

## CHAPTER IV

REVIEW OF RELATED STUDIES  
CONDUCTED IN INDIA

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Reviewing researches done in past by the students or the staff of any institution is one of the important experiences that a post-graduate student should have because there is very little or no opportunity for exchange of ideas between research workers so communication in the field of research is very limited. Whatever is done by the investigator is many times very little known to others. Many times after great effort also the material is not available so with the following aims the chapter was composed of:

1. To acquaint oneself with the studies conducted in the field of Home Science education.
2. To determine and understand the findings of the research work carried on in past in the field of Home Science education.

The Indian studies related to Home Science education are as under:

1. "An investigation into the teaching of Home Science in the Higher Secondary Schools for girls in Delhi Sector". By Bina Roy, Central Institute of Education, New Delhi, 1954-55 for Master's degree.

Her purposes for the study were:

1. to find out to what extent the present syllabus prescribed for the year 1954-55 by the Board of Higher Secondary Examination, Delhi, for the Domestic Science of Paper IV for girls of Group A is in line with the objectives of teaching Home Science and to consider the scope for further modifications.
2. to ascertain as to whether the present system of distribution of time on practice as well as on theory is adequate for effective teaching.
3. to find out whether the present Home Science laboratory and equipment of different schools provide the facilities for proper and efficient functioning of the syllabus.
4. to ascertain the minimum qualifications of the Home Science teachers with a view to study the impact of the same on their

standard of teaching.

5. To enquire into the present system of evaluation of the achievement of the pupils.
6. to study the marks obtained by the students in practical and theoretical parts of the subjects in the Higher Secondary Examination in order to find out whether there is any bias towards either of the parts.

For the study, normative survey method was used. The questionnaire and interview schedule supplemented by personal observation were used to collect the data. Besides these, personal contacts and correspondence were also used to collect a particular section of the data.

Her findings were:

1. the present syllabus does not give enough scope to fulfil the objectives of Home Science teaching in the schools due to insufficient practical classes.

2. many times items existing in the present syllabus had been considered unnecessary by almost all as they were and they are usually dealt with by all the income groups at home so the learners do not show the interest in learning the same by offering Home Science subject.

3. Three periods a week each of 35 minutes were devoted to theoretical teaching and 120 minutes practical work twice a week each of 60 minutes for cookery, laundry and first-aid. Teachers were found satisfied with the duration and number of periods.

4. The laboratories are far too crowded. The working space was found to be inadequate. In most of the schools, one ordinary classroom was converted into a Home Science laboratory without adequate furniture and proper arrangement. Due to no proper storage space, students waste time and energy in collecting the things required for the practical to be carried out and also the teachers while evaluating the practical work were not able to check the pupils on cleanliness, orderliness and keeping away the cleaned utensils etc. Nearly 77 per cent of the teachers were found to be ignorant about the practical financial resources and limits of practical classes.

5. In all the schools only one teacher was found to handle all the higher secondary classes for theory and practicals. None of the teacher had a degree in Home Science. Teachers had 33 hours of work per week on an average and they had to use extra time to prepare for the practical classes and for the correction of journals.

6. Due to administrative difficulties, the practical tests were conducted less frequently than they

could be. There was no provision for evaluating class records as it had no bearing on the final assessment in the examinations - terminal or final.

2. "A critical evaluation of high school Home Science curriculum and its teaching in the schools of Lucknow". By Basanti Sharma, Lucknow University, Lucknow, 1980 for master's degree.

The purpose of the study was to evaluate the school Home Science curriculum in the schools and to find out its teaching in the schools of Lucknow.

Data were collected by questionnaires. Separate questionnaires were prepared for students and for the teachers. The sample consisted of 250 students and 25 teachers from 10 different schools of Lucknow. A pre-test was given to 30 students to test the questionnaire.

From the study it was found that:

1. fifty per cent of the students were not in favour of keeping Home Science as compulsory and rest of the 50 per cent of the students felt that it should be a compulsory subject as they do not have much opportunity to learn the matters at home. Students found it as an important subject and felt need for more practical work and the course should be of such type that might be helpful in near future life.

2. Fifty per cent of the schools did not have adequate space, arrangement and facilities for teaching the subject.

3. Most of the schools had one teacher and few had two teachers and very few had more Home Science teachers. In majority of the schools, the teachers were graduates of Home Science.

4. The teachers were found not very clear with the objectives of Home Science education. Only 24 per cent of them were able to fulfil the objectives.

5. Twentyeight per cent of the teachers felt that it should be reorganized and made more interesting by decreasing theoretical load and increasing the practicals.

6. Very few institutions had adequate textbooks and general reference books for students and teachers in their library and there was lack of recent magazines and journals.

7. Method of teaching employed by most of the teachers was question and answer method supplemented by the lecture method and co-operative method. Eightyfour per cent of the teachers tried to know the interest and needs of the individuals and 88 per cent of the teachers tried to solve their difficulties.

8. Evaluation was done every month in theory but

in practical work it was not done more frequently.

