Information about serving size and percentage of RDA being provided by one serving was given on very few food items and thus checked only for

<table>
<thead>
<tr>
<th>Information</th>
<th>Percentage of products</th>
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</thead>
<tbody>
<tr>
<td>Nutrition inf.(any)</td>
<td>35.48</td>
</tr>
<tr>
<td>Serving Size</td>
<td>32.25</td>
</tr>
<tr>
<td>RDA per Svg. (any)</td>
<td>25.8</td>
</tr>
<tr>
<td>Energy</td>
<td>29.03</td>
</tr>
<tr>
<td>Energy From Fat</td>
<td>22.58</td>
</tr>
<tr>
<td>Total Fat</td>
<td>29.03</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>25.8</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>25.8</td>
</tr>
<tr>
<td>Total CHO</td>
<td>32.25</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>22.58</td>
</tr>
<tr>
<td>Sugar</td>
<td>22.58</td>
</tr>
<tr>
<td>Protein</td>
<td>35.48</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>19.35</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>22.58</td>
</tr>
<tr>
<td>Calcium</td>
<td>29.03</td>
</tr>
<tr>
<td>Iron</td>
<td>16.12</td>
</tr>
<tr>
<td>Sodium</td>
<td>32.25</td>
</tr>
</tbody>
</table>

Information about percentage of RDA being provided by RDA could be checked only for 7 products fro saturated fats, 5 products for Total Fat and carbohydrates, of 4 products for Cholesterol, of 3 products each for Sodium, Dietary Fiber, and Protein; of two products each for Vitamin A and Vitamin C, and of only one product each for Calcium and Iron. In most cases calculation of percentage of RDAs of nutrients based on 2000 calorie diet) of being provided by one serving of food was correct. Information about use of additives was given in a few cases i.e. preservative: 32.25%, leavening Agents: 25.8%, emulsifiers: 19.35%.

Discussion

The research findings show that information given on food labels was scanty and heterogonous. For two third of products there was no nutrition information given. Thus in Pakistan even the literate consumer is handicapped in relation to making healthy food choices. Food labels are an indispensable part of healthy food choices and nutrition education. Lack of appropriate food labels increases the responsibilities of dietitian and nutrition educators. The food industry needs to respond to consumer needs and information provision needs to be improved. Government should make and implement laws for providing nutrition information on the product packaging.

References


AVAILABLITY OF, AND PREFERENCES FOR CARPETS AND RUGS IN KARACHI PAKISTAN

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Abstract

The purpose of the research study was to find out trends in purchase of carpets and rugs by households. A survey of shops was conducted and sellers were interviewed about availability of carpets and rugs and consumer preferences in relation to purchases of carpets and rugs. The results show that most shops have cut pile and loop pile carpets in a variety of colors and materials. Customers demand was for cut pile, embossed designs and polyester and acrylic material was prominent. For carpets customers prefer machine made carpets in light and cool colors and geometrical motifs. While for rugs
dark colors and natural motifs were popular. This study provides reliable information about current trends in purchase of carpets and rugs by households.

Keywords: Carpets, Rugs, Floor Covering Selection, Cut Pile, Loop Pile, Embossed, Polyester, Acrylic.

Introduction

Carpets and rugs, once a backdrop to a room's design, are now an integral part of overall decor, a key decorative and functional element in a home or business. The key driver for the carpet and rug market is residential construction and remodeling. Furthermore, the growing consumer interest in home improvement and decor has encouraged the market of carpets and rugs. (Carpet Iran, 2008). Usually the two words carpets and rugs are used interchangeably. Both are floor coverings with the only difference in size. Rugs do not usually exceed the length of 2m (6.5ft). They usually have multiple uses. They may be used as centerpiece flooring, or hung on wall. Usually anything larger than 2m or 6.5ft is termed as a carpet. They are primarily used as floor coverings. They accentuate the theme of the room. (Carpet and rugs manufacture, Carpet Guide [CG], 2008). In contrast to hard surfaces (hardwood floors, ceramic tiles and laminate) carpeting trends continue to move toward softer, textured and more luxurious looks. Area rugs not only add warmth and comfort to a room, but are definitely leading the way as the hottest decorating feature. Although carpets/rugs add beauty to a room but it is important to understand that floors set the tone of the room - the look and feel of a room and beyond appearance, the ultimate decision on which flooring material will be installed should be based on how a room is used. For example, a room in which there is heavy foot traffic needs a hard wearing floor whereas a bedroom floor needs to be soft and cozy on the feet. (Flooring Trends, 2007). Buying an area rug is a purchase that reflects one's personality and style, so naturally we want to make sure that it is perfect. Colours are important for any aspect of home decoration, not just when it comes to picking an area rug. Area rugs can blend in to your existing decor or become a new focal point of a room. Colors can invoke emotions: reds give energy but can also create angry feelings, blue calls to mind feelings of calmness and security, green also has a calming effect and symbolizes nature, yellow is cheery, warm and grabs attention.(McCarran,S.P.2004).

