

## **CHAPTER 5**

### **DISCUSSION**

The discussion on the study of selected desirable characteristics and values of Home Science students in the State of Gujarat is presented in this chapter.

The study showed that the levels of all characteristics and values separately and overall were moderate rather than high. The modern philosophy of Home Science has espoused the ideals of equal and relevant opportunities for both the sexes to achieve the most satisfying familial and professional life. Even the leading home scientists in India have identified the non-traditional characteristics like independence, self-esteem, fearlessness, leadership, creativity and modern values like gender equality, familism, dignity of labour, vocationalism and collectivism as desirable from the point of view of their contribution to one's development in recent times. The existing Home Science curriculum may not have given emphasis in inculcating these characteristics and values for modern living.

Home Science is a special field for girls. It may still be placing a disproportionate emphasis on the training of women for domestic roles with modern household technologies. This may have indirectly restricted the girls from having a high level of modern characteristics and

values. The Home Science curriculum on paper may be good and may have given emphasis on all round development of the girls, but the way it is taught and the exposure given to girls in practice may not be contributing to their personal development. The girls may not be getting enough time and chance to develop these characteristics and values due to the pressure of completing the curriculum.

The overwhelming obstacles to the advancement of women caused by varying combinations of social, cultural, economic and political factors, may still be in practice. Moreover, the practice to devalue women's productive roles in society as a result of which the status of women continues to be regarded as secondary to that of men also may be a contributing factor. The low priority assigned to promoting the participation of women in development has historical causative roles that limit women's access to develop characteristics and values to a high level.

The girls may feel that the social censures may be more important and hence patriarchal values may have stagnated their attainment of high level of the selected characteristics and values. The parents may be more protective and see only marriage as the ultimate goal for their girls. This may be responsible for lack of ambition among the girls who also make marriage their only aim and may not place emphasis on developing desirable

characteristics and values.

The institution of family is in a transitional phase. The conventional ideas may be changing, but at slow pace. Even now much more emphasis may be on traditional characteristics and values only.

The limited horizons of girls' knowledge may have denied them the insight to cultivate self respect and self individuality. The girls may have been conditioned to play a subservient role by all religions too.

However, if the finding is viewed with the past traditions and status of women, it breathes fresh hope. The girls instead of having a low level have attained a moderate level for characteristics and values. This is a positive indication of change towards a modern era.

It is evident that some progressive universities in Gujarat are trying to help the students to reach to their highest level. For example, the Gujarat Vidyapith had the highest level in most of the characteristics and values.

Since independence, the nation with its constitutional provisions, educational opportunities and other special programmes is trying to improve the status of women. These endeavours may have yielded some results which must have helped the girls not to remain at low level of development but to rise above the low level. Moreover, there is a

growing concern for women's issues and their development. Many local as well as State organizations are working on this aspect. These must have given atleast some awareness to the girls and their families and this may have led them to have moderate levels of characteristics and values.

The background of majority of the girls in terms of city background, high academic achievement, moderate levels of vocational aspiration and family climate may also account for the development of characteristics and values. The characteristics and values are human aspects which can not be changed to high levels within a short period. Hence, the tradition bound family, and community may be making a slow progress. In course of time some aspects may have been picked up easily while some others may still take time to reach high level.

#### Agents for Developing Characteristics and Values

##### ***Educational Institutions***

A comprehensive analysis of changes in behaviour occurs during the college years and the factors that impede or facilitate these changes are linked to the educational process. Hence, the curriculum of Home Science must give ample experience to its students to bring up the hidden qualities in them, generating the characteristics of independence, self-esteem, fearlessness, leadership and creativity. It must also help them to value gender

equality, familism, dignity of labour, vocationalism and collectivism.

Once the girls are trained and enlightened, they may take up all kinds of developmental issues and integrate gender perspective issues whenever required. As the woman is the anchor with whose strength the entire family moves she should be given access to practical training. The investigator is not referring to the curriculum on paper but the actual learning experiences. They must be such that they contribute to the development of characteristics and values to the high level. Information and access to information underpins the process of women's progressiveness. Hence, there is an urgent need for resource centres which should be equipped with educative and informative material on various issues.

The functioning of colleges is also constantly influenced by the society and culture in which they exist. The colleges may have inputs and outputs within the environment they are influenced by, and in turn can exert influence upon the wider society of which they are a part. Like all other social institutions, the colleges must be answerable to the groups they serve. Where there is a shift of emphasis in society's system of characteristics and values, colleges and universities should also reflect these changes. Home Science colleges should also be affected and shaped by the stratification system like the economic,

political, religious and scientific institutions of the society.

### ***Family***

In India, the family is an important social unit. The parental family has a crucial role to perform in the developmental years of the daughters. But is the family really helping a girl to attain the desired level of characteristics and values? To some extent it is, because majority of the girls had moderate family climate which promoted the moderate level of characteristics and values.

The enhancement from the family may help the girls to break the myth that women are second class citizens. Parents have to encourage their daughters to prove that given the opportunities and training, women are no less. They are equally progressive and are capable of leading, taking decisions, improving status, plunging into risks, and being creative. At the same time, they can value gender equality, familism, dignity of labour, vocationalism and collectivism. This will enable them to exercise their rights in the society and make independent choices regarding their lives, and their well being. The freedom of expression of the choices should be available to women for the development of their full potential.

Now the question arises, will the families themselves change? How will they change and who will help them to

change? A revolutionary change is neither healthy nor possible easily. For this, the community and the society will have to agree that these characteristics and values are necessary and then the families shall take charge of developing these characteristics and values.

### ***Mass Media***

Exposure to mass media can facilitate progressive orientation and bring about change in social outlook. The electronic media should focus on programmes which are the positive milestone on the road to women's progress. It should also highlight the eminent social and political leaders and prominent women in different aspects of their work which encourage the development of desirable characteristics and values in women. This can be done through interviews, documentaries, drama and films, career guidance and personality development programmes along with general knowledge programmes. The print media can contribute in a similar manner. They can also provide for personal contacts with eminent women by organising seminars, lectures and also through special supplements in their editions. Pillai (1990) supported this view by stating that people in mass and folk media and functionaries of voluntary agencies should be sensitised to promote values for advancement of women.

### ***Women Leaders***

Women trained for leadership may bring a qualitative change in the political scenario once a sizable representation is achieved. There is a tangible trend world wide amongst women for claiming leadership as was reflected in the Beijing meet (1995) also. Women can fill the places of power and tilt the balance regarding the duties and rights enjoyed by women in the society only if they develop the desired characteristics and values. Girls will have to be exposed to more discussions and lectures by other women leaders. This may help them to visualise them as role models and aspire for and train themselves for leadership positions. The educational institutions have to introduce such sessions in their regular academic programmes. Seminars and symposia also help girls to have more contact with women leaders. Inviting women leaders, for example, noted Magasway award winners, IPS Officer Kiran Bedi and social worker cum lawyer Ela Bhatt, from SEWA, on such occasions may help the girls to have real life experiences and they may get inspired to follow them.

