CHAPTER TWO

REVIEW OF RELATED LITERATURE INCLUDING RESEARCH

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2.1. Introduction

Home Science education in India is a very young discipline. The educational programmes at the higher level of education entered hardly thirtyfive years back. Masters programmes are still young and the Doctoral programmes are hardly available. Therefore, the research work is also very little and scanty. To expect research work done at higher level and for doctoral programmes is out of question. The work available here and there is either of Master's programme or where it was taken up in relation with the programmes of education. Recency of the discipline also resulted into its late acceptance by the related fields e.g. studies related to Home Science education in the field of education. It came only by the end of sixties therefore enough research was not there too.

2.2. Current Status of Researches in India

In the situation stated above it seemed important to present some of the work done in India for Ph.D. or by Indians in America related to India, for, M.Sc. Home Science Education and Master of Education programme so as to have a clear idea about the current status of researches in India.

A study of related researches in India revealed that Shah (1975) work was the first towards the Ph.D. programme in India where she critically evaluated the Home Science curriculum of the secondary schools of India. Some such work was also done for the M.Sc. Home Science education and Masters programme in education. Towards Master's education programme Roy (1954-55) worked for the first time on a Home Science problem and studied the factors which influenced the Home Science programmes. Later on few other works done were of Sharma (1960) on the Home Science programmes of High Schools in Lucknow, U.P., Shah (1967) in Gujarat State, Soni (1968) in Baroda city; Srivastava (1965) on Problems of High School Home Science teachers in Uttar Pradesh, Chandra (1967) conducted a similar study on the teachers in the degree Colleges of India, and Pondichary (1969) on the problems of teachers of schools of Hyderabad and Secunderabad; Parlikar (1972) in a research report studied the methods used

by Home Science teachers of Gujarat in the multipurpose schools, and Nagar (1974) studied the methods used by Home Science teachers in Rajasthan. This showed that except one study all were related to the high schools and higher secondary schools.

These studies were related to curriculum/programme evaluation through the study of the situation or problems of teachers and therefore they disclosed the teacher's shortage; lack of facilities for teaching and techniques of teaching; Problems in the use of methods; planning of programmes, and laboratories. It also disclosed the public concept for the discipline. Chandra (1967), was the only work on higher education.

2.3. Trend of Research in Home Economics in U.S.A. related to the Topic under Study

A review of related research in U.S.A. revealed the development of Home Economics education studies in U.S.A. Chatterdon (1956) - the article on Home Economics in U.S.A. was a picture on the development of Home Science education and the various factors affecting development.

Gorman and Harper (1970) and Harper (1975) disclosed the development of the discipline from a subject of cooking and sewing for the welfare of individual, family, community and national needs to its introduction in the educational

plans at all levels and preparation for professions besides home living. Regular studies and reports were available to throw challenges to the Home Economists and educationists into the situations, issues and problems to develop programmes with a view to meet the changing needs. This type of educational material was alsoa available in books for public use.

2.4. Review of Researches in India

Shah (1975), explored the facts and figures which could give light into the relative information pertaining to the programmes of Home Science in the High Schools and Higher secondary schools in the different states of India. She aimed at utilising the findings in suggesting measures for the improvement of the existing Home Science teaching in schools and also to other schools that intended to offer Home Science on a sound footing.

The author felt that there was a need for programmes to be different from one level to the other. The number of schools and students had arisen, need in curriculum planning was recognized still the old curriculum continued. Home Science teachers lacked training in methods, use of audio visual aids. The Home Science teachers showed lack of enthusiasm and expressed lack of time for preparation.

The laboratories were inadequate and disclosed lack of equipment, facilities, space, water supply and finance. In addition results revealed insufficiency of literature and lack of mastery in the methods of teaching and in the use of evaluation techniques. There were more than one thousand multipurpose schools with Home Science wing. Both pupils and teachers were not clear of the philosophy of Home Science. The teachers were not able to make use of local resources for the improvement in the education of Home Science. Parents found Home Science education insufficient and lack of advice in planning. Based on her study Sheh observed the problems in every aspect, teaching process, guidance and counselling, inservice, training, curriculum planning, research and finance.

