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SUMMARY

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CHAPTER X

SUMMARY

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10.1 Introduction

Home Science education in India achieved an important place within the last forty years. It now occupies a place in the educational programmes at all levels Primary, Secondary and Higher education. The education in Home Science was to train and educate women to face with confidence the challenges of the society thrown to them due to the technical and technological advancements. The development of Home Science education at the different levels required its development at higher level to provide administrators, teachers; educational material and guidance. The development of the programme at higher level created the problem of suitable teachers, administrators, guidance, planning, equipping the laboratories and libraries at its own level. The problems increased when Home Science Colleges started

getting established on all the Agricultural universities. It became imperative that, the programmes are planned in such a way that they help in the strengthening and development of the Home Science education. It was, therefore, important for the planners to plan for the future development. It was not possible to plan for the future without knowing the present. As no such information was available to assess the present, the study : Development of Home Science degree programmes in India was taken up with the following objectives :

10.2 Objectives

1. To record the development of Home Science programmes in the different types of institutions leading to university degrees from the earliest attempts to the present day.
2. To study critically the administrative planning with respect to : (a) the initiation and establishment of the programmes, (b) changing objectives over a period of time, (c) types of under-graduate programmes developed and their preference and (d) post-graduate programmes developed and practical problems envisaged in the development of Masters and Doctoral degree programmes.
3. To present a picture of factors affecting acceleration and inhibition of the growth of the discipline.
4. To take a comprehensive view of the enrolment and graduation number of the students in different types of programmes and their preparation for the different professions and related problems.

5. To assess critically the availability of human and material resources for the successful implementation of the programmes undertaken.
6. To recommend planning of programmes and suggestions for the growth and enrichment of the discipline for future.

10.3 Methodology employed in the Study

In this study all the institutions offering Home Science degree programmes either as a full fledged course or as a major and M.Sc. programmes were included. The pioneers and leaders were interviewed and selected colleges were visited for observation and discussion.

The study was placed into the historical normative survey method. The questionnaire was employed for data collection and an open-end interview schedule for interviewing pioneers and leaders of Home Science.

The questionnaire had the following dimensions which were arranged in three sections. Section one contained the following :

Institutions - their characteristics, objectives, programmes, teaching arrangement, enrolment and degrees, and the human resource - faculty staff.

Section two and three comprised the material resources, professions and problems.

Section one was planned to be responded by the Head of the institution in case of an institution, and department in case of a department; section two-by the head of the under-graduate programme and section three-by the head of the post-graduate programmes. The interview schedule enclosed the questions related to the development of Home Science, positive and negative factors of progress and views regarding future progress.

All the dimensions were studied over a period of time except resources. Related problems and views were also invited.

For the analysis of the data all the programmes developed from 1942 to 1974 were arranged chronologically. They were then categorised on the basis of the teaching arrangement. These were tabulated according to the different dimensions and objectives. The percentages were calculated. Growth rate was calculated for the development of Home Science programmes and enrolment and degrees for the undergraduate programmes. The growth rate was found by fitting the curve in the equation $y = AB^x$ and then calculating the growth rate by using $(B-1) \times 100$ (Freud and William, 1958).

10.4 Findings

The major findings of the study were as below :

1. The Home Science degree programmes developed in the different types of institutions. These institutions on the basis of the teaching arrangement made for the Sciences and the humanities were of three types : (1) Institutions which were basically Home Science institutions and the arrangement for the teaching of all the sciences and the humanities was made in the college. These were classified as the 'Independent' - the 'I' type : (2) institutions where the arrangement for the teaching of all the sciences and humanities was with the sister departments/faculties/^{the} colleges in a macro-organisation - the 'Dependent' 'D' type, and (3) Other department/ faculties within the college under a micro-organisation taught the sciences and the humanities - the 'Existent' type, the 'E' type.
2. The number of institutions of the 'E' type were the highest 42 whereas, in the 'I' and the 'D' types it was only 10 each.
3. All the 'E' type institutions except one were either maintained by the Government or by the private bodies. In the 'I' and the 'D' types they were more as part of the university.
4. All the institutions followed the Annual system of examination except few in the 'I' and the 'D' types.
5. Home Science programmes in a micro-organisation were common in Tamil Nadu, Kerala, Karnataka, Madhya Pradesh and Andhra Pradesh; whereas, in Uttar

Pradesh, Delhi, Gujarat, Punjab, Rajasthan and Haryana these programmes were either in the 'I' type or the 'D' type institutions. Only Maharashtra had all the three types of institutions.

6. The development of the Home Science programmes revealed different trends from 1942 to 74. On the basis of the number of the new programmes developed and the time gap between these programmes the total period could be divided into three periods. These were : 1942 - 54; 1955-64; 1965-74.
7. The number of Home Science programmes during each consecutive period was much higher than the previous. The programmes were highest during each phase in the 'E' type in comparison to the 'I' and the 'D' types.
8. The first institution of the 'I' type was the Lady Irwin College, New Delhi, 'D' type the Faculty of Home Science, Baroda; and the 'E' type were Women's Christian College, and queen Mary's, Madras. The two 'E' type had begun the programme jointly.
9. The programmes begun in the early years were looked upon as ideal and others in the country desirous to begin followed it.
10. The S.V. University, Tirupati was the first University which established a postgraduate Department in the University to develop the post-graduate teaching and research. Later on Mysore and Nagpur Universities followed it.
11. Home Science in an Agricultural setting was begun at Allahabad Agricultural Institute, Allahabad in 1935 with a Diploma Programme. However, Home Science in an Agricultural set up came into the line light only with the establishment of Home Science Colleges in Agricultural Universities.

