CHAPTER EIGHT

THE RESOURCES

CHAPTER VIII

THE RESOURCES

8.1 Introduction

The resources of an institution are like the pivot on which the whole institution revolves. These resources are both human and material. In this chapter both these resources are studied for its present status. The faculty staff has been studied being considered as one of the most valuable human resource. The material resources studied here are laboratories and funds which help in the development of the programmes.

8.2 The Human Resources

Amongst the many human resources for carrying out the programmes the faculty staff is the most important resource because the success of the programme would be basically dependent on the staff that undertakes the programme. The staff has its contributions to make according to the administrative set-up and size. Both these, the administrative

set-up and the size are scrutinized in this chapter.

8.2.1 Staff - Present Status

The present status of the staff was seen according to the administrative set-up which is the position held. The position was expected to be related to the responsibilities the staff had.

The findings brought to the forefront the status of the Home Science staff in the different types of institutions for different areas. The study revealed that in all the three types of institutions the faculty staff had very few Professors and Readers in the different areas of specialisation. Amongst the 'I' type of institutions there were no Professors in Clothing and Textiles, Home Management and Home Science Extension Education (Table 57). Amongst the 'D' type of institutions though there were Professors in all the areas but their number was too low. Mostly there were lecturers in all the three types of institutions. In comparison to the number of posts in the 'I' and the 'D' type of institutions the posts in the 'E' type of institutions for each categories were much too less. It was strange to see that very few vacancies existed in the different types of institutions as there was always a cry of the staff being not available.

Table 57 : The staff position of Home Science institutions in India

Area of discipline	N =	Types of institutions I=10 F	I=10 V	D=10 F	D=10 V	E=42 F	E=42 V
1. Child Development							
Professors		2	-	1	1	3	-
Readers/Associate Professors		-	-	5	1	2	-
Lecturers/Asstt. Professors		8	1	15	2	14	-
Assistant Lecturers/Lecturers		7	-	7	2	14	-
2 Clothing and Textiles							
Professors		-	-	2	1	2	-
Readers/Associate Professors		1	-	3	1	1	-
Lecturers/Assistant Professors		12	1	8	2	10	-
Assistant Lecturers/Lecturers		7	-	6	-	7	1
3 Foods and Nutrition							
Professors		4	-	4	2	6	1
Readers/Associate Professors		2	1	5	2	3	-
Lecturers/Assistant Professors		22	1	25	3	30	-
Assistant Lecturers/Lecturers		8	-	6	2	16	1
4 Home Management							
Professors		-	-	1	1	4	-
Readers/Associate Professors		1	-	3	2	1	-
Lecturers/Assistant Professors		6	-	17	2	28	-
Assistant Lecturers/Lecturers		7	-	9	1	11	1
5 Extension Education							
Professors		-	-	1	1	1	-
Readers/Associate Professors		1	-	3	1	1	-
Lecturers/Assistant Professors		3	-	12	1	4	-
Assistant Lecturers/Lecturers		-	-	5	-	-	-

F = Filled V = Vacant

The number of higher posts in the different types of institutions were very few may be there were very few higher programmes so the qualified personnel were not available. The programme could also be of recent development, therefore, even if there were posts lack of qualified staff would have hindered in its being filled up. The less number of highef posts in the 'I' type institutions compared to the 'D' type could be due to the more of independent colleges in this type. In comparison to the 'I' type the 'D' type of institutions had more of the University colleges. The number of posts of all categories in the 'E' type institutions could be less because these were the type where for the teaching of Home Science, only a department was set up.