Earlier Roy (1955) had studied the factors affecting Home Science education in the Higher Secondary Schools of Delhi to suggest measures to overcome the existing shortcomings. In relation to this she observed the distribution of time in teaching theory and practice; Home Science laboratories; equipment; minimum qualification of teachers and their load of work.

The results suggested that the number of periods provided for practice classes were not adequate for the teachers concerned. The laboratory provided, were insufficient as very often one room was converted into a laboratory to carry out the

practice teaching work in Home Science. Those were without adequate fittings and arrangements, overcrowded and had inadequate space. The teachers were ignorant about the practice work and none had a degree in Home Science.

A similar study was carried out by Sharma (1960) to evaluate High School Home Science Curriculum and its teachings in the schools of Lucknow (U.P.).

She reported that 50 per cent of the schools had inadequate space, facilities and arrangements for the teaching of Home Science and the students were dissatisfied with their practice work. The teachers were not satisfied with the load of work. They wanted it to be lessened. The findings suggested to have qualified teachers who had enough knowledge of the teaching methods. Close contact with parents was also suggested.

Five years later Srivastava (1965) reported the problems of high school Home Science teachers in the State of Uttar Pradesh that there was a wide gap between the teachers qualification and the physical facilities under which they were working.

The teachers qualification ranged from graduates with Home Science degree or Home Science as one of the three subjects for a bachelor's degree along with a Home Science

education or education degree; Intermediate Certificate (2 years after High School) with Home Science as one of the subjects and a certificate in teaching from the State College of Home Science, Allahabad; on High School or Intermediate Certificate with Home Science as one of the subjects and with or without a certificate in teaching. Out of 170 teachers only 36 has laboratory facilities and others had just to manage the work.

Srivastava reported that the teachers expressed their problems in all the fields; specifically in teaching methods. The problems were concerned with the decision of teaching techniques, use of audio visual aids, managing intelligent slow students and giving attention to learners; the problems related to laboratory were: poor location, lack of ventilation, equipments facilities of water and enough time for practical work. Those who had no laboratory had the problem of place, time, equipment. They showed lack of knowledge for planning labs, equipments, books, magazines and journals.

Shah (1967) did the survey of Higher Secondary programmes of Gujarat State and found that funds affected growth of programmes adversely. Out of 124 only 126 institutions offered girl's programmes. There was acute shortage of teachers although some of the institutions which were ready to pay higher salaries were not getting the

qualified personnel. In addition there was lack of space and equipments. The author suggested appointment of committees to plan laboratory, equipments and furnitures. It was also suggested that expert advice may be made available to the institutions in teaching techniques, audio-visual aids and training programmes, may be organised through radios. There was need for suitable library and committees to write books.

For the degree programmes in India Chandra (1967) reported the problems of the teachers on the basis of educational qualifications and teaching experiences. She reported their problems for the shortage of books written in Indian conditions; and difficulty of English language. Creativity, lack of expression, participation in discussion were the problems with the students.

Soni (1968) went a step further and investigated the reasons for not including Home Science in the co-educational schools of Baroda unlike the previous reports. She reported that trained and qualified teachers were teaching Home Science. However, the institutions lacked facilities of funds; equipment; buildings; and library. For the above mentioned difficulties some of the institutions were not inclined to start the Home Science programme. As per these institutions Home Science teaching is costly and of the

type that could be learnt at home.

The parents understood Home Science to be household work such as cooking, washing, cleaning. Others thought that it also involves fruit preservation, kitchen arrangement and care of children. Very few considered Home Science to be related to human relationship, energy management, knowledge of human body. The concept of Home Science for profession was meagre. Majority of the parents expressed the feeling that the knowledge received at school was not related to homes.

In 1969 Pondichary worked on the problems identified by Home Science teachers regarding syllabus, language, motivation, planning, preparing the lesson, teaching methods, teaching aids, evaluation, theory, practical classes and non-class room responsibilities. These factors were studied with relation to the teacher's background, training and teaching experience.

