

CHAPTER 1

INTRODUCTION

1.1 The Changing Scenario for Women

Female socialisation systematically brain washed women into developing a set of personality attributes which make them passive, emotional and dependent. The process of socialisation of individuals was hinged on psychological, social, cultural, economic and organisational factors and essentially consists of proposing to the individuals, the stereotype to which she was impelled to conform. The agents in this process have been the family, the school and the society as a whole.

Girls' capabilities are usually underestimated by the parents, teachers and the society. Indian girls have not been trained adequately to be able to battle on their own and hence they give way to pressure and thus we still find a vast number of able women ending up with low status.

However, in this day of modernisation and liberalisation the climate is becoming conducive to the emergence of women power. Awareness of one's own capacity gives her a sense of security and motivate her to achieve her ambition which leads her to develop a sense of identity and self worth. It may help in rebuilding a history of

women through their own voices, creating a new base for the deeper comprehension of women's destiny. It may help women to know that the patrilineal systems have not sealed off all possibilities of expression and creativity and there are alternate ways of personhood one can draw upon. Unless women plunge into modernisation, by getting rid off their timidity, shyness and basic selflessness, they are likely to remain and be an impediment to women's progress.

A new kind of society is being born. The old moulds are being broken by a demographic revolution which is going to transform all the social relationship. Roles of men and women and expectations of them have changed. Similarly aspirations of women have been changed towards achievement of economic independence and sharing partnership with men. Society at large and family as its basic unit, are being influenced by these factors.

In today's context the strength of a person denotes the mental strength and not physical strength. Traditionally, woman's strength was equated to her patience, resilience, forbearance and the capacity to suffer silently and with dignity. But now a strong woman might possess some of those above mentioned qualities but she would refuse to be vulnerable, submissive and passive. She would possess self confidence, a willingness to act on her own behalf and on behalf of others, have a strong sense of justice and

humanism and an ability to take decisions independently and to abide by them. An enlightened strong woman would be a source of strength to her own self and to others around her.

Empowerment is a multidimensional process, which should enable individuals or a group of individuals to realise their full identity and powers in all spheres of life. It consists of greater access to knowledge and resources, greater autonomy in decision making to enable them to have greater ability to plan their lives, or have greater control over the circumstances that influence their lives and free them from the shackles imposed on them by customs, beliefs and practices. Empowerment is an active process. Power is not a commodity to be transacted. Power cannot be given away as alms. Power has to be acquired. Once acquired, it needs to be exercised, sustained and preserved. Women have to empower themselves with certain specified characteristics and values which will help them to face the challenges of personal, social and professional development.

1.2 Characteristics

Trait, attribute or characteristic is a distinguishing feature of a person's character. It is a positive or negative, natural and essential dimension of a person.

A characteristic is nothing but a settled way of thinking and feeling. A person is exposed to several

experiences in his life, as a result of which he develops certain attitudes which exert a powerful influence on the behaviour and these directly affect his understanding and judgement.

Chaudhari (1994) defines it as an idea charged with emotion, which predisposes a class of actions to a particular class of situations. A characteristic is a mental and neural state of readiness, organised through experiences, exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related.

Undoubtedly education has to play a vital role in achieving such qualities for the people of a nation. According to Bharti (1994), the qualitative characteristics of women's education include a positive direction through which women achieve self respect and self confidence. It also must help women to discover their abilities, talents and capacities and women should be given choice of freedom in their day to day life.

The Programme of Action Committee (POA), (1992), also has emphasised the need to enhance self esteem, self confidence and to foster decision making and action for women's equality.

According to Varghese (1990) women in administrative

group are aware of the characteristics needed for facing the challenges of the 21st century. They include self motivation, personal growth, alert for self development, sense of integrity and orientations, concern for self respect, judgement of situational appropriateness, task orientation, pursuit of knowledge and an aptitude for innovative thinking.

The desirable characteristics identified by eminent Indian Home Scientists from the point of view of their contribution to one's personal, professional and social development for coping up with the rapidly changing society are as follows:

1.2.1 INDEPENDENCE

Harter (1967) says that "independence, freedom and responsibility are inextricably interwoven". Independence involves both freedom to make choice and responsibility for accepting the consequences of all choices.

A self governing adult according to Mc Candless (1970) possesses volitional and executive competencies. The word volition refers to acts of choosing, selecting, willing or deciding. Volitionally independent people are not overly dependent on others for making decisions. They may rely on others for information but they are personally responsible for the decisions.

According to Moore (1964), decision making is a blend of thinking decision and acting. Decision making is involved in every action, no matter whether it is conscious or habitual. Decisions range from minor to major ones.

Independence is self directing guide to action and offers intellectual challenge to every individual to make decisions to achieve the greatest possible goal.

Every individual needs certain amount of freedom for making decisions. This is very true of adults who continuously strive for self determination and independence. The need to conform to the demands of the society also becomes a highly personal need largely due to the internalisation of the standards and norms of one's own particular culture. The standards and norms of one's own particular culture involve moral beliefs, sex codes, group loyalty, observance of law, religious virtues, attitudes and admiration. Achieving a sense of personal identity is a necessary pre-requisite for the attainment of self governance. Individuals who lack a firm sense of who they are, what they believe and why they believe and act as they do will find it difficult to adapt to change and to question and resist pressures toward social conformity. Making mature, responsible, relatively independent decisions in a rapidly changing world requires the establishment of an identity with which one feels capable, secure and personally satisfied.

The right to exercise decision making powers is a matter of vital importance to all women. Nevertheless, this is an area where changes are most difficult to identify and measure since they are shown up mainly in a redefinition of roles and relationship between male and female and an adjustment of the balance of power which means the development of women's potential and her effectiveness in discharging her responsibilities whether in the family, in the workplace or in the wider community.

The right to select a marriage partner is a matter of vital importance to a woman since the husband plays a crucial role in enabling the wife to utilize opportunities for personal development, realise aspiration and function effectively in the household and in the community. Though a law gives full decision making powers to women, yet this right is curbed by traditional, social norms which consider marriage a social pact. Therefore, marriages are customarily arranged by parents and elders.

The position of women in employment structure and women's work patterns in economic activities can not be viewed in isolation from the structural and conceptual framework created by the interface of gender role stereotypes, that are interlocked with traditional and modernizing social norms.

The women should be given enough opportunities to make decisions independently so that it will help them to think critically and the experience gained through this can be used for solving day to day problems. The decisions of today are the stepping stones for tomorrow, when they have to manage their own home and its affairs.

1.2.2 SELF ESTEEM

Self esteem is usually defined as the individual's perception of his worth. It is a dynamic aspect of self image through which an individual constantly evaluates himself in relation to the society.

Egididus (1977) defines self esteem as the value one attaches to one's own personality. According to Jones (1985), self esteem is a ratio of one's actual accomplishment to one's supposed potentialities. Kalpan (1961) defines self esteem as a dominant motive in the life of the individual.

Researchers often use self, self concept and self esteem interchangeably. Adme (1971) offers a clear distinction between the three.

- The Self is that part of an individual of which one is consciously aware of.
- The Self Concept refers to that particular cluster of ideas and attitudes that the individual has about her

awareness at any given moment of life time.

- The Self esteem refers to the feeling the individual has towards himself.