8.2.2 Past Status and Future Plans

To evaluate the past status and future growth an attempt was made to understand whether the staff position had changed from the previous years. The data exhibited a change in all the three types of institutions though the percentages displaying change were not very high (Table 58). The improvement was reported in the size, qualifications, experience and continuity of the staff in the job. In the 'I' type of institutions all the factors revealing

Table 58 : Improvement in staff position in comparison to the previous years

Sr. No.	Factors	Types of institutions I	D	E	Total
		N = 10	10	42	62
	Improvement	10	10	32	
1	You have staff required number	40.0	20.0	54.8	46.8
2	You have experienced staff	50.0	40.0	54.8	51.6
3	Very few staff members left the job	40.0	20.0	31.0	30.6
4	You could get the staff of the required qualifications	40.0	30.0	47.6	43.5
5	Your staff got stable	10.0	10.0	-	3.2
	No improvement	N = -	-	10	10
1	Lack of funds	-	-	7.1	4.8
2	Lack of staff	-	-	4.76	3.2
3	Lack of experienced staff	-	-	9.5	6.5
4	Lack of higher programmes	-	-	9.5	6.5
5	Demand of Home Science teachers	-	-	7.1	4.8
6	Less number trained	-	-	2.4	1.6

improvement were agreed to by 20 to 40 per cent whereas these were 20 to 40 per cent in the 'D' type and 31 to 50 per cent in the 'E' type of institutions. All the 'I', the 'D' and the 'E' type of institutions agreed that they had

'experienced staff'. Ten per cent of the 'E' type of institutions manifested no improvement. In comparison to other factors a lesser percentage of the 'D' type of institutions agreed to having staff of 'required number' and still lower percentage expressed that 'very few left the job'.

The acceptance of a higher per cent in all the three types of institutions for 'experienced staff' might be due to those staff members who once settled in job did not take a chance for the change. It could also be that there being very few higher positions chances of taking a change were less and therefore the staff continued. Lack of higher educational facilities may have hindered in the raising of the qualifications by the teachers and therefore they may not have changed even if desired. In comparison to the 'I' and the 'E' type of institutions a fewer per cent of the 'D' type agreeing for having 'staff of required number' or 'few leaving the job' displayed that the problem was felt more by those institutions which were new. It could also be possible that these being university colleges, they have more posts which they find; are a problem to fill up. Since the freshers could be joining and leaving the job according to their own convenience either by getting married or otherwise, hence, the 'D' type of institutions

may be experiencing this problem more than others.

The responses for the future staff position as planned in the different types of institutions revealed that there were plans in all the three types of institutions. The percentage of institutions was highest in the 'D' type and lowest in the 'E' type (Table 59). The responses of all

Table 59 : Staff position as seen in future by different types of institutions

Sr. No.	Factors	Types of institutions			Total 62
		I=10	D=10	E=42	
1	The staff would increase in number	30.0	30.0	19.0	22.6
2	There would be qualified staff	30.0	60.0	19.0	27.4
3	There would be experienced staff	30.0	50.0	16.7	24.2
4	Staff of senior category would increase	40.0	60.0	14.3	25.8
5	Staff adequacy will increase in all areas	10.0	40.0	7.1	12.9
6	Staff from other disciplines would join	30.0	30.0	4.8	12.9
7	Your own students would be ready to take up the job	30.0	50.0	4.8	16.1
8	More and more girls would take up the job	20.0	40.0	11.9	17.7

the three types of institutions the 'I', the 'D' and the 'E' ranged between 10 to 40; 30 to 60 and 5 to 19 respectively. 'I'
The type of institutions reported most that the 'senior

category staff would increase' and the lowest that there would be 'staff adequacy in all areas'. The 'D' type reported most for the 'rise in qualified staff' and 'increase of senior category staff'; and least for the 'increase in the number of staff from other disciplines joining'. However, a very low percentage of the institutions of the 'E' type agreed to the factors related to the improvement in future.

A higher percentage of the 'D' type of institutions reported an improvement in all the factors affecting development. This can be due to the various reasons. These institutions are either in the Agricultural Universities and are developed according to the government plans or they are faculties and/or department of the university. They are also in a beneficial position as they get cooperation of their university colleges. Even in the 'I' type of institutions the plans for future development were not disappointing. May be that most of the institutions in this type were either independent Home Science institutions or part of the university. Therefore, they may be having plans to improve the situation. It was not so in the 'E' type of institutions. A rise in the senior category of staff in the 'I' and the 'D' type of institutions present a view of the growth of the discipline and senior posts for the development of the higher programmes. An acceptance by a lower percentage of the 'I' type of

institution for 'staff adequacy in all areas' and by the 'D' type institution to an increase in the 'number of staff joining from other fields' could be true. Both the type of institutions displayed shortage. It may be that in the present situation they may not be able to view the part till certain special efforts are made for it.

