

CHAPTER 5

DISCUSSION

In this chapter, a discussion on the outstanding findings of the study on vocational aspirations and opinions of the home science college students regarding adequacy of their preparation for the vocations is presented.

Vocational Aspiration

On the whole, a majority of the respondents were aspired atleast to some extent to take up a vocation and about half of the respondents were highly aspired to take up a vocation. A very less percentage of the respondents were not aspiring for vocation at all.

This finding is supported by Mahajan (1966), Goldstein (1972), Mehta (1974), Khaund (1982), and Karim (1988). They reported that girls desired to work rather than to stay at home after receiving education. An earlier study of Lyngdoh (1975) reported that tribal girls had higher level of vocational aspiration than tribal boys.

Earlier girls did not want to take up gainful employment, as stated by Grigg and Middleton (1960), Bert (1967), Arora et al. (1973). So the above finding is quite encouraging in Indian context.

1

Note : Bold print signifies the major finding.

There can be several supporting reasons for the home science girls aspiring for jobs. The movement for improving women's status has emphasised education as the most significant instrument of social change. There is an upward trend in the enrollment of women for higher education (Pillai 1990). Female enrollment in higher education has gone up more than twenty points since 1951. The proportion of women to every hundred men at the university stage has increased from 14 to 40 in past thirty years.

There is an increasing trend in the enrolment of girls for home science courses at various levels of higher education. Puar (1987) reported that the annual turnover of students taking home science at the postgraduate degree or diploma level is over 2500. The higher the educational level, the higher is the chance of getting employed. This motivates those enrolling for higher education to find a job for themselves. Parmaji (1978) revealed that job aspirations escalated with the level of education.

Expenditure on education is an investment. The return from the investment is expected in terms of employment.

The respondents of the study were about to complete their M.Sc. programme. They were mature enough to understand the social significance and the necessity of taking up a job. Therefore the respondents must have felt the 'need to earn livelihood' to satisfy their needs of present and future.

Super (1967) mentioned the 'need to earn livelihood' as one of the motivating factors for individuals to work. Syed (1967) also reported that monetary considerations exert a determining influence on the occupational choice.

The respondents revealed that they wanted to work to raise the standard of their living. The respondents must be aware of the economic stress of the present times. The rise in the cost of living due to rising prices and standard of living in recent years have necessitated the financial burden of the family to be borne by both men and women. Even the philosophy of the families is changing from simple living to acquiring most modern gadgets, facilities and amenities. This again presents the economic stress on the family which compels both men and women to work. Men alone can not meet the raised cost of living.

A new concept has come up in the context of women 'to combine marriage and job'. People have started recognizing the dual roles of women. Kapur (1976) in a study showed that 86 percent of the husbands wanted in varying degree or at least did not mind their wives to be in jobs after marriage, mainly because of the economic gain.

The attitude of the 'society towards married women's employment is also changing. Budhiraja (1986) reported that studies conducted by Kapadia (1959), and Rose (1961) pointed out that even the members of the older generation wanted

educated daughters-in-law to help the family in supplementing its income.

International women's decade from 1975 to 1985 saw the launching of special programmes for women's welfare at various levels. World-wide interest has been created in educating the girls, facilitating their overall development, exposing them to the world of work, and helping them integrate their various key roles. This phenomenon is very much publicized by various organizations through various media, thus increasing sensitivity about the status of women among them.

Today girls are becoming increasingly aware of the importance and the necessity of women to take up vocation and to continue. This may be due to increase in awareness amongst women regarding change in their status. The change in status is leading them away from their traditional role of housewives to career women. For them, future holds broader perspective. They are realising the importance of gainful employment in their lives, which is considered as one of the important factors for improving their status. If gainful employment is possible for women, their status will be elevated to some extent.

The majority of the respondents of the study revealed that they wanted to take up gainful employment to become economically independent. Other investigators Mahajan

(1966), Goldstein (1972), and Khaund (1982) also revealed that educated women work not only for economic compulsions but also for fulfilling their desire to have an individual status of their own. Some percentage of the respondents of the study wanted to work to set examples for other women to take up gainful employment.

Respondents also wanted to take up gainful employment to avoid ill-treatment from the family. These findings reveal that respondents were aware of the fact that employment may have impact on their status.

In earlier times, due to joint family system the parents of the married girl looked after her and her children at the time of any crisis or unforeseen happening in the girl's family. A change is seen in this regard due to the emergence of nuclear, and small families. Parents want their daughter to be educated and qualified to get a job before she gets married so that she can be self-reliant. Employment increases the economic security of women. The respondents entered the home science programme with the objective of self development and taking up a job whenever they may need that. Directly or indirectly economic needs and security may be the reasons for the girls to aspire for a vocation.

Vocationalization of home science courses at university level may also be one of the factors responsible for raising vocational aspirations of home science students. Earlier,

the main aim of home science was to prepare better home makers. But as this field is establishing itself in the vocational sphere, more and more students with the aim of taking up job have started joining home science programme, as also reported by Khaund (1982), and Karim (1988). In another study, Mehta (1974) reported that home science students had greater confidence with regard to chalking out a career than science and arts students.

The vocationalization of home science at university level has increased the awareness regarding vocations available, to home science students (Khaund, 1982). The increased awareness and orientation to the various available vocations might have led to increased motivation of the students to work. This was also reported by Lungstrun (1974), Gambhir, (1980), Khaund (1982), Budhiraja (1986), and Mehta et al. (1987).