Self esteem plays a very important role in how one lives one's life and the depth of satisfaction and joy one experiences in whatever one does. One's ability to achieve success depends largely upon the belief one has in oneself. When individuals believe in their ownself they are free to explore and develop their full potential. They discover that there are no limits to what they can achieve and with this feeling in mind, they become independent. Independence is the foundation of self esteem. It empowers individual and expands his horizon. When people feel good about themselves and feel appreciated they are motivated. Motivated people contribute with greater efficiency and productivity. The engine of an individual's life is "self". It means that it is in the individual's hand to make his/her engine powerful to achieve self esteem and excellence in whatever he/she does.

Tanwar and Singh (1988) are of the view that social standards regarding sex role behaviour considered appropriate to one's status as males or females, should be particularly related to one's self esteem because societies attach differential prestige to these values. Femininity in families is associated with low self esteem, low social

acceptance and high anxiety.

Women in the Indian context, for generations have been socialised to tread the path of their lives with the reins in the hands of men. They have been conditioned to underestimate their contributions to the positive social changes and development. They seldom manifest overt expression of their strength and abilities in the overall contribution to their families and thereby the community. In fact even today it is hard to make many of them realise that they have as much right to the resources of the country as men do. According to Becker (1971), cited by Bagley et al (1979), self worth should be the dominant motive in the life of individual. Unless self worth is realised, the women will not be motivated to make an attempt at breaking the shackles which tie them down to degrading conditions, such as poverty, illiteracy, poor health, unrecognised, unpaid and underpaid work which lead to their secondary status in the society.

As long as the dominant motive of self worth of the woman lies dormant, developmental efforts will touch only the periphery. Hence, the primary focus of any programme should be on helping women realise and understand that they are worthwhile individuals and their self enhancement is a positive and effective contribution to their personal lives, their families and the society at large.

1.2.3 FEARLESSNESS

It can be defined as the process to be brave and confident enough to work through the fears one faces. The socialisation of Indian girls is such that they develop fear of many things. The boys are expected to be brave and courageous. The boys are allowed to go out alone, whereas girls should be accompanied by somebody. The boys are allowed to do night journey or go out in the night, whereas girls are cautioned to be inside home before it gets dark.

These sex-stereotypes are inculcated through the family and other social institutions. The result of such behaviours and attitudes are that the girls are not confident to do anything themselves. They may lose their courage while facing people, going alone somewhere, or doing night journey for urgent purposes.

In modern times, while the women are fighting for equality in all matters, it has become an urgent necessity to overcome these fears. Unless and until women learn to be confident and bold enough to face the ill treatments at home, society and institutions, equality will remain as an unfulfilled dream.

The women need this courage and boldness to escape from the ill-treatments given to a girl child at home or a daughter-in-law or wife at in-law's place or a working woman out side home.

The progress of a situation means positive changes in the situation. If women need to be progressed, they have to come out of the protective shells of home and plunge into the unknown world. This needs courage and boldness in their thought and action. The socialisation process has made them fearful and dependent on male members whether it is a personal or social or professional area. The time has come to change this situation.

Because of the constitutional provision and other programmes, a stage has come that women are not lagging behind men in intellectual or educational fields. But they lack confidence in themselves to take initiative, and they fear what others will think or the society will expect out of them. In such fears they are losing the opportunities in all the fields. If women really have to attain the goals, they have to be fearless, bold and courageous in their endeavours.

1.2.4 LEADERSHIP

Batra (1993) explains that the word leader comes from 'Lord' which meant the course of path or a ship at sea. The leader was the captain, who in viking days was usually a steerman and navigator as well. Leadership can be defined as the contribution one makes towards the identification and attainment of group goals.

Leadership, therefore, does not mean routine role performance. It is the amount of influence a person exerts over and above the mechanical compliance with the routine directives of the organisation. More specifically, leadership constitutes an influence, relationship between two or more persons who depend upon one another for the attainment of mutual goals within a group situation.

According to Adair (1991), it is the consistent behaviour pattern which shows that one is showing initiative in planning, organising and completing an activity in a group or community and which also shows that one has persuasive power and is endowed with foresight.

Leadership is specific to a particular group in a particular situation. It can depend on the background of the group members, the nature of the goals or the organisation of the group. Leadership is a learned set of skills. Effective leadership depends upon flexible behaviour, the ability to diagnose what behaviours are needed at a particular time in order for the group to function most effectively. A skilled leader has to have diagnostic skills. In addition he must be able to utilize other group members and obtain their co-operation in providing needed group function.

According to Batra (1993) whether one is a leader of a nation, business, department or of a home, one has to have

the many characteristics. They include the ability of

- thinking deeply,
- communicating effectively,
- foreseeing the future and taking necessary corrective action from time to time,
- making things happen.

Changing patterns of sex role socialisation and the desire to encourage women of ability to seek higher status leadership roles in the work force have led to an awareness of the importance of studying the leadership behaviour of women. Although current psychological models of leadership account fairly well for men's behaviour, these models fail to elucidate the factors underlying women's behaviour. Despite the increasing number of women in work force, they generally have been unsuccessful at achieving high level positions. Glinow (1990) concluded that women in our society are still at disadvantage when trying to obtain leadership positions. The characteristics necessary for effective leadership and management are not necessarily acquired in women's socialisation and cultural condition, says Offerman (1992).

Traditionally, managers and leaders are described for using masculine terminology, such as, aggressive, competitive, and rational. Boys grow up with the concept of an effective manager as being a tough, virile, unemotional,

aggressive, and competitive guy. Women on the other hand are stereotyped in terms of traits such as dependency, passivity and emotionality. The constructive foundation for the future generation could be laid only by mothers. But the question is, how many mothers in the country are trained? The training must be such that if anything untoward takes place, either in the family or in society, the woman must be brave and bold enough to point out and oppose to put it down. Thus, it should inculcate the qualities of leadership, and inspire others also, to fall in line and bring about a change in the society.

1.2.5 CREATIVITY

Creative imagination is one of the main attributes separating man from other beings. It is the potentiality which influences human activity in almost all spheres of life. Creativity is a unique mental process, a process needed to produce something new different and original, says Asthana (1992). According to Cagle (1985) creativity could be defined as a "process of bringing something into being". Creativity can also be approached by examining not only its product but also its process. Creativity is that attitude by which we fulfill ourselves and it is more than mere working in a creative field such as art or inventing or research. It is the actualization of our potential. It is

our adventure into the unknown.

According to Young (1985), creativity involves three components : skills, newness and value. It is the skill of bringing about something new and valuable.

The creative individuals are found to be especially self confident, insightful and open about themselves. In addition, they are inventive, determined, independent, enthusiastic and industrious. They know it and readily and openly admit it to others. They are not characterised by false modesty, but have a willingness to take risk and put it on the line. An openness to experience, and a tendency to sample experiences in an intuitive rather than methodological fashion was also found. Skills are also important to creative process, says Young (1985). New and valuable things do occasionally happen by accident, but the creative process can reset the condition so they happen often. Without skills the results are not repeatable. Skills in any endeavour are determined by native talent, training and practice.

Gaymer (1986) has opined that one of the major elements of change is information. The information provides the raw material for learning rather than being an end product. Creativity provides the learner with the opportunity to synthesize and apply previously learned material to novel situations.

A woman with creative virtues, much different from a man is a blessing in disguise of God's creation. In the days of much competition, it may not be possible for every one to find a job outside. Time is one of the most important resources. With the availability of labour saving devices and other modern facilities, women can spare leisure time. Since women as compared to men have creative mind, by performing creative activities in the home and outside they can enjoy and express themselves. As some of the creative activities are income generating, they are a source of income too. Almost half of the Indian population comprises of women and, if their potentials are creatively used, they can lead to the progress of family, society and the nation.