8.2.3 Non-availability of Staff and the Impact of Developing Programmes

The non-availability of the staff was accorded to by all the three types of institutions. All the reasons were agreed to by the 'D' and the 'E' type of institutions (Table 60). The

Table 60 : The reasons for the nonavailability of the staff

Sr.No.	Reasons	Types of Institutions			Total
		I	D	E	62
	N=	10	10	42	
1	Required member is not available	20.0	50.0	28.6	30.6
2	Required qualifications are not available	20.0	70.0	33.3	37.1
3	New graduates lack job guidance	-	50.0	14.3	17.7
4	Girls do not want to leave their home towns	20.0	70.0	31.0	35.5
5	The number of Home Science graduates is less	-	40.0	9.5	12.9
6	The Home Science institutions are less	-	20.0	9.5	9.7
7	Girls do not take the job as career	20.0	60.0	26.2	30.6
8	Reluctance for girls accepting the job	20.0	30.0	40.5	35.5

'I' type did not agree to the reasons 'new graduates lack job guidance', 'number of Home Science graduate and institution is less.' The most referred to factors of the group were : 'required qualification not available' and 'girls do not want to leave their home town' and 'reluctance for girls accepting the job'. The response percentage of 'D' type for the various reasons ranged from 30 to 70 except that the 'Home Science institutions are less' for which there was 20 per cent response. The 'I' type institutions revealed same intensity for all the reasons. These were : 'required number not available', 'required qualification not available', 'girls do not want to leave their home town' and 'they do not take up job as career'. The 'E' type of institutions also displayed their concern for the same two problems as that of the 'D' type 'required qualification not available' and 'girls do not want to leave their home town'.

Since the 'D' type of institutions are being recently raised the possibilities of their having greater difficulties arises. Thus, they have agreed to all the difficulties. The two reasons 'required qualification not available' and 'girls do not want to leave their home town' being most accepted by the 'D' and the 'E' types and similar to other problems by the 'I' type of the institutions helps to conclude that these must be the genuine reasons and not only of the new and the developing institutions. This problem also seems to be

obvious because of the less number of Home Science higher programmes and girls taking up the job as an interim measure. Since, new Home Science programmes were developing a question was often posed whether these would solve the problems of the developing Science or would create more problems. On this question in the 'I' and 'E' type of institutions the percentages visualising improvement was 40 and 30 per cent respectively whereas 30 percent of the 'I' type and 37 per cent of the 'E' type visualised no improvement. The rest of the institutions did not respond. However, there existed a great difference in the 'D' type because only 10 per cent visualised improvement and 60 per cent visualised no improvement. Thirty per cent of the 'D' type did not respond.

The reasons in favouring improvement by the 'I' type of institutions were 'industrialisation would compel women to work' and 'women would work for better standard'. Both these reasons were accorded to by the 40 per cent. The E type of institutions expressed most that the 'Home Science graduate would increase' and 'women will work for better standard'. The percentage was 38 for both the reasons. The 'D' type of institutions manifested improvement for the reasons that 'women will work for better standards', 'better job situation', 'self satisfaction' and 'utilisation of time'.