Trends in residential products include warm neutrals, large and small patterns and soft luxurious yarns. With rooms having their own themes and identities, it is easier to use multiple patterns and colors. Patterned carpets have become the focal points and foundations for rooms that dictate other design choices in the room. Frieze styled carpet is popular in North East America. In addition to being more contemporary in feel, it is considered a practical choice for active households. Highly twisted yarns are used in frieze carpets and it gives a contemporary look and makes them a smart choice for any active part of the home. Best of all, they are less likely to show vacuum marks or footprints than other cut pile styles. (Whittermore, C.B. 2008). The above mentioned trends are the results of studies done in other parts of the world. No study has been undertaken about the trends in carpets and rugs in Pakistan and hence was required. The results would be helpful in identifying the demands and needs of Pakistani consumers and in clarifying the reasons behind.

Methods

The current study was carried out to acquire knowledge about the latest trends as well as variety and quality of carpets and rugs available in the local market. The study was carried out by conducting a survey of 60 different shops of carpets and rugs. These shops were identified from 3 randomly selected areas of Karachi. The selection of shops was as per convenience of the researcher. The study employs the descriptive method of data collection. The study itself is qualitative in nature as it depends upon the views of shopkeepers. Research tool adopted for collecting information was Questionnaire. However, these were filled under the supervision of the researcher. A structured interview of the shopkeepers was also taken in order to gather valid information. In carpets and rugs large variety of designs is available. One variable was to analyze the most popular design(s) among majority of customer. For quality each carpet/rug was judged on the
basis of pile, material and fiber. Results were worked out as to the most popular quality or variety of carpets/rugs as per the information provided by the shopkeepers. Data was first entered in EPI data and then transferred to SPSS (Statistical Package for Social Sciences) version 11.5. Frequencies and percentages were taken for analysis.

**Result**

The study was carried out by conducting a survey of 60 different shops of carpets and rugs. These shops were identified from 3 randomly selected areas of Karachi. The selection of shops was as per convenience of the researcher.

**Carpets and Rugs available in shops**

Table no 1 indicates that in Karachi most of the shops surveyed had both cut pile carpet/ rugs (95%) and loop pile (50.%). Both are made from highly twisted yarn and hold their shape for long, making them a smart choice for high traffic areas.

**Table 1: Type of weaves in carpets and rugs available at shops**

<table>
<thead>
<tr>
<th>Weaves</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut pile</td>
<td>57</td>
<td>95</td>
</tr>
<tr>
<td>Loop pile</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Knotted</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Weaving</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Knitting</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Flocking</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td>Flat weave</td>
<td>5</td>
<td>8.3</td>
</tr>
</tbody>
</table>

**Carpets/ Rugs popular among consumers**

Figure 1 shows that even today the most popular weave of carpets among consumers is cut pile (42%) because cut pile carpets provide a decorative versatility. These carpets/rugs also help to hide foot prints and vacuum marks, and add beauty to any room. Cut pile is also good for large areas because of its durability and comfort. According to 29% of the respondents, most of their customer preferred embossed carpets/rugs. The reason for this marked difference as stated by the respondents was that loop pile carpets are used to add informal look.

**Materials available in shops for carpets and rugs**

Majority of the shops (85%) had polyester material in carpets and rugs while 70% had acrylic, 8.3% had cotton, and very few (6.6%) had wool. Wool is an ideal fiber for carpets and rugs because it is very resilient, durable and soil resistant, but it is expensive therefore it is used only for luxury carpets and rugs. That is why its use is very limited as compared to polyester and acrylic. According to the respondents, acrylic is preferred less because of difficulty in removing oily stains, while polyester cleans easily and in addition has excellent colour clarity and retention.

