
PART I

CHAPTER I

INTRODUCTION

Home Science is a new entrant as a subject in the schools and for the curriculum of our country. It is a subject specially suited to meet the needs of the girls but it is still a long way to go to become the first choice as an elective by sufficient number of pupils due to high impact of the science.

Why?

Home Science is a new subject and parents as well as public at large are apt to consider it as not sufficiently academic. It is closely related to life so students develop greater appreciation for the subject. It is fully closed to the life and there is close relationship among Home Science education and actual practice at home. Thus, it is meaningful and interesting for every one.

Philosophy of Home Science Education

The subject Home Science is the application of many sciences and arts towards achieving better, healthier and happier homes. It includes knowledge of basic sciences and arts as well as applied sciences such as food and nutrition, clothing and textile, child care, home-nursing, home-

management, human relationship, marriage and child development, etc. Purity in life, devotion to the husband and the family, simplicity even according to the modern ways of living are still the glorious attributes of Indian womanhood on which the art of Home Science is built. Abundant life is its chief goal. Thus, it aims at preparing pupils to be effective individuals and members of the family. It prepares youth and adults for X the greatest of all the vocations i.e. Home-making and House-keeping. It also helps in the right development of the essential values which are accepted, honoured and appreciated by the society. It contributes to increase health, happiness and fulfilment of satisfaction in the homes. It enables pupils to understand the functions of parenthood, responsibilities of the family membership and management of one's own resources. It helps to develop sound philosophy of personal and home living. It teaches people how to live happily together.

Home Science is concerned with the daily living of people i.e. the food they eat, the clothes they wear, the home in which they live, family relationships, health and hygiene, bringing up of children, the values people cherish, etc. Home Science as an art, also, involves such behaviour outcomes as skills, attitudes, appreciation, judgment, realization and recognition which are X essential for building and maintaining the biggest of X all the vocations i.e. Home-making and House-keeping.

In the girls' schools, besides the academic subjects, the secondary and higher secondary curriculum includes such subjects like house-craft, tailoring, embroidery, etc. which can enable girls to earn something in near future or she can save the sewing charge of one's own family. Thus, the subject Home Science is of such^h in content that prepares the girls for the role she has to play in adult life - that is of a housewife alongwith the motherhood. Therefore, it should try to occupy the highest place in the field of secondary education for girls so that after gaining important and sufficient knowledge of the subject, they can run their homes in an efficient way as an efficient housewife.

Through such type of knowledge, the girl will be capable of preparing oneself for household cookery test and purchase materials for herself. They could maintain the accounts and plan the household budget within the available resources. During purchasing food stuffs and other materials they will develop first hand knowledge and shopping and get acquainted with the current prices. Knowledge of housewifery and laundry will help to keep the house clean, tidy, attractive, decent and to fight against the household pests. Thus, the contribution of Home Science education is towards efficient house-keeping and to plan the household work in such a way that it becomes a source of pleasure

instead of drudgery. Besides planning the household work, the girls are also taught how to bring beauty inside and outside the home by experimenting through the principles of decoration with the help of paint, brush, crayon and pencil. Over and above, the useful crafts like needle work, embroidery, knitting and even using waste material effectively are taught.

As our today's girls are mothers of tomorrow, it is necessary to train them at the teen and adolescent stage i.e. in the last three years of school life, for a successful and happy married life. After completing the school years most of them will be diverted to the household duties along with their college study. This is the case with majority of our girls but what about the village girls who get diverted towards household duties, helping on the farm and even taking care of the live-stock after their high school education?

Though, women's job is that of a home-maker many a time circumstances compel her to earn for better living or for supplementing the family income. For these reasons also one can utilize one's leisure hours profitably with Home Science background. For social services also the girls are trained by debates, dramatics, elocution competition and panel discussions to develop in them resourcefulness necessary for public life. They are acquiring the power of expression, skill, ability and all

other qualities necessary for efficient citizenship through Home Science education. Along with all branches of knowledge, it is seen that the girls do not lose respect for higher values of life hence religious training is also given by ethical teaching to develop in girls respect for all religions, keeping faith in God, reverence for elders, enthusiasm for work and ambition to achieve something great in life. Such training is imparted through the study of life and work and teachings of great religious teachers, through prayers, devotional songs, hymns of all religions, celebrations of different festivals, national and international events, anniversaries of mankind and through character building activities like girls guide, N.C.C. and Mahila Home-Guard troop.