Table 61 : Improvement visualised with the increasing number of Home Science institutions

Sr.No.	Reasons	Types of institutions			Total 62
		I=10	D=10	E=42	
	Response N =	4	1	19	24
	Improvement				
1	Increase in Home Science graduates	30.0	-	38.1	130.61
2	Industrialisation compelling women to work	40.0	-	33.3	29.0
3	Women will work for better standard	40.0	10.0	38.1	33.9
4	Better job situation	20.0	10.0	35.7	29.0
5	Self satisfaction	-	10.0	7.1	6.5
6	Utilisation of time	10.0	10.0	7.1	8.1
	No improvement Response N=	3	6	16	25
1	Greater demand for teachers	20.0	50.0	35.7	35.5
2	Increase in the number of institutions will not affect social pressures	20.0	30.0	33.3	30.6
3	Institutions are mostly in big towns	10.0	40.0	21.4	22.6
4	Girls do not take up the job as career	20.0	40.0	33.3	32.3
5	Home Science graduates get the job in their own town/states	20.0	30.0	11.9	16.1
6	Provisions lacking in educating more girls	-	-	11.9	8.1

On the issue of improvement VS no improvement in future both in the 'I' and the 'E' type of institutions very few per cent favoured no improvement. It was only in the 'D' type where a higher per cent visualised no improvement. Amongst the various factors expressed for seeing no improvement the percentage of the 'I' type of institutions ranged between 10 to 20 and for the 'E' type between 12 to 33. It was much higher in the 'D' type as it ranged between 30 to 50 per cent. The reasons constituted by a higher percentage in all the three types of institutions were - 'greater demand for teachers','girls do not take up job as career' and 'increase in the number of institutions will not affect social pressures'.

The rising standard of living and social situation may have compelled both the 'I' and the 'E' type to express that 'women would work for better standards'. The 'I' type of institutions equally agreed to the reason that 'industrialisation would compel women to work'. The reason is very much related to the previous one and therefore it could be that the social changes might be an important reason to see that the situation would change. The accordance of the 'E' type of institutions that the 'increase in Home Science graduates' would improve situation' also could be due to the social changes where women would go in for the job.

Those who expressed that there would be no improvement consented to the reason that there would be 'greater demand of teachers'. This might be true because when there would be more institutions demands for teachers would increase. In the absence of special efforts the problem may not change.

8.2.4 Administrator's Satisfaction

Since the human resources of the institutions differed from one to two teachers in all the areas combined together, to five or six teachers in each areas separately an attempt was made to find out the administrator's satisfaction for their staff in different areas of specialisation. The percentage of the institutions satisfied with the present staff situation in the three types of institutions the 'I', and the E, the 'D' ranged from 20 to 60; 20 to 70 and 14 to 69 respectively (Table 62). A high per cent in all the three

Table 62: Satisfaction of the administrators towards their staff sufficiency in the different areas of specialisation

Sr.No.	Areas of specialisation	Types of institutions			Total
		I=10	D=10	E=42	62
1	Child Development	50.0	20.0	57.1	50.0
2	Clothing and Textiles	50.0	40.0	45.2	45.2
3	Home Management	60.0	70.0	69.0	67.7
4	Food and Nutrition	60.0	50.0	61.9	59.7
5	Extension Education	20.0	40.0	14.3	19.4

types of institutions were satisfied for the arrangement in all the areas except the 'I' and the 'E' type in Home Science Extension Education and the 'D' type in the Child Development.

In all the three types of institutions a higher percentage was satisfied for Home Management and Food and Nutrition teaching staff may be the higher number of programmes could provide the required staff. The institutions of this type had stated earlier (vide Table 58) that they had staff of 'required number', 'experience and qualifications'. They also had expressed that 'very few staff members left their job'; could be these were the reasons for their satisfaction. The 'D' type of institutions may be satisfied for having experienced staff and the 'E' type for the required number and qualifications. This dissatisfaction of the 'I' and the 'E' type of institutions in Home Science Extension Education could be either because they had no programmes and therefore there was lack of staff or may be due to the less number of programmes in the country they may not be getting the staff. In comparison to the 'I' and the 'E' type a higher per cent of the 'D' type of institutions may be satisfied with the staff in the area due to their philosophy. Most of the 'D' type of institutions with Home Extension Science Education as one of the major activities may have

employed the required staff in this area of specialisation. However, their dissatisfaction in Child development could be that the programmes in child development in the area around started late.

