

CHAPTER II

INTERPRETATION AND FINDINGS OF THE DATA

SECTION I

A. Information Regarding the Programme
of Home Science Education in
Different States of IndiaInstitutions with Home Science
Stream in Different States of India

The data collected through letters and questionnaire in regard to number of high schools and higher secondary schools are presented in Table I.

The data revealed that... in India, totally, there are eleven hundred and eighty nine Home Science schools and the number of Home Science offering high schools and higher secondary schools is almost the same. This total does not include the Home Science schools of Bihar State because the list of schools and number of schools with Home Science stream was not provided at any time by the State authorities.

It is also learnt from Table I that within ten years gap all the States except Assam, Orissa and Jammu-Kashmir started offering Home Science as one of the subjects

for study in the secondary stream. By twenty years gap all the States except Jammu-Kashmir started offering the Home Science as one of the subjects for study in the secondary stream. By 1971, States like Gujarat and Kerala have doubled up the number of schools offering Home Science. States like U.P., Himachal Pradesh, Madras, Mysore, Punjab, Haryana, etc. are almost steady in increasing or diverting high schools and higher secondary schools with Home Science subject, States like Madhya Pradesh and West Bengal have increased the number of Home Science offering schools upto a very little extent and shows a least sign of progress. States like Andhra Pradesh and Rajasthan have progressed thrice and four times respectively as far as popularising Home Science in secondary stream is concerned, States like U.P.* and Maharashtra seems to be quite enthusiastic to make programme of Home Science education universal at secondary level for girls.

If we see the total number of schools offering Home Science as one of the subjects for study at secondary level, the number has been almost doubled up in 1971. The rise or growth of opening Home Science wing in different schools was quite faster during the second period of ten years means between 1962 to 1971. In this second period also the growth was quite faster during 1962 to 1965.

* U.P. - Uttar Pradesh

Looking to the list of high schools and higher secondary schools offering Home Science as one of the subjects for study at secondary level and finding these places on the current map of India, it was found that most of the schools with Home Science are established in cities and towns and very few such schools are found in villages where the importance of this subject is felt more to uplift rural life.

B. Some Particular Information about
the Programme of Home Science
Education at State Level

A perusal of data presented in Table II reveals that different States started offering the Home Science in secondary education system at different time after realizing the importance of Home Science education for the girls of the respective States and as per the help received from the State Department of Education. In no State Home Science is a compulsory subject. It is an optional subject either under humanities, arts, science or craft group. In some States it is offered in place of the general science also.

The school that offers Home Science to girls teaches Home Science upto Std. X as a compulsory subject to those who select it as one's elected subject and it is optional for the last year of schooling. In the last year of schooling if a girl wants to leave a subject, she is eligible for. A girl who has not studied Home Science upto Std. X but wants or

desires to select the subject for the last year of schooling, she is also eligible to select the subject after completing the pre-requisite courses and the assignments and other requirements as per the set and approved rules and regulations of different State Board of Secondary School leaving Certificate Examination.

Home Science is offered as an optional subject due to the recommendation of the educational commissions who reported on provision of work experiences. It is also kept electable under diversified courses.

All the States of India started offering Home Science as one of the subjects for study under a common goal of providing work experiences through diversified courses and thereby to train the girls and boys for their respective professions.

Each State has its own specific aims and objectives for offering Home Science as one of the subjects for study at secondary system of education.

The subject is offered under many heads like Home Science, Home Economics, House Craft, Family Education, Home Management, etc. This each heading has its own pregnant meaning and thus with difference in specific aims of specific field the course content differs from State to State.

The respective authorities are many times not very

clear about the Home Science subject, its functional philosophy, its functions, its scope in the field of education, its role and importance in the life of the learners and its utility in their day to day life. Thus, their ideology affects its administration thereby.

The number of learners and the institutions offering Home Science at secondary level increases by time to time but if we peep into the reasons given for the increase, then the significance of the subject is lost because they are still subject and examination centred or minded and do not find practical value, utility and importance of the subject.