Thus, through Home Science curriculum, the girls are prepared for her triple role to be played by her in her adult life:

1. as to be the founder and fashioner of the greatest of all institutions i.e. happy home on earth,
2. independent honourable earner if circumstances compel her to do so, or to be economically independent whenever it is necessary,
3. to discharge one's duties as a responsible and useful person of the home, family and society.

Development of Home Science
Education in Foreign Countries

It is advisable to consider the philosophy that underlies the programme of Home Science education in foreign countries. The philosophy of Home Science education has been acquired by the absorption from one's past experiences. Also keen observations, studies, investigations and much careful weightage of findings, opinions and mature judgment of others have contributed a lot. Events of the past decade have stimulated much questioning of whether Home Science education, as now carried on, is worth the cost and effort? Whether the efforts are being made in the right direction and towards almost desirable ends?, and later on, naturally, along with the other subjects Home Science also received its share of scrutiny, when the answers of these questions were in favour of Home Science education.

In the beginning, it was considered or rather believed that:

It is a group of related subjects in which and by which the various elements constitute a comprehensive whole, representing the personal and family needs of girls and women. Out of all of these contributing factors, giving them place and perspectives, the philosophy of Home Science education developed.¹

1. Frederick Bonser, "Home Economics in the High Schools", 1930.

Later on, it became the subject of education for the way of living and it was considered more than a job or profession as it calls for a kind of educational experience that has everything like understanding the human nature and an insight into human behaviour which no system of education or courses of study can convey. If any educational system has to help the young people to live more intellectually it cannot have only academic subject content without vocational subjects.²

It created an impression in the mind of the people that it is a kind of vocational subject because home-making and house-keeping is the noblest of all professions. The girls working at home under the mother's direction and supervision to attain certain standard of efficiency in work is a profession for her. It is necessary to supplement the apprentice training given at home because the training given at home is not scientific and sufficient. Perhaps, I may say that, it has come to school because the training of house-keeping and home-making is no longer given or provided to most of the girls in most of the homes. Of course, the will to learn and desire to succeed are the pre-requisites for getting Home Science education and no one should have absence of these two behaviour outcomes in any girl. This type of knowledge is co-extensive with life itself. Working without understanding is an apprenticeship to any trade but after gaining full knowledge and becoming self-reliant and self-directive, one becomes professional.³

In short, home-making was not second to any other vocation for girls in this world. If very close relationship between the home and the Home Science school

2. Laurence Frank, "Training in Home Making Education", 1930.

3. James E. Russell, "Progressive Home Economics Education", Office of Education, U.S. Dept. of the Interior, Washington, D.C., 1929.

character and citizenship.

5. To develop sound health - mental as well as physical.
6. To develop worthy home-membership.
7. To develop vocational efficiency and good personality for development of the characters and earning for living.

The subject Home Science aims at utilization of modern science to improve home living, study of humanities to improve family life, sound scholarship for intellectual thinking, research to increase information on facts of life, use of all resources to make home and family life effective parts of the social fabrics, emphasis on the control of material things to realize the higher spiritual blessings, making natural and social forces useful towards releasing time and energy to make life more beautiful, glorious and worthwhile. The basic aim of Home Science education is to help pupils in their home living through appreciation of values, creation of proper attitudes, knowledge of facts, judgment in considerations, ability to do household tasks, developing skills and forming habits of working and living harmoniously with members of the group, family, school and society.⁴

Thus, it is clear that Home Science education contributes to a number of ^{goals of} secondary education and also to the goals of a society.