### ***Religion***

Religion is the foundation of the ethical social life. Therefore, no religion in itself can be unjust. However, over the course of time religion seems to have been divided into two different parts - religion for all and religion for



women. The religious teachings are to be understood, interpreted and practiced in the light of one's own social context. If the social context changes, cultural and religious norms too are affected. Hence, it is necessary to distinguish between religion as individual faith experience and religion as an institutionalised power structure to develop the characteristics and values in the present social context.

The negatively skewed religious interpretations inhibit the development of women especially when effective decision makers and religious leaders focus on and reinforce the over compromising subservient status of women in the society. Hence, the attitude of these leaders must be changed according to the changed social context. However, now women have begun to shake off the tyranny of religious dogma. There is therefore, a pressing need for women's movement to work for their all round development. There is also a need for collaborative effort, cutting across religious lines. This makes it necessary to critically distinguish those aspects of religious tradition that will help the liberation and development of women. Religion is a powerful force and if that advocates the development of characteristics and values among girls, then the families will follow fast. Society can progress in true sense only if women progress. Seminars, conferences and symposia should essentially be arranged for parents, male members of the family, preachers,

social workers, political and religious leaders. At times these people and the students must be tested by the method of research. They will have to be oriented and reoriented and the process must be a continuous one.

#### The Characteristic of Independence and Value for Gender Equality

Even when the level of all characteristics and values were moderate, the characteristic of independence and the value for gender equality had the highest levels. Sonawala (1995) also revealed that adolescents had positive attitude towards women's independence. The study may be indicating the changing pattern and modern women's increasing awareness through education, media and the society in general. The Home Science curriculum may have paved the way to realise that upto now women were dancing dolls to others but now the decisions for them have to be taken by themselves and they should be given equal status in education, occupation and the like. Rohde (1991) studied that education for girls is being more recognised and promoted and this must have helped them in gaining more independence and value gender equality. But according to Panigrahi (1989), because of the legal equality granted to women after independence in India, women may have got chance to have equal status and this indeed may have developed value for gender equality.

According to Rao (1990) the women teachers had higher level of independence than men. While majority of the Home Science teachers are females, they may have placed more emphasis on developing independence and value for gender equality. Moreover, Home Science is a field mostly preferred by girls. The absence of boys may have given ample opportunities to these girls to be treated without discrimination and with more responsibilities. All these chances may have helped them to be independent and value gender equality. Once the girls develop these qualities they may practice the same trend whether at college or at home.

The small family norm may have forced some girls to be independent. There are empirical evidences that students belonging to nuclear families had more decision making opportunities. And they may have got equal opportunities as others which may have helped to value gender equality. Moreover, the modern homes where both the parents are working may have helped the girls to cultivate the habit of independence. With lack of time and energy, the parents of today may give more freedom. It may also help to develop these qualities which help them to cope up with the various situations of day to day life.

The girls who are staying in the hostels may be more independent and value gender equality as they themselves have to shoulder the responsibility whether it is small or big. Interaction with such type of friends and the

interaction of friends from different cultures also may have helped them to develop independence and value gender equality.

The trend also suggests some adaptation to changing social conditions. The media emphasising on the new aspects of women may have direct or indirect impact on girls. These may also help them to have role models and try to act accordingly. This may have helped them to develop sense of independence.

The specific recommendations for the development of the independence and value for gender equality are explained below :

Traditionally girls were not allowed to think independently or analytically. They have been provided less opportunities for independent decision making either at home or at educational institutions. Hence, the Home Science curriculum should place more emphasis on individual thinking, solving day to day problems, taking decisions so that the girls when placed outside the institution would be able to manage the things for themselves and for others. Hence, training is needed to a great extent in developing skills in analytical thinking. Individual projects, competitions at college level, group activities, community services with less or minimum monitoring may help the students to develop such skills. Hence, such type of

activities must be made compulsory. Girls must be given opportunities to plan and organise the programmes like welcome party, farewell party, college day celebrations and fun fairs without constant monitoring. Girls must be encouraged to use their own vehicle for this will reduce the dependency on others. Girls must be encouraged to wear clothing appropriate for their achievement of independence. For example, jeans and shirt may be more convenient than a saree or a salwar kameez with dupattah for driving a two wheeler.

The Home Science education must be open to both the sexes, so that it itself will boost gender equality. More technology oriented courses should be included. Emphasis must be laid on science and technological courses than just home related subjects, so that it will attract both sexes equally. Extracurricular and co-curricular activities must be encouraged even for girls. The families also must take care to give equal chances to boys and girls in their careers, education and social life. Girls must also be given responsibilities similar to those given to boys.

### ***Self Esteem***

Self Esteem was having the second highest position among all characteristics. Even when the level was comparatively high, it still needs to be encouraged. The

individuals' self worth is mediated through one's own feelings of competence and efficiency. It may be apparent to a certain extent by others' feelings too. The proportion of the girls who are coming for the higher education is very low in India, so naturally those who are in higher education will have self esteem.

The Home Science curriculum encouraging and initiating the students to participate in and take up various activities would naturally develop self worth among the girls. The students must be made to realise that they must be responsible for their own progress. Each student must be made to feel that she is unique and equally important. Teaching should be correlated with life situation so that the students are made to think and imbibe certain qualities unconsciously. Responsibility should be accorded as widely as possible among groups according to their capacities and maturity. The sense of responsibility may help to develop self respect. The self esteem grows out of proper adjustment between freedom, co-operation and responsibility.

Some useful tips for raising self-esteem are: one's focus should be on our strength and not on our weakness; others should be treated as equals regardless of their status in society; we must not look up to others; we should not worry too much about impressing others; be positive and try to learn the art of positive thinking; accept and

appreciate yourself as you are, remember that if you underestimate yourself, it will be reflected in your behaviour, and in turn others will also underestimate you.

The respondents from well established colleges, residential universities, Gujarati medium and having qualified and experienced teachers are found to have higher levels of self esteem than their counter parts. Hence, these institutional aspects are suggested to promote high level of self esteem.

The respondents who had high level of academic achievement, vocational aspiration mothers with higher level of education, high SES and family climate were found to have high self esteem than their counter parts.

The students with adequate self-esteem may feel that they can succeed, may put forth the necessary academic effort and thus they may fare well. It can be the other way round too.

Each individual is to be developed according to her capacities. The level of aspirations should also be in agreement with the individual's actual ability and achievement.