Most of the home science colleges were providing co-curricular and extra-curricular activities for the students. These are means to provide exploratory experiences to the students. These activities make orientation possible. They also help students to try out fields of work avocationally, without formal commitment. Seminars, symposiums and conferences bring vocational films, speakers, and similar resources which give students a picture of vocational opportunities, activities, and requirements. Occasionally groups of students undertake special projects

which have direct exploratory value, such as teaching productive craft work to school children once a week.

The increased awareness on the part of the academicians regarding the career guidance might have contributed to boosting the vocational aspiration of the students. As a result of increased awareness colleges are organizing various orientation programmes. Many of the universities have started career counselling and information bureaus to help the students. This also might have helped the respondents to have increased awareness and orientation regarding various vocations.

Most of the colleges from which the data were collected, were situated in urban areas where most of the job opportunities exist. A student can explore occupational opportunities which may be open and appropriate for them and can make use of them. Considering the above facts the investigator would like to give some suggestions to increase the vocational aspiration of the home science college students.

Vocational guidance programme should be started in all the home science colleges for students. (Mohan 1989, p.2) reported :

In terms of possible inputs towards girls' self-realization and maximizing human potential for national goals, nothing more could be desired than providing the girls with vocationally relevant curricula, conducive learning environment, and guidance and counselling facilities with a focus on improving their career orientation and broadening career outlook.

All the specializations in home science should revise curriculum to offer more vocational courses to motivate home science students to take up career.

A visit to various agencies offering job to home scientists can be organised in order to make students aware and clear about the kind of work to be carried out on the job.

Home science colleges can help the students to form a maxim that the needs felt by individuals, groups, or communities give rise to job opportunities to home scientists. Home science graduates then will create jobs for themselves. Such jobs could be of - becoming a community buyer, starting a community kitchen or a creche.

Home science colleges can arrange lectures by successful career women in home science.

Majority of the respondents aspired for high order vocations. This is also an enlightening feature that women have aspired for high order vocations. This finding falls in line with the findings of Khaund (1982), and negates the earlier findings of Bert (1967) and Shah (1978) that girls generally aspire for lower or middle level jobs only.

Problems in identity formation are expressed in terms of vocational indecision. This is shown by researchers. (Tiedman and O' hara (1963) and Blocher (1966). Self-concept

of most of the girls is characterized by low self-esteem, lack of confidence and role conflicts. Self-doubts and feelings of unworthiness make vocational decisions extremely difficult. Women are likely to aspire to less prestigious and less satisfying occupations than men due to the lack of confidence in their skills and low self-esteem. This was reported by Gupta (1989) and Barnett, 1975.

With the recognition of women as having equal rights with men, there has risen the parallel concept of equality in contribution to public and private life. The constitution has granted social and political equality to them. Women have now started going for all types of jobs. Number of women working on unconventional jobs may be less but a beginning has been made.

As shown by the findings of this study, the respondents were ready to take challenging jobs. They also wanted to enjoy power. These must be the reasons for aspiring for high level jobs. High level jobs can be challenging and at the same time give them power over others. Mehta (1974) reported in a study that girls could handle responsible jobs with competence.

Respondents aspiring for high level jobs show that they were well aware of the fact that high occupational status brings social prestige, as most of them belonged to high

socio-economic status. Occupation is the best single index of the status. High order vocations are highly paid jobs and carry social prestige. As Super says (1967) :

The amount of prestige associated with an occupation, the size of the income earned, the degree of authority wielded, the freedom of action involved, the amount of education required, and the amount of intelligence required by a given occupation are all substantially inter correlated.

Respondents may have aspired for high level vocations as they were inexperienced. They had not faced the hard realities of life related to vocations as yet. The respondents may not have been aware of the competition for high level jobs. Even if they were not being realistic and not aware of hard realities of life, still it was a good sign that atleast they were aspiring for higher level jobs than lower or middle level jobs.

Women are employed in traditional fields of employment which are poorly paid, less prestigious, less power giving and involving routine work. Further the high unemployment rate in academic courses implies that it is very necessary to make home science courses job oriented.

There is a need for reorientation of traditional role relationships, as they are viewed not merely by men but also by women. A reorientation of attitudes will enable then to move away from physical dependence and intelligence confirmism.

Counselling services should be provided to home science students. Each student upon admission to the faculty could be assigned a counsellor who would work with her throughout the first year of college. This service will foster maximum growth and development of the students in matters relating to personal, social, and educational adjustment.

It is generally believed that only so called 'white collar' vocations in the office are high order vocations. These jobs are considered well paid and high prestige jobs. This attitude needs to be changed. Proper attitude towards community jobs should be developed. Extension education in home science could play a vital role in giving a picture of what home science students could do for the development of the community as a whole.

All the home science students who have high abilities and aptitude should be helped by the colleges to take up high level jobs.

On the whole, highest percentage of the respondents aspired for vocations related to their own area of specialization. Super (1957) said, 'Aspiration of an occupation is a medium through which personality expresses itself. The choice of an occupation is an expressive act. The choice includes motives, abilities, knowledge, personality, and work value'.

People mostly prefer to work in their own area of specialization. They are better equipped to work in their own area of specialization. They also find specialization related vocation challenging for them.

On the whole, the respondents were less confirmed to sex-roles and were modern. They would like to move away from traditional jobs and take up specialized jobs.

Even when aspiring for their specialization related jobs, respondents have aspired for a wide variety of vocations rather than any one vocation in large number.