**Demand of fiber for carpet and rugs by consumers**

All the customers demand synthetic fibers as compared to natural fibers both for carpets and rugs. This is because natural fibers are expensive as compared to synthetic fibers. Another reason is that it is easy to remove any type of stains from synthetic carpets and rugs as compared to natural ones; moreover, they are easy to wash as well.

**Consumer’s preference for specific brands**

All of the customers demanded imported carpets and rugs. In view of majority of the respondents (60%), the reason behind this choice was quality, while 20% were of the view that their customers preferred imported carpets/rugs because of design and colour. Many respondents also stated that due to a drastic fall in the local production of carpets/rugs (which they attributed to political conditions), the import percentage had increased hugely over time.

**Preference between machine made and handmade carpets/rugs**

All (100%) of the customers demanded machine made carpets and rugs as compared to hand made. 90% of the respondents said that the preference for machine made was because of its cheap price, while 6.7% (each) of the
respondents said it was because of durability and design respectively.

**Trends in motifs popular among customers**

As shown in Figure 2 most of the customers demand geometrical motifs in carpets (83.3%) as compared to natural motifs (56.7%), while for rugs natural motifs are most in demand (93.3%).

Majority of the customers demand light and cool colours for carpets and dark colours like maroon, brown, golden for rugs. The reason behind this choice is that carpet covers the major area of the room that is why it should be light in colour or according to type of room’s colour scheme, while rugs cover small area of the room or create the central attraction, hence they should be dark in colours.

**Available price-ranges for carpets and rugs**

Information collected through the questionnaire showed that locally manufactured carpets were available between the price range of Rs 20-100 sq/ft, while imported were available between Rs 20-200 sq/ft. The price range of imported rugs stood at Rs 40-150 sq/ft. Rugs are not manufactured locally.

![Fig. 2: Types of motifs preferred by customers](image)

**Discussion**

According to the views of respondents cut pile carpets and rugs with synthetic materials are high in demand and the reasons mentioned are the ease of care and their long lasting service. However the experts suggest that natural materials, such as wool, cotton and silk have much greater durability than synthetics. A wool carpet can be used in high moisture areas as well. Its light scattering qualities give it a lustrous look. Pile woolen carpets are a little more difficult to maintain than the flat weave with natural fiber; moreover, chances of allergy are also reduced. Depending upon the pile, they can even be used for high traffic areas and cotton foundation provides better strength. (CG, 2008). Another major finding of this study was that machine made carpets/rugs is mostly demanded by consumers. The reasons mentioned were cost, durability and design. Most of the customers demand geometrical motifs in carpets while for rugs natural motifs are most in demand. The reason behind this choice is that carpet covers the major area of the room that is why it should be light in colour or according to type of room's colour scheme, while rugs cover small area of the room or create the central attraction, hence they should be dark in colours.

**References**


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IFHE is an International Non Governmental Organization (INGO), having consultative status with the United Nations (ECOSOC, FAO, UNESCO, and UNICEF) and with the Council of Europe.

The International Federation for Home Economics (IFHE) serves as a platform for international exchange within the fields of: Family, Home Economics, Food and Nutrition, Health, Consumer Issues and Education. The ultimate goal of the Federation is the improvement in the quality of everyday life for individuals, families and households through the management of their resources.

The eight Plenary Sessions at the XXI. IFHE World Congress 2008 gave international experts the opportunity to present the important challenges for Home Economists - considering a reflection of the IFHE history, consumption in the future and sustainability, globalization of food supply, generational theory and the importance of future planning and the individual and collective empowerment of home economists. Sixty concurrent sessions with about 400 oral presentations of Home Economics related themes and 100 poster presentations were held. Experts in their fields presented a diversity of innovative projects including original research and new education programmes.

My own presentation was about association of composition of home cooked foods with children’s nutrition status. It highlighted the need for more detailed food composition data and more meaningful evaluation of food consumption in relation to association of food intake with nutritional status. It was honored by hall full of learned and enthusiastic participants including IFHE previous presidents and expert nutritionists.