The adolescent girls coming from high family climate may possess high level of self-esteem. Hence, the teachers and parents have to play a good role in developing self

esteem. Teachers and parents should not belittle the girls through their conversation or action. They should understand and guide students properly when they are wrong instead of belittling them in front of others. These type of behaviours may have future implications in the development of self esteem. A smile of approval or encouraging word, trying to explain the correct thing when they are wrong, asking thought provoking questions, showing them what to do and how to do, giving opportunities to develop originality, and open appreciation of good work done all go a long way in building self esteem among the girls. Confidence gained in one area of achievement may result in general achievement. Mayuri (1989) concluded that high SES does have an influence on the level of self esteem. The girl's social position may emerge from the experiences in the educational, familial, neighbourhood, community and religious institutions. Hence, the relations with the teacher, friends, parents and others are of importance. All these aspects are to be taken care of to have still higher levels of self esteem. The higher the social position, the higher may be the self-esteem.

### ***Fearlessness***

Fearlessness is having the third highest position among all the characteristics. Fear cramps the spontaneity of the individual and she is obsessed with discouragement. Fear degrades a female rendering her weak, ineffective and



reducing her to a tool in the hands of men, who exploit her fear. Hence, the Home Science curriculum must provide experiences to girls to plunge into the world of fearlessness. Fearlessness comes not from the absence of fear in life but from the ability to overcome it. Girls must be trained to take up challenges, not to take concessions voluntarily or involuntarily imposed on them. Refusal of soft options and acceptance of tough, challenging assignments will only help them to develop fearlessness. Girls must be encouraged for scouting, National Service Scheme (NSS), National Cadet Corps (NCC), Mountaineering courses and compulsory educational tours may be emphasised, so that all these experiences will give them a chance to know the world better and which may help them to be fearless. Girls must be given chance to be trained in self defence like Karate and Judo. Using their own vehicles may also help them to be fearless. Participating in co-curricular and extra curricular activities may also help them to master the techniques which will help them to be fearless in times of emergencies. The family members may allow the girls to work independently rather than be under the umbrella of their protection. The real life experiences only will help them to achieve higher level of fearlessness.

They must be encouraged to stand up for one's convictions, to inform concerned authorities to redress grievances of the community. Girls must not be punished for

being fearless in one way or the other. The girls must be encouraged to go alone to different places for their education, interviews, research work and jobs. They must be trained to fill up forms and search for jobs. The Home Science curriculum must be made co-curricular which may lead to develop good qualities, getting rid of hampering tendencies of unrequired shyness and encourage to acquire more vigor, energy and courage and finally higher level of fearlessness.

#### ***Leadership and Collectivism***

Today, the national and political reforms concerning women are on the threshold of giving power in the hands of women. The Home Science girls were found to have the characteristics of leadership and the value for collectivism as the lowest. There may still exist an implicit notion among the girls that a female is someone to be controlled than be leading and confine to conventional behaviour rather than organize and fight for their rights. Girls may have never been allowed to organise themselves and these may have led to the low leadership qualities. To lead a group was considered to be a masculine quality and hence the families may not have placed much emphasis in developing such a quality. Girls may have been trained to listen only or may be expected to be the followers and remain satisfied in their subordinate and subservient roles.

The family and the society have never wanted women to organise. The same was the case with men too. For they fear, if they are organised together, the monopoly of men will be in danger. Kumari (1992) says that though caste and family connections tend to be strong in India, ties between women on the basis of gender are weak. Another factor which may be challenging the collectivism may be the existing order and structure of power relation in society.

The unawareness among the girls about the existing women organisations and their functions must have paved the way for not getting chance to develop leadership and value collectivism. It may be the lack of proper guidance and leadership mobilisation among the existing organisations which has failed to inculcate these qualities.

The more emphasis on theoretical knowledge rather than practical group activities may not have given chance to girls to develop leadership and value collectivism. The teachers may also have failed to inculcate these qualities as it demands more time and energy from them. Home Science as a field must be united. Any development efforts in the state and other voluntary organization show that improvements in economic well being and social status are more likely to be sustained if the target population is joined together in some kind of organization, be it formal or informal. People are much better equipped to confront

common problems and mobilize social change when they are able to pool their resources and lend moral support to one another. The urge to act is stronger when one has a system of support.

The 73rd Constitution Amendment Act, 1992, (came into effect on April 24, 1993), providing 33 per cent seats to women in Panchayati Raj Institutions is a historic transition of political powers to grass roots. A large number of women are ignorant and poorly informed about ongoing issues, debates and reforms concerning the society in general and women in particular. Therefore, Home Science curriculum should aim at striking at ignorance by dissemination of information and raising general as well as political awareness among women. Group discussions, debates, symposiums should be part of their curriculum.

Collectivism may be encouraged to create an environment for girls to have access to knowledge and information at their own pace and rhythm. Such group activities may not be bound by targets and should be process oriented, and the girls should have to set the agenda for themselves. The nodal point of collectivism is girls' collection at local level, where they can articulate their problems and find solutions through collective action; while at the same time their abilities to think critically and have access to bodies of knowledge will help them to

redefine their own self image as women and their productive role in society. Youth clubs, small group forums, Mahila Mandals are ideal for not only developing collective strength, unity, bargaining capacity, support, training and confidence but also for socio-economic and political advancement of girls. The Home Science institutions along with the local women's organisations or voluntary organisations must set up small units and thus give training to girls.

The girls should be encouraged to contest for different posts in college elections and clubs. This would help them get electoral experiences, like voter's education, campaigning, exposure to know the candidate and learn to vote fearlessly and consciously for those who would stand for the students welfare. Such kinds of activities not only educate the girls but also make them realise the value of their vote and the need of participating. It also helps them to be a part of wider, articulate and powerful movement.

Girls must be given opportunities to go out and freely mix with the outer world to exchange their ideas and views. This will lead to more free thinking and broader outlook among girls. It may make them aware of the evils existing in the society and thus inculcate the quality of leadership through which they can inspire others and also to fall in line and bring about better change. Girls must be encouraged to take leadership roles turn by turn in one or the other

activities. They must be encouraged for public speaking. The Home Science curriculum should provide education in the dimensions of planning, communicating, decision making, co-ordinating, controlling and supervising. These are the skills for generating leadership qualities.

Hence, there should be some organization which can harvest the local human resources and when these local resources are pooled together, an organization may come into existence to help the women help themselves. They can generate a common understanding of their problems and concerns.

All the undergraduate students must be made compulsory members of the Home Science Association of India and this will help them to have integrity, and have direction at times of need. Students also must be encouraged to become members of alumni associations, which will help them to become aware of the ongoing issues and trends, wherever they go. The members of these associations must be encouraged to participate in meetings also.

### ***Familism***

Even though the level of value for familism was moderate, it was the second highest among all values. The finding showed some ray of hope against the recent trend of disintegration of families. Researches abroad have shown

that the causes of all maladjustment of an individual is the disintegration of families. In developed countries advancement in the material culture has not moved hand in hand with that of non-material culture. This has resulted in individualism at its extremes bringing in high levels of self-centeredness, lack of accommodation of other person's interest, collectivism and compassion. Hence, the Home Science curriculum should support families in maintaining their basic functions. It should promote the inherent strengths of families by inculcating the values of familism.