Home science colleges claim that they prepare students for a wide variety of jobs rather than few specific ones. The pilot study (Table 3.1) conducted by the investigator also revealed that in home science colleges, each specialization was preparing students for wide variety of vocations. This may be just a claim made by home science colleges. The actual picture regarding the employment and placement of home scientists may be different from this. Actually, it does not seem possible for any one specialization to train students for a variety of vocations. This is supported by one of the findings of this study. Most of the respondents felt better prepared for one vocation. Respondents felt better prepared for the vocation of nursery school teacher than child welfare officer; for garment designer than textile designer; for extension officer than

administrator; for dietitian than food service manager, and for executive housekeeper than interior designer.

The objectives of home science study programme at college level are not clear. There seems to be a confusion whether the objective is for the preparation for home making or for a vocation. Even when objectives are for both, the jobs for which the education has been given are not specified. This leads to the confusion at the time of planning the curriculum. The entire vocational programme should essentially be aimed at preparing students for certain type of jobs and not for mere academic degree.

The syllabus of majority of the colleges revealed that course content of each specialization is geared more towards one rather than two. Even if home science colleges aim at preparing students for a variety of vocations, they may not be able to develop abilities required for many vocations.

The home science colleges should identify the competencies needed to perform the jobs already identified at various levels.

The students seeking admission in home science degree courses should be given the picture of current employment opportunities for them to take decision on their own. The Home Science Association of India could supply the information to the employment information bureaus of the universities and colleges, which have at present highly

exaggerated picture of the job opportunities for home scientists.

There is a need to justify the career worthiness of home scientists by developing abilities for specific vocations, so as to bring recognition to them by various employing agencies.

Home science colleges can have two streams of courses : home making courses and vocational courses.

A trend was observed that a small percentage of the respondents had aspired for vocations other than traditional vocations. However it is an enlightening trend set by small percentage of the respondents.

The modern trend amongst the young generation seems to go in for the newly emerging and expanding occupations. They do not prefer the jobs which offer less outlet for promotion and advancement in life. They avoid going for these occupations, unless there are other attractions such as better pay scale and other perks to compensate for the poor promotion policy.

Due to industrialization and economic development more and new occupations comeup, creating numerous openings in the process. This is true with the field of home science too. Puar (1987) reported that ICMR has now recognized home science degree with postgraduate specialization in foods and

nutrition as a requirement for nutrition related jobs in their organization.

Traditionalism is being outdated. One has to break the shackles of traditions and choose an occupation which is suitable for them.

Earlier studies, Abraham (1971), Saraswathi (1974), and Srivastava (1976) reported that majority of the home scientists were working as teachers. Previous research reported teaching as the most absorbing job for home scientists however, it is significant in the present context that atleast the respondents have aspired for vocations other than teaching.

With new and emerging jobs, some percentage of the respondents also preferred to take up self-employment in one way or the other in their own area of specialization. Khaund (1982) also reported the same finding in her study.

Chandra (1980), observed the trend that the latest movement in home science is to prepare students for self-employment. Perhaps these students are aware of unemployment problems and instead of adding numbers to it, thought it best to open their own business. They may be confident enough that they will do well in a business than any other vocation.

Strategies to remove the ignorance and misconceptions, regarding home science in the minds of people need to be

developed. This will help the qualified Indian home scientists to be accepted as professionals in their own right. The Home Science Association of India will have to take up the challenging task of getting home science recognized as oriented to specialized careers in the areas of industry, business, health, community welfare and entrepreneurship.

More and more home science students should be encouraged and trained for self employment. Agarwal (1976) revealed an interesting aspect in the study that of all the educated employed women, those who were self-employed had the highest earnings. Success in the field of self employment called for a considerable degree of entrepreneurial initiative and drive. Self-employed women were able to earn almost one and a half times as much as those in salaried jobs. It is a clear indication that with the right motivation women can go for self employment.

Home science colleges can make contacts and guide students regarding agencies which can give financial and technical assistance to students who wish to establish their own enterprise.

On the whole, after specialization the respondents wanted to go for teaching jobs. In general the respondents may be wanting to take up teaching job due to several reasons.

The job of teaching goes with the traditional concept of women held by themselves and family members. The job of teaching has some of its own advantages and facilities, which are suited to the roles, a women has to play. Keeping these advantages and facilities in mind the families may have motivated the respondents for the job of teaching.

Teaching jobs are more easily available both at school and college level specially in cities. The specialization related jobs are generally available in big cities and therefore all students may not have access to them.

Considering the choice of the respondents from various specializations on the whole and also for the specific vocation, it was clear that higher percentage of EE and HM respondents preferred teaching vocations. Karim (1988) reported that home economics education students indicated higher desire with respect to entering the teaching field as an occupation. Besides the above discussed reasons the EE and HM respondents may have additional reasons for aspiring for the job of teaching.

Many of the HM related jobs, like institutional management, hospitality services in hotels and restaurants, and business and industrial concerns of interior designing do not have regular working hours and they require night shifts and public dealing. All these things may have dissuaded the girls from these vocations. Barnett (1975) also reported

that girls gradually learn to limit the scope of their career choices and to avoid highly paid prestigious occupations. At the same time parents and family members do not consider these jobs suitable for women. Moreover these jobs are not available in great number in small cities and towns. They do not exist in rural areas Girls do not want to leave their home and go to other place to work due to various reasons. Yu Chien (1988), reported that residence has a significant effect on occupational choice of a woman.