The major findings disclosed that the teachers qualification ranged from lower certificate course in Domestic Science to Bachelor of Education and the experience ranged from 1 to 25 years. Teachers in general experienced lack of willingness to work and voluntary participation in group projects by the students.

The work on teaching method was done by Parlikar (1972) and Nagar (1974). Parlikar (1972) explored the reasons for not using certain methods by qualified and experienced Home Science teachers in Gujarat.

The study revealed that lecture method was used the most, followed by laboratory demonstration method was the least. Field trips, special talks, special lectures guided study and committee work were not used. The teachers felt that the use of special methods was not necessary at the school level and that the selection of methods depended on the teachers time, money, knowledge and skills.

Nagar (1974) attempted to investigate whether any association existed amongst the use of different methods and selected variables e.g. educational qualifications, teaching experiences, weekly work load, average number of students in Home Science class and subjects taught other than Home Science. She also collected information on the methods which were either less or never used. She reported that more than 50 per cent teachers were graduates, nearly 30 per cent were B.Ed., M.Ed. or had some other professional diploma of teaching.

More than 70 per cent teachers had six years and above teaching experience. Twentyfive per cent teachers had less

than 30 periods a week while 75 per cent had more teaching load. Amongst the teachers who taught subjects other than Home Science nearly 62 per cent taught literature and 38 per cent other subjects.

She also reported that 89 per cent teachers used demonstration and 80 per cent used lecture method. These results however disagree with those reported by Parlikar (1972) because she reported that the demonstration method was unpopular. The discrepancy might be due to the difference in States.

2.3. Related Literature of Home Economics of U.S.A.

Chatterdon (1956) in his article 'Home Economics' has reviewed the development of Home Economics from its earliest days to present day which disclosed that during nineteenth century in America instructions were given in cooking and sewing in different types of institutions. During twentieth century it came up as a subject in public school curriculum and by 1899 through a series of meetings at Lake Placid the concept broadened, its philosophy was clarified and the subject was known as Home Economics. It was introduced in the secondary schools. Soon after through Morill Act between 1872-74, it was introduced in the land grant colleges and some other acts improved its status.

By 1914 there were about 200 colleges offering Home Economics to 12,000 students. The scope of Home Economics went on increasing.

In 1961 Tate highlighted in her book 'Home Economics as a Profession' the history of Home Economics from its earliest days to present day. She traced the various acts and the different personalities which gave force and brought change to the programme. She also pointed out the scope of Home Economics in home as well as in profession.

Likewise Phillip's (1962) book 'Home Economics Careers for You' highlighted the various professions for which Home Economics prepares and how it is making important contributions to international affairs by raising the standard of living all over the world.

Simpson (1968) viewed that Home Economics needs courage and imagination to meet the challenges of the present and foresee the future in developing programmes and demanding funds and facilities at every stage of education.

The author stressed the point that the curriculum changes should take into account society, its condition and needs; students' need, needs of the local situation content and organisation of the subject matter and its development in educational field on philosophical bases.

Simpson explained that the society, its conditions and needs require both education for Home Making as well as for professions; for individuals it is concerned with relationship, decision making and values that motivates. For the local needs studies of local situation and employment situation are required. For these, it draws its principles from many rather from all disciplines. One basis for the organisation of learning would be the expanding knowledge of teaching and learning. Research in the philosophical foundation brings out sound scholarship.

Marshall (1973) viewed four issues related to future of Home Economics. These were :

1. Specialisation Vs synthesis
2. Waste of leadership potential Vs leadership development
3. Professional preparation
4. Sex-defined role Vs person roles.

1. Home Economics having a very broad concept of man and his relation to his environment could it be seen as one field or collection of many fields. In the beginning Home Economics started as a single field and all students took the same course. Later on when the programmes developed and enrolment increased issues of specialities came in. So long it is a unified field. Various fields can go towards a common goal, but when many specialists came in there is a fear of domination of other specialists and loosing the importance of Home Economics.