The financial aids received by the schools from the State Department of Education is not at all satisfactory and upto the mark. The help is just given in the form of grants and nothing else so at the time of scarcity and expansion of the Home Science wing, the administrators work with the raised funds and accepted donations. The pattern of donation to educational institutions is found to be quite common in Gujarat and Rajasthan. Generally, the Government schools do not have financial problems.

No doubt, it is a popular subject among girls but it is rarely popular among brilliant, scholar and ~~excell~~ girls due to high impact of general science. In where Home Science is offered in place of genera

the girls generally select general science rather than Home Science so that they can join Science Colleges and its stream lines. It is most popular among dull and average girls as they think it is an easy subject compared to general science and other special sciences which involve lot of brilliancy and memory. The girls also think that with very little effort, one can easily gain passing marks or grades.

The testing pattern also differs from State to State depending upon the types of tests utilized, use of blue-print, emphasis given to internal and external marking system, emphasis given to annual and other tests and examinations.

SECTION II

A. Types of Schools

The data regarding the participating institutions is presented in Table III. The Table reveals that nearly 50.5 per cent of the total number of schools with Home Science wing participated in providing the basic facts and figures related to the programme. Among these participating schools, there were co-educational and pure girls' high schools and higher secondary schools. The same data is presented in Table IV.

B. Location of the Schools
with Home Science Wing

The data presented regarding the location of the schools with Home Science wing revealed that 64 per cent of the total number of schools and higher secondary schools with Home Science are located in big cities. 34.7 per cent of the high schools and higher secondary schools are located in big towns and just the remaining 1.3 per cent of such schools are located in villages. The same data is presented in Table V.

C. Home Science Teachers

(1) Number of Home Science Teachers

The details about the number of Home Science teachers which is presented in Table VI revealed that totally there are twelve hundred and forty nine Home Science teachers working in different types of the schools of India. The number excludes the number of teachers in Bihar State.

Out of 600 participating schools, 151 high schools and higher secondary schools have only one Home Science teachers to deal with the programme. Two hundred Eighty high schools and higher secondary schools have two Home Science teachers. One hundred Thirty Eight secondary schools have three Home Science teachers and rest of Eightyone secondary schools have more than three Home Science teachers. This

number of Home Science teachers does not include the number of craft and sewing teachers.

If all the Home Science schools of India would have participated then the number of the Home Science teachers would have gone upto 2500 approximately.

(2) Qualifications

The details about the qualifications of the Home Science teachers presented in Table VII revealed that out of twelve hundred and forty nine Home Science teachers, 492 teachers were B.Sc. (Home) with majoring in different disciplines of Home Science, 133 teachers were M.Sc.(Home) in different disciplines of Home Science, 289 teachers were B.A. with Home Science, 190 teachers were B.Sc.(Home), B.Ed., 8 teachers were M.Sc. (Home), B.Ed., 94 teachers were B.A., B.Ed., and 43 teachers were with other qualifications like M.A., B.Sc., Diploma in Home Science, etc.

Thus, it is clear that out of 1249 Home Science teachers, 914 teachers were found untrained having no degree or diploma in education and 292 teachers were found trained. Out of the rest of the 43 teachers 26 were holding diploma in education so the final total of untrained and trained teachers comes to 930 and 319 respectively.

It is also noted that even the teachers who do not have basic qualifications in Home Science are also many

times requested to teach Home Science on the basis of the personal experience of running home and also due to non-availability of the Home Science teachers. For such reasons the help of the B.Sc. and other qualified lady staff members are requested to run the programme. Thus, the high schools as well as higher secondary schools are in short of well qualified and trained Home Science teachers.

(3) Teaching Experience

The Table VIII presenting the data regarding the teaching experiences of the Home Science teachers in the secondary schools revealed that out of 1249 Home Science teachers, 276 Home Science teachers teach Home Science since one year, 366 Home Science teachers teach Home Science since last two years, 317 Home Science teachers teach Home Science since last three years, 144 Home Science teachers teach Home Science since last four years, 81 Home Science teachers teach Home Science since last five years and 63 Home Science teachers teach Home Science since more than five years.