3. "An investigation into the status of Home Science teaching in higher secondary schools of Madhya Pradesh in view of its effectiveness as life centred bearing". By Samuee E. L. 1963 NCERT. Publication "A list of theses and dissertations for Doctorate and Masters degrees in education from 1961 to 1965".

(The information regarding the aims, method, findings etc. were not provided by NCERT so it cannot be presented here).

4. "To find out how far the Home Science taught in high school meets the needs of pupils and what their parents think of the education imparted to their girls". By Miss Hemprabha G. 1967 Indian Journal of Home Economics, Vol. I, No. II, July 1967. Published by Home Science Association of India, Coimbatore.

The purpose of her study was to find out upto what extent Home Science taught in high schools fulfils the needs of the adolescent girls, its utility for the society and ultimately to evaluate and modify it into the meeting of the demands of the changing society.

In a study conducted by her, through a questionnaire issued to the parents of the fortyfour pupils of the Std. XI girls of Shri Avinashilingam High School for

Girls, Coimbatore.

The parents answered that their girls should be educated:

1. to know the values of cleanliness.
2. to be able to earn and supplement the family income, to improve the standard of living and to be self-sufficient.
3. to understand oneself, one's own family, society and create a happy atmosphere in the home and society.
4. to be able to take up professions like teachers, doctors, and other jobs suited to women.
5. for preparation of home, life and motherhood.
6. to be a good citizen, serve the nation and be patriotic.
7. to be prepared for any eventualities in life like spinsterhood, widowhood or divorce.
8. to economize the available resources of food and clothing.
9. to be honest, simple, sincere and God-fearing.



10. to use leisure time usefully.

11. to avoid over-population.

The same parents were requested to indicate whether their daughters were in a position to apply their knowledge they had gained by studying Home Science in the school and how they applied that knowledge in their daily life to be helpful to the family.

Here she found out that the students who studied Home Science:

1. help the mother in solving many of her problems.
2. show great interest in celebrations of festivals and bring out the significance of the same,
3. adorn the elders in the family, give them respect and show love and affection to their younger ones.
4. educate the society by giving them advice.
5. are living and attractive.
6. use the flowers in the gardens to decorate home.
7. are able to point out to their parents the necessary planning for planning before undertaking any work.

8. are in a position to allocate appropriate rooms for proper purposes and also make a single room a multi-purpose one.

9. teach how to wash clothes, as learnt in school.

10. know bringing up of children, their feeding habits, dress and play habits.

11. plan diets to suit the needs of the different age groups.

12. are always active and do not wait for further orders to finish any work given to them:

13. insist on proper selection of clothings, food, house, etc.

14. help in preparing budget to suit the monthly income.

15. help in the proper arrangement of furniture and screens.

16. do not discard any of the waste materials easily and find useful for them in one way or the other.

To find out what the pupils consider, a questionnaire was administered to 44 pupils and their answers were:

1. all the pupils are selected for different

activities for their class and they enjoy the confidence of their teachers and hence responsible jobs like surprising the cleanliness of the school and its surroundings and their decoration are given top priority.

2. When any voluntary donations are made, their class topped the list in the whole school.

3. during national emergency their help was sought in the canteens to prepare and sell eatables to the taste of the whole school and made a good contribution to the nation's cause.

4. they feel secured at school due to their participation in many of the important activities in school.

5. they work without giving any publicity to the help done, but are happy to note that their work had their own values.

6. during celebrations, they cater food to the whole school.

7. arrangement of flower vases during meetings are best done by them.

8. they assume responsibility for the kitchen gardens in the school.

9. They are put in the reception committee during

any functions of the schools.

10. they are the most attractive and beautiful girls in the whole school due to the proper adoption of health rules and maintaining proper health and weight.

11. they helped by preparing painted pictures in the programme and meetings.

Looking to the views of both the parents and the teachers and the pupils, she proved that Home Science imparts necessary knowledge about food, nutrition, clothing, housing, home management, finance, health, hygiene, child care, decoration, community services, etc.

5. "Scope of Home Science Education in India", By Mrs. Sunanda Ghosh, Indian Journal of Home Science, Volume 1, No. 2, July 1967, - a paper presented at the plenary session on Home Science at Secondary education level at VIII biennial conference of the Home Science Association of India.

In her paper she presented that if one considers the demand of socio-economic problems, Home Science has much to offer. The increase in the cost of living has compelled many middle class families to reduce their standard of living. The women managing money find it hard to run a balanced but practical budget due to constant pressure of rising cost. Whether a girl is a home-

economist or not, she has to cater to the needs of her own family and community. Often she has to supplement income to meet the demand of life. The problem becomes more acute when a woman is a housewife.