The students must be given chance to learn about the culture and traditions of family and their limitations so that they may be able to take the challenges in their stride, even under adverse situations. The psycho-social situation of different phases of life must be emphasised. Visit to destitute homes, old age homes, jails and orphanages must be encouraged to sensitise them and increase their awareness towards such situations. In the family, efforts must be made to keep the communication alive. There should be something to keep their interest in families. For example a hobby like keeping a pet starts as an individual hobby but gets extended to the entire family. An awareness for responsibility is sown which may help them to value familism.

Families also should help the members understand the Indian culture. The value for familism can be strengthened by celebrating the festivals, encouraging family get-togethers, occasional visits to relatives and family prayers. This will help the girls to have some experiences and chances of interaction among the members to value familism. The society and religion also may have to play a constructive role in developing familism by encouraging the families to take part in all religious activities. The society by exposing social causes also encompasses its members to act for its general improvement as members of family units making the fabric of the society strong.

#### *Dignity of Labour*

Even though the level of value for dignity of labour was third amongst all values, it was not high. The root cause for this apathy towards manual work may be found in the emphasis given to bookish learning offered in the curriculum. In many advanced countries, opportunities are given to youngsters for hand-head co-ordination through manual work in schools. The hand is the extension of the head of thinking. What the head thinks is put into practice by the hand. Hence, the students are to be given ample scope for exercising this natural linkage in actual work situations. Many institutions in countries like U.S.A., Europe etc. make it mandatory for their pupils to do some



work in the workshops attached to schools. Children at the middle school level start doing things : carpentry, polishing, painting, chiselling, etc. Hence, they become adept with tools. There is no distinction between high and low in these matters, all have to get this training. There is dignity of labour built into them during this time. This allows the children to discover themselves, give them a chance to learn dignity of labour. The Home Science programme should impart training so that the girls may start valuing dignity of labour. Some activities like cleaning the classrooms and surroundings turn by turn, arranging the furniture properly in the class, maintaining the garden in the institution and compulsory participation in NSS activities may help the students to value dignity of labour.

At home the students should be encouraged to do their own things like keeping their own things and rooms clean and tidy, washing their own clothes, preparing tiffin themselves, maintaining garden and helping in the household activities.

Community activities organised by religious and other local organisations also may help the students to develop valuing for dignity of labour. Moreover, our social set-up is such that even while living in a modern age, we tend to stick to certain old practices and associate indignity with certain types of work only. If the parents value dignity of

labour, the children will be able to face a society caught in the web of predilections and prejudices regarding manual work based on the bonds of caste, creed and religion. There is hope for a society where manual work is valued irrespective of any bindings. A sense of equality of all human beings can be inculcated in them at a tender age. The new India, which Vivekananda, Gandhiji and others wanted to build can become a reality when the young shed their age old attitudes of elders to work through a new approach to education.

#### ***Vocationalism***

Even though the level of value for vocationalism was moderate it was low. Bhargava (1991) had reported that majority of the Home Science students were aspired to some extent to take up vocation. Tara (1993) reported that although in small numbers yet more women are qualifying themselves for higher level positions in job. Hence, the trend is that more and more women are coming up and taking up vocations. At this stage, Home Science curriculum should begin with an assessment of the present situation. It should take into account what is the current body of knowledge and scope of practice? There should be an environmental scan i.e. an examination of the trends and issues, influencing the field of study, profession, the present and potential target group and also an analysis of the economic, social

and political context.

The Home Science curriculum should have a uniform pattern in the existing colleges with a common goal. Home Science as an interdisciplinary field of study should establish linkages with other subsystems and converge wherever possible to form resource pool for operation. Orientation training must be organised at institutional level. Vocationalisation of Home Science is another way to inculcate the value of vocation. The girls may be trained on a special area, so that there will be no need for further training in that area. The girls must be sensitised, to have a vocation to be independent. It gives them self worth and more status in the society. At the same time vocational counseling must be part of curriculum. All students must get a chance to identify their vocational goals and chanelize their energy to achieve them. This may help them to value vocationalism. Unconventional jobs also must be encouraged among the students along with the well accepted jobs of women like teaching and nursing, which in future may help to sustain their interest and enthusiasm to undertake challenges. These may also help them to appreciate value for vocationalism.

Parents also must encourage girls to take up employment. They should discuss the need of vocation and encourage them to be competitive. Opportunities must be

given to girls to improve their language and other skills by short term courses like typing, computer education and personality development during vacations.

### ***Creativity***

Creativity had the lowest level among all the characteristics selected for the study. Creativity in terms of developing one's talent may not be possible in the present environment which is so dense and stifling. In a world of fastness and mass production, creativity may not be getting emphasis. Creativity may not occur within the boundaries of time and space limitations. It may need ample freedom of thought and expression. The Home Science curriculum even though it is practical oriented with its inflexible schedules may not be helping girls to have the characteristic of creativity. The low level of creativity can be attributed to the conservative and traditional attitude of our society too.

It is feared that the Indian culture gives reverence for accepted theories. The emphasis on rote learning which results in outstanding marks also serves to numb all creativity. These very reasons are equally responsible for the mediocrity which often swamps these star students in their later life. An ability to fare well in academics is certainly something to be proud about. But what we forget is that a strong academic background can only act as a solid

base upon which something new and different can be built. For when it comes to research and development, entrepreneurship or even efficient administration, what is important is the ability to be innovative and creative. Hence, more emphasis should be given on creativity. The students may be given freedom to ask incisive questions and teachers take more interest to promote creativity.

But in a world of neck to neck competition, only a creative person can bloom to her fulfilment. It will be an anchor in an unaccommodating world. Hence, the challenges of Home Science curriculum should lie in capturing the inner resources of students and exploit them to their full potential to pave the way for their future needs. Girls must be trained to use the knowledge they have gained into many different situations. Creative thinking as well as application must be part of the curriculum. Girls must be given ample freedom to think and come out with original ideas and these must be appreciated by teachers and others so that it will be an incentive for the girls to be creative.

Practical courses must be designed in such a way that the students make use of all available resources in a creative way. For example, while teaching embroidery designs, colours and combination of stitches must not be specified. Girls should be given full freedom of expression.

Competitions, displays, exhibitions should be encouraged so that the girls may get appreciation, which may encourage them to be more creative. The curriculum must be planned for Indian situations rather than copying American Home Economics programmes. This may give vast opportunities to the students as well as teachers to think and experiment locally and hence fan creativity. Instead of dictating notes, assignments and projects must be part of curriculum and this may help in finding the hidden qualities in an individual.

In a tradition bound society, the families must encourage creativity. The girls must be allowed to use their own ideas rather than following the ideas of their parents or in-laws.

The society, religious institutions and other organisations working for women should feel the importance of creativity and should make programmes for awareness, guidance, and economic support, so that their creativity may become a source of livelihood. Inter links with other institutions which may provide better training also must be arranged by these agencies. Cultural and other community activities also may give a chance for developing creativity.