1.3 Values

Etymologically as well as historically value has a positive meaning - something that has worth or which brings some feeling of pleasure, satisfaction or peace. According to Kar (1985), value is a human concept. Persons value experiences, state of their being and life process. This means that they favour or desire these values pertaining to what is prized highly by an individual, group or by society.

Values may be regarded as important ratings which people attach to things, conditions and circumstances. They may also be regarded as goals, object to which people

orient their thinking actions and feelings.

According to Hall and Lindzey (1966) value is a very important factor in the motivation of a person's behaviour. It is a measure of the intensity of a particular idea or feeling and is tantamount to the amount of psychic energy invested in an element of personality. The individual is motivated by a system of values which are shaped largely through his experience with his socio cultural environments.

Karim (1991) explains value as any experience, state, ideal or thing - existing or conceived ideally, which is favoured or desired, provided that the experience, state, ideal or thing is justified ends wise as well as means wise.

Values are not limited to possession of things or persons. They extend to what we want to become, what we desire to be and become the guiding principle of all our activities. These activities are valued in terms of how far they are conducive to goal. Values are goals set for achievement.

Nazareth and Waples (1978) have classified a range of forty one values into three groups.

- I. Personal values, refer to those which are practised by the individuals alone.
- II. Neighbourly values, which necessitate the interaction of two or more persons.

III. Community values, which entail the complexities of wider interactions between group of people.

The worldwide resurgence of interest in value education has been explained as the natural response of the modern industrialized societies to the serious erosion of values in all aspects of life and the crisis of values experienced in modern times.

We have come a long way, but we are now in the process of changing and the way to go is still very far. We need to be more strong and more specific to eliminate the factors which impede women's development. Just saying is not enough, but women need to have the background where new values and life styles will be accepted too.

As the wind of change is blowing on women's role ethics in the home and outside, it is time to change the age old values of womanlihood and switch over to the values needed for modern life. The women are striving to gain equal status with men in all their activities. Hence they should have the values suitable for taking up courageously, willingly and competently the new roles. According to Prahallada (1994) when education builds up true values in the life of students it has equipped the ship of students with radars and compass to sail clear on the stormy sea of life.

The desirable values, identified by the Home Scientists which may contribute to the development of personal, social and professional development of women are the following:

1.3.1 GENDER EQUALITY.

Gender equality can be defined as a term that describes an environment where people are allowed to make choices based on their own unique interests and abilities and not on the expectations based on gender related issues and stereotypes. The term equality has to be co-related to the social, economic, political, moral and religious contexts besides that of opportunity.

It is not just the availability of such rights in principle but the chances of their exercise in practice which is the critical measure of the rights to freedom and equality. The three suggestions with regard to equal treatment of all human beings, according to Dutta (1992), are,

- (1) right to equal consideration;
- (2) right to equal opportunity;
- (3) right to the equal satisfaction of basic needs.

According to Sharma (1992), equality is another acclaimed value of society. A society which grants to its members the right to equality, is by all means more developed than the one which does not do so. The right to

equality means assurance of non-discrimination, based on ethnic, gender, religious or regional consideration.

Equality of women is necessary not merely for social justice but also as a basic condition of the social, economic and political development of the nation. The awareness on gender equality is recognised as vital to abolish the sexual discrimination in society.

Previously developing a woman specific component of national development was never thought of. However, this task was first performed by the Report of the Committee on Status of Women in India (1974) cited by Baxi (1989). The report towards equality laid the right emphasis on equality of sexes as a major value to be inculcated through the educational process. Thus the committee on the status of women noted that from early childhood boys and girls were indoctrinated to accept gender inequality and observed that the only institution which could reduce the effect of this kind of traditional socialisation process was the education system. In the Committee's view, if education is to promote equality for women, it must make a deliberate planned and sustained effort so that the new value of equality of the sexes can replace the traditional value of inequality.

But now because of the legal education and other social changes, women are getting chance to compete for the

position of respect and responsibility. Now we see that women are working outside their homes and these career women are well accepted with their new roles in the society. Men have accepted with protest women as their bosses. The free India has opened the doors to women for achieving top positions. It is also seen that women are working in various capacities starting from village level worker to prime minister. Even they have recruited in police, army and air force. But this is the story of few isolated pockets of India. But these changes have paved a way for other women that they can also achieve the top most positions.

The early life choices based on gender role perceptions affect all people throughout their life span. The quality of life is affected by the role expectations of parents, teachers, peers and others. Education, employment, marriage, provision of health care, participation in family decisions, equal chances are all paving the way for future expectations.

The recognition of women as free individuals like their male counterparts without prejudice of any sort in the domestic and public domain will be the only hallmark of perfect equality.

We live in a time and society where equal access to education and employment has become a critical factor to provide for themselves and their families with dignity and

confidence. We live in a society in which the contributions and activities of all people are not valued equally. There are challenges for each one of us. These challenges include dealing with gender biased behaviours, attitudes stereotypes and myths.

1.3.2 FAMILISM

Family has been defined in the sociological sense as an intimate social group of persons, most of whom are usually related by ties of blood, and that is regarded as a distinctive social unit. Time and again, it has been said, that the family is the basic unit of society and the nation goes the way the family has trodden.

The fundamental bases of the family are a common habitat, the sentiment of an emotional attachment between members and the moral experience of a self, enlarged through intimacy and self giving. According to Reed (1977), the family carries an untouchable, unquestionable everlasting set of human relationship.

Family is the smallest unit of democracy. It is the place to which individual members look to derive physical comfort and social satisfaction. It warrants protection and support to its members. It provides a safety net in terms of financial, material and social security, which is essential to the growth of its members. It remains a vital means of

preserving and transmitting cultural values. From the knowledge of the family we can read the character of a whole culture and civilization. The family circle is the clearing home for the raw materials and design of our human nature. The family does educate, train, motivate and support its individual members, thereby investing in their future growth and acting on a vital resource for development.

According to Badir (1993), family is the moral vision of the world, conceptualising the world as a living organism and requires that we think holistically and act ethically. Each is embedded in the other and is dependent on the other for support. Together the very weight holds them standing. Together they allow us to see how the environment in all its forms encompasses all that^o we are. It suggests that the basic values of a particular society filter the psychological and biological needs of individuals and determine to the very extent manner in which these needs will be met. It places the family at the centre and provide an intimate social environment for the individuals it comprises.

So far, life in India used to be happy because of the family bondage, because of the concern for others, and because of acceptance of altruism as a code of conduct. But western life seems far from these things. Their main aims are physical comfort and material enjoyment. There may not be deep attachment and the sacred feelings of living for one

another's sake. Life becomes mechanical.

According to UNICEF report, 1994, cited by Khan (1994), in India, disturbed families suffering from the economic pangs of rapid modernisation can herald a whole generation of emotionally unstable citizens, many of whom may take to crime or other anti-social behaviours. Apart from the big and small screen purveying a mix of violence and sex, there is a growing predominance of material values, increasing migration from rural to urban areas in quest of jobs, rise in unemployment and escalating prices. Increase in crime rates, child prostitution and the growing number of street children are tragic indicators of a growing social malaise. The root cause of child vagrancy and child crime in India is the break up of the family.

"Family is where the future lives" with this motto, the Secretariat for the International Year of the Family ushered in 1994, during which the UN aimed to enhance the importance of the family as a basic unit of society.

A woman plays a number of roles in the family, as a mother, as a sister, as a wife, as a grand mother, all of them are enmeshed in the current family system. There is a need to assess the status, role, contribution of a woman towards strengthening the bonding in the family.