8.2.5 Suggestions for Improvement

As the institutions were experiencing the problems in getting qualified and experienced staff in required number their suggestions were invited to see whether those could help in solving the staff problems. This could also help in recommending suitable measures.

The responses of the 'I', the 'D', and the 'E' type of institutions ranged from 30 to 70 ; 20 to 50; and 36 to 69 respectively for the various suggestions to improve the situation (Table 63). The suggestions of the group were

Table 63 : Suggestions for the steps to improve the non-availability of staff

Sr.No.	Suggestions of improvement	Types of Institutions			Total
		I	D	E	62
	N =	10	10	42	
1	Part time jobs for teachers	70.0	20.0	69.0	61.3
2	Teachers from related disciplined to be trained	40.0	30.0	42.9	40.3
3	Provision for studies along with the job	50.0	40.0	52.4	50.0
4	Priority to career-minded teachers	60.0	50.0	69.0	64.5
5	Local people to be trained	30.0	50.0	35.7	37.1

'training to the career minded teachers', 'part time jobs' and 'provisions for studies along with the job'. These were expressed by 65, 61 and 50 per cent respondents respectively. The percentages of the 'I' type institutions was highest 'for part time jobs' and in decreasing priorities next was for 'training to career minded teachers' and 'provision for studies along with the job'. In the 'D' type it was highest for 'training to career minded teachers' and lowest for the 'part time jobs'; whereas the 'E' type of institutions responded to the part time jobs for teachers', 'training to career minded teachers' and 'provision of studies along with the job'.

A high per cent in all the three types of institutions appropriating for the 'training to career minded teachers' could be that those who do not take up job as profession take it up only as an interim measure according to their own conveniences. This must be effecting adversely to the institution because of the difficulties in providing a suitable staff immediately. It could also be possible that those who take up job are not serious towards their responsibilityes. Therefore, the institutions might be feeling that if priority in appointments and other competitive situation is given to those who are career minded, the situation may improve. The 'I' and the 'D' type institutions might have accorded to the suggestions of 'part time jobs' because qualified women due

to the pressures of the family and the social responsibilities are often not in a position to take up the full time job even if they need it. They then have to sit at home. In a situation where there is derth of Home Science teachers employment could be helpful for both - the institutions and the individuals. However, a very low percentage of the 'D' type of institutions accepted this suggestion. It could be due to the administrative policy of the institution in this type where one has to be for the full time in the university. The suggestion for the provision of studies along with the job may have been agreed to as the utilisation of locally available higher education would add to the solution of the problem specially when the teachers are not able either to take leave or leave home town and job to go in for higher studies.

8.3 The Material Resources

The material resources of any institution are the facility which help in setting up the goals and the programmes. In this study physical facilities analysed are laboratory and funds. The laboratories were analysed for their present status and the funds for the satisfaction of the administrators.

8.3.1 The Laboratories

The physical facilities for the teaching of Home Science have direct relationship to the attainment of the objectives

of the programme. The physical plant - the laboratories, its furnishing and equipment wisely planned give an effect to the status of the department. It also fulfills the needs required for higher educafion. The first priority of any physical facility would be the space provided for the programme. Therefore, in this study the space provided for the different programmes was studied as the number of laboratories provided.

These laboratories are analysed according to the areas of specialisation. In the area of Child Development a higher percentage of institutions in the 'I' and the 'D' type had the laboratory facilities. Still it was strange to see that 40 per cent of the 'I', 20 per cent of the 'D' type and 70 per cent of the 'E' type had no facilities for the practical experiences of the students (Table 64).The most important facility the nursery school was available in a higher number both in the 'I' and the 'D' type of institutions. Some of these institutions had other laboratories along with the Nursery schools for experimental work but the number of such institutions was very low. In the area of Clothing and Textiles there appeared to be a similar condition.Twenty per cent of each the 'I' and the 'D' type and 33 per cent of the 'E' type had no provision