Modern life with increasing complexity and technological pressure forces her to learn how to do more work in less time with greater efficiency and without incurring any extra cost of time, money or energy. It has also become essential to be adjusted to the changing social patterns especially in tradition directed society in India. She needs to look objectively. For each girl, to have balanced personality, joyful and healthful living, it is a must. On other side the condition of the rural people is such that the girls with secondary education in Home Science can help them more than the highly qualified and sophisticated urban personnel. Though 83 per cent of the total Indian population live in agricultural rural community, the face of India is rapidly changing and the concept of metropolitan township with its concomitant virtues and vices are gaining ground in the merging technology. The rural people need the helping hand of Home Scientists in checking population explosion, providing food for the million, making better living conditions, reducing infant and maternal mortality, supplementing family income through leisure time activities and the urban people need specialized guidance and counselling.

Thus, Home Science has luminous future if adequate public support is afforded to the cause of women education. More women can be employed in the newer dimensions which will open up better horizons for men to have services.

6. "Problems faced by high school Home Science teachers in Uttar Pradesh". By P. Shrivastava, Indian Journal of Home Science, Vol. 1, No. 2, July, 1967.

With the developing importance of Home Science in India, Department of Education of Uttar Pradesh also paid considerable attention to it which made Home Science compulsory for girls in IX and X classes of higher secondary schools and intermediate classes in colleges. This requirement brought a speedy development and expansion of Home Science that has created problems also. The problems of staffing higher secondary schools and colleges for girls is one of these problems. The number of qualified teachers was inadequate to meet the requirement of these schools and colleges. This situation brought the responsibility of adequately preparing a greater number of teachers in training colleges. It was for the teacher educators to provide teachers who could make the programme of Home Science successful.

Requiring all girls to study Home Science in Uttar Pradesh not only brought about the need of qualified staff but also involved setting up of department of Home Science. This included space for a laboratory for

practical work, enough equipment for all the activities which was usable in size, adequate time in the schedule, proper books and guidance from the authority.

She attempted to find out the real problems of Home Science teachers along with factors related to them. The various factors that were studied in relation to problems recognized by the teachers were:

1. load of work of teachers - it included teaching of Home Science, teaching of another or other subjects, non-classroom responsibilities etc.

2. the number of students enrolled per classroom in the schools and their age range.

3. the conditions for practice which included laboratory space, adequate equipments for all activities and usable size of the same, the various methods of getting the supplies, length of periods and teachers' time for preparation for the classes.

4. the problems of the teacher in subject matter, methods of teaching, management of laboratory, management of time and class etc.

5. the departmental responsibilities.

These problems were studied with a view to make recommendations for the improvement of teachers' training through pre-service and inservice programme.

A questionnaire was used to collect the data. The problems were listed by ten Home Science teachers which was supplemented by investigator's experience and problems faced by her.

The problems were listed keeping in mind the syllabus for Home Science teaching schools of Uttar Pradesh. The questionnaire in English was pre-tested with the teachers at Lucknow and Allahabad to find out whether the language and the instructions were clear or not. Based on the results of the pre-test the questionnaire was improved upon. Then the questionnaire was translated into Hindi with the help of the translator and other Home Science teachers. The questionnaire was sent to the Deputy Director of Education, Uttar Pradesh for final approval. All the principals of the schools of the State were contacted by sending reply paid post-cards to find out the experience and qualifications of teachers teaching Home Science to the secondary school girls.

As far as qualifications are concerned, they were:

1. graduates with Home Science degree or Home Science as one of the three subjects for Bachelor's degree in Arts and Science.

2. some of them had Bachelor's degree in Education or in Home Science Education.



Other group had intermediate certificate with Home Science of the subject. Some of them had certificate in teaching Home Science. Others had neither degree in Home Science or teaching but were with high school education with and without Home Science subject offered and also with and without teaching qualification.

### Findings

1. There was no difference in the load of work amongst the teachers with different experience and qualification.

2. Experienced and qualified had more of non-classroom responsibilities.

3. There was no relationship in the time spend in teaching Home Science theory and practice to the number of students enrolled for it.

4. Time spent in teaching in Home Science theory is 2/3 times more than the time spent in teaching Home Science practice.

5. The difference in ages of students enrolled in Home Science classes was from 2 to 8 years.

6. All teachers were responsible for teaching other subjects to different classes other than Home Science classes.

7. The load of work comes in the way of efficient teaching of Home Science.

8. The number of teachers and schools teaching Home Science without laboratory and library facilities was higher than the teachers and schools teaching with laboratory facilities.

9. The teachers and school teaching Home Science practice with laboratory facilities had highest number of problems in maintaining and managing the department related to time. There were no scheduled periods for practice, the length of period was short, number of periods given for practice and do not get time before class period to make arrangement for the class.

10. The qualified and experienced teachers had lesser or fewer problems related to subject-matter, use of teaching method, class management, planning and organizing and maintaining the department.

11. Most of the teachers had problems in getting the various sources of the supplies for practice classes as they get supplies for practice classes by self-purchase, purchased by others and students bringing them by themselves.

### Conclusion

1. Qualifications and experience do not make a difference in the load of work.

2. Teaching of Home Science without full facilities, sufficient number of staff members and needed equipments and materials leads to greater problems,