1.3.3 DIGNITY OF LABOUR

The dictionary meaning of the word is worthiness of doing physical or manual work. It can be defined as person's own attitude towards doing physical work. No work is mean or low but how one performs it makes it mean or noble.

There may be some theories which have accorded low dignity to physical work.

1. The man has assumed the responsibilities of a breadwinner, doing white collar jobs, taking decisions, giving directions. Their activities were given status, whereas the women have taken the responsibility of the home and the work related to it like cleaning, working etc. In the Indian homes the status of women was low and hence the work accorded to them also suffered dignity of labour.

2. In the third world countries, labour is cheap because of its large population, illiteracy, poverty and unemployment. The group of persons who do the physical work was classified as servant group. The physical work of the servants is low paid and their status in the society is also low. Hence, the physical work is accorded no dignity.

3. The Indian culture consists of many castes and sub castes. Warriors, administrators, educators, philosophers, were considered to be higher caste people. Whereas the

lower castes were to do the physical and low paid jobs. The lower caste people were having low status in the society and it may be because of that, the work done by them has acquired no dignity of labour. Indians have a false sense of prestige and we have yet to learn the dignity of labour, as now the conditions are changing. Because of the progress in education, the caste and class systems are breaking down. The urbanisation and industrialisation have reduced the gap between the servants and the authorities. The result of all these changed conditions demand that, dignity of labour should increase in our country.

However, the educated men and women find it difficult to do physical work because of its low dignity. They feel that doing physical work reduces their status in society. In this present situation, if we ignore to value the dignity of labour, it will affect the development of our country. The health status, sanitation, cleanliness within and outside the home, institutions, and offices will be affected. This will lead to degradation in the strength of the citizens and hence weaken our economy and nation.

In the days of modern technology the work in the homes has simplified and this has affected the physical fitness of the individuals. We have welcomed many diseases due to lack of exercise. In order to overcome this situation the dignity of labour must be encouraged to keep fit and healthy..

Even though we are living in the world of machines, these can not do all the work. If we merely depend on machines, our work will be lagging in quality and quantity. In order to avoid such a situation we must have the dignity of labour.

A woman, being the future mother to inculcate the values in the younger generation should know the importance of dignity of labour. If she values it, she can make changes in the attitudes and behaviour of younger generation and thus the future of the country will be saved.

1.3.4 VOCATIONALISM

Vocationalism can be defined as the value one gives to a general activity centering around subsistence or it may be the activities undertaken by an individual for his/her economically productive activity. Such participation may be physical or mental in nature.

Human needs are many and varied. Pandit (1970) considered the needs in four related aspects :

- (1) Physiological needs of food, shelter and clothing.
- (2) Security needs of job position, reputation, emotional security.
- (3) Social needs of esteem and prestige..
- (4) Psychological needs of self confidence, and independence.

Thomas (1985) says that most of the women work outside their home for economic independence, and this economic independence with their job status plays a vital role in the attainment of self governance. The self governance leads to personal development as her abilities, skills, interests, and long term values and aspirations are expressed through her work.

Men are traditionally socialised to assume the responsibility of supporting the family financially through investment of their human capital in the economy and receiving the financial remunerations. Women were considered to depend on them. But the scenario is changing due to social and other phenomena. Women have started working and attaining positions in the various sectors.

However, Reddy (1993), has pointed out that only 30 per cent of women are employed in general categories and in executive cadre only 15 per cent are women. According to International Labour Organization, there is an alarming news, that it will take 475 years before men and women get equal representation in the work place.

Although women have made considerable progress in sheer numbers in the areas of politics and business, many barriers to advancement both overt and covert still exist. Factors such as deeply ingrained stereotypes, lack of psychological

and social preparation for career commitment and limited exposure to specialised education are hindrances to women with career aspiration.

The invisibility of women could only be changed by continuous thrust on equal participation of women in employment. This is necessary to ensure human rights, and social justice and to accelerate economic development.

According to Pillai (1990), in the sphere of economic activity very few women have developed the ability to stand on their own feet and be completely independent. Majority of women follow merely the profession of matrimony and remain dependent on male members. The participation of women in social, economic, political and cultural life would decide the country's advancement and success. The employment of women should be seen as development of human resources and not from a sexist point of view. More opportunities should be created for women.

Women as vital constituents of the human resources of the country can contribute effectively, only when opportunities and freedom to use their potential are extended and their participation in the economic sector, for development and societal progress are realised. Economic necessities and leisure time released by science and technology have given the chance to an increasing number of women to seek wage earning activities and jobs outside the

home. According to Nehru, "Freedom depends on economic conditions even more than political and if a woman is not economically free and self earning, she will have to depend on, and dependents are never free."

1.3.5 COLLECTIVISM

The Self Employed Women's Association (SEWA) defines collectivism as a continual process of distilling issues and building unity around them, raising the consciousness of the concerned, society and government, pressing for policy change and enforcing the policy so that women get their rights.

The collectivism can be defined as the humanistic concepts oriented towards the development of human resources and which seek to establish participatory attitudes, open relationship, primary to improve conditions and enhance opportunity rather than to make or change social policy. In another way it may be defined as the process which enhances human values like giving an opportunity to a meaningful contribution to the organisation.

Women are better fighters of day to day problems which force them and they are concerned about the emerging future. There is not just one goal which is fought for. The only way to bring change is to organise, and organise some more. In numbers remain the voice and strength. If women stand

together in sufficient number, then their voices do shake the balance and change things in their favour up to the national and international policies.

In many situations, individual action can not yield results. This is particularly true of the weaker sections of the population as they individually lack resources, skills and strength to accomplish their own development. Therefore a group is much more effective than an individual.

In recent years, various development programmes for women have been implemented. Women however have not been able to take complete advantage of them, particularly the poor and the illiterate women. It is important to realise that until the beneficiaries are well organised and well equipped to make use of the programmes they will never be effective.

According to Rose (1992) until women have extensive exposure to new ideas and technologies, their desire and ability to assume responsibility are big constraints in their success. The time is now ripe for women to come together, pool their resources and stand up on their own strength and free themselves from all the disabilities they suffer. With a multipronged approach to meet women's issues and solve their problems to bring about their total development, interest in women's education is now focused on improving their living conditions. In this context sustained

development of family and society as integral units appears to be the dire need of the hour.

The formation of a group is a dynamic process. Though there may be some natural settings in existence to form a group, some conscious efforts also have to be made for forming and developing a group.

The group would formulate definite action programme along with lines of identification of problems and establishing responsibility and accountability and creating confidence in women, says Varghese (1990). The collective work on policy and decision making process is really meaningful to strengthen the women and solve the problems successfully.

The women from all levels of society should join together to plan. The strength of any group is in its membership which generates the understanding and ideas. If India wants to pull itself forward, it will be accomplished through giving the women access to resources, decision making, planning and implementing of their own programmes of development.

The social conditions and practically non existent or negative legal and policy climates contribute to the vulnerability and weakness of women. They will be able to break through their barriers only if they unify themselves in strength which is short of a miracle. It is correct in a

way that women are weak individually and weak initially in believing that they have power to change anything.

1.4 Factors Influencing the Development of Characteristics and Values

We live in a society, where all the interactions and experiences account for a learning situation. These situations may lead to the development of certain characteristics and values. The various aspects which may influence the development of characteristics and values of girl students can fall under two major areas. They can be the institutional aspects and the personal and familial aspects.