12. Home Science education for girls began due to public demand for a different education for girls according to their role in family and society.
13. In the beginning years the programmes were established due to the interest of the educationists, leaders and institutions interested in women's education. Their interest, leadership and donation helped.
14. The objectives of the Home Science institutions changed from the time the programmes were initiated to the later years.
15. The institutions establishing the programmes after 1966 did not accord to the change of objectives from the time they initiated the programme.
16. The objectives changed over a period of time were specific and broad.
17. In the development of Home Science programmes both planned and unplanned factors helped. The planned factors were : Home Science Association of India, UT/India contract 1955-62; Ford Foundation project, Baroda.

The unplanned factors were : social and psychological needs; people's interest in women's education; social changes; authorities favourable attitude and the uniqueness of the Home Science as a subject for girls' education. The factors which influenced the development adversely were : lack of leaders, administrators and faculty staff; literature and education material, profession oriented programmes. Women social position and belief that women's taking up the job damages family life and the social pressures on their time and energy were the added factors of hinderance in the development.

18. The pioneers and leaders expressed that Home Science as a field of study needed to be open for all to develop favourable attitude towards household activities and enrich the subject matter. They also added that it would help to lead a successful life if both the men and women are given equal opportunity to develop their capabilities.
19. The education was recommended to be made job oriented so as to help in developing the capabilities of the self-employment.
20. The existing Home Science programmes exhibited that a higher number of programmes were of three years duration though programmes of two and four years duration also existed. There was no relation of the number of years of schooling required for admission to the duration of the programmes. However, a larger number of programmes were of three years duration after 12 years schooling.
21. A change in the trend of admission was seen in comparison to the previous years. These were : 'The girls were rapidly increasing in number'. They were also more from the 'middle class families'. However, there was lack of 'rural girls, boys and students from other disciplines'.
22. In comparison to the B.Sc. General Home Science programmes greater preference was accorded to the specialisation though the number of programmes available, were higher in general Home Science.
23. When the curriculum of the different Home Science programmes were viewed it was found that greater weightage was given to the sciences in comparison to Humanities, in all the programmes. Home Science

was given a weightage of fifty per cent or more. In Agricultural universities agriculture was provided some weightage. This was a new trend.

24. The postgraduate programmes developed was from 1955 onwards. In comparison to the earlier period 1955-64 it was higher in the later period 1965-72. During 1955-64 the postgraduate programmes in all the areas of specialisation were developed only at the faculty of Home Science, Baroda; whereas, during the later period S.A. College of Home Science, Coimbatore, which began the postgraduate programmes in the earlier period completed all the areas.
25. The greater number of specialisations in Home Science were available in Home Management, Food and Nutrition, and Child Development in comparison to Clothing and Textiles and Home Science Extension Education.
26. Institutions of each type revealed problems in establishing Master and Doctoral programmes.
27. There was a continuous rise in the enrolment number and degrees both at the undergraduate and the post-graduate level. The highest number of post-graduate degrees were conferred in the Food and Nutrition and least in the Clothing and Textiles.
28. A number of problems were experienced and anticipated in developing post-graduate and higher programmes. These were related to funds, laboratories, staff and equipment. However, the differences existed in the intensity between the three types of institutions.
29. The 'I' and the 'D' types of institutions displayed plans to develop M.Sc. and Ph.D. programmes; Extension Education courses, and the Research work.

30. The various professions for which the undergraduates were prepared it was higher for teaching in schools, demonstrators in colleges, teaching in Nursery schools and Kindergartens besides going in for higher studies.
31. After the postgraduation fewer avenues were found to be open and nearly all agreed to those. These were lecturers in the university, ^{and} research workers. Few also expressed for self employment and higher education.
32. After the graduation, the highest percentage of students went in for home making, than for higher education and least for jobs. Whereas, as after postgraduation a higher percentage went in for job in comparison to the home making.
33. The various factors which prevented the girls from going into the jobs were lack of parents' permission and lack of the acceptance of girls taking up jobs.
34. In the study of resources it was unfolded that the number of posts of higher category were less in all the three types of institutions. There were very few vacancies for higher posts. Improvements in the staff position was observed by the institutions of the 'I', the 'D' and the 'E' types. Only few 'E' type institutions divulged no improvement.
35. Improvement in future in the staff position was accorded most by the 'D' type of institutions. It was negligible in the 'E' type of institutions. The improvement was expected to be for the qualified experienced and the senior category faculty staff in required number. A few of the 'I' type of institutions also agreed to it.

36. Most of the 'D' type institutions expressed difficulty in getting the staff of the required number and qualifications. They also expressed the reason for the problem that the girls do not leave their home town and do not take up jobs as career.
 37. There was hardly any difference in the number of institutions agreeing to the improvement with the increasing number of new Home Science programmes to those disagreeing to it. Amongst those who disagreed the highest percentage was of the 'D' type institutions.
 38. All the three types of institutions revealed their satisfaction for the staff of the Home Management and the Food and Nutrition. Their satisfaction was least for the Extension Education in the 'I' and the 'E' type of institutions.
 39. A higher percentage of all the three types of institutions agreed that priority be given to career minded teachers. They also agreed to provide facilities along with the job. Besides, these two, the 'I' and the 'E' type of institutions agreed that part time jobs be provided.
 40. It was observed that laboratory facilities were available in all the institutions of all the three types for Food and Nutrition. For other areas it was better in the 'I' and the 'D' type institutions in comparison to the 'E' type.
 41. Most of the 'E' type institutions had either one multi-purpose laboratory or no laboratory.
 42. Institutions of all types accorded to the need of experienced and qualified senior staff.
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