#### The Relationship Between Characteristics and Values

The study shows that the selected characteristics and values were correlated significantly and positively among

themselves. The same trend was followed between the characteristics and values too. As all these characteristics and values were interrelated no special effort has to be made for developing each one. Hence, there is not much waste of time, energy and resources for developing characteristics and values separately. Only a beginning has to be made and others will follow in due course of time.

Even when the characteristics and values were correlated positively, the degree of correlation was not same. For example, the characteristic of leadership was highly correlated with fearlessness. This is the most logical fact as a leader has to be fearless to lead her groups. Among values, the highest correlation was between vocationalism and other values namely gender equality and collectivism, which shows that those who value vocationalism will value gender equality and collectivism more. The correlation between the characteristic of independence and value for gender equality was the highest, which shows that with increase in the level of independence, the value for gender equality will also increase.

In a similar manner the correlation of the value for dignity of labour with all other values and characteristics was found to be low. It is giving a warning that if the value for doing physical work is not given due

consideration, it will affect all developmental process and the future generation will also be deficient in the same. The parents and the teachers have to be alert and must inculcate the value of work when they can be moulded.

#### Universities with Higher Level of Characteristics and Values

According to Kenneth (1989) no research design can deal with all relevant components of higher education in their complex interaction. However, this study will help us to bear in mind some relationships between the institutional, personal and familial factors on the development of characteristics and values. Thus whatever relationships are examined, they will be a torch bearer for further researches in the same field.

The study showed that the students of Gujarat Vidyapith had the highest overall levels of characteristics and values. They were consistently having higher levels for majority of the individual characteristics and values too. The Maharaja Sayajirao University and Saurashtra University followed it.

Institutions of Home Science education may have differed in their culture, social structure, their organisational objectives and the attributes of their members. However, there may be some factors which may have co-related and promoted high level of characteristics and



values.

Both Gujarat Vidyapith and the Maharaja Sayajirao University are residential universities. The study itself showed that the respondents from residential universities had higher level of independence, self-esteem and value for gender equality and collectivism than the respondents from affiliated universities.

The residential universities are started with a special aim of all round development of the students by their constant guidance, administration, and evaluation from time to time. The set rules, regulations and norms under constant watch may have contributed in the development of characteristics and values. The universities themselves devise courses required for the changing needs of the society and hence may be keeping pace with new developmental areas. The residential universities have their own status and flexibility to change according to their needs.

As these were residential universities, the girls staying in the hostel ranged from thirty per cent to hundred per cent. Many of the teaching staff may also be there in the staff quarters. This may have increased chances of interaction between students and the staff members and hence may have promoted the development of characteristics and values. Moreover, the interaction among the girls from different cultures may be more and may help the girls to

assimilate the best such an environment can offer. The girls may be getting opportunities to be together with their own age group so that they get ample opportunities to learn from one another. They may get chances to work together collectively in formal or informal situations and this may have inculcated in them the habit of belongingness and they may try to keep up with the existing standards of the institution too. Hence residential type of universities are suggested for promoting the characteristics and values.

In all the three universities, the Home Science programme has been running for more than 15 years. With long years of establishment, they may have developed the set patterns with modifications from time to time to achieve maximum overall development of the students. They may have kept the old customs and traditions, with timely changes as dictated by the modern progressive times.

All the three universities were having post graduation with masters programme. Gujarat Vidyapith has M.Phil. programme while the Maharaja Sayajirao University has both the programmes of M.Phil. and Ph.D. These programmes may have given the undergraduate girls to have wider outlook, knowledge and interaction with higher level students. This may have promoted the higher level of characteristics and values. The existing Home Science colleges must introduce courses of post graduation so that it will help in

developing characteristics and values. The students may be given chances of internship in such well developed and established universities to promote better characteristics and values.

All the three universities were having science oriented Home Science courses. The science students by and large are observed to be more academically superior and committed to their work. The science students work within the discipline of laboratory and the practical approach may have helped the girls to have higher level of characteristics and values. Hence, all the Home Science curriculum should be oriented towards science. But as Kenneth (1989) confirmed that science students tend to describe their curricula environments and scientism as high and in their reflectiveness and humanism as low. The arts colleges on the other hand may be emphasising the development of students' values and identities. The study also showed that arts students had higher level of creativity and value for vocationalism and collectivism. The arts students may have less pressure on them for competition and they may have a concern for friendliness and group cohesiveness, and these may have helped them to be creative and have higher level of value of collectivism.

There is a need for re-orientation of science and arts curriculum. It should be a blend of both and this may help

the students to have better understanding and development of desired characteristics and values.

The background information of the girls from the three universities, Gujarat Vidyapith, the Maharaja Sayajirao University and Saurashtra University showed that majority of them were having better levels of academic achievement. The study also shows that high achievers had higher levels of characteristics and values than their counter parts. The order and magnitude of performance were also same in these universities. The high academic achievers may show a greater preference for moderately difficult tasks. They may enjoy taking carefully calculated risks that is moderate risks in which skill or ability, not chance is involved. They may be more self confident and may have confidence in themselves and their abilities and not in luck or fate. They may not be motivated to work unless it is challenging. They may be more creative in their work rather than following the same routine of work.

The admission of students has to be looked at from the angle of academic achievement. Many educationists agree that the large influx of students into colleges today is the result of our present socio-economic situation. Many students are in college mainly because they have nothing else to do. Singh (1994) noted that the colleges in our country are performing the task of baby sitting for boys and

girls who are there not on their own accord in the pursuit of knowledge but by the force of circumstances. Higher education should be confined to those who are seriously interested and competent enough to deal with matters of higher intellectual exercise and research. Instead what we now have is, young people who have no motivation and who are there primarily to while away their time and obtain a degree as a passport to marriage.

The study showed that majority of the respondents from these universities were from the upper stratum of SES. The high SES group had higher levels of self esteem, fearlessness, and value for gender equality. The high SES group are more privileged and enjoy high social status and respectability. They have access to all modern technology and get chance to study in prestigious institutions. The occupation of the father may have considerable influence upon the type of college one will attend and the students who attended residential university may come from high SES family background with educated parents. All these factors may have contributed in developing the desired characteristics and values.

Hence, the Home Science curriculum must pave way for increasing the standard of living by various formal as well as non-formal education courses. Vocationalisation of the Home Science programme is therefore advisable. The able

(deserving) students coming from low SES stratum should not be allowed to suffer because of their low SES. There should be provisions for such students from the State resources. The freeships, scholarships, bank loans may be made available to them and proper guidance be given to them to get the available resources.