Table 64 : Laboratory facilities in the different types of institutions

Area of Specialisation	Laboratory	Types of institutions			Total
		I=10	D=10	E=42	62
Child Development	N.S.	60.0	80.0	28.6	61.9
	Three and above	20.0	10.0	-	7.1
	Two	-	-	-	-
	One	10.0	-	-	1.6
	Multipurpose	-	-	-	-
	Nil	40.0	20.0	71.4	58.1
Clothing and Textiles	Three and Above	30.0	40.0	4.8	14.5
	Two	50.0	40.0	26.2	32.3
	One	-	-	33.3	22.6
	Multipurpose	-	-	2.4	1.6
	Nil	20.0	20.0	33.3	29.0
Foods and Nutrition	Three and above	40.0	60.0	7.1	21.0
	Two	50.0	40.0	9.5	21.0
	One	-	-	50.0	33.9
	Multipurpose	-	-	-	-
	Nil	10.0	-	33.3	24.2
Home Management	H.M. Residence	40.0	60.0	33.3	38.7
	Three and above	-	10.0	-	1.6
	Two	10.0	20.0	-	4.8
	One	30.0	30.0	2.4	11.3
	Multipurpose	10.0	-	-	1.6
	Nil	30.0	20.0	64.3	51.6
Extension Education	Three and above	10.0	-	-	1.6
	Two	-	50.0	-	8.1
	One	10.0	20.0	-	4.8
	Multipurpose	30.0	-	-	4.8
	Nil	50.0	30.0	100.0	80.6
For all purpose	Multipurpose	10.0	-	33.3	24.2

for the practical teaching of the programme. However, in each the 'I' and the 'D' type a higher number of institutions had two, three and above number of laboratories. It was not so in the 'E' type of institutions as maximum number had just one laboratory and very few had three and above number of laboratories. It was encouraging to see that in comparison to other areas of specialisation in Food and Nutrition except 10 per cent of the 'I' type all the institutions in all the types had laboratory facilities. The number of laboratories in this area was also high in the different types of institutions. In the area of Home Management 40, 60 and 33 per cent in the 'I', the 'D' and the 'E' type respectively had Home Management Residence for practical & training. Besides this 30 per cent of institutions of both the 'I' and the 'D' type had one laboratory. The percentage of institutions with three and above number of laboratories was just ten in the 'D' type. In Home Science Extension Education in comparison to all other areas the facilities provided was much less. Only 10 per cent of the 'I' type of institutions had three and above number of laboratories. All the institutions of the 'E' type and 50 per cent of the 'I' type had no provision for Home Science Extension Education laboratories and maximum of the 'D' type had two laboratories.

The laboratory facilities in the areas of Child Development divulged a very weak situation for the teaching of the subject. The laboratory nursery school provides the students a chance to work in a realistic situation under guided supervision. Thus teaching experiences provided without nursery school would mean only a theoretical knowledge. A higher percentage of the 'I' and the 'D' type of institutions working with the laboratory facilities could be due to the technical and financial resources available to these institutions whereas the 'E' type of institutions might be lacking these additional laboratories. The addition laboratories, besides the Nursery schools provide space to the students for the preparation.

A week situation of the laboratories in the area of Clothing and Textiles could be due to the lack of programmes, guidance and finance in the establishment of the department. A higher number of laboratories in the 'I' and the 'D' type could be due to the higher programmes and resources in the institutions.

A situation of the Food and Nutrition laboratories was much better than the other areas as all the institutions in the study had some provision. A better situation of the laboratories could have been due to a better understanding of Food and Nutrition, and its basic requirements. A comparative look presents an unhappy situation for the teaching of Home

Management since 30, 20 and 64 per cent in each of the 'I', the 'D' and the 'E' type of institutions were teaching without laboratory facilities. These reasons could be similar to those in other areas lacking facilities e.g. expertise, funds, and even lack of established understanding in the area of specialisation. The situation of Home Science Extension Education was even poorer since 50 per cent of the 'I' type; 30 per cent of the 'D' type and all the 'E' type of institutions had no laboratories. The various reasons could be : lack of programmes; lack of an understanding of the programmes; expertise and funds. It is also interesting to see that 10 per cent of the 'I' type of institutions and 33 per cent of the 'E' type had only the multipurpose laboratory.