The dropout in service was found due to leaving the service for higher studies, leaving the job due to transfer of one's own father/husband/guardian, etc., leaving the job due to one's own engagements and marriages, leaving the job for getting higher job work, some are also getting retired and few due to not keeping themselves physically well, etc.

(4) The Subjects to be Taught

The details about the subjects taught by the Home Science teachers which are presented in Table IX indicated that out of 1249 Home Science teachers, 958 Home Science teachers were responsible for teaching only the subject Home Science. Rest of the 291 Home Science teachers opined that they were responsible to teach other subjects along with Home Science.

Out of these 291 Home Science teachers, 56 Home Science teachers teach General Science, 106 Home Science teachers teach Physiology-Hygiene, 78 Home Science teachers teach different languages, 35 Home Science teachers teach Social Studies and rest of the 16 Home Science teachers were found responsible to teach other subjects also.

The allotment of teaching of other subjects along with Home Science was given due to fulfilling the recommended work load per week which differs from State to State. The school having only one division in each standard and with limited number of learners, had to give teaching of other subjects. The recommended work load is that each teacher must have 30 to 35 teaching periods of 35 minutes each per week out of 45 periods per week.

D. Allotment of Periods and Time per
Period of Home Science

(1) Allotment of Periods to
Home Science per Class

The data regarding the number of periods allotted to Home Science per class which is presented in Table X revealed that 217 secondary schools had scheduled three periods per week per class for the subject Home Science. Two hundred sixteen secondary schools had scheduled five periods per week per class. One hundred twentyfive secondary schools had four periods a week per class. Twentyeight secondary schools had scheduled six periods a week per class. Only 14 secondary schools had scheduled just two periods per week per class. This number of periods includes the number of periods scheduled for theory as well as practical classes.

The school with just 2 periods a week per class allots one period to theory and one period to practical or utilizes both the periods for either theory or for practicals as per the convenience and modd of the Home Science teacher. The schools with 3 periods a week per class allot one period to theory and two periods for practicals. The schools with four periods a week allot two periods to theory and two periods to practicals. The schools with five periods allot two periods to theory and three periods to practicals or three periods to theory and two periods to practicals as the need arises. The schools with six periods utilize two periods

for theory and four periods for practicals.

The schools with just two periods manage with the extra classes during recess or after and before school hours. Even with the allotment of three periods a week, the Home Science teachers have to finish up the course by taking extra classes after or before school hours.

The teachers were found not satisfied with just two or three periods a week for such a practical subject because they feel short of time for conducting practicals, completing the course - outline and preparing for the workshop and demonstrations.

(2) Duration of the Periods

The details of minutes per period presented in Table XI indicated that 28 secondary schools had each period of 30 minutes, 216 secondary schools had each period of 35 minutes, 125 secondary schools had each period of 40 minutes, 217 secondary schools had each period of 45 minutes and the schools with one hour period were 14 in number.

It was also noted that the schools with more number of periods had allotted less minutes to each period and the schools with less number of periods had allotted more minutes to each period.

The allotment of minutes to each period was found dependent upon the serial number of the period on that particular day. Here generally the afternoon periods were of 40 minutes, noon periods were of 45 minutes and evening periods were of 35 minutes.

Anyway the teachers preferred allotment of 40 minutes to each period.

E. Aims of the Schools and their Learners

It was revealed from Table II, item 7 and 9 that all the States have accepted the central goal i.e. to provide such type of education to girls through work experience which is practical in nature and useful in the future as far as the utility of the gained knowledge in day to day life is concerned.

F. Popularity

Though, it is thought as an essential field of knowledge for girls, in not a single State it has become a popular subject because people think it as an expensive subject. They also think that what is there to learn in Home Science. One can learn all such theories at home without getting formal education in terms of a special subject.

G. Admission Policy

There are several ways on which the selection of

the learners is done. Proper selection of the subject by proper learners always becomes fruitful. The details about such admission policies presented in Table XII revealed that 126 secondary schools undertook interest and aptitude inventory and thus they selected the candidates as per the interest and aptitudes found in the learners. On the same basis the candidates were advised to choose the subjects.