The mothers of majority of the respondents from the Maharaja Sayajirao University had education above H.S.C. whereas mothers of only fifty per cent of the respondents from Gujarat Vidyapith and Saurashtra University had education above H.S.C. The study shows that the respondents having mother's with higher level of education had higher level of self esteem, independence and value for gender equality. It maintained the same order and magnitude of performance for all the characteristics and values too. Mehta (1993) reported that women administrators were inspired most by their mothers. The attitudes of the mothers and their values must have influenced the direction and intensity of adolescents thinking and development. These mothers may have treated their children more liberally and hence help to develop self worth amongst them. Once the children attain self worth, they become responsible for their actions and take independent decisions. All these factors may have contributed in developing their characteristics and values.

Women being the future mothers, women's education must be given more emphasis. The Home Science colleges must take initiative in organising non-formal courses for the rural women. The higher education policies must be in favour of women, so that the drop-out rate among girls can be reduced.

All the three universities had respondents with high level of vocational aspiration. Bhargava (1991) also reported that majority of the Home Science students aspire to take up vocation. The study showed that the respondents with high vocational aspiration had higher level of some characteristics and values and their order and magnitude was also similar.

Premaji (1978) revealed that job aspirations escalated with the level of education. Yu Chien(1988) reported that academic programme is positively related to females' occupational aspirations and Bhargava (1991) reported that there is a positive influence of family on vocational aspirations.

The girls may be identifying themselves with their teachers and parents and may begin to aspire for vocation. The girls having educated mothers may be more inclined towards a career. The educated mothers may be encouraging their daughters to take up employment.

There should be emphasis on aptitude based vocational training in Home Science curriculum. This can be done in

collaboration with agencies and institutions willing to absorb home scientists. These agencies or institutions can take up student-placement activities like first hand field and on-the-job experiences. The major aim of such activities could be to make the student conversant with working situations, recent advances as well as various problems pertaining to these agencies in different areas.

At least one third of the respondents from all the three universities had high family climate. The study shows that respondents with high family climate had higher levels of all characteristics and values with the same order and magnitude of performance. This is a positive trend and should be followed. It emphasises the need for good family climate for developing characteristics and values. The experiences the family gives to the individual are of great importance in developing characteristics and values. The provision of an enriching environment in the form of family oriented discussions, financial assistance, giving responsibilities, encouragement and due respect to concerned members, all may have contributed in the development of characteristics and values.

The discretion for extracting the good from the bad comes from the values inculcated in the family. The value for the family has been recognized by U.N. and it has been promoting campaigns on this line with the motto of building this smallest democracy at the heart of the society.



Home Science institutions must help the girls in valuing familism. Chances must be given for them to have close interaction within the family. The Home Science colleges must have close link with the families of their students. Parent-Teacher Association meetings must be held regularly and they can be informed about the need of familism through video films, seminars and discussions. The institution and the families should have a close knit for developing the characteristics and values.

The study showed that respondents from Gujarati as medium of instruction had high level of leadership, creativity and value for collectivism. Both Gujarat Vidyapith and Saurashtra University are having Gujarati as medium of instruction. The understanding and freedom of expression in one's own language may have helped the students to achieve high level in the above characteristics and values.

Gujarat Vidyapith and Saurashtra University followed the general programme of study whereas the Maharaja Sayajirao University had the general programme along with other five majors. The general programme of study helps in developing some characteristics and values. Besides the common aspects, the three universities may be having some particular features, which must have contributed to the development of characteristics and values. It also must have

paved way for the variation in the levels of characteristics and values.

Gujarat Vidyapith, a deemed university working on Gandhian thoughts, philosophy and action, gives ample opportunities to develop the characteristics and values. The disciplined training imparted during adolescence may have helped them to attain the highest level of characteristics and values. The training may have helped them to have more self esteem, independent thinking, action and courage to face the challenges. The various group activities like prayer meetings, work in the kitchen, gardening, mess managing and various compulsory extra curricular activities may have provided them with the qualities of leadership, and collectivism. Being a deemed university, it must be accommodating the changing needs of society for the all round development of its students. As the teacher student ratio is small, the chances of interaction brings more chances of guidance. All these factors may have helped in developing characteristics and values, one way or other way. The incongruence between the needs, interests, characteristics of students and the aims and role demands of colleges, impedes the full educational impact colleges are designed to achieve. The colleges with distinctive programs maintain their influence over student behaviour only because they also carefully monitor the admission of students. Furthermore they should possess salient features which

enable them to attract students with the desired orientations, abilities and characteristics. However, attempts must be constantly made to model the Vidyapith as a novel education institute. For this students and the followers of Gandhiji's philosophy must practise his ideas not in paper but in real life.

The Maharaja Sayajirao University, a residential university is the pioneer university for Home Science in Gujarat. This is the only university having five full fledged departments with B.Sc., M.Sc., M.Phil., Ph.D. and some Post Graduate diploma programmes other than the general Home Science programme. The university has the advantage of one of the best libraries. It has national and international recognition also. Due to its long years of establishment, it has had the chances to be led by many leading Indian as well as foreign professionals. The research work, project work and the extension work undertaken by different departments in collaboration with many foreign universities may also have helped to mould the institutional culture. It is the only university having a variegated culture as it attracts students from all over. It has the advantage of being an English medium university in a city atmosphere.

The internal system of evaluation is followed in the Faculty of Home Science. The academic performance is

evaluated through a variety of measures like periodical tests, assignments, term papers, field projects, laboratory work and classroom evaluation. Great emphasis is laid on students learning over a series of assignments and individual and group guidance spread over the entire semester. This must have helped the girls to develop high level of characteristics and values.

This Faculty has qualified and experienced staff and this must have promoted an institutional atmosphere conducive to developing characteristics and values.

The girls may have got the chances to attend workshops, seminars, symposium and may be used to talks by eminent educators. The Dean of Students at the Faculty and other advisory committees for each respective years are an added privilege to the Home Science students of the Maharaja Sayajirao University. These experiences and situations may have paved the way for developing characteristics and values.

The study also expresses concern over the deteriorating standards of the Maharaja Sayajirao University. The university has leading positions in the level of independence, self esteem, fearlessness, and values of gender equality and familism, whereas the level had gone down to sixth and seventh positions for leadership, value for dignity of labour, collectivism and vocationalism. It

had the last but one position for creativity, It shows that the optimum standards are not maintained. The students, teachers and the administrators have to be blamed for not making use of all the facilities available for self development. The availability of modern facilities and the city culture may have led to the devaluation of dignity of work or they may be in the false notion that if they do physical work, they may be devalued by others. The parents also must have inculcated the habit of devaluing some type of work. One fails to understand why the level of leadership, vocationalism and collectivism were below par, there may be some other factors influencing these characteristics and values. More research has to be done to find out what factors are there and find out solutions for that.

To start with the educational institution, it may have adequate physical, material and human resource. But to keep the tradition of excellence, it should be maintained and for this it may need matching grants. Hence, the university administration must take care that enough grants are provided and utilised in better ways.

The Saurashtra University is one of the largest universities having fourteen affiliated Home Science colleges in Gujarat. It is heartening to see that an affiliated university bags the leading position.