1.4.1 INSTITUTIONAL ASPECTS

The educational institutions may play a vital role in developing an individual. The individual gets a chance to be in a heterogeneous environment of student body, ability, background, values, attitudes, and behaviours. These may give a chance of interaction and from these interactions, one may surely develop some personal characteristics and values. The institutional aspects which can influence the students could be the following :

1.4.1.1 College. The Home Science programme offered in the State is not of uniform pattern. In some universities it is offered under Faculty of Home Science, while in some it is offered either under Faculty of Science or Arts. Somewhere it is a full fledged Home Science college, but somewhere it is only a Home Science department. These variations can affect the development of desired characteristics and values among the students. The students under well established Home Science colleges may have more chances of having higher level of characteristics and values as they may be having both physical and human resources conducive for development than students from a Home Science department. In a Home Science department under Arts or Science faculties, the students may not be having proper facilities and these may affect their development of characteristics and values.

1.4.1.2 Type of University. The Home Science programme belonging to a University can affect the development of characteristics and values. There are four types of universities engaged in imparting Home Science education in Gujarat. They are residential university, deemed university, affiliated university and agricultural university. The residential, deemed and agricultural universities are few in number, but the large majority are affiliated.

The affiliation of colleges leads to lowering of the quality of educational services provided to the students, quality of teaching staff and library facilities. The university sets standards but there are no proper mechanisms or the will on the part of the authorities to monitor the observance of those standards, with the result that quality is suffering in most affiliated colleges. Moreover there is no effective management of the student population or teaching and learning systems in many of these colleges. All these factors may affect the development of desired characteristics and values of the students from affiliated colleges.

Whereas the students from residential universities and deemed universities may have the advantage of having independent units with their own affairs regulated by their own statutes. This may help them to have higher academic standards, well equipped laboratories, proper staff, constant evaluation and resetting of standards. The number of the students may be less which may help to get more personal attention. All these factors may help to develop the desired characteristics and values.

1.4.1.3 Location of the College. The location of Home Science college may play an important role in moulding the characteristics and values of the students. In an urban area, mostly the students from higher and middle socio

economic status form the group. They may be exposed to new developments and technologies. Mostly the group may be from educated parents, hence their attitudes and behaviours are moulded accordingly. They may be exposed to different media and these may also have an influence in developing the characteristics and values among the students. An urban area is the centre for many programmes, offices, and institutions, hence the students from the colleges in these areas can have the advantage and may have the knowledge of many things. Good libraries are another source of information for them. The transportation facilities available may also help the students to have links with other similar institutions and to avail their help. The distinguished visitors from different areas may be another source of encouragement to the students in the urban institutions.

In a rural area, where the above facilities exist to a minimal level, it may not be possible to develop positive characteristics and values. The students may be coming from lower or middle socio economic status groups, where lots of conservatism and traditionalism exist. Hence they may have lower level of characteristics and values. The students from urban colleges may value more of gender equality, and vocationalism as they are familiar with similar circumstances in their day to day experiences in the

institutions and among their friends. The students from rural or semi rural based colleges may value these qualities less.

The students from urban colleges may not have dignity of labour and value for familism whereas the rural based students may value these aspects more as they may be more family and labour oriented.

1.4.1.4 Number of years since establishment. As the institution gets older, it may have acquainted with experience in guiding the students for better ways. The long years of experience help the authorities to make changes wherever necessary and add new methods to overcome the defects. By the long years, the institution has developed its own uniqueness in attaining the goals and these may be passed on to new comers from their seniors. Thus, the past experiences of the institution may help in developing characteristics and values.

Whereas the newly opened institutions may not have a set up which the students can follow. These may create confusion in the minds of students. It may not help the students much in developing characteristics and values.

1.4.1.5 Medium of Instruction. English is considered as the language of knowledge. Mostly the book and references are in English, so that one may be able to read and understand the progress made in different parts of the

world. English language has come to be associated with higher positions and hence those studying through English may develop greater self esteem and independence.

The students of English medium course may have more self esteem as they may be confident that they know English, the well accepted language, so that they can talk, read and understand many things. Whereas the students in Gujarati medium may lack self esteem as they may feel that they may not be having as much knowledge, as others. They may not be able to enter into conversation with outsiders or enjoy the good articles written in English.

Those who are studying in English medium may be accepting unknowingly the attitude and behaviour of foreigners, which may include independence and fearlessness whereas those studying in regional language may not be having these characteristics.

The students of English medium may have more of leadership qualities than others, because they may be aware of many things by reading. They may have developed some leadership qualities. The students in Gujarati medium may not have developed this quality.

The Gujarati medium students may have good leadership qualities as they may have good understanding and feel free to express themselves. And students in English medium may not be able to express themselves in the foreign language.

The students of English medium may value gender equality more than students in Gujarati medium as they may indirectly accept the foreign culture of greater gender equality.

The students of English medium may value vocationalism may be because they can be well adjusted in any place, whereas for the Gujarati medium the scope of employment will be limited and hence they may value less of vocationalism.

The students of English medium may value less of familism because they may try to follow the certain style learned from the articles and other information borrowed from foreign countries. As the girls in Gujarati medium may not be aware of these things they may value familism.

1.4.1.6 Programme of Study. Home Science is an applied branch of science. Science courses with proportionate course work and practical work may give the students and teacher chances of much interaction and may be due to their small group, they may get chances to discuss the matter together and hence may be able to judge the situations in a better way. Their expectations may become clear and it may become easier to judge their positions in group situations. All these factors may contribute to develop positive characteristics like self esteem, independence, fearlessness and leadership, whereas the students in arts group may not have practical oriented

courses and hence the interaction between the students themselves and the teacher may be less. The students may not get a chance to develop themselves other than academic field. Because of their large numbers in the class, they may not get personal attention or chances to develop qualities like self esteem, leadership, independence and fearlessness.

On the other hand, the student from the arts stream of study get lot of free time from their study programme and, hence they may utilise this time more in extracurricular activities. Thereby they may get more chances to develop their self esteem, leadership, independence and fearlessness.

The arts students may be less creative than science students as they do not get practical guidelines from experts to solve day to day problems and utilise the knowledge in a better way in another situation. On the other hand, the arts students may be more creative as there is more freedom of thought and there is no fixed pattern to follow.

The students in science group may value vocationalism because they may be clear about their expectations developed by the interactions of their peers and teachers. Whereas the arts students may not have many expectations and they may be less aware of the needs of their study. Hence they may value less of vocationalism. Dignity of labour and collectivism may be more among the science students, as in

their curriculum they may have to face many situations which need collectivism and dignity of labour. Whereas the arts students may lack all these chances and so they may value them less.

1.4.1.7 Number of teaching staff members. The teaching staff are the backbone of an academic institution. The quality of education primarily depends upon the teachers. When the teacher student ratio is proper, it can stimulate good work, better quality, and, progressive interaction, through constant monitoring. This may lead to the development of desired characteristics and values. Hence, the students from the institutions which have more teaching staff may have higher levels of characteristics and values than the students from colleges with less teaching staff.

1.4.1.8 Educational qualification of teaching staff members. A teacher has great influence in the class room environment. The Education Commission (1966) cited by Suthar (1982) describes, among all the different factors which influence the quality and its contribution to national development, the quality, competence and characteristics of the teacher as undoubtedly the most significant.

The students learning from the well qualified teachers may be having high level of self esteem, leadership qualities, independence, fearlessness and creativity as the

teacher may try to develop these qualities in the students from her experiences and knowledge. Whereas the students studying from the less qualified teachers may not have the above characteristics and the teachers may not be emphasising to inculcate these characteristics in the students.