Among the participating schools, 277 secondary schools allowed the learners to choose the subject as per their own choice without considering their interest, ability, aptitude, capacity, efficiency, etc., 139 secondary schools allowed the learners to choose the subject on the basis of test performance. In this case a comprehensive test or oral test was undertaken before admitting the candidate in such a class. Then on the basis or results of the test performance the learners were allowed to undertake the subject. Fifty-eight secondary schools opined that they did not have any fixed policy on which the learners can be admitted.

Standards

When the schools started Home Science wing, they opened the wing with one standard and gradually as those girls were promoted to upper classes the standards were extended upto the last year of schooling. Thus, in most of the schools it is a four year programme and in some schools it is a three year or two years programme too.

Divisions

It was revealed from the Table XIII that as the standard increased, the number of divisions became either steady or decreased. The decrease or steadiness was due to drop outs and failure among the learners. Also many times the schools had to combine the previous divisions due to the want of classroom, teachers, time and other facilities, etc.

Number of Students Admitted in each Division of each Standard

The number of students admitted in each division of the standards was revealed from the Table XIV that in standards VIII, IX and X, the average number of students admitted in each division of the standard was ranging from 45 students to 50 students. Even in XIth~~th~~ class the average number of students in each division of the standard was ranging from 41 students to 45 students. Thus, the admission of learners ranged from 41 learners to 50 learners in each division of standards.

It was found that it was a difficult task for the Home Science teachers as well as for the schools to provide laboratory experience to 41 to 50 students at a time and was also a difficult task for the Home Science teachers to provide individual guidance, to help in developing necessary skills related to home-making and house-keeping and to help in improving and growing scientifically as far as house-

keeping and home-making practices are concerned.

H. Type of Orientation Programme for the New Comers

Out of 600 participating schools, only 279 (45 per cent) schools had undertaken formal orientation programme through one or the other method. That means that 55 per cent of the participating schools had not undertaken any sort of the orientation programme. Still they opined that informally, whenever occasion arised, they tried to convince the girls to join the Home Science stream.

It was also revealed that the existance of the orientation programme differs from school to school and many times even combination of many methods or ways and means were used by different schools. The data regarding these methods are presented in Table XV.

I. Types of Records Kept and Utilized for the Students

As far as maintaining the records of the students were concerned, all the participating schools had opined that they kept only two records - progress register and cumulative report. Not a single school tried to collect the autobiography of the learners. Home Science being a problem oriented subject, it is essential to have this sort of report for guidance counselling and solving the personal problems of the learners. The data is presented in Table XVI.

All the participating schools mentioned that these records were used as and when required for guidance and counselling purpose and to know the little background and the level where the student stands.

Thus, the use of these records was very occasional.

J. Guidance Programme

From the data collected, it was found that none of the Home Science offering secondary school had a formal type of guidance programme in the form of arranging tutorial periods or by arranging consultants or by consulting the counsellor.

K. Activities

It is learnt from the Table XVII that 262 schools out of 600 participating schools were undertaking different competitions. 300 schools undertook group projects, 177 schools undertook individual projects, 244 participating schools undertook elocution competition and only 53 schools had few other activities like organizing campaign, exhibition, fun fair, etc.

Thus, it is clear that group project is the most popular activity compared to others but if we see other activities, they are superior to the group project in popularising Home Science among rest of the girl students and also for the development of different skills and qualities.

When the question was asked, as how do the girls show their gained efficiency in the field of Home Science? The senior Home Science teachers of the participating schools opined that the Home Science students show their gained proficiency and efficiency by participating in school activities, by helping non-Home Science students, by adopting and practising the home-making and house-keeping practices at home, by advising others and by showing their willingness to participate in the activities related to the field of Home Science.

L. Evaluation of the Home Science Programme

It is clear from the Table XVIII that not a single school undertook formal way of evaluating or appraising the Home Science programme but nearly 88 per cent of the participating schools had adopted an informal way of evaluating the programme. That means that still 12 per cent of the schools do not understand or value the importance of the evaluation and follow up of the programme.

Among all the formal and informal ways of evaluation and follow up of the Home Science programme at an individual school is concerned, it was clear that only gathering opinion from different sources and agencies was the most common method. The inspection reports were the most valid source of evaluation and follow up as per the opinion of the participating teachers.