This congress was very special because it also included the centennial anniversary of the International Federation for Home Economics,(IFHE). IFHE was founded in Fribourg, Switzerland, in 1908. Not far from the birthplace of IFHE, over 1000 Home Economists from 57 countries gathered to celebrate the centenary congress.

Research Abstracts:
Dr R Hakeem
Miss Farzana Asar

Articles for eBook1’s by:
Dr R Hakeem
Miss Farzana Asar

Slides for YPN2 Slide show about Home Economics by:
Dr Mrs. Parveen Saeed
Miss MahLaqa Afreen,
Miss Hina Zubair,

Squares for IFHE FUND Quilt by:
Miss Mah Laqa Afreen
Miss Ghazala,
Hina Zubair,

Information for IFHE 100 year history book3 by:
Dr R Hakeem

For detail visit:
1Ebook: http://www.ifhe.org/62.html#c80
2YPN: http://www.ifhe.org/238.html
3History book: http://www.ifhe.org/239.html
IFHE INTERNATIONAL QUILT

For IFHE centennial celebrations the International Federation for Home Economics Development Fund, arranged the Centennial Quilt project for contributing to funds for Centennial grants. Two quilts were assembled, as 110 squares were received from all over the world. The larger quilt, 8x10 squares/feet, was displayed high on the wall in the Lucerne Convention Center where it drew much attention. Over $2000 worth of tickets were sold, all funds going to the IFHE-US Development Fund to support future projects. A second quilt, 5x7 squares, was assembled and presented to the International IFHE Office in Bonn to celebrate the 100th anniversary of IFHE in Switzerland.
Dr R Hakeem (left) with a member of Organizing Committee (right)

Dr. Parveen Saeed in YPN Slide Show

Miss Hina Zubair in YPN Slide Show

Miss Mahlaqa in YPN Slide Show

Squares for IFHE Development Fund Quilt from Pakistan
GUIDELINES FOR AUTHORS

Philosophy, Objectives & Scope
NURTURE is planned to be an international and trans-disciplinary research journal. Research papers and other articles from any field of physical or social sciences social having direct or indirect relevance to the betterment of individual, family or community are welcome. Nurture provides an international forum for academia for publishing their research work having implications for individual, family or community as consumers and social units. It aims at supporting the creation and accumulation of knowledge that can be used for empowering individual, family or community so that they can optimize their quality of their life. Thus the spectrum of variety of professionals who may send articles for this journal is very wide. However when any article fulfills the criteria of having implications for individual, family or community as consumers and social units it would ultimate fall within any of the following domains of Home Economics. A brief description of each area is given though a much wider variety of topics could be included in each area.

Family dynamics & Human Development
Social and Psychological aspects of Human Development and role of care takers and social groups particularly parents, teachers and family in empowering human being; family studies and family dynamics

Home Economics & Human Ecology
General and multidisciplinary articles about Home Economics education, home economics research, practices of families and households and quality of life of individual and families.

Home Management & Consumerism
Managing; handling, supervision, or control of family affairs and resources so as to hold family values, maintain standards and achieve goals; Production, distribution, and consumption of goods and services for the family; Consumerism

Food, Nutrition & Wellness
Wellness, Protection or restoration of health through selecting/producing, preparing and consuming healthy food; maintain of personal and food hygiene; Food and nutrition security for individual and households.

Design and Visual Studies:
Basic and universal theories and issues regarding use of resistant and complaint materials and techniques for creating structural and decorative design;

Housing and Interior Designing:
Particular theories and issues regarding designing house and interiors constructing household furniture, furnishing and equipment;

Textile and Clothing:
Particular theories and issues regarding designing and selecting apparel and constructing garments and furnishing; Textile sciences

Method of Submission:
Authors wishing to be considered for publication in NURTURE should send a covering letter and the manuscript by email to: nurture2007@gmail.com or by post to Ms Farzana Asar 3/P Block 2 P.E.C.H.S Karachi, Pakistan.

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The cover letter should state that the submitted manuscript is original and that no part has been published, simultaneously submitted, or already accepted for publication elsewhere, other than in abstract form.
Contributions of various authors and conflict of interests and funding sources if any should also be mentioned.
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Include copies of any documents granting permission needed to reproduce material in print and electronic form or to use illustrations of identifiable subjects. Authors should keep copies of everything submitted. Rejected manuscripts will not be returned to authors.

