

LIST OF TABLES

=====	
TABLE NO.	PAGE
1 : Categorisation of institutions on the basis of teaching arrangement	131
2 : Statewise position of the different types of institutions	134
3 : Change in the teaching arrangement foreseen by the different types of institutions	137
4 : Management pattern in the different types of institutions	139
5 : Examination system in the different types of institutions	141
6 : Reasons for changes in the examination system	142
7 : Anticipated changes in the examination system	144
8 : The levels of programmes in the different types of institutions	146
9 : Periodwise and institutionwise development of Home Science programmes	150
9A : Growth rate of Home Science programmes	152
10 : Development of Home Science programmes 1942-54	155
11 : Development of Home Science programmes in the different types of institutions 1942-54	159
12 : Development of Home Science programmes 1955-64	161
13 : Development of Home Science programmes in the different types of institutions 1955-64	168
14 : Development of Home Science programmes 1965-74	175
15 : Development of Home Science programmes in the different types of institutions 1965-74	179

(continued)

Table No.		Page
16	: Reasons for dropping the diploma programme	180
17	: Reasons for the initiation of Home Science programmes	183
18	: Factors affecting establishment of Home Science programmes	186
19	: Objectives at the inception of the programmes	192
20	: An accordance to the present objectives	194
21	: Objectives foreseen for the future	
22	: Home Scientists perception for the concept of Home Science in people and administrators	230
23	: Social economic and other factors accelerating the programmes	233
24	: Social economic and other factors inhibiting the development of the programmes	236
25	: The changing views on the differentiation of the curricula	239
26	: The problems envisaged and the solutions involved in the removal of the differentiation in curricula	241
27	: Suggestions for the progress of the programmes	243
28	: The duration of the undergraduate programmes and the schooling required	248
29	: Changing trends in the undergraduate admission	250
30	: The different types of undergraduate programmes	253
31	: Preference for the undergraduate programmes	257
32	: Future plans of Home Science specialisation	261
33	: The built in professional programmes in the undergraduate curriculum	264

(continued)

Table No.		Page
34	: A comparison of the weightage allotted to different discipline in Home Science in different universities	266
34A	: Summary of the weightage to different disciplines in Home Science	267
34B	: Weightage to Home Science in the different programmes	267
35	: Planning and evaluation of the programmes	270
36	: Students enrolled for the undergraduate programmes	271
36A	: Growth rate of students enrolled for the undergraduate programmes	273
37	: Degrees conferred for the undergraduate programmes	275
37A	: Growth rate of students conferred degrees for the undergraduate programmes	276
38	: Periodwise and institutionwise development of postgraduate programmes	279
39	: Development of the postgraduate programmes 1955-64	280
40	: Development of the Postgraduate programmes in different subjects in the different types of institutions	283
41	: Development of the postgraduate programmes 1965-73	285
42	: Development of postgraduate programmes in different subjects in the different types of institutions 1965-73	286
43	: Postgraduate programmes in different areas in the different types of institutions (1955-73)	287
44	: Development of Master's programme in different areas of specialisation irrespective of the types of institutions (1954-73)	289
45	: Enrolment in different areas of specialisation for postgraduate programmes (1954-73)	291

(Continued)

Table No.		Page
46	: Postgraduate degrees conferred in different areas of specialisation (1954-73)	293
47	: Enrolment in the postgraduate programmes in different types of institutions (1954-73)	294
48	: Postgraduate degrees granted from different types of institutions	296
49	: Problems in developing Masters and Doctoral programmes	297
50	: Future plans for the development of the different types of programmes	300
51	: Preparation for various professions after B.Sc.	302
52	: Preparation for professions after postgraduation	304
53	: Percentage of undergraduates going in for different jobs	307
54	: The range in percentages of the postgraduates for different professions	308
55	: Problems preventing girls from taking up jobs away from homes	309
56	: Problems preventing girls from taking up job away from home	311
57	: The staff position of Home Science institutions in India	317
58	: Improvement in staff position in comparison to the previous years	319
59	: Staff position as seen in future by the different types of institutions	321
60	: The reasons for the nonavailability of the staff	323
61	: Improvement visualised with the increasing number of Home Science institutions	326

(continued)

Table No.		Page
62	: Satisfaction of the administrators towards their staff sufficiency in the different areas of specialisation	328
63	: Suggestions for the steps to improve the nonavailability of the staff	330
64	: Laboratory facilities in the different types of institutions	334
65	: Satisfaction of funds for successful implementation of programmes	338

LIST OF FIGURES

Figure		Page
1 and 2	: Development of Home Science programmes in India	151
3	: The enrolment for undergraduate programmes in India	274
4	: The degree granted for undergraduate programmes	277
5	: The postgraduate programme	290