When the senior teachers of the participating schools were asked to opine about the efficiency of the current programme of Home Science education as how far it is in a position to provide education for home and family life, the result was found as under. The reference is presented in Table XIX.

Sixtyfour per cent of the senior teachers of the participating schools thought that the present programme of Home Science education is in a position to provide home and family life education. Thirtysix per cent of the senior teachers of the participating schools thought that the present programme of Home Science education is not in a position to provide the home and family life education due to lack of physical facilities, lack of co-operation from parents of the learners, lack of adoption of theory into practice due to theoretical content, more importance given to theory, the importance given to completion of syllabus and preparation for examination rather than developing skills, interest and attitudes towards running better home by the application of the gained knowledgã.

Among the senior teachers who opined that the present programme of Home Science education is in a position to provide home and family life education, 49.4 per cent of them agreed that the programme meets the basic needs and necessities of the learners and that is why it is in a position to provide home and family life education. Rest of

the senior teachers i.e. 50.6 per cent opined that the present programme can meet the needs and necessities of the learners as far as providing the home and family life education is concerned but it is not in a position to meet fully because of the great importance given to theory and examination, completion of the syllabus, lack of sufficient library and laboratory facilities etc. and many other factors are also responsible for the same.

M. Publication of the Activities
Related to Home Science Education

It is clear from Table XX that all the participating school senior teachers agreed that their activities were appreciated through one way or the other as the sources, resources, circumstances and enthusiasm of the administrators were concerned.

It is then concluded from the same table that the methods of appreciation of teachers' and learners' activities were as under as per the response of the senior teachers of the participating schools:

1. By publishing an annual report.
2. By addressing public during social gathering.
3. By giving information in the oral talk during public address.

4. By giving information in the school magazine.
5. By keeping news on the bulletin board or notice board.
6. By giving news in the local newspaper.
7. By keeping photographs and maintaining an album.
8. By distributing prizes.

Thus, when there is work of high quality, the appreciation is given in terms of recognition and gifts or prizes.

N. Use of Teaching Methods

It is clear from the Table XXI that most of the teaching methods are used for the development of the different behaviour outcomes among the learners. Still the oral methods and observation methods enjoy their status in teaching different topics of different disciplines of Home Science. There is less attempt made for the adoption of self-learning technique and practice or practicals. Home Science being a practical subject and pupil oriented course, the drastic use of group discussion, socio-drama, story telling technique, field trips, tour, lectures of the guest speakers, individual and group assignments, term papers, guided study, problem solving technique, remedial teaching and role playing have much to offer to the learners in a classroom situation.

O. Use and Availability of Audio-Visual Aids in Home Science Subject

It is clear from the Table XXII that in each type of the teaching aid, the schools do have wide range of visual aids. In those schools, who had different types of the visual and audio aids, were available adequately in amount but not sound in quality and in working condition.

The charts, pictures, photographs, graphs, maps, posters etc. had lost its charm due to being quite old and these aids were also found under non-working condition when they were found torned, quite old and unpleasant.

Same was the case with the electrical teaching aids like slide projector, radio, tape recorder, record player, film projector, epidioscope, overhead projector etc. that once they go out of order then in very rare case repairing was being made or done so much quickly. Also when the instrument was under working condition, the teacher herself was not dare to operate it with the fear of its disorderliness. Also the administrators felt the same thing that if the teacher operates any instrument it may go out of order and thus did not allow one to operate any one of such instruments in the class. For the maintenance and repairing and operation, it was quite difficult for a school authority to appoint one technician. Thus, neither they cared for the use of such valuable teaching equipments nor they minded ^{if} the same were kept in an idle condition.

Now at the extent of great surprise it was found that though almost all the schools had film projector, they found non-availability and scarcity of the film related to the topics of different disciplines of Home Science.

So it is concluded that though variety of teaching aids and equipments are available with the school authorities, they are not found adequate and in working conditions by the senior Home Science teachers of the participating schools.

In this item chalk board was purposefully not included because it was assumed that not a single school can exist or be established without a chalk-board in any of the classroom.