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1. Original double-spaced typed manuscript. Mention type of submission in your cover letter with a word count. Provide a soft copy (CD) along with two hard copies.
2. Two sets of unmounted glossy Figures (no smaller than 3-1/2x5 inches and not larger than 8x10 inches).
3. Title page with title, authors’ names and complete affiliations;
4. corresponding author, complete address, telephone number and email address (necessary), author for reprint requests and complete address.
5. References in consecutive numerical order. Reference list typed double space.
6. Figures and Tables in consecutive numerical order.
7. Legends for all figures typed double spaced.
8. Consent forms for patient photographs. Written permission from the publisher to reprint previously published figures and tables.

Submission Formats and accepted length for various types of articles:
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Short Reports / Students reports: Maximum 1250 words excluding title page and an unstructured abstract of 150 words and references with no more than two tables or

NURTURE: Volume 2, Issue 1, December 2008
figures and 10 references. It should not be signed by more than six authors.

Case Report: Abstract; Introduction; Case Report; Discussion and Conclusion.
Short Report: Abstract; Introduction; Patients Methods and Result; and Conclusion.
Special Communication: Abstract; Introduction; Methods and Result; and Conclusion.

Letters to the Editor: maximum 250 words if it is in reference to a recent journal article, or 400 words in all other cases. It must have no more than five references and one figure or table. It must not be signed by any more than three authors. Letters referring to a recent journal article must be received within four weeks of its publication.

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Submitted Manuscript will be initially over viewed by editorial review board to determine whether they broadly meet the requirement of the Journal and this process will be completed within 10 days. Papers may be rejected after initial editorial review if they are not considered appropriate or of sufficient scientific quality or priority for publication in Nurture. All other papers will undergo complete blind review by 3 or more peer reviewers selected for their familiarity with the field and this process will be completed within 2-3 months. At this stage the author will be informed that his/her paper has been selected and sent for review. The criteria for acceptability by the nurture include originality, validity of data, clarity of writing, strength of the conclusions, and potential importance of the work.

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Preparation of Manuscripts

A. General Requirements

Language & text:
1. Manuscript must be written in English. Whenever there is any doubt, authors should seek the assistance of experienced, English-speaking editors.
2. The size of the type font should be “12 points”. Fonts type to be used is Times Roman.
3. Use active voice whenever possible.
4. Use past tense when describing and discussing the experimental work on which the paper is based.
5. Reserve present tense for reference to existing knowledge or prevailing concepts and for stating conclusions from the experimental work; use past tense for reporting results of the present study.
6. Clearly differentiate previous knowledge and new contributions.
7. Explain what an abbreviation means the first time it occurs.
8. In general, avoid anything that causes offense. Be sensitive to labels. Avoid equating people with their conditions, for example, do not say "schizophrenics," say "people diagnosed with schizophrenia."
9. Use the following styles for within text headings.
   • Level A Headings are Centered and Set in Heading Caps
   • Level B: Flush with Left Margin, Italicized, Set in Heading Caps
   • Level C headings: Indented, italicized, sentence caps.

Pages format:
B. Title Page

The title page of the manuscript should include: (1) concise and informative title (less than 200 characters); (2) complete by line, with first, middle initial and last name of each author up to ten authors may be cited; (3) complete affiliation for each author, with the name of department (s) and institution (s) to which the work should be attributed; (4) disclaimer, if any; (5) name, address and telephone number and email address (necessary) of one author responsible for correspondence about the manuscript; (6) name and address of author to whom reprint request should be directed, or statement that reprints are not available from the author; (7) source(s) of support in the form of grants equipment, drugs, or all of these; (8) word count.

Authorship

1. All persons designated as authors should qualify for authorship.
2. Each author must have participated sufficiently, intellectually or practically, in the work to take public responsibility for the content of the article, including the conception, design, and conduct of the experiment, and for the data interpretation.
3. Editors may require authors to justify the assignment of authorship.
4. A paper with corporate (collective) authorship must specify the key persons responsible for the article; others contributing to the work should be recognized separately.
5. Authors should disclose whether they have any advisory board affiliation or financial interest in any organization sponsoring the research.
6. All authors must sign a statement agreeing to these requirements for authorship with the transfer of copyright.