The well qualified experienced teachers may inculcate in their students the values of gender equality, vocationalism and collectivism as they may be knowing the value of the above qualities in their day to day life, and hence the students may be having high level for these values and others may be having low levels.

1.4.1.9 Experience of the teaching staff members. The students learning from well experienced teachers may also get a chance to develop their self esteem, leadership independence, fearlessness and creativity. Long years of experiences may have given them enough knowledge to train the students to develop the above characteristics. Whereas the less experienced staff may not be able to guide the students as they themselves are learning to get adjusted with the situations and conditions.

In another way, the new staff members may be more enthusiastic and energetic and updated with the knowledge and they may encourage the students to develop the qualities of self esteem, leadership , independence, fearlessness and

creativity. Whereas the experienced teachers may be conservative and they may follow the same traditional ways and hence may not encourage students to develop qualities needed for modern world.



1.4.2 PERSONAL AND FAMILIAL ASPECTS

There is a great deal of evidence that the informal training in the home is important in determining the well being of the child. It is the training center for the child before she enters formal institutions. The family climate, culture, attitudes, behaviour, environment-all will play a multi-dimensional role in the development of an individual. The following may be some personal and familial factors likely to influence the development of desirable characteristics and values of students.

1.4.2.1 Academic Achievement. Academic achievement is the measure of one's ability to grasp and understand the things.

The girls with high academic achievement may have high self esteem, leadership, independence, creativity and fearlessness because their achievement is the positive signal of their capacity to know the matter better than others. They may be better aware than others and they may have sound theoretical background of the things around them. So when need arises they may be in a position to apply what

they know and hence get appreciation from their peers and parents. These feelings may help them to develop desired characteristics. Whereas the poor achievers may devalue themselves. They may not be appreciated by others, and hence, they may not have developed these desired characteristics.

The high achievers may value vocationalism, gender equality and collectivism as they may aspire for better life from their education, employment and in other matters. They may also be aware that unless they have these qualities, it is difficult to get adjusted with the changing world. Whereas low achievers may value less of these qualities as they may not aspire for high positions as they know where they stand on the ladder of achievement.

The high achievers may value less of dignity of labour and familism because they may feel that these values do not add to their qualifications, and ambition. Whereas, low achievers may value these because they may not aspire for a good position and hence their place may be at home only.

1.4.2.2 Mother's Education. A mother is the first teacher of the child as the responsibility of the home has been the duty of women. The mother would take the major responsibility of ensuring higher standards in bringing up the children. The basic training a child receives from the

mother is of paramount importance since growth is the direct result of improvement in the quality of child rearing.

The educated mothers may give freedom to the children in various aspects like decision making and encourage their participation in self development activities. They may be more modern in their attitudes and beliefs and hence they may not thrust social customs and taboos on the children. They may provide them magazines and other reading material. The girls may be free to watch T.V. programmes. Hence, the girls with well educated and working mothers may develop positive characteristics of self worth, independence and fearlessness. Whereas the girls with uneducated or illiterate mothers may lack all these positive characteristics.

The girls of well educated mothers may have more leadership qualities as they get proper guidance at all stages. They may be aware of many things which can help them to lead. Whereas, the girls of less educated or illiterate mothers may lack the leadership qualities. The girls of educated mothers may be creative as they provide opportunities to girls to develop their talents and if necessary they may also arrange for training. Whereas, girls of less educated or illiterate mothers themselves may have poor exposure to many creative things and so they may not emphasize the need for creativity among their daughters.

The girls with educated or employed mothers may have more of gender equality, vocationalism and collectivism as they themselves may value all these and they have become parts of their day to day life or their occupational positions demand to value all these aspects. Hence, they may value and give training or aspiration to their daughters also. Whereas girls with less educated or illiterate and unemployed mothers may not value these aspects as they are not aware of the changes and demands of the society.

Girls with educated mothers may not value familism. These girls may be from small and nuclear families and hence they may not have much contact with other family members. The girls also may develop individualistic attitude. Whereas girls with less educated or illiterate mothers may value more home and family as most of these groups may not be employed and they get enough time to interact with other families and relatives. Hence, their daughters also may develop such values.

Girls with educated mothers may not value dignity of labour, as the mothers themselves may not value dignity of labour in the days of modernisation. Many labour saving devices, and paid help also account for this. Whereas girls with less educated and illiterate mothers may encourage girls to take part in physical work and hence they may value dignity of labour.

1.4.2.3 The Socio-Economic Status (SES). The socio-economic status serves as a composite of the economic status of a family based on occupation, educational attainment and income. Related to these aspects are the wealth, power, and prestige. The SES sets limits on the general life styles of the family as well as its general welfare.

The SES of parents determine the opportunity for participation, choice of activities and desire for success. The students with high SES background may have developed high self esteem, independence, fearlessness and leadership qualities as they may have enough physical, and material resources, they may be exposed to many facilities and high life style. Whereas in low SES families, they may lack all the above characteristics due to less resources. They may thus learn to adjust with whatever situations they have.

The high SES group of children may value more of gender equality as they are brought up by well educated parents who may value equal chances for boys and girls. Whereas the low SES group of students may value less gender equality as their parents may not be so educated and they may still not value gender equally.

Social gatherings, membership in clubs and parties may be common to students with high SES and hence they may value more of collectivism. Whereas the students from low SES may value less as they may not be used to these and may

not have time to spend on social gatherings and groups as they may not have any paid help in their homes. The students with high SES may have servants to do household works and hence they may not value dignity of labour. Whereas students from low SES group may be helping their family members after their study hours and hence they may have developed value for dignity of labour.

The students with high SES background may aspire for good vocations as they may be getting chances, encouragement and opportunities to know about the various vocations from their parents and their friends. Whereas low SES background students may aspire for traditional occupations for women as they may not be aware and may not be having enough opportunities and encouragement from their parents.

The students with high SES may not be creative as they have enough material resources to spare, whereas students with low SES may be creative as they have to make use of the available resources in their best way. On the other hand, high SES group of students may be more creative than low SES group as they get more chances and opportunities to learn and they may be able to spend time for such works.

The students with high SES may not value familism as they must have been brought up in an independent way of thinking and decision making by their educated and working

parents. Whereas girls with low SES may value familism more as they may have more interaction with the family. This may help them to develop independence and consideration for others may be more.

Thus the levels of SES of people may make them look at the different aspects of life in a different manner. Thus students of different SES may differ in their characteristics and values.

1.4.2.4 Vocational Aspiration. Vocational aspiration is goal directed attitude which involves the conception of self in relation to a particular level of vocational prestige hierarchy. It may be a strong desire or goal regarding future positions of employment or occupation.

A woman's traditional role was of a homemaker. But now the stage has come that a woman has to work outside for many reasons and it has become a well accepted fact too. These changes in the roles have demanded changes in the attitudes and behaviours too. Today's woman needs to have characteristics of self esteem, independence, leadership, fearlessness and creativeness as the vocational situation demands them. Hence, the girls with high vocational aspiration may have all these characteristics. Whereas girls with low vocational aspiration may be having low levels of these characteristics.

Girls with high vocational aspiration may value vocationalism, gender equality and collectivism as these values are needed to be competent enough in their places of study, work or day to day life. Whereas girls with lower vocational aspiration may not value these aspects.

Girls with high vocational aspiration may not value familism and dignity of labour much as they may be thinking of these as impediments in their path to progress, whereas girls with low vocational aspiration may value these aspects more.