Among the projected and non-projected audio-visual aids, it is concluded that availability of non-projected aids is greater than projected aids.

As far as the use of available teaching aids were concerned it was found from the Table XXIII that the non-projected aids were used more frequently than projected aids. The reasons were several for the same like non-projected aids being cheap, easy to handle and obtain and no technical knowhow required for the operation. The most popularly used visual aids were charts, pictures, models, illustrations, sketches, objects and specimens, diagrams, etc. The Rarely used teaching aids were slides, films, radio, film strips, posters, epidioscope, etc.

P. Research and Studies

For the conduct of experiments studies and research it was found from Table XXIV that the teachers were not habituated to conduct study, research or experiments.

The reasons were several. Among these reasons, lack of enthusiasm and interest was a major one due which studies, researches and experiments have not taken place. Availability of time was the least factor for not undertaking any study, research and experiments. The second major cause was lack of knowledge regarding research methods and statistics. Also lack of encouragement, guidance, finance and help from the responsible authorities were found responsible for not undertaking this activity. The reference is presented in Table XXV.

Q. Professional Development

The data presented in Table XXVI reveals that nearly most of the schools had one or another way and means to promote professional growth and development but the response is not satisfactory one.

Among all the ways and means, allowing one for further study either in the field of Home Science or education is found first. Then to join the professional organizations, sending teachers for basic training and upgraded training and allowing one to participate in seminar, workshop and

refreshers' training come respectively. The professional growth was not found much encouraged by promoting the subscription of current periodicals and journals in Home Science. Of course, there the publication of periodicals and journals in the field of Home Science and that also in local language was a question. The same reference is presented in Table. XXVI.

It is also concluded that the school authorities did not emphasis the training part much for the Home Science teachers because they thought that if they depute or relieve a Home Science teacher for basic or upgraded training, the school may not get much benefit when the same teacher leaves a job after sometime under any circumstances or reasons.

R. Laboratory Facilities

The details presented in the Table XXVII indicated that still there are schools who do not have laboratory facility and manage one way or the other for the provision of the practical work experience. The percentages of such schools are 21 per cent among the participating Home Science offering schools of different states of India.

It was also clear from the same Table that among those participating schools who had laboratory facility, 62 per cent of the participating higher secondary schools and 52 per cent of the participating high schools manage in one

room only. That means the practicals related to all the disciplines of Home Science are conducted in one room only. The number is quite insufficient to have separate laboratories for different disciplines of Home Science. Their percentages are 38 per cent of the participating higher secondary schools and 28 per cent of the participating high schools.

As far as sufficiency and adequacy of space is concerned, it was concluded that still 37 per cent of the participating higher secondary schools and 44 per cent of the participating high schools had no adequate space to accommodate the number of girls enrolled in each class.

Same way as far as adequacy in material and equipment was concerned, 59 per cent of the participating higher secondary schools and 37 per cent of the participating high schools had no adequate material and equipments for the number of girls enrolled in each class. In such cases they managed with forming few groups with more number of girls in each group.

As far as suitability of the provided material and equipments was concerned only 19 per cent of the senior teachers of the participating schools felt that the provided material and equipments in the laboratory and class were not fully suited to the common life of the community.

When the senior teachers were asked about the suitability of the laboratory facilities, 10 per cent of the

senior teachers of the participating higher secondary schools and 21 per cent of the senior teachers of the participating high schools felt negatively.

As far as washable floor and platform in the laboratory was concerned, only 10 per cent of the participating higher secondary schools and 23 per cent of the participating high schools had no provision.

About lighting and ventilation, it was concluded that only 3 per cent of the participating higher secondary schools and 9 per cent of the participating high schools had no properly lighted and ventilated laboratories.

About storage facility in the laboratory, it was found that 38 per cent of the participating higher secondary schools and 39 per cent of the participating high schools had no adequate provision for storage.

As far as water supply was concerned, it was the opinion of the senior teachers of the participating schools that 38 per cent of the participated higher secondary schools and 12 per cent of the participated high schools' Home Science laboratories had no adequate water supply. The general complain was that as there is no water tank with the Home Science Department, it is not possible to adjust practical hours along with the timings of the water supply.