C. Abstract

Provide on a separate page a structured abstract of not more than 250 words for original article and an unstructured abstract of no more than 150 words for other submission types. The structured abstract should consist of four paragraphs, labeled Objective, Methods, Results and Conclusion. They should briefly describe, respectively, the problem being addressed in the study, how the study was performed, the salient result and what the authors conclude from the results. The unstructured abstract is in the form of one paragraph covering these headings.

D. Introduction

State the purpose of the article and summarize the rationale for the study or observation. Give only strictly pertinent references and do not include data or conclusions from the work being reported. Clearly mention the objective(s) of the study in this section without adding any sub-heading. The introduction should be limited to 500 words.

E. Methods

Describe your selection of the observational or experimental subjects (patients or laboratory animals, including controls) clearly identify the age, sex and other important characteristics of the subjects. The definition and relevance of race and ethnicity are ambiguous. Authors should be particularly careful about using these categories.

In methodology, identify the methods, apparatus and producers in sufficient detail to allow other researcher to reproduce the results. Give references for established methods, including statistical methods, provide references and brief description of methods that have been published but are not well known. Describe new or substantially modified methods, give reasons for using them and evaluate their limitations. Mention setting, study design, sampling method, sample size, inclusion/exclusion criteria wherever applicable without adding any sub-headings. Describe statistical methods with enough detail to enable a knowledgeable reader with access to the original data to verify the reported results. Report the number of observations.

References for study design and statistical methods should be to standard works when possible rather then to articles in which designs or methods were originally reported.

Indicate whether variables were transformed for analysis. Provide details about hypothesis were tested, what statistical tests were used, and what are the outcome were. Indicate the level of significance used in test.

Reports of randomized clinical trials should present information on all major study elements including the protocol (study population, interventions or exposures, outcomes and the rationale for statistical analysis), assignment of interventions (methods of randomization, concealment of allocation to treatment groups) and the method of masking (blinding).

Authors submitting review manuscripts should include a section describing the methods used for locating, selecting, extracting and synthesizing data. These methods should also be summarized in the abstract.

F. Ethics

When reporting experiments on human subjects, indicate whether the procedures followed were in accordance with the ethical standards of the responsible committee on human experimentation (institutional or regional) and with the Helsinki Declaration of 1975, as revised in 1983. Do not use patients’ names, initials, or hospital numbers, especially in illustrative material. When reporting experiments on animals, indicate whether the institutions or a national research councils guide for or any national law on the care and use of laboratory animals was followed.

G. Statistics

Describe statistical methods with enough detail to enable a knowledgeable reader with access to the original data to verify the reported results. When possible, quantify findings and present them with appropriate indicators of
measurements error or uncertainty (such as standard deviation when mentioning mean values of quantitative variables, or confidence intervals where odds ratio is mentioned, etc.). Mention the statistical test used for analysis to obtain the P values. Discuss the eligibility of experimental subjects. Give details about randomization. Describe the method for and success of any blinding of observations. Report complications of treatment. Give numbers of observations. Report losses to observation (such as dropouts from a clinical trial). References (if necessary) for the design of the study and statistical methods should be to standard works when possible (with pages stated) rather than to papers in which the designs or methods were originally reported. Specify any general use computer programs used.

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Present your results in logical sequence in the text, tables and illustrations. Do not repeat in the text all data in the tables or illustrations emphasize or summarize important observations.

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Emphasize the new and important aspects of the study and conclusions that follow from them. Do not repeat in detail data or other material given in the introduction or the results section. Include in discussion section the implications of the findings and their limitations including implications for future research. Relate the observations to other relevant studies. The discussion should not exceed 1200 words except in unusual circumstances. Link the conclusions with the goals of the study but avoid unqualified statements and conclusions not completely supported by data. In particular, authors should avoid making statements on economic benefits and costs unless their manuscript includes economics data and analyses. Avoid claiming priority and alluding to work that has not been completed. State new hypothesis when warranted. But clearly label them such recommendations, when appropriate, may be included.