However, Saurashtra University's position varied between third to seventh for various characteristics and second to fifth for various values. The variation in the level of Saurashtra University's level can be in line with the Vice Chancellor Mr.H.M. Joshi's (1996) thought (Times of India). He says, "For long, teachers have only been interested in conservative and trivial issues rather than undertake initiative on their own for development. Another factor is that university has been freely admitting students who have poor knowledge of English. The library, despite being very well stocked, is lying idle. Students are merely interested in obtaining degrees. Moreover, students often opt for affiliated colleges rather than coming to study in the university centre. The industrial culture along with the conservatism and traditionalism must have paved the way for varying the levels of characteristics and values."

#### Universities With Lower Level of Characteristics and Values

The study showed that the Home Science college students from Gujarat Agricultural University had the lowest overall levels of characteristics and values. More or less the same trend was followed for all the characteristics and values except for leadership. The Sardar Patel University and South Gujarat University were the other two universities in the lower range.

Amongst the three universities, some positive features were observed with one or two universities, such as Home Science oriented programme, city location, residential type of University, long years of establishment, English medium, and established departments with specialisations. In spite of all these they had lower levels of characteristics and values. The institutional, personal and familial variables must have accounted for these low levels of characteristics and values. The Sardar Patel University and South Gujarat University admit considerably large number of students. In the colleges where the number is large in size, the students may not be getting chances to have direct personal relationship with the teaching staff. With the increase in numbers, there may not be proportionate increase in the physical as well as human resources. In such colleges, the students may not be encompassed by the campus social system that make them aware of the norms and ideals. Hence they may not be getting chances to participate in activities which may promote characteristics and values to Home Science students.

The teacher student ratio of 1:20 according to the University Grants Commission, should be maintained so that a college can take both teaching and research responsibilities. There should be some norms regarding number of students per teacher at undergraduate level and

this should be common to all universities. The enrollment of students can be controlled by having diversion of study programme in terms of diploma programme and polytechniques. The students who are more vocationally oriented must opt for such courses rather than university education. The colleges may also keep some selective admission policies to get students with real interest and abilities. If such students are admitted, it may help the colleges to raise their standards and quality of education. It may also promote the level of characteristics and values to cope up with the changing situation.

The study showed that the number of teaching staff, their qualification and experience are less in majority of the colleges in Gujarat State. The three colleges which were having lower levels of characteristics and values were falling in the above category. These institutions need to have enough qualified and experienced teachers. Good teaching may be the outcome of several factors at work. Competence in one's own chosen discipline and experience enhance one's capability to teach. However, one can not expect all of them to have such qualities. Hence, the institution must take care to provide chances for updating their knowledge with refresher courses, deputation for higher studies and participation in other education oriented programmes. The universities must try to retain the teachers with incentives so as to make use of their past experiences



with the different problems and needs of the institution. The more satisfied and committed teachers may help to improve the standard of the institution. They may be familiar with the situations and hence know how to tackle the situation with expertise. Incentives, proper pay, lodging facilities, convenient timings, travel facilities and other concessions may be given to retain them.

The teachers must be encouraged to take up projects according to local needs. This may help them to have wider links with other organisations and agencies and help them to update their knowledge in particular branches. Extension activities must be made compulsory so that the teachers can guide the students in applying the theoretical knowledge outside the four walls of the institution.

In addition to the above institutional factors, the low level of mothers education and low level of SES except for Gujarat Agricultural University may have accounted for the lower level of characteristics and values in these three universities. This emphasises the need for women's education and the progress behind it. The parents must raise their SES by availing the facilities under different governmental development programmes. The higher per cent of the respondents from these universities were having low family climate. However, the family environment should be conducive to the development of characteristics and values. The non-

formal and adult education departments can do a lot by creating awareness and conducting guidance programmes. The constant interaction between parents and teachers also must be emphasised through formal as well as non formal meetings.

In addition to all these, for Gujarat Agricultural University, there may be some more specific features which must have caused lowest levels of characteristics and values among its students. The investigator herself has some personal experience as she is an employee of the same. The Home Science college is of recent origin and is still in the establishing phase. As it is situated in an underdeveloped and remote area, it may not be attracting the excellent students and teachers from outside. The students come from relatively conservative families and they have a homogeneous culture. This may be the reason that even after interacting with fellow beings, the students did not develop high level of characteristics and values.

An educational institution has to be vital to the changes in the modern era. For this progressive and dynamic leadership is necessary. The college may be languishing for the need of Home Science oriented continuous leadership. The situational drawbacks may not attract such a person. Hence, some special effort must be made to depute eminent home scientists from other institutions for a particular time with attractive incentives.

The institution itself is a haven for employment to its own students, which may have created a stultification. Hence, a conscious effort has to be made to depute at least some percentage of the staff from outside. This will help to avoid inbreeding. If at all by any chance the inbreeding takes place, then they must be encouraged to go out at least for some time and learn and gain experience from other reputed institutions. The various reports about higher education show that there is interference of politics in the functioning of universities. The same may be true for the development of this university too.

#### General Suggestions for Promoting Characteristics and Values

Other than the above discussed matters, some general recommendations are given below to promote highest level of desired characteristics and values.

The study itself shows that there is much varied curriculum for Home Science; some are Science oriented and some Arts oriented. To avoid confusion and uneven growth, all the programmes can have a similar pattern. It would be better if all the programmes would have Science orientation. The courses of study should be constantly reviewed and renewed. The courses which are not so relevant in the present context can be dropped to avoid extra load in the study programme.

However, the process of curriculum framing must increase the involvement of teachers. It should provide for greater autonomy to the local units to develop their own study programmes suited to the needs of their environment. All the colleges may be encouraged to innovate in all aspects of curriculum under one umbrella.

The scientists and experts in various disciplines of Home Science may be associated and consulted with the preparation of text books which are suited to the present day situation. Text books should be recommended than the teacher made notes to provide wider knowledge in the subject matter. There should be more text books, reference books, reports and journals written and published by Home Scientists for local conditions to replace or supplement literature from foreign countries.

Our education system is examination oriented which causes cramming up of factual data rather than experimental learning. Any amount of theoretical knowledge without practical experience may not make a Home Scientist capable of contributing to the profession with confidence and expertise. Students should also be tested for practical skills, needed for their development.

The traditional annual system followed by majority of the colleges may not be placing emphasis on regular work and constant evaluation. External examinations decide the curriculum instead of following it and hinder the proper

treatment of subject and sound methods of teaching. But the semester system along with due importance on regular work and constant evaluation may be much more useful in developing characteristics and values. However, the adoption of semester system must be done cautiously, since during agitations and calamities, it is the annual system which helps the colleges to complete the courses with proper emphasis on planned activities. The internal evaluation in an unbiased atmosphere may help the students to promote characteristics and values.