The development of a consistent philosophy of Home Science education in the schools has become complicated by its administration under

4. Rajmal P. Devidas, "Teaching of Home Science in Secondary Schools", All India Council for Secondary Education, New Delhi, 1958, pp.11-12.

two different agencies for education. Those two agencies are general education and vocational education. The general education aims to develop those attitudes like appreciations and abilities needed for future as well as for present living. On the other hand vocational education claims development of the person as an able and skilful worker in socially useful occupations to earn sufficiently for living. Even the vocational education aims at cultivating those abilities and skills that are needed in definite vocation and home-making and house-keeping as a vocation requires many abilities and skills and gives earning in terms of satisfaction rather than money.⁵

There is also controversy among people of arts and science as some offer Home Science as a subject of science because it applies scientific principles, thinking and attitude. Others offer it as a subject of art because it requires artistic view and appreciation.⁶

Whatever the case may be but in general the programme of Home Science education has constantly tended towards a broad concept of curriculum and towards emphasising the social approach rather than the individualistic approach. It has expanded and accepted as well as included the content of the subjects in such a way that it has become much rich material from the whole field of knowledge including art as well as science. There is no subject which is not at all correlated with any of the disciplines of the Home Science curriculum of the secondary education.⁷

Why is it Necessary to have Training in House-Keeping?

The concept of family as a group held together by

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5. Williamson and Lyle, Home Making Education in the High Schools", Appleton-Century-Crofts, Inc., New York, 1962.
 6. American Home Economics Association, "Home Economics in Higher Education - Criteria for Evaluating Undergraduate Programme". American Home ~~Science~~ Economics Association, Washington, D.C., 1962.
 7. Olive Hall and Beatrice, Paolucci, "Teaching Home Economics", John Wiley and Sons, Inc., New York, 1962.

affection with each member carrying different degrees of responsibilities is becoming more and more predominant. Family is a partnership and a democratic organization. In India we still have homes of the productive type where food preparation, clothing construction, furniture making and other forms of household production are carried on. This is true of a vast number of rural homes. On other hand in urban areas the homes are less productive for, much of the food preparation is done outside, clothes are selected readymade, furniture is bought. Thus, there is no sufficient work to be busy for urban women. The homes are changing from production to consumption unit in urban areas so new consumer's education is getting its place in Home Science along with its sub-disciplines.

Formerly, the knowledge and skill needed by a girl for future home-making was taught by her mother in the form of apprentice training but now when educated women along with the men, also started serving outside, leaving the household duties for the servants and cooks, do not get sufficient time to look after the household duties. The girls due to impact of higher education and further study cannot bear the responsibilities of the household duties along with the study. Thus, women and girls are getting somewhat directed to earn more or to learn more rather than keeping oneself engaged in the four walls of the house. So it is better to prepare the girls at school

for the future profession so that they may not lack in the art of house-keeping profession.

Uptil now marriage was the only career open to women and every girl had an interest in home-making. Today, many girls look forward to be self-supported before getting married having two vocational interests - wage earning and house-keeping or home-making. But home can no longer carry the full responsibility for educating the respective home-makers. Therefore, it is better to transfer the training to be given to the future house-wives to the schools from parents.

The villagers being away from the cities come to know very late about the recent practices in the field of home-making and many times due to close mindedness they are not ready to accept the new ideas and get the new trends applied so if from the beginning we take the village or city girls in our own hands then through filtration the education might reach upto the minds of the old villagers. Thus, through modernized education of Home Science we shall have new generation with modern ideas in mind and modern practices in hands at village level also through the extension programmes.

History has shown that formerly the syllabus of Home Science was very narrow and limited but as time passed and the ideas as well as the importance and emphasis got changed, the experts included many other applied sciences

and those new courses are enjoying prominent place in a large programme of Home Science education. Thus, this new type of improvised programme of Home Science education tried to show increased emphasis on education for family living and is still becoming more and more family centred.

History of Home Science Education in India

Home Science has an interesting development during the last four decades. Though the country long back recognized the importance of educating the girls for home-making as the major career in life it is surprising that some type of educational programme was not designed much earlier to meet this need.