Employers too, may not be encouraging women on the jobs related to hotel and business. They are generally reluctant to provide such jobs to women, as they have to provide some extra benefits to them. They may also be thinking that women can not bear the strain of the jobs in hotels and business concerns.

Employers prefer students with very concentrated intensive training. For instance, they prefer a student with diploma in dress designing or interior designing than a student with M.Sc in CT or HM for the job of garment designer and interior designer respectively. EE and HM graduates may not want these careers hence they may not have found teaching job most convenient.

The EE respondents must have preferred teaching job than the specialization related jobs due to several reasons.

Inspite of offering EE specialization for postgraduate studies, respondents have preferred to take up teaching rather than extension work. The reason for this may be that most of the extension work is with less privileged people like slum dwellers and rural people. The EE respondents may have considered the extension jobs as less paying and of low prestige. The EE respondents who have average academic achievement felt better prepared for the vocation of extension officer than the respondents who had good academic achievement. This finding was supported by Paralikar and Garg (1981). They revealed that third division students were better aware of jobs in social work and extension work.

One of the main objectives stated by EE departments is to prepare the students for the vocation of teaching. This may be true, as the name signifies 'education and extension'. The departments of education and extension are fashioned on the American system. In American system, education and extension, specialization actually trains the students for teaching. Only those students who want to be teachers opt for this branch of home science. This objective of the specialization must have led the EE respondents to aspire for the job of teaching.

Women are more constrained in their choice of jobs often because they have to limit choices of areas to where their parents or husbands reside. Hostels for working women are urgently needed which could be started by home scientists

themselves. The idea of change of job for both the husband and wife, rather than just for the wife, to suit the family needs also may help.

National goals can be achieved if all the specializations in home science train students for extension work related to their own area. This condition probably implies that during M.Sc. study programme in any of the specializations, a student must get training for basic courses in the department of education and extension for extension work.

The status of extension work should be improved by providing more facilities to extension workers so that good persons are attracted towards these jobs.

Misconceptions from the minds of the employers regarding the ability of women, and the training imparted to home science students should be removed.

Home science students should be encouraged to have a positive outlook for challenges of the jobs other than teaching. Then only they can go for other jobs than teaching. This phenomenon will help the girls to enter in non-traditional occupations.

Initially, the philosophy of home science was to make good home makers. Now the philosophy has changed from home making to preparing girls for employment. We are in the

period of transition. As the vocational field of home science is growing, more and more job opportunities will come up for home science graduates to raise their level of vocational aspirations.

Respondents from EE specialization felt better prepared for teaching than the respondents from other specializations.

The EE curriculum prepares one adequately for teaching jobs. As already discussed, one of the objectives of EE specialization is to prepare students for teaching. The EE study programme includes courses related to teaching such as curriculum development, methods of teaching, audio-visual aids, and evaluation.

Majority of the respondents from all the specializations except EE, expressed their inadequacy of preparedness on the sub-aspects, namely, lesson planning, teaching aids, curriculum planning, and evaluation. The other specializations may not be including such courses in their study programme or they may be just providing the preliminary information to the students. It seems, only EE curriculum provides practical experience for teaching to integrate knowledge and experience

As already discussed, majority of the respondents wanted to go for specialization related jobs and teaching as a profession was preferred only by one fourth of the respondents. But contrary to their preference, the general

observation supported by Saraswathi et al. (1988) and the records of Home Science Education and Extension Alumni Association of Baroda (1991) revealed that teaching at university and school levels absorb the greatest number of home science graduates at all levels.

Since most of the home science graduates, regardless of the area of specialization, go into teaching profession, all the specializations should incorporate the sub-aspects of teaching for which the respondents were found less adequately prepared. (Table 4.27).

Profession of teaching is going to be one of the major job sectors for the girls atleast for coming few years. Teacher's training, in some measure, is essential for all home scientists trained at any level. EE departments, either should provide training to students of other specializations also for college teaching or the students who wish to acquire teachers training can take up minor courses in EE department along with their major specialization.

Family's influence on vocational development, modernity, and sex-role confirmation were found to be positively related with high level of vocational aspiration of the respondents. Modernity was found to be related with the opinions of the respondents regarding adequacy of their preparation for the vocations also.

Grewal (1971), Pendharkar (1977), and Yu Chien (1989) reported that family's environment had positive effect on the vocational aspiration of the respondents. Vocational environment of the families was studied in terms of actual employment of female members, attitudes and encouragement by the family, training for independence and leisure time activities.

Families have made a beginning and have started changing the vocational environment of the family. Family has changed much on the psychological points like encouraging girls to take up vocations. This can be considered a positive mark in raising the level of vocational aspiration of girls.

Mehta (1974), Garg (1978), Gambhir (1980) and Yu Chien (1989), reported that girls having educated mothers were more inclined towards a career. The educated mothers of the respondents may have encouraged their daughters to be gainfully employed.

The attitudes of the parents and family members give an opportunity to children for developing values and attitudes, pattern of behaviour and even mores, which may influence their vocational behaviour also. The children who identify with their parents, begin to aspire for the types of occupations which their parents value. Respondents of the study reported that their family members wanted them to take up highly paid, full time jobs. This positive attitude of the family may have influenced the respondents to aspire highly for vocation.

The study conducted by Sahu (1987) revealed that even urban girls did not get enough time to study at home and had household responsibilities. They went to school just to improve their marriage prospects. However, in present context, the parents of the respondents seem to be more aware of the changing needs and status of women. Most of the respondents reported that they never had to forego study due to domestic work and their parents wanted them to combine marriage and job.