About safety and sanitation, it was concluded that

47 per cent of the participated higher secondary schools and 12 per cent of the participated high schools' Home Science laboratories were not safe and sanitary..

Thus, as far as provision of the good laboratories was concerned 58 per cent of the total number of the participated secondary schools had all in one room type programme, 34 per cent of the total number of the participated secondary schools had separate laboratories for separate disciplines and 8 per cent of the total number of the participated secondary schools had no laboratory.

Among all the participated secondary schools, having laboratory facilities or not, had following major problems for the same:

1. Inadequate materials and equipments as per the number of girls enrolled in each class.
2. Inadequate space to accommodate the number of girls enrolled in each class.
3. Inadequate storage facilities in the department.
4. Safety and sanitation in the laboratory.
5. Inadequate water supply.

and other four problems were counted as minor problems like lighting facility etc.

S. Library Facilities

The data regarding library facilities which is presented in Table XXVIII reveals that 79.3 per cent of the participating schools had common library and 20.7 per cent of the participating schools had departmental library. Thus not a single participating school was found without library facility.

As far as the availability of the material for reading purpose was concerned, it was found that 38 per cent of the participating schools opined that they had sufficient number of books available on different disciplines of the Home Science and 62 per cent of the participating schools opined negatively.

Regarding the subscription of pamphlets and periodicals, journals and other literature related to different disciplines of Home Science was concerned, 60.3 per cent of the total number of the participating schools opined that they subscribe such important pamphlets, journals, periodicals as well as other related literature pertaining to different disciplines of Home Science and 39.7 per cent of the participating schools opined negatively.

As far as the subscribed material was concerned, it was found that 100 per cent of the schools that subscribe pamphlets, periodicals, journals and other literature, subscribed the literature in local as well as in national

language and 94.7 per cent of the schools subscribed literature in other languages too.

T. Museum

The data presented in Table XXIX reveals that 19.5 per cent of the participating higher secondary schools had museum and 31.7 per cent of the participating high schools had maintained museum in the Home Science wing.

U. Problems Faced by the Home Science Teachers as far as Teaching Home Science

As far as teaching of Home Science is concerned, the senior Home Science teachers gave their feelings as now and when they were in the tight corner in the effective implementation of the programme of Home Science. Of course, it was very difficult to have accurate preference given by the senior Home Science teachers. However, it is learnt that following were the major problems felt by them in course of their service period.

1. Aims and objectives are not clear to them.
2. Inadequate budget and financial allotment to Home Science subject.
3. Crowded classrooms in the school.
4. Least ideal conditions and facilities for effective teaching of the subject.

5. Insufficient time allotted in the time-table for the subject.
6. Non-availability of and adequacy of the teaching aids.
7. Recruitment of Home Science teachers and ensuring their services.
8. Lack of physical facilities to meet the needs of the learners and for the effective execution of the programme.
9. Old and theoretical, syllabus which do not meet the present needs and necessities of the learners.
10. Insufficient training to the Home Science teachers.
11. Lack of active guidance from good resources as far as planning, executing, evaluating and reforming the programme.
12. Faulty evaluation of the programme.
13. Lack of freedom on the part of the Home Science teachers.

Along with these major problems faced by the Home science teachers, few minor problems were also listed by the

Home Science teachers as:

1. No homogeneous group of learners is found in the class.
2. No proper selection of the learners for the discipline.
3. Lack of co-operation from learners' parents and elders.
4. Inadequate water and material supply and inadequate storage facilities.

V. Salient Features about Home Science Programme in Each School

All the school teachers means the senior teachers of the Home Science schools did not opine to this point but few school teachers opined that the Home Science teachers are honoured socially, the girls think that it is a prospective field for study. The profession will be honoured by the society.

So, it is learnt that the Home Science teachers are not all satisfied with the present condition and position of the programme in each school of each State of India.