The earlier educational institutions organized for boys and men, gradually admitted girls and women where the gained education was entirely unsuited to the future needs of a girl. This made many leaders to say correctly that educated women were expensive and unsuitable in the homes because the system was not preparing the girls to be helpful co-partners. Degrees in Chemistry, Physics, Mathematics, History, etc. had very little to do with food preparation, clothing, child care and how to stretch the family income. Consequently, majority of the girls were schooled by the older women of the family in the sixtyfour arts which every girls were supposed to know in order to make her suitable for marriage and home-making.

In early 20th century^a few outstanding women^x recognized the inadequacy of girls' education. In 1920, a group of women leaders spent considerable time for drafting a syllabus for the Home Science curriculum of Lady Irvin College in New Delhi. The college was founded by All India Women's Education Fund Association in 1922. It was a challenge to the type of women's education prevalent at that time.

Prior to the foundation of the Lady Irvin College at New Delhi, the State of Punjab in Northern India recognized the need for imparting better home-making practices to school girls regardless of age. A post of Instructress of Domestic Science was created in the Punjab school system in 1928. Few teachers were called in that year and given training in needle work, cooking and laundry.

In 1936, a similar course was held for another group of teachers and they were put in charge of teaching Home Science subject to girls in the middle^{School} classes. In 1935, a Home Science teacher's post was created in the Government Secondary Schools in the Punjab State offering a two year diploma course in Home Science. By 1937 Punjab had two Inspectresses of Home Science to supervise and continue refresher's courses for the Home Science teachers. But shortly this beginning came to a standstill for a long period of time due to non-availability of the students and teachers. Again, the programme had been continued in

Punjab with considerable recognition from every side.

Madras State became the next supporter of introducing Home Science. In 1934, a lady member introduced a resolution, pressing for consideration of Home Science, in the Madras University Academic Council. However, in 1938, the Madras University accepted the Home Science syllabus for a B.A. degree but before any college offers the course of Home Science, it was thought and realized that more work should be done in order to offer a B.Sc.(Home) degree. Until 1942 none of the colleges of the Madras University was financially able to offer the course. That year two women's colleges in the city - Queen Mary's College and Women's Christian College - started in co-operation i.e. the former taking the responsibility for teaching of applied physical sciences and the later for teaching nutrition. The other subjects were being taught separately at these two colleges. In 1942, the first degree course in Home Science in India was offered by Madras University for six students only.

Later on due to the attraction towards these two new colleges the secondary schools in Madras State also gradually introduced Home Science in the form of Domestic Science, teaching, cooking, nutrition, physiology-hygiene and laundry along with sewing and embroidery.

In 1945, St. Agnes College at Mangalore (Mysore

State) offered an intermediate household arts course which included home-making. Till now mother-craft was not covered up in the B.Sc. syllabus of any of the colleges along with food and cookery but later on in 1946 the subject of mother-craft was introduced in the degree syllabus and Queen Mary's College was the first to open the same discipline in 1946.

Around 1950 two teacher's training colleges for women in Madras State offered Home Science as an optional subject giving the degree B.Sc.(Home), B.Ed. and B.A.,B.Ed.

In recognizing the scheme of education by Madras State Government, Home Science received new impetus and became a compulsory subject in girls' schools. The high school course was quite diversified in the attempt to prepare the girls for home-making vocation after completing their secondary education.

In 1950, India's first school of Home Science was opened with very well equipped staff, laboratory and library in Baroda. The school was assisted by a United States Home Economists Association during 1950-51. From the beginning the Baroda school of Home Science (now Maharani Girls' High School) planned a long term programme and adequate building space was acquired for a larger number of students.

Then the influence of the started Home Science

colleges and schools was found in various States of India. Students qualifying from these institutions had envisioned the need for Home Science education for women and they were struggling all the while to establish such a programme in the high schools and colleges wherever they were employed.

Later on, after 1952, many educational missionaries also carried on a similar attempt in general, private colleges and schools in other States of India. By 1954, it was estimated that 14 Universities offered Home Science in one form or the other. The courses varied from a few courses of two years' duration to several courses covering a four years' course leading to B.A. or B.Sc. degree level.