8.3.2 Funds

Amongst the various human and material resources, finanee was one of the most important factor contributing to the growth of the institutions. Since the study was of a historical nature, the respondents did not feel comfortable to respond to the item on finance, therefore, it was dropped. However, they did not want a complete dropping of the item so the satisfaction of the administrators was studied.

All the three types of the institutions displayed satisfaction of funds for the teaching staff. The percentage were 80, 70, and 52 respectively for the 'I', the 'D' type and 'E' type of institutions on different items ranged between 60 and 90 and 40 to 7 whereas, in the 'E' type it was much less (Table 65). The 'I' type responded low for the expansion of the programmes and Home Science Extension Education and the 'D' type for the expansion of the programmes.

Table 65 : Satisfaction of funds for successful implementation of programmes

Sr.No.	Purpose for fund	Types of institutions			Total 62
		I=10	D=10	E=42	
1	Teaching staff	80.0	70.0	52.4	59.7
2	Ministerial staff	60.0	60.0	21.4	33.9
3	Laboratory staff	80.0	60.0	33.3	45.2
4	Other staff (Peons etc.)	60.0	40.0	23.8	32.3
5	Up-keep of the building	80.0	70.0	69.0	71.0
6	Up-keep of the laboratories	70.0	50.0	61.9	61.3
7	Getting equipments	90.0	60.0	42.9	53.2
8	Teaching work	60.0	70.0	52.7	56.5
9	Research work	30.0	50.0	7.1	17.7
10	Extension Education	30.0	50.0	11.9	21.7
11	Expansion of programme	20.0	30.0	7.1	19.4
12	Books	90.0	50.0	52.4	58.1

The analysis of the data showed that the 'I' and 'D' type of institutions had greater satisfaction for the areas requiring funds in comparison to the 'E' type. This compels the investigator to presume that both the 'I' and the 'D' type of institutions might be getting enough funds for carrying out the programmes already started. This might not have been so far the 'E' type of institutions who have been allotted funds only through the college administration. It could also be that having worked in these handicapped situations they might be satisfied. However, an expression regarding the lack of funds for expansion of programmes seems to be valid. Due to certain reasons, quite often it is difficult to get money for added programmes. Lack of satisfaction concerning funds in the 'I' and the 'E' of institutions was for Home Science Extension Education. This could be due to a lack of masters programmes in this area of specialisation.

Conclusion

On the basis of the findings for the staff position in the different types of institutions it was seen that there were very few senior staff position in the country. The number of professors was highest in the area of Food and Nutrition and lowest in Home Science Extension Education. They were also less in the areas of Clothing and Textiles and Home Management. The improvement in staff position from the past to the present was seen in a higher percentage of the 'I' and the 'E' type of

institutions. None of the institutions of the 'I' and the 'D' type agreed for no improvement. In comparison to the improvement from the past to the present the maximum percentage of the 'D' type of institutions reported improvement for future. Future improvement was anticipated by the lowest percentage of the 'I' type of institutions. The non-availability of the staff was seen by the highest percentage of the 'D' type of institutions. A higher percentage of this type of institution also accorded to all the reasons. With the increasing number of institutions a higher percentage in the 'I' and the 'E' type of institutions expected that there would be improvement in the staff position but a higher percentage of the 'D' type of institutions responded to no improvement. All the three types of institutions in a higher percentage agreed that they were satisfied with the present staff position except the 'D' type for Child Development.

The highest percentage of institutions in all the three types of institutions agreed for 'priority to the career-minded teachers' and 'provision for studies alongwith the job' to provide improvement in the staff, position.

The laboratory facilities were found insufficient in the 'E' type of institutions in all the areas of Home Science. Thirty per cent of these institutions had only multipurpose laboratories. In all the three types of institutions a greater per cent accorded to satisfaction for all the purposes for which the fund is provided except by the 'E' type for research work, extension education and expansion of the programmes.