The experiences to which the family has exposed the youth also play a part here. An early independence training plays an important role in vocational development. The youth who has for years been practicing decision making and taking actions has no great difficulty in seeking information herself for vocations and carrying out decisions related to vocations. Most of the respondents, as they reported, were independent even before the age of 15 years.

Encouragement provided by the family may have helped the respondents to aspire for taking up a vocation. Providing exploratory means in the form of career oriented discussion in the family, financial assistance, and verbal encouragement given by parents is of great help. Greenberger (1978) reported that parents' encouragement had positive influence on the vocational development of the children.

In the context of the present study, the respondents may be modern and not confirmed to the sex-roles due to the type of their family.

Ahmad (1968) also reported that modernization was related to future occupational choice of the respondents.

'Modern' person reflects a broad social outlook. Being modern respondents were aware of the degree of equality created for women by the social change regarding education and employment. With open mind, rational thinking and progressive outlook the respondents could think that now women can enjoy greater freedom and independence by being economically independent.

Earlier findings of Psathas (1968), Looft (1971), Sedaka (1976) and Falk and Cosby (1978) reported that career decisions made by women take into account their traditional roles like expectation for marriage and children. Hemaprabha and Devadas (1968) also reported that parents were of the view that girls can take up jobs according to their aptitudes but preference was given to teaching, medicine, music rather than business and engineering. Sedaka (1976) reported that family disapproves 'masculine' jobs for girls.

In contrast Ghadially and Kazi (1980) provided evidence to suggest that role played by men and women in Indian society are gradually changing. Significant differences between traditional and non-traditional men and women were

found on the issues of sex-role attitudes, marriage and career.

Vijayalakshmi (1984) also revealed that there existed a high positive relationship between the two variables, namely the perception of sex-roles of students and the categories of their vocation choice.

Earlier trend of confirmation to traditional sex-role may have existed because traditionally women were taught from young age that their role is to be a wife and mother, and domestic roles should have priority over all other roles, including occupational ones. This is not true with Indian women, only. Even in highly developed countries, women carry the same fate. Fowlkers (1980, p.233) reported:

.....the lives of women are determined by the fate, a fate that men accept as legitimate, and that women accept as unavoidable. The latter spend their years in drudgery, busy round the clock with activities that make no demands on their intelligence, and they often say they like it.

Less congruence with sex-roles again reveal 'modernity'. Being modern the respondents had liberal sex-role perceptions. These liberal sex-role perception may have linkage with the parents' attitude towards combining marriage and highly paid job for daughters. With liberal sex-role perception respondents could aspire for taking up gainful employment instead of traditional role of 'home making'.

It is through education that a modern person believes in better future to be within the grasp. This may have led the respondents to be adequately prepared for the vocations.

Aspiration is the drive that comes into existence where a positive encouragement is given and a need is felt. Kamat (1981), reported that possession of ability for the work plays a major role in determining the vocational choices of the students, Yu Chien (1988) reported that knowledge of work and academic programme were found to be positively related with females' occupational aspirations.

Majority of the FN respondents had specialized study programme at B.Sc. level which shows the interest of the respondents in the specialization and also of their likelihood to set goals for taking up employment.

Food and health, being the priority sectors of the government, receive a higher amount of funds and grants for various projects in the related areas. Due to this reason there is a possibility of wide variety and easy availability of jobs for FN graduates. FN respondents may be aware of this fact, which may have motivated them to aspire as well as prepare adequately for FN vocations.

In view of the positive effect of the family it is strongly recommended that the families can be encouraged to provide vocational environment in the family. This study

found out that on the whole, the respondents had less influence of their families on vocational development. Families should be encouraged to provide the same facilities to the girls which they are providing to the boys.

Till the families are gaining momentum in the direction of encouraging girls to take up vocations, the home science colleges can take lead in encouraging the families in this direction. Regular PTA meetings should be organized by home science colleges. Parents should be oriented towards encouraging independence and achievement of their daughters.

Family's influence is an important link between education and development. If our families provide the right kind of guidance, the girl students will show more enthusiasm in all their efforts. The lack of family guidance is due to the lack of parents' education. The home science colleges can spread education to most of the parents through lectures, video films and seminars. So that parents can encourage their daughter for vocational goals.

Girls should be provided with right role models. Role models of women who have done well in the field of home science should be provided to the students. This may be done by inviting such women to speak to girls in the colleges.

Departments of education and extension can produce video films on vocational aspects. These films can be shown to boys and girls in schools and colleges. This may bring about changes in the outlook of boys and girls. Models of men cheerfully working in the home can be shown through these films, for men to willingly accept their due share in housework and child care.

Exhibitions and displays could be arranged by home science students both for girls and boys, highlighting recent achievements of women, and their entries in traditional and non-traditional occupations. The colleges can organize seminars discussing positive aspects of women employment.

The content of home science courses can be updated and made modern by introducing interesting and modern courses related to vocational home science in all the specializations of home science.

Students of each of the specializations having lower level of vocational aspiration can be treated as a separate group for providing vocational guidance in order to increase their level of vocational aspiration.

The students can be encouraged to take up careers by orienting them to the various home science jobs available in their own area of specialization by providing vocational guidance.

Other specializations, that is, CD, CT, EE, and HM should also take up challenging task of getting courses recognized by various agencies. They should work hard to see that graduates are absorbed for the job by as many agencies as possible.