In 1955, the first attempt was made towards co-ordinating the scattered approaches to Home Science subject in India. The lecturers and teachers of Home Science in India were invited to Baroda University (now the M.S. University) to discuss their problems and to coordinate their work. In the same year a group of 150 delegates, representing teachers, students and others who are interested in Home Science met in Madras for the organizational conference of the All India Home Science Association.

The few institutions of the country that were struggling to establish Home Science institution for girls and women, were confronted with an almost impossible tasks, because when the men's world was moving ahead

faster, it was more or less an accepted fact that the woman perpetuated the traditional pattern of home-making. The rural home-makers of India's women group, with little or no educational facilities, had much scope to gain knowledge in the field of Home Science but they had least opportunities to receive helpful information on better home-making practices.

The students who learnt Home Science and turned out from the Home Science departments and colleges, readily married, some added their services as a staff of the college or school, leaving very few number of Home Scientists to expand the programme into new areas of the country. Only a very small proportion of the girls studying in the higher institutions of learning or the girls in the secondary schools had an opportunity to enrol themselves in the Home Science colleges. Again the rural home-makers were further cut off from sources of information due to expensive education.

During the first Five Year Plan in 1951, it was said and felt that the success or failure of plan revolved around the practically unrecognized home resources i.e. the women of the country. The competency of the hands which shape the lives of the future citizens and leaders of the country plays an important role in any national development. During first Five Year Plan, many leading Indian Home Scientists and other educationists realized the

importance of Home Science in our education system. They also realized that introduction of Home Science was not the total answer but Home Science training regardless of the name given to it was of vital importance to an improved way of life.

The year 1952 will probably go down in Indian history as one of the most eventful years the country has ever experienced as it was only in 1952 various groups of women recognized and silently advanced the idea of the potential contribution that women and girls can make towards national development if they are given or provided with the proper training and guidance. In September 1952 the organization of All India Home Science Association was a forward step towards solidifying the efforts of leaders interested in training girls and young women for the role they are designed to fulfil in home and community improvement. Concentrated efforts and brave attempts were ^{made} taken by the Home Science minded people to spread the programme to gain status in the academic field, to gain recognition and interest from the public, Government and other officials to obtain financial support.

Since 1952 Home Science is offered in one form or the other, under the diversified courses, as Home Science, home economics, household arts, domestic science, domestic arts, household science, house-crafts, home crafts, home-making or home arts. The curriculum still does not give

equal importance to all phases of Home Science. Very few institutions have included any clothing, home management, child development, mother crafts, marriage and family relationship, sex education etc. This is partially due to lack of well qualified, trained staff with local interpretation of the scope of Home Science and needs of the learners. Home Science was offered in secondary schools in a more theoretical way than practical. It is believed and even today considered as an expensive subject and does not have academic acceptance or rating.

During last few years Home Science has passed through many ups and downs like any progressive idea before it is accepted by people and put into practice. Now recently only it has been established as an important branch of education for girls in India. It has been incorporated in the curriculum of the basic schools, multi-purpose schools, teachers' training schools and colleges, etc.

Today more than 110 colleges affiliated to nearly 26 universities offer Home Science at the intermediate, B.A., B.Sc. courses. Seventeen colleges provide Home Science at the post-graduate level leading to M.Sc. degree. At the school level more than 1700 schools are offering Home Science to prepare them for better home-making.

Interest in every phase of Home Science is growing among the people of the country. It has become known as practically useful education for women regardless of their future plans to be home-makers, teachers or any other professional workers. It is popularly known as a field of women's education that can be applied everyday. It is fastly becoming a popular subject especially among college goers. Parents use every technique to enrol their daughters in the schools of Home Science. Teachers are demanding additional training to be better prepared for the professional job. Rural women are also responding to the opportunities offered to them through Home Science education and Extension Services to find better and easier methods of improving rural family life.⁸

Among all Home Science minded and educated group of people, men are in search of girls who are better trained in home-making and house-keeping. Thus, slowly and gradually the development is taking place and a day will come when it will be a universal subject for all.

* 8. Lily Mary, "Home Science Education", Social Welfare, Central Social Welfare Board, New Delhi.