J. Acknowledgements
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K. References
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- Fees to be paid in full when membership taken before 30 June and 50% after 30 June. Thereafter membership dues will be paid annually in January.
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Constitution of

Pakistan Home Economics Association

Registered under the Societies Registration Act XXI of 1860, Registration No. 434 of 1956

BACKGROUND

Pakistan Home Economics Association is a non profit educational association formed in 1956 by Dr. Mrs. Zahida Amjad Ali. After being dormant for some time, through the cooperation of a founder member Mrs Saeeda Baquer Khan it has now been revived once again to play its role in the emancipation of the field.

The foremost objectives of the association are: promotion of education and research in the field of Home Economics and to contribute to betterment of individual families and community.

OBJECTIVES

The objects of the Association shall be the development and promotion of standards of home and family life that will best further individual and social welfare.

The association shall aim to advance this object:
1. By the study of problems connected with Pakistani home and families.
2. By encouraging the improvement and extension of home economics instruction in schools and colleges.
3. By organizing and encouraging adult education programs in home economics.
4. By encouraging and aiding investigation and research in problems of Home Economics.
5. Through issuing of publication and holding meetings through which there may be wider and better understanding of the value of home economics.
6. By co-operating with other associations and organizations with similar aims and objects: and
7. By endeavoring to secure legislation for the advancement of Home economics.

MANAGEMENT & ORGANIZATION

The affairs and business of the PHEA shall be conducted and managed by the Executive Committee. The rules and regulations and any amendments thereof, shall be made by the PHEA with a majority of vote by those present at the general body meeting.

The Executive Committee shall consist of nine elected members:
- President
- Vice President
- General Secretary
- Treasurer
- Six additional members.

Members of the Executive Committees shall be elected once every two years by the general body. Office Bearers may not serve for more than two consecutive terms in the same position. But can be re-elected after a break.

MEMBERSHIP

Full Members. Anyone with a degree/training in Home Economics. Those full members who pay subscription for ten years shall be taken as life members.

Privileges and rights of full members:
- Vote at all general and extra-ordinary meetings.
- Propose and second resolution.
- Propose and second candidates for holding office of the Society.
- Shall be eligible for all offices after being duly elected.
- Receive publications of the PHEA free of cost or on such discounted rates as PHEA may fix from time to time.
- To attend lectures, demonstrations and discussions of academic nature organized by the PHEA

Associate Members. Anyone with a graduate degree and an interest in Home Economics.

Privileges and rights of associate members:
- To attend special events organized by the PHEA
- To receive publications of PHEA free of cost or on such discounted rates as the PHEA may fix from time to time.

Student Members. Students of Home Economics, Home Economics, medicine, nursing and other allied health professions.

Privileges and rights of student member:
- To attend special events organized by the PHEA
- To receive publications of PHEA free of cost or on such discounted rates as the PHEA may fix from time to time.
- To be co-opted as an ex-officio member of the Executive Committee

Eligibility for membership to PHEA is contingent upon approval of application by EC
Editorial

Review Articles:
Role of consumers and home economists in Pakistan in promoting sustainable consumption
Rubina Hakeem

Original Research
Challenging issues faced by tailoring and dressmaking vocational training centers in Eldoret municipality Dorcas J. Serem
Point of view of university scholars about male–to female gender dysphorics in Pakistan. Syeda Kaniz-i- Fatima Haider
Association of weight status of affluent adolescents with the family history of chronic diseases, age, gender, birth weight and socio-economic status. Farzana Asar
Weaning practices of rural women in Chandaulia district, Uttar Pradesh, India Hena Yasmin

Short Reports:
Evaluation of food photographs for use in Pakistani food atlas Tanzeela Kulsoom, Shumaila Mushtaq, Rubina Hakeem
Decision making roles of women in families Hena Yasmin
Development and evaluation of test items for assessing learning of elements of arts by higher secondary level students A. Siddiga, , Hina Zubair

Students Reports:
View of adolescent girls about fashion Nazia Ali, Ghazal Hussain
Adequacy and quality of information given on labels of selected breads Syeda Danya Zehra, Shaista Jabeen
Availability of and preferences for carpets and rugs in Karachi Pakistan Rabab Mofiz, & Mahlaqa Afreen

Report of participation of PHEA in 21st IFHE World Congress
Pakistan Home Economics Association (PHEA) History and Developments
Guidelines for Authors