Adequacy of Vocational Preparation

On the whole, the opinion of the respondents revealed that they felt less adequately prepared for almost all the major home science vocations. The respondents expressed 'some what favourable' opinion for all the three aspects of each vocation.

The studies by Lyle (1957), Spann (1958), and Mohanty and Satapathy (1984) revealed that students felt that their college preparation was somewhat adequate to take up vocations. Makhya (1976) found that the confidence level of the class as a whole was in the middle of the adequacy scale, that is, some what confident. All these findings are in line with the finding of this study,

However, there were some contradictory findings to the present study as Cross (1960), Bose and Mukhrjee (1979), Randolph (1984), and Ruth (1983) found that majority of the respondents felt that they had been adequately prepared by the college for vocational activities. Harner (1987) revealed that home economics education was providing

opportunities for students to gain valuable skills for employment, identified by employers as crucial for success in entry level jobs.

The following may be the reasons for this finding.

Uptill 1950's, the basic philosophy of home science was to develop in the students the necessary skills required for better home making and family living. The modern philosophy of home science is better homes through employment. Since 1970, home science is growing as a professional discipline. Changing the role of a home maker from that of a wife and a mother to a wage earner, has made home science to vocationalize its programmes. Professional preparation through home science colleges have become one of the most important contributions to the education of Indian women. The efforts to increase employment potential of home science graduates can be expected to influence the curriculum in home science to a large extent. The emphasis on employment competence instead of domestic development of the individual has varied implications for home science curriculum in India. Saraswathi (1976) pointed out the cause of less adequacy of the respondents regarding taking up vocations. According to her there seems to be confusion regarding :

- goals of home science education at university level as to the preparation of students of home science for gainful employment besides home making.

- proper communication between home scientists, home science institutions as well as private and public institutions regarding mutual benefit from each other.

At present home science study programme may be having a single track system, leading to an all purpose degree, without much employment relevance. It is probable that there might be an actual gap between the knowledge and abilities provided by the home science programme and the knowledge and skills those are needed on the job.

Singh et al. (1989) in their study also revealed gaps between the skills developed through the education and the skills required on the job. However, this study revealed that out of the twelve vocations respondents felt equally prepared regarding all the three aspects (knowledge, ability and affective behaviour) for two of the vocations namely, nursery school teacher and extension officer. Both the vocations are field oriented. The study programme may be providing practical experiences to integrate theory and practice. Students enrolled for M.Sc (CD) are required to work with nursery school teacher for a prolonged time. The participation in the nursery school is augmented by providing students with the opportunity of working in local school or the nursery school attached to the college itself. 'Field experience' in extension education is the course for EE students. Under this course the students have to go to a nearby village or urban community to work with them.

The girls are not taken seriously as careerists, as career is not considered important for them. Indian girls generally have not been trained adequately by the educational institutions to be self-reliant. Thus we find a vast number of able women ending up in low status and low paid jobs.

The home science curriculum offers education in breadth by covering a good variety and range of courses rather than profound training of knowledge and skills needed for a few particular jobs. Although, home science colleges claim that they are preparing the students for these vocations. The curriculum planners must not have systematically found the competencies required for the major home science vocations and thus may not have been able to incorporate courses related to these competencies in home science curriculum.

Besides curriculum, the traditional annual system followed by majority of the colleges of home science, could also be responsible for inadequate preparation of the respondents for vocations. One of the findings of this study revealed that the respondents belonging to the colleges following semester system, felt better prepared for vocations than the respondents belonging to the colleges following annual system. Sharma (1977) also concluded from his findings that performance of the students was better in semester system.

In the traditional system the evaluation of the work of the students usually is external. External examinations decide the curriculum instead of following it, hinder the proper treatment of subjects and sound method of teaching. They may not take into consideration the objectives of education. Subjects not meant to be assessed in examination, may not appeal to the teachers and students. The status of the college and the department also affect the preparation of the students for vocations. Respondents belonging to the colleges with separate department for each specialization had higher level of preparation for vocations than the other group. The colleges having separate departments were majority in number so they will not be much problem in future to develop adequacy among the students who belong to these colleges which are less in number.

For enlarging and expanding the employment potentials of home science graduates, the curriculum of home science study programmes will need to be changed to make it more vocation-oriented in the field. The courses of study which are at present provided should be constantly reviewed and renewed in the light of changes in the pattern of employment. The courses which are not so relevant in the present day context, can be dropped to avoid extra load in the study programme.

Curriculum planners could identify knowledge and skills specifically needed for successful performance of jobs

related with home science from employers for better career prospects of home science students.

Students' perceptions could be obtained and the results can be fed back into the revision and reconstruction of courses. If possible students and employers should be consulted even in curriculum revision and reform.

The Home Science Association of India can plan some curriculum planning workshop to orient the planners for planning curriculum with vocational bias.

As already said that the home science field can have two types of programmes: for home making and for specific vocations.

The students should be given intensive field training to develop adequacy among them.

Keeping varied advantages of semester system (discussed in 1.7.9) more colleges can introduce this system. However, this should be done cautiously, since during agitations and calamities, it is annual system which helps the colleges to complete the course.

Comparatively respondents felt better prepared for the aspect of affective behaviour except for the vocations of garment designer, textile designer, dietitian, and interior designer. Respondents were found less prepared for the ability aspect when compared with the other two aspects,

namely, knowledge and affective behaviour for all the vocations.

The finding of this study can be supported by Myrdal's (1969) expression, that education has an 'independent' as well as 'instrumental' value, which calls for education to rationalise attitudes along with imparting knowledge and skills.