Networking with governmental and non-governmental agencies is also important to upgrade the educational institutions. They have to recognise the differences and similarities with other institutions of Home Science and forge links with greater strength. Organizing and conducting seminars, co-curricular and extracurricular activities unitedly and internship programmes may help to have a wider outlook.

Santangi (1981) revealed that most of the Home Science colleges did not have adequate resources. Bhargava (1991) also found that majority of the Home Science departments did not have adequate physical resources. Less emphasis is likely to be given on the practical aspects of the curriculum due to lack of equipment and other physical facilities. Hence, the University Grants Commission must

provide grants for the developing colleges. Moreover, the colleges must be given autonomous status so that they can develop their infrastructure with the help of other private and voluntary organisations. But the universities must have some form of checking system so that these colleges are accountable and the funds collected are used for the development of the educational institution only. The Home Science colleges have to be socially responsible. The admissions should take place in time, teaching and evaluation should proceed hand in hand and the quantum of examinations conducted by the university should be reduced. Formal as well as informal consultations among the administrators, teachers, students and parents should increase, making the colleges accountable to society.

The high standards of excellence in medicine and technology are ensured because of Medical Councils and Board of Technology respectively. Similarly, the U.G.C. panel of Home Science and the Home Science Association of India can also play a vital role in developing the academic atmosphere in Home Science colleges. The colleges of Home Science should be accredited by the panel or the Association. Accreditation is the process of recognising educational institutions in various professional programmes they offer for performance, integrity and quality which entitles them to the confidence of the educational community

and the public. The U.G.C. panel or the Association must provide broad parameters within which the state unions can frame appropriate regulations. They may provide a common curriculum for all universities, giving them enough flexibility to incorporate changes according to the local conditions. Recognising the changing needs of individuals, families and society and implementing advancement in knowledge and professional ability may also be helpful. Upgradation of the courses should be done and guide lines should be passed on to each institution regularly. Research should be an integral part of the curriculum of each college, not only in the research institutions or big universities but also in small colleges in the form of project works. The teachers must be made accountable for their performance. The results of all researches must be disseminated to all institutions to dovetail research. It should foster excellence through the development of clearly defined objectives, criteria and guidelines for assessing academic effectiveness. The homogeneity thus maintained will help in easy relocation of the students from one place to another and the teachers can also be utilised in any corner of the country. There will be then no confusions as to the quality of services of a home scientist. The U.G.C. panel or the Home Science Association of India should provide counsel and assistance to established and developing institutions and programmes. It must take the responsibility

for teacher exchange programme or deputing senior teachers to developing Home Science institutions. It should also take up the responsibility of job placements, so that the scarcity of teachers can be solved to some extent. The association must publicize various Home Science programmes through its link-ups with the governmental, non-governmental organizations and industries. This will ensure that the students from these institutes will be promising assets wherever they are placed. It should also take a lead in generating vocational awareness among its alumni by various methods like workshops, seminars, manuals and bulletins.

It should also assure the parents and students that this programme has competent faculty, sound curricula, and other facilities. It should also be capable of attaining the set objectives as this will attract the students of high calibre and thus maintain the high status.

For the smooth functioning of all these activities the Association should have efficient and professional leadership. Many local units have to be established and they should be united under one umbrella. The members need to feel that each one of them is valuable and is a contributing member. If they stand united they will receive some common benefits for their participation. Hence, the colleges should demand compulsory membership, and ensure their participation in different activities of local units. This will give young



girls more chances of learning experiences in planning, administering and implementing developmental activities.

### Conclusion

The study concludes that the students of Home Science did not reach up to a high level of desired characteristics and values. However, it is heartening to note that majority of the students had at least moderate level of desired characteristics and values, which is a healthy sign. There is, but a timely need for planned, conscious and conscientious effort on the part of planners to develop directional programmes which will help promote high level of characteristics and values amongst the students.

Even when the level of independence and the value for gender equality were placed at the highest position of all characteristics and values, the planners still have to make more concentrated effort to help the students to reach still higher levels. A matter of concern is that the characteristic of creativity and value for collectivism were low amongst the girl students. The low levels of this characteristic and value can become a big obstacle in the path of progress for women development and therefore should be taken care of.

The Gujarat Vidyapith and the Maharaja Sayajirao University being high on overall levels of characteristics and values can act as role models for developing other Home

Science colleges. The Home Science colleges identified as having lower level of characteristics and values must improve the conditions for promoting themselves.

The study also showed that the residential type of university, science oriented courses, Gujarati medium, well established colleges, qualified and experienced teachers are the contributing institutional factors for promoting characteristics and values. Close inter-linkages with leading Home Science colleges will help to have better ideas of development. The Home Science Association of India or the U.G.C. Panel of Home Science must accredit the Home Science colleges. This will help to set up common goals and constant monitoring of the developmental process, which may give a professional status to the programme and hence attract the serious students who are really interested in this field.

The education of the girls, raised standard of socio-economic conditions, mother's education and family climate are of importance as that they are conducive factors for developing desired characteristics and values. Families must be made gender sensitive so that they provide conducive environment for the achievement of the highest level of characteristics and values to their daughters. It will help them to accept the challenges posed by an even more egalitarian society.

As all these characteristics and values are interrelated, it makes the task of development of characteristics and values much easier because no specific effort have to be made independently for improving each one. Little more effort and co-operation from the teachers, parents, religious, political and other women leaders in the society can give impetus to the all round developmental process leading to the progress of women.

#### **Recommendations for Further Studies**

In line with the findings and discussion from this study, the further studies which can be taken up are as follows:

- The same study can be conducted with all the Home Science colleges in all the states of India.
- The same study can be taken up in relation to institutional factors, other than already taken in the study such as semester system, evaluation system, physical resources and teaching methods.
- A comparative study of students of Home Science, Arts and Science streams can be taken up.
- A longitudinal study can be taken up to find out the varying levels of characteristics and values during the years of the course.

- An investigation can be taken up with the various curricula in different years of study and their role in developing the characteristics and values.
- A detailed study of each characteristic and value can be taken up.
- A study can be undertaken to measure the level of characteristics and values of Home Science teachers.
- Comparative studies of characteristics and values of the teachers and students from the same institution can be undertaken.
- An in-depth study can be undertaken in relation to family climate in promoting characteristics and values.
- A comparative study of desired characteristics as identified by home scientists and others like women educationist and leaders, can be taken up.
- An investigation can be done on the desired characteristics and values according to the changing roles of women from a home maker to a career women.
- A comparative study of desired characteristics and values identified by women leaders and others like parents and religious leaders can be taken up.
- Case studies on premier Home Science institutions can be undertaken to find the aspects which promote the high level of characteristics and values.

- An investigation can be done on developing curricular programmes for developing characteristics and values among the Home Science students.
- An investigation can be undertaken to prepare more sophisticated scales with actual life situations for each characteristic and value.
- A study through qualitative research can be undertaken to find the level of characteristics and values through the actual life situations rather than paper and pencil method.