1.4.2.5 The Family Climate. The family climate may be defined as the culture in which a child is reared, which may include the total social environment which a child tries to internalise. The family climate may have a direct impact upon the girls. The traditions, customs, the communication process and the family interactions, may have influenced the girls in one way or the other. The girls, from families with more interactions may be having more self esteem, independence, fearlessness as compared to others. They may value more of familism, dignity of labour and collectivism. Whereas the girls coming from the independent and a family with less interaction may value more of vocationalism, and gender equality.

Keeping the above discussion in mind, it was considered necessary to investigate the desired characteristics and values among the female students.

1.5 Statement of the Problem

A study of the selected desirable characteristics and values of undergraduate students of Home Science in the State of Gujarat.

1.6 Justification of the Study

1.6.1 TOPIC

At the turn of the era, the national attention has focused on women. The post independence period in India, has tried to raise the status of women by its constitutional provisions, special programmes and policies. The media and the educational systems also have played a good role in bringing up the status of women. These attempts have yielded some fruits in raising the status of women in many fields.

Inspite of all these facilities and privileges, in the present situation, we still hear the devastating stories of atrocities, injustice, discrimination and insult to women. The reasons for these are explained by Sugathakumari (1994) as cited by Menon (1994). She says "Women wear inner purdah. They are insulated from facing realities. They have

no initiative. They wait to be told what to do. They are afraid about what others say about them. They shed the lime light and occupy the back benches. They lack ambition, that they feel only marriage vests social sanction on them. Women never fight back and they desist from coming to their own defense when necessary". Hence, the urgency of the hour is self development of women, without which all the efforts will touch the peripherals and they will not be deep rooted. The planners of various programmes for women have realised this need to face the challenges of 21st century. But no serious efforts have been made to identify the characteristics and values needed by the women , not only to survive but to progress. Thus, a study on characteristics and values of student will help to identify the characteristics and values necessary for personal, social and professional growth of women. The study :

- will help to find out the deficiencies in inculcating the desired characteristics and values among the undergraduate students.
- will help to direct the formal educational institutions and the informal settings like home and community to promote the desired characteristics and values among students.
- will form a base for further studying how to promote the level of desired characteristics and values.

- can be useful in informing the institutions about the level of desired characteristics and values. The study can aid in the periodical evaluation of the level of desired characteristics and values and help them to see whether they have the desired level, or not, and if they have desired level, they can be encouraged to continue with the same type of programme. And if found deficient, the study will help to inform the institution to plan remedial programmes for developing characteristics and values.
- will be helpful in finding underlying factors responsible for the deficiency and help the home scientists to realise the urgent need of remedial programmes to overcome these deficiencies.

1.6.2 JUSTIFICATION OF SAMPLE

Home Science, the applied branch of science, specially made to suit the women is enriched with its philosophies and objectives for personal, social and professional development of its members.

The study will help to know the desired level of characteristics and values among the undergraduate Home Science students. If they really possess these qualities up to the level, then it must be useful in bringing up or raising the standards of living of individual, the home, family, the neighbourhood, the community and educational institutions.

It is good to find out the level of characteristics and values, while they are young, as then, there will be scope for their further development in the future.

The study will help to know the level of characteristics and values which will be useful in selecting the students for further studies or occupation.

Even though, the study is not a curriculum study, by taking third year students of Home Science, some light will be thrown on the direction of Home Science education in the development of characteristics and values.

Since the institutional factors are going to be studied, the third year students were taken as the three long years of their study in the same institution may have influenced them in developing the desired characteristics and values.

The investigator herself being both a Home Scientist and a college teacher, will be contributing to the Home Science institutions in developing deeper understanding about the student population and then the upliftment of the students.

As a teacher, the investigator is interested in finding out the level of characteristics and values of a sample of students in formal educational programmes.

As a teacher in a Home Science college under Gujarat Agricultural University, the investigator would like to

contribute to the development of Home Science colleges in Gujarat State. Hence, the sample is taken from Gujarat State.

1.6.3 JUSTIFICATION OF VARIABLES

Variables are important in research to find out why the behaviours vary from individual to individual. In the proposed study, the characteristics and values may vary for students and these may be dependent on institutional, personal and familial aspects. And if found that, one particular group with distinct features does not have the desired level of characteristics and values, then it will help to take special effort to improve and plan programmes accordingly for their development.

1.7 Objectives of the Study

1. To identify the level of the following selected characteristics of undergraduate Home Science college students in the State of Gujarat
 - a. Independence
 - b. Self esteem
 - c. Fearlessness
 - d. Leadership
 - e. Creativity.

2. To identify the level of the following selected characteristics of undergraduate Home Science college students according to the different universities in the State of Gujarat
 - a. Independence
 - b. Self esteem
 - c. Fearlessness
 - d. Leadership
 - e. Creativity.
3. To study the differences in the level of the following selected characteristics of undergraduate Home Science college students according to the different universities in the State of Gujarat
 - a. Independence
 - b. Self esteem
 - c. Fearlessness
 - d. Leadership
 - e. Creativity.
4. To study the differences in the level of selected characteristics of undergraduate Home Science college students in the State of Gujarat according to the following institutional variables
 - a. College
 - b. Type of university
 - c. Location of the college

- d. Number of years since establishment
 - e. Medium of instruction
 - f. Programme of study
 - g. Number of teaching staff members
 - h. Educational qualification of teaching staff members
 - i. Experience of teaching staff members.
5. To study the differences in the level of selected characteristics of undergraduate Home Science college students in the State of Gujarat according to the following personal and familial variables
- a. Academic achievement
 - b. Mother's education
 - c. Socio-economic Status
 - d. Vocational aspiration
 - e. Family climate.
6. To study the effect of interaction between universities and the following personal and familial variables on the level of characteristics among the respondents
- a. Academic achievement
 - b. Mother's education
 - c. Socio-economic Status
 - d. Vocational aspiration
 - e. Family climate.
7. To study the inter-relationship among the following selected characteristics of undergraduate Home Science

college students in the State of Gujarat

- a. Independence
- b. Self esteem
- c. Fearlessness
- d. Leadership
- e. Creativity.

8. To identify the level of the following selected values of undergraduate Home Science college students in the State of Gujarat

- a. Gender equality
- b. Familism
- c. Dignity of labour
- d. Vocationalism
- e. Collectivism.

9. To identify the level of the following selected values of undergraduate Home Science college students according to the different universities in the State of Gujarat

- a. Gender equality
- b. Familism
- c. Dignity of labour
- d. Vocationalism
- e. Collectivism.

10. To study the differences in the level of the following selected values of undergraduate Home Science college students according to the different universities in the State of Gujaratat
 - a. Gender equality
 - b. Familism
 - c. Dignity of labour
 - d. Vocationalism
 - e. Collectivism.
11. To study the differences in the level of selected values of undergraduate Home Science college students in the State of Gujarat, according to the following institutional variables
 - a. College
 - b. Type of university
 - c. Location of the college
 - d. Number of years since establishment
 - e. Medium of instruction
 - f. Programme of study
 - g. Number of teaching staff members
 - h. Educational qualification of teaching staff members
 - i. Experience of teaching staff members.
12. To study the differences in the level of selected values of undergraduate Home Science college students

in the State of Gujarat according to the following personal and familial variables

- a. Academic achievement
- b. Mother's education
- c. Socio-economic Status
- d. Vocational aspiration
- e. Family climate.

13. To study the effect of interaction between universities and the following personal and familial variables on the level of values among the respondents

- a. Academic achievement
- b. Mother's education
- c. Socio-economic Status
- d. Vocational aspiration
- e. Family climate.