Affective behaviour aspect can be developed by fostering desirable values, attitudes, appreciation, interests, desires and so on. These are modelled in the minds of students through the exposure to the behaviour of, teachers and the parents and their advices. Varied enriching and fruitful learning experiences also contribute towards developing the aspect of affective behaviour. It does not require any specific and separate facilities for its development which are inevitable for other two aspects of educational objectives, namely, cognitive and manipulative aspects.

Knowledge and ability aspects are tangible, while affective behaviour aspect is general and subjective. Therefore, the students may have indicated as having developed the affective behaviour through the study programme. The development of affective behaviour may not be the outcome of the present M.Sc. study programme only, but may be a cumulative effect of the previous experiences and the study programme. It is also possible for the students to

agree more readily to the positive and desired behaviour, which may have prompted the respondents to indicate the possession of the desired behavior.

The other two aspects of educational objectives being cognitive and manipulative in nature, the colleges are required to lay down specific objectives and accordingly provide specific facilities for attaining the same. The objectives may not be specified clearly in the syllabus with regard to specific vocational abilities, which enable the students to attain the same.

Due to lack of equipment and facilities, less emphasis is likely to be given on the practical aspect of the curriculum. Many of the courses may call for sufficient classes but laboratory experiences are not provided due to lack of facilities. Some of the colleges sensing such difficulties drop the laboratory experiences at the planning stage of the curriculum itself.

The other reason for home science colleges imparting more of theoretical knowledge can be attributed to the lack of staff members with specialized skills required to teach vocational courses, which cater to the needs, potentials, and abilities of the respective vocations. Saraswathi et al. (1988) reported that CD graduates did not have sufficient practical training for home science related jobs.

The proverb that 'what you read you forget, what you see you remember, and what you do you understand' shows the importance of students, gaining direct experience through practical courses. This suggests that any amount of theoretical knowledge without practical experience will not make a home science student capable of contributing to the profession with confidence and expertise.

Our education is examination oriented, which causes cramming up of factual data rather than experimental learning. Students should also be tested against existing practical requirements needed for the home science related jobs, in order to make the knowledge purposeful and useful.

The respondents had less favourable opinion regarding some of the sub-aspects related to knowledge and ability. These gaps in training included lack of ability in planning, administration, organization, management and supervision, and also knowledge regarding government departments, their plans and policies, and kinds of services available.

Lack of time can also be one of the contributing reasons responsible for not developing abilities in the students during their study programme. Frequent agitations and communal riots in India have become a regular phenomenon, which affects the quality of teaching. Keeping examinations in mind, syllabus is covered in a short period of time. There is hardly any time left for integrating theoretical knowledge with practice.

Adequate institutional factors, especially, physical resources and instructional programme also affect the development of abilities and skills among the students. One of the findings of the present study revealed that those respondents who felt better prepared than others for some vocations were from the colleges having adequate resources and instructional programme. The inadequacy of physical resources as well as instructional programme may also be responsible for the lacuna in the home science study programmes for developing abilities among the students.

This finding can be supported by the findings of Roy (1955), Sharma (1960), Srivastava (1965), Shah (1967), Shah (1975), Satsangi (1981), which revealed that most of the home science institutions did not have adequate resources.

Adequate physical resources provide good educational system. The laboratories well equipped with required modern gadgets and equipment provide actual job situation to the students. Handling the equipment and gadgets with which the students will be later on working in real life, develops confidence and competence required for various vocations among the students.

Teaching of home science requires special teaching methods as it is an interdisciplinary and applied subject. However, the importance of teaching methods for developing abilities in the students in higher education has been

relatively neglected. The rigidity of educational system and failure of administrative machinery to diffuse new educational practices are some of the factors responsible for developing inadequate abilities among the students. This is supported by one of the findings of this study. The finding revealed that majority of the home science college teachers had not taken any methodology course of any type.

The home science colleges through their study programme should prepare students in such a way that they are capable of working in the growing complexity of technological applications. Proper knowledge and abilities for employability have to be developed among the students.

Based on the gaps identified through the opinion of the home science college students (Tables 4.47, 4.51 II, 4.55, 4.59, 4.62) in the study programme, it is recommended that home science specializations should incorporate those sub-aspects/items in their curriculum according to their own requirements.

There should be emphasis on specific ability training. This can be done in collaboration with the agencies and institutions willing to absorb the home scientists. These agencies or institutions can take up student centered activities like participation of the agency in the teaching process, arranging in agency training and field visits for the students. The major aim of such activities could be to

make the students conversant with the working situations, recent advances as well as various problems pertaining to these agencies in different areas.

Intensive field training can be given to the students by sending them to villages, factories, hospitals where they are supposed to be working after completion of their study programme. The placement should be atleast for three months period in order to make it meaningful.

The placement of the students for training should be under close supervision of a teacher. Besides orienting the students to the reality of the settings, participating in activities under close supervision may also develop management administrative, and supervision skills.

Students can be given some financial incentives by the agencies/industries for motivation to make the best use of their training period so as to make them an active agent for future employment.

The government of India has recommended extension education for national development. All the specializations in home science should add the extension component with the other two components, namely, teaching and research. Students can actually work on the ongoing projects like ICDS, TRYSEM, DWACRA and so on according to their specialization. Students will get more exposure of real life. Beginning has been made by one two colleges in this regard, but this should gain some momentum.

