

PART III

THE LAST LOOK

- Conclusions, Recommendations and
Suggestions
- Summary

C
H
A
P
T
E
R

CONCLUSIONS, RECOMMENDATIONS
AND SUGGESTIONS

N I N E

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-9.1 Conclusions

-9.2 Recommendations

-9.3 Suggestions

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CHAPTER IX

CONCLUSIONS, RECOMMENDATIONS
AND SUGGESTIONS-----
9.1 Conclusions

On the basis of the present investigation it can be safely concluded for the programmes of Home Science that :

1. The teaching arrangement in the different types of institutions could be made in three different ways:
 - (i) In the institution itself;
 - (ii) With other faculty/department/college in a macro-organisation, and
 - (iii) With other faculties/departments in a micro-organisation.
2. It was easier to establish Home Science programmes in a micro-organisation than those in the separate institutions or in a macro-organisation.
3. The pattern of establishing the programmes in (i), (ii) or (iii) type was related to the pattern followed in the neighbouring states.
4. It was difficult to follow the changed system of examination till the programmes were not established in an institution following that system.

5. Higher number of post-graduate programmes could be developed more in the institution set-up for the purpose or in a macro-organisation.
6. The programmes developed faster in the later years than in the earlier years. The number of programmes begun in a micro-organisation were the highest.
7. With the increase in the number of programmes established, the time gap between two new programmes decreased.
8. The need-based programmes developed in the earlier years on scientific lines were followed in the later years.
9. It was easier to establish programmes according to the people's demand. Separate institutions could begin with the help of the leaders with specific philosophy, donation and guidance. The Government plans and orders encouraged in the establishment of new programmes both in the macro-organisation and micro-organisation.
10. The objectives of the beginning programmes changed earlier than the later developed programmes.
11. When the programmes are matured and the philosophy is clear, the possibilities of changes in the basic objectives decreased. The change in objectives over a period of time increases clarity and depth of the philosophy of Home Science.
12. Planned steps help in the diffusion of an idea whereas, environmental factors affect both ways-positively and negatively.

13. Both the positive and the negative factors in the development of women's education helped the development of Home Science education.
14. The development of the programmes are hindered in the absence of the proper planning.
15. Education developed at the higher level has the potentialities of fulfilling the aims of both the general and the specific purposes.
16. Home Science as a field of education needs to be opened for all according to the individual and the social needs, as in the changing time education aims at developing individual capabilities.
17. As long as the educational programmes do not reach a desired level, there is a need to give them special treatment. It would be more so for the women's programmes.
18. There was no relationship of the number of years schooling to the number of years programmes for the enrolment to the B.Sc. Home Science courses.
19. There was a difference in the availability of the B.Sc. programmes to the programmes preferred.
20. When the programmes are based for its principles on other disciplines - Science and Humanities, the weightage can differ from one programme to the other.
21. The educational programmes are liable to be influenced by the philosophy of the leaders and educationists, than the philosophy of the programme.

22. The number of students enrolled and degrees conferred are higher in the institutions which are developed inclusively for the teaching of Home Science rather than those where programmes developed in a micro-organisation. The trend in admissions changes over a period of time.
23. The higher programmes of education can develop when the basic programmes are strengthened and special efforts are made to develop higher programmes.
24. Many problems are encountered in the development of higher programmes if the programmes are not given special treatment.
25. The planning for future is easier after the programmes have reached certain level.
26. The job potentialities of a programme can be enriched if greater choices are provided.
27. The social and cultural factors limit women's choice for job and control adversely the utilisation of their education towards economic gain.
28. Social and cultural factors, though have a major role in the decision-making of women for job, yet post-graduation is related positively to their going in for jobs.
29. The resources - both human and material, are related to the type of institution. They are better in independent institutions as well as in a macro-organisation in comparison to a micro-organisation.
30. The farsightedness of a situation is related to one's own experience.

31. Education related to women's education needs to be looked into as a problem and requires special planning.
32. When any feasible idea of a programme reaches a maturity level there is a new trend; which takes its place.

9.2 Recommendations

I For the Home Science Institutions

1. There is a need to strengthen the undergraduate programmes by improving curricula and resources.
2. Institutions with negligible or unmanageable number of students at the under-graduate level, need to fix the number according to the resources.
3. Institutions with limited resources need to be looked for special measures to improve it.
4. There is need to develop Masters programme in Clothing and Textiles and Home Science Extension Education in the State/region where no programmes exist.
5. Institutions with potentialities need to develop post-graduate programmes in the areas of specialisation neither available in the institution nor within the state e.g. in Punjab in the area of Child Development.
6. There is need to develop few specialised programmes at the final year of the B.Sc. programme. There is also a need to provide choices in the existing courses in the final year.

7. There is a need to organise the programmes in such a way that the students are in a position to go in, either for a general Home Science programmes or specialised.
8. Extension Education programmes need to be introduced at the under-graduate as a part of the curriculum.

II For the Planners

1. There is need to establish criteria for the development of Home Science programmes.
2. The enrolment number to be fixed according to the resources provided.
3. Institutions with better potentialities need to be developed through special provisions.
4. There is a need to know the job requirements for those jobs where Home Science qualified personnel could go in.
5. The Home Science programmes need to be planned according to the job requirement so as to meet them.
6. There is need to provide more choices in the curriculum both at the undergraduate and at the post-graduate level.
7. The post-graduate programmes need to be developed in Clothing and Textiles and in Home Science Extension Education as these do not have sufficient higher programmes.
8. There could be joint efforts to develop post-graduate programme if there are more than one institution in that city/town.

9. The post-graduate programmes need to be developed in the universities.
10. There is a need to help the colleges where Home Science is developed in a department to strengthen only the undergraduate programmes if there is lack of resources.
11. To develop higher level programmes there is a need to provide facilities for the mutual exchange of staff for a specific time.
12. There is a need to know the man power requirement of Home Scientists for different types of jobs.
13. Joint efforts of the universities are required to begin Doctoral Programmes.
14. Home Science education needs to be open for all under an acceptable name.
15. Faculty staff from the related disciplines need to be coopted or employed for Masters and Doctoral programmes.
16. There is a need to establish committees and centres to help institutions develop Home Science programmes.
17. Universities with independent Women's College such as Banaras Hindu University and Aligarh Muslim University need to establish Home Science programmes with the help of the departments of other subjects in the College.

9.3 Suggestions for Further Research

1. The experiences of the investigator highlighted many problems which needs to be investigated are :

1. Development of the different types of Home Science programmes at the university level in different states.
 2. Development of Home Science education at the different levels of education in different states.
 3. Development of Home Science education in the adult education and extension education programmes of India.
 4. The present study can be replicated after a gap of five to ten years.
 5. Case study of the institutions which have taken up the leadership in the Home Science Education.
 6. A study of the evolution of selected Home Science under-graduate and post-graduate programmes.
 7. A study of the job requirements for the development of the curriculum for different professions.
 8. A study of the possible choices offered for the under-graduate curriculum.
 9. A study of the present three years curriculum for the introduction of specialisation.
 10. A study of the non-home science students and parents for their understanding and attitude of Home Science education.
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