14. To study the inter-relationship among the following selected values of undergraduate Home Science college students in the State of Gujarat

- a. Gender equality
- b. Familism
- c. Dignity of labour
- d. Vocationalism
- e. Collectivism.

15. To study the interrelationship between the selected

characteristics and values of undergraduate Home Science students in the State of Gujarat.

1.8 Assumptions of the Study

1. Some characteristics are desirable for Home Science students.
2. Some values are desirable for Home Science students.
3. It is possible to measure the level of desired characteristics and values of Home Science students.
4. Students will vary according to the following institutional aspects.
 - a. College
 - b. Type of university
 - c. Location of college
 - d. Number of years since establishment
 - e. The medium of instruction
 - f. Programme of study
 - g. Number of teaching staff members
 - h. Educational qualification of teaching staff members
 - i. The experience of teaching staff members.
5. Students will vary according to the following personal and familial aspects
 - a. Academic achievement
 - b. Mother's education
 - c. SES

- d. Vocational aspiration
 - e. Family climate
6. The study will be useful in planning formal and non-formal programmes which contribute to the development of desired characteristics and values in Home Science students.
 7. The study will be useful in teaching or promoting desired characteristics and values among the Home Science students.

1.9 Null Hypotheses of the Study

1. There will be no significant differences in the overall level of characteristics among the respondents according to different universities in the State of Gujarat.
2. In relation to different universities there will be no significant differences in the level of following characteristics among the undergraduate Home Science college students in the State of Gujarat
 - a. Independence
 - b. Self esteem
 - c. Fearlessness
 - d. Leadership
 - e. Creativity.

3. There will be no significant difference in the level of independence among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables

- a. College
- b. Type of university
- c. Location of the college
- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members
- i. Experience of teaching staff.

4. There will be no significant difference in the level of self esteem among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables

- a. College
- b. Type of university
- c. Location of the college
- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members

- i. Experience of teaching staff.
5. There will be no significant difference in the level of fearlessness among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables
 - a. College
 - b. Type of university
 - c. Location of the college
 - d. Number of years since establishment
 - e. Medium of instruction
 - f. Programme of study
 - g. Number of teaching staff members
 - h. Educational qualification of teaching staff members
 - i. Experience of teaching staff members.
6. There will be no significant difference in the level of leadership among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables.
 - a. College
 - b. Type of university
 - c. Location of the college
 - d. Number of years since establishment
 - e. Medium of instruction
 - f. Programme of study

- g. Number of teaching staff members
 - h. Educational qualification of teaching staff members
 - i. Experience of teaching staff members.
7. There will be no significant difference in the level of creativity among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables
- a. College
 - b. Type of university
 - c. Location of the college
 - d. Number of years since establishment
 - e. Medium of instruction
 - f. Programme of study
 - g. Number of teaching staff members
 - h. Educational qualification of teaching staff members
 - i. Experience of teaching staff members
8. There will be no significant difference in the level of independence among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration

- e. Family climate.
9. There will be no significant difference in the level of self esteem among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables :
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
10. There will be no significant difference in the level of fearlessness among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
11. There will be no significant difference in the level of leadership among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:
- a. Academic achievement
 - b. Mother's education

- c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
12. There will be no significant difference in the level of creativity among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
13. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of independence among the undergraduate Home Science college students in the State of Gujarat.
- a. Academic achievement
 - b. Mother's education
 - c. Socio-economic status
 - d. Vocational aspiration
 - e. Family climate.
14. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of self esteem among the undergraduate Home Science students in the State of

Gujarat

- a. Academic achievement
- b. Mother's education
- c. Socio-Economic Status
- d. Vocational aspiration
- e. Family climate.

15. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of fearlessness among the undergraduate Home Science students in the State of Gujarat

- a. Academic achievement
- b. Mother's education
- c. Socio-Economic Status
- d. Vocational aspiration
- e. Family climate.

16. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of leadership among the undergraduate Home Science students in the State of Gujarat

- a. Academic achievement
- b. Mother's education
- c. Socio-Economic Status
- d. Vocational aspiration

- e. Family climate.
17. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of creativity among the undergraduate Home Science students in the State of Gujarat
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
18. There will be no significant interrelationship among the following characteristics of undergraduate Home Science students in the State of Gujarat
- a. Independence
 - b. Self esteem
 - c. Fearlessness
 - d. Leadership
 - e. Creativity
19. There will be no significant differences in the overall level of values among the respondents according to different universities in the State of Gujarat.
20. In relation to different universities there will be no significant differences in the level of following values among the undergraduate Home Science college

students in the State of Gujarat:

- a. Gender equality
- b. Familism
- c. Dignity of labour
- d. Vocational potential
- e. Collectivism.

21. There will be no significant difference in the level of value for gender equality among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables:

- a. College
- b. Type of university
- c. Location of the college
- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members
- i. Experience of teaching staff members

22. There will be no significant difference in the level of value for familism among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables:

- a. College
- b. Type of university

- c. Location of the college
- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members
- i. Experience of teaching staff members.

23. There will be no significant difference in the level of value for dignity of labour among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables:

- a. College
- b. Type of university
- c. Location of the college
- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members
- i. Experience of teaching staff members.

24. There will be no significant difference in the level of value for vocationalism among the undergraduate Home Science students in the State of Gujarat according to

the following institutional variables:

- a. College
- b. Type of university
- c. Location of the college
- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members
- i. Experience of teaching staff members.

25. There will be no significant difference in the level of value for collectivism among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables:

- a. College
- b. Type of university
- c. Location of the college
- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members
- i. Experience of teaching staff members.

26. There will be no significant difference in the level of value for gender equality among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
27. There will be no significant difference in the level of value for familism among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
28. There will be no significant difference in the level of value for dignity of labour among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables :
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration

- e. Family climate.
29. There will be no significant difference in the level of value for vocationalism among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
30. There will be no significant difference in the level of value for collectivism among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
31. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of value for gender equality among the undergraduate Home Science college students in the State of Gujarat :
- a. Academic achievement

- b. Mother's education
 - c. Socio-economic status
 - d. Vocational aspiration
 - e. Family climate.
32. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of value for familism among the undergraduate Home Science students in the State of Gujarat:
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.
33. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of value for dignity of labour among the undergraduate Home Science students in the State of Gujarat:
- a. Academic achievement
 - b. Mother's education
 - c. Socio-Economic Status
 - d. Vocational aspiration
 - e. Family climate.

34. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of value for vocationalism among the undergraduate Home Science students in the State of Gujarat:

- a. Academic achievement
- b. Mother's education
- c. Socio-Economic Status
- d. Vocational aspiration
- e. Family climate.

35. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of value for collectivism among the undergraduate Home Science students in the State of Gujarat:

- a. Academic achievement
- b. Mother's education
- c. Socio-Economic Status
- d. Vocational aspiration
- e. Family climate.

36. There will be no significant interrelationship among the following values of undergraduate Home Science students in the State of Gujarat:

- a. Gender equality
- b. Familism

- c. Dignity of labour
- d. Vocationalism
- e. Collectivism

37. There will be no significant interrelationship between the characteristics and values of undergraduate Home Science students in the State of Gujarat.

1.10 Limitations of the Study

- (i) The study is limited to five characteristics considered desirable for students of Home Science by the Indian Home Scientists.
- (ii) The study is limited to five values considered desirable for the students of Home Science by the Indian Home Scientists.
- (iii) The study is limited to third year students of Home Science colleges in the State of Gujarat.
- (iv) The study is limited to methodological procedure of studying the level of characteristics and values through rating scale and situational scale only.