Purposeful system of practical training should be provided to a student in the college itself. Since a comprehensive practical training can not be provided in the college for varied reasons, it is necessary to establish a liaison between the employing agencies and the colleges so that the students will have opportunity to visit those agencies more often. Students who study these courses at the colleges will have desirable exposure to the world of work. This will make education and training more effective and productive.

A scheme can be worked out whereby home science colleges impart the basic training and the industries, and the other agencies provide the apprenticeship or internship experience simultaneously. Long vacations may be used for giving this practical training.

The UGC panel for home science and The Home Science Association of India can recommend to the authorities who sanction the funds to provide extra grant to home science colleges. This will facilitate updating their institutional resources as per the requirements of vocational oriented courses.

The administrative authorities and home science teachers can ensure that the necessary equipment are available to begin with and also suggest additions, replacements, alterations and repair wherever necessary as the home science deals with the practical aspect.

The home science college teachers should be adequately trained to impart vocational skills. Teachers can be provided with in-service training in vocational skills according to their area of specialization. The employing agencies can provide opportunity and necessary facilities for teachers' training.

The education departments of various universities or leading home science colleges should arrange for refresher courses related to methodology and in-service training programmes for home science college teachers. The teachers could be trained regarding special methods and materials required for home science teaching. This would help the teachers to plan and use variety of methods and materials according to the objectives of the course. UGC sponsored orientation and refresher courses organized by staff colleges in home science is a welcoming sign.

More literature needs to be produced by home scientists in the area of planning the physical resources as well as methods of teaching home science. This literature will help, new colleges to come up, and existing colleges to improve their physical resources and instructional programme. The home science literature needs to be produced by Indian authors in the language which students and teachers can easily understand. There should be more text books, reference books and journals written and produced according

to Indian conditions, which can replace or supplement present books written by foreign authors. Beginning has been made by some home scientists in this area but it needs to gain momentum.

The home science students should maintain peaceful and conducive environment in the college for effective teaching.

The enrolment of the home science students can be controlled by having diversion of the study programmes in terms of diploma and polytechnics. Students who can not cope up with degree programme can take up diploma courses.

As has already been said that the UGC panel for home science and The Home Science Association of India will have to take up the challenging task of getting the recognition of home science as a discipline. The benefits will be the acquisition of new resources in the form of grants, and research projects.

Some of the variables were found to be associated with only one vocation. This might have occurred by chance or some other hidden or overlapping factors might be responsible for this. Further investigation is necessary for such variables.

Recommendations for Further Study

1. Same study with the alumni of home science colleges.
2. Same study in relation to factors, other than already taken in the study, such as, year of establishment of college, system of marking.
3. Same study on vocational aspirations in relation to each variable separately for all the specializations.
4. An investigation to standardise the competencies identified.
5. A critical examination of the human resources, physical resources, and instructional programme at undergraduate and postgraduate level of home science colleges, utilizing direct observational methods.
6. In depth study of the existing undergraduate and post graduate curriculum in terms of vocational objectives and their suitability in the context of India.
7. Studies to explore the jobs on which home science graduates will fit at different levels.
8. Investigation regarding vocations available for home science graduates in rural areas. Willingness of the students to work in rural area, and the reasons for the home science graduates not taking up vocation in rural areas.

9. An enquiry to find out the reasons for home scientists taking up employment in educational institutions.
10. Development of comprehensive and effective teacher's manuals and hand books in home science.

Recommendations for Policy Implications of the Study

1. Home science colleges should try and follow up their alumni by starting and strengthening the alumni associations. Alumni are a very useful source regarding vocational information. It is suggested that in final semester, the students be made members of the alumni association and encouraged to keep contact with the department.
2. The jobs available in industries, business and commercial institutions, and other government and private agencies, considered to be related to home science area should be studied. Programme of study and curriculum should be devised to suit the requirements of the job
3. As home scientists with different levels of qualifications seek and take up vocations, it is necessary to find possibilities of employment, with specific levels of training in mind.
4. The field of home science should be given wider publicity for all the knowledge and skills it actually helps the

students to develop. It will remove the misconceptions from the minds of people. This work could be carried out by administrators, educators and by those who are employed on jobs related to home science. The publicity work can be carried out through organisational meetings with the employers.

5. The UGC panel for home science and The Home Science Association of India can monitor and evaluate the training imparted to home science students from time to time in relation to the preparation for vocations. They should extend more help in solving the issues related to home science and make the field more professional. These bodies must ensure quality control of home science study programmes.

6. At postgraduate level, alternative programmes of specializations as well as undergraduate and postgraduate diplomas could be started by more home science colleges. There should be thorough screening of the students at the time of admission to home science programmes to give a better status to the field. Those students who are not eligible for full degree course may go in for diploma programmes with less number of subjects.

7. Curriculum planners can identify knowledge, abilities, skills and attitudes required for various home science vocations and then design learning experiences and strategies for developing these among the students.

8. Intensive efforts are needed to remove the deficiencies which have been identified in the present study.

9. While in college, home science students should be exposed to seminars and workshops. The colleges can be encouraged to include field trips, visits internships, apprenticeship in the last semester of home science study programme at all levels.

10. Specializations at various levels of home science can be introduced.

11. Training can be imparted through science courses towards developing abilities in planning, administration, management, and supervision.

12. The core course at post graduate level for research methodology and statistics should be strengthened.

13. Home science colleges can make organized attempts at improving salary status and placement of students in various agencies to improve the vocational aspirations of the students.

14. In order to identify home science with professionalism the name of the field should be changed because the present name relates it more to home making rather than to the vocational potential.