2. Home Economists seldom had experience of administration so when the issues came up of hiring trained deans and directors it was decided to select best whether male or female. In Home Economics it was not written to have women and if it would be done it would loose the goal of developing potentials desired.
3. Home Economics in twenties, thirties and forties was for being a home maker, wife and mother and also for professions but in fifties there was a cry for home economists and the role of home economists completely became profession oriented i.e. child development. So from sex role of male and female it became person role.
4. The progress towards interchanging role and therefore both men and women are equally suited for any job. The stereotype cultural male or female role has to be out.

Gotman and Harper (1970) reported on the growth of Home Economics during sixties. During this period vigorous growth was seen in enrolments and degrees granted at all levels of study and the trend was still upward. With few exceptions between 1948-49, 1958-59 and 1968-69; 408, 430 and 373 institutions reported the number enrolled and degrees granted respectively. The findings indicated that throughout sixties Home Economics in higher education grew vigorously. At the undergraduate and graduate level the enrolment increased by 91 and 121 per cent respectively.

The number of degrees granted also showed marked increase 93:per cent at the baccalaurate level 120 per cent at the master's level and 192 per cent at the doctoral level. The total number of degrees granted increased by 96 per cent. Between 1967-69 the momentum for degree granted in Home Economics outstripped the records for per cent increase in degrees for both to women and to men in all fields of study at all level.

Between 1966-67 to 1968-69 the increase in per cent were in degrees granted as below :

	Bachelor's	Master's	Doctoral
Home Economics	43	30	83
All women	31	7	26
Total for all fields	28	9	27

From 1949 change was shown at the Bachelor's and Master's degrees for the percentage of men enrolled on degrees granted. The number grew from none in 1948-49 to 25 in 1968-69 whereas in sixties 17.5 per cent doctoral degrees went to men. In 1948-49 all doctorates in areas of specialisation in Home Economics were awarded to women.

Five years later, Harper (1975) reported on the enrolment and degrees granted in Home Economics in Colleges and universities granting Bachelor's or higher degree for the proceeding decades i.e. 1948-49 to 1968-69. During the past decade the growth of Home Economics in higher education was vigorous. The undergraduate enrolment increased by 96

per cent and graduate enrolment by 108 per cent. Degrees granted increased by 157 per cent at the baccalaurate level, 151 per cent at the master's level and 138 per cent at the doctoral level. The reason was not the greater number of students in colleges and universities but because relatively improductive programmes were deleted.

Very few graduate programmes have been closed so long any student was enrolled. Therefore, the programme growth at the graduate level has been due to the establishment of the additional programmes.

Taking the degrees granted as a measure of achievement the five most productive specialisations were : Home Economics education; Textiles Clothing and Merchandising; Foods, Nutrition and Dietetics. In 1972-73 these five specialisations had 87 per cent of all Home Economics degrees.

The least productive specialisation was institution, hotel and restaurant management, extension, welfare and community service; housing and equipment; home management and family economics; and home economics in business.

In recent years there has been a slight increase in the percentage of degrees awarded to men in Home Economics

but except at the doctoral level, this increase has not been sufficient to change the predominance of female students in the field.

Regardless of administrative structure 92 per cent units are known as Home Economics. Only 30 units use other names.

Home Economics at present is not suffering from the deprivation of students that characterizes many other disciplines in higher education. Instead of having an over supply of doctoral there is a shortage of graduates in most areas of study under Home Economics. He suggested that if the enrolment and the degrees granted can be maintained till 1980, masters degrees awarded should be doubled, baccalaureate and doctoral degrees should increase by 75 per cent.

The increased enrolment can be used to full advantage for Home Economics professions. Home Economics administrators and faculties need to encourage more of these students to move into the several essential.

Conclusion

A review of the related researches of India and U.S.A. revealed that in India there was a need of planning the need base researches to give rise to further researches which would help in the enrichment and the growth of the educational material and researches in Home Science.