W. The Problems Faced by the School that has a Programme of Home Science in Function

The senior Home Science teachers felt that following

were the major problems faced by the schools with the programme of Home Science:

1. Ensuring and securing the job of well qualified experienced and efficient Home Science teachers.
2. Release of adequate fund for the programme.
3. Arrangement of classrooms, time-table, laboratories, etc.
4. Scope for expansion of the wing.
5. Admitting the pupils who select the subject.
6. Some of the misconceptions and wrong beliefs related to Home Science field.

Important Findings

1. Salient features of the Home Science programme at secondary level:

- (a) It is an accepted fact that Home Science is concerned with the every day living of human beings and contributes to the professional development in home-making and house-keeping and has proved to be the best elective for girls.
- (b) The programme is fast losing its effect as a subject of cooking and sewing only.

(c) There is increase in the number of Home Science offering schools and students. There is a demand for getting admission in Home Science offering schools.

(d) Home Science teachers and students are honoured in society.

2. As far as the benefits of this programme to girls are concerned, the girls are getting benefitted out of this subject where the programme is run on sound footing. Still the girls are not much benefitted due to lack of finance and local physical facilities, where the programme is not planned cooperatively by the students, teachers, parents and administrators, where there is qualitative and quantitative inadequacy of Home Science Teachers etc.

3. The present syllabus and the type of facilities provided by the Home Science teaching schools are partly meeting the present and future needs of the learners because it needs drastic change in emphasising different phases of the field as per the needs of the learners.

4. The causes which have affected the effectiveness of the programme are:

(a) many misconceptions and beliefs regarding the subject that it is very expensive, there is nothing to learn in Home Science, one becomes

quite luxurious, etc.,

- (b) inadequate finance and inadequate provision of ideal physical facilities,
- (c) functional philosophy of the administrators and Home Science teachers,
- (d) qualitative and quantitative inadequacy of Home Science teachers,
- (e) lack of proper guidance, in planning, implementing, evaluating and reforming the programme by time to time, to the Home Science teachers,
- (f) lack of knowledge about the aims, scopes and usefulness of the field among the community people; and thereby to be non-cooperative to the learners.
- (g) lack of research and studies on the felt needs of the Home Science teachers, students and community i.e. their expectations.

5. The programme has still a scope for improvement as far as its horizontal and vertical expansion is concerned through upgrading rural schools with Home Science stream, through better training given to Home Science teachers and by strengthening its good points and improving the weak aspects.

6. The programme needs much improvement as far as its teaching is concerned because there is still much emphasis on completion of the course for the examination rather than development of the necessary skills among the girls for better house-keeping and home-making.

7. The major problems of the Home Science teachers are:

- (a) aims are not very clear,
- (b) inadequate budget,
- (c) Crowded classrooms,
- (d) least ideal conditions and facilities available,
- (e) insufficient time,
- (f) non-availability of instructional aids, equipments and materials in sufficient amount,
- (g) non-availability of trained, qualified, experienced and efficient Home Science teachers;
- (h) administrative hindrances in implementing ideal programme,
- (i) syllabus bound curriculum,

- (j) insufficient training, guidance and freedom for the execution of the programme.
- (k) lack of co-operation from parents of the learners and administrators.

The major problems of Home Science offering schools are:

1. ensuring and securing the job of well qualified, experienced, efficient Home Science teachers.
2. releasing funds for the expansion of the wing due to strict budget,
3. expansion of necessary facilities due to lack of finance.
4. misconceptions and beliefs prevailing in community regarding the subject.

Thus, adequate finance, adequate physical facilities, co-operation on the part of the Home Science students, and their parents with the Home Science teachers and the school authorities, revision of the syllabus, clear concept about the functional philosophy of the subject among the students, teachers, administrators and the community people and the main contributing factors for the effectiveness of the programme in any state of the country.

The girls are benefitted somewhat through this programme but they will be more benefitted if the hindrances are removed gradually. The programme can meet the needs of the learners (present as well as future) if the programme is properly evaluated and reformed by time to time as per the needs and expectations of the learners and their parents.

worst The field has still vast scope for development and improvement. The best work can take place under administrators who feel cooperative and substitute plans with sufficient amount of financial help.

So let us hope that even within the existing resources, however, limited they may be, every institute will do a great deal more, through better planning and harder work to improve the instructional programme of Home Science education.