PART I

THE PRELIMINARIES

- Introduction
- Review of Researches and Related Literature
- Home Science Education in India - Its Historical Perspective
- Research Procedure - Tools and Technique

CHAPTER ONE

INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1. Background

There is a great need for education to keep pace with the changing needs of the community, as it aims at bringing about the needed change in human behaviour - the behaviour which would be required for successful living in the form of the society one lives. India is a developing nation moving rapidly forward. This young republic is trying to find out its appropriate place in the modern world in the fields of agriculture, health, industry, social welfare and education. Technical, scientific and technological as well as social, cultural and economic changes have placed a challenge to the families to adjust to these changes and adapt accordingly. New and pressing problems related to feeding, clothing, housing the family, managing the home and caring for the children challenge every home maker with such changes in the society and the challenges thrown to every individual

it becomes imperative for the educationists to introduce the type of education which would prepare every individual to cope up with the present dynamic society and its impact on homes.

The discipline of Home Science is one such innovation which educates and trains individuals to face with vigour and confidence the challenges of society for self and family, scientifically and technically in the most befitting ways to meet their physical, emotional, social, cultural and spiritual needs. This education is now recognized all the world over by different names e.g. 'Home Economics' in U.S.A., Phillipines, Switzerland, Belgium, Holland, Canada; "Home Making" in Japan; 'Domestic Economy' in U.K.; 'Hanswissenchaft' in Germany; and 'Home Science' in India and New Zealand. The nomenclature of 'Home Science' was adopted by Home Science Association of India in 1952 (Devdas, 1958).

Home Science aims at educating individuals in the art and science of family living, improving services and goods, and helping individuals and family to meet the challenges of the changes in family and society under the process of modernization. Yet, its definition differs in the general perspective from country to country. Before having a look on the different definitions and views it would not be out

of place to say that the discipline of Home Science is an applied science and draws its principles from the basic discipline of arts and science. The Committee of American Home Economics Association (1959) has clarified this as ; "Home Economics synthesises knowledge, drawn from its own researches, from the physical, biological and social sciences and the arts and applies this knowledge to improve the lives of families and individuals." Still there are variations in the ideologies (Deulkar, 1964) hence some of the fundamental notions, and thoughts are presented below.

1.2. Home Science as Viewed in Different Countries

The Netherland Council of Household Arts views :

> "To encourage efficient domestic economy as a matter of national interest, and to represent and safeguard consumers and household interests before governmental and scientific institutions, trade and industry."

Family Institute Quebec, Canada considers :

> "Spiritual, intellectual, and technical formation of girls and training of home economics and family education teaches. "

The International Federation of Home Economics, where the definition of the field of work by the English and the French were found to be quite parallel because :

> The exact and reasoned knowledge of all problems relative to the home-research and dissemination of research concerned with food, clothing, shelter, health and human relationships and management of resources,"

University Education in Home Science, University of Newzealand believes :

> To provide a thoroughly scientific education for women in subjects concerning the management of the home. In the degree courses greater emphasis is placed on the science subjects, whereas the diploma course has been designed to provide a thorough training in all aspects of home science with sufficient background to enable students to understand underlying principles.

Home Economics in Belgium is taken as :

> Home Economics teaching will form an integral part of womanly vocational education besides general culture...Drawing from the latter the specific varieties of family culture"..."to inculcate a family spirit becoming qualified for family education; hygienics, rearing of children, children's education; and housekeeping..."

Home Economics Education in Japan forms :

> One of the major objectives of home making education is to train each individual to become a good member of the family and a good homemaker." Also "from a course that dealt chiefly with the development of skills with slight reference to family life, Japan comes to the adaptation of a curriculum in Homemaking which centres about the home while not totally eliminating skills from the programmes..."

According to American Home Economics Association Committee on philosophy and objectives :

> Home Economics is the field of knowledge and service primarily concerned with strengthening family life through: educating the individual for family living; improving the services and goods used by families, of conducting research to discover the changing needs of individuals and families and the means of satisfying these needs; furthering community, national and world conditions favourable for family living.

It can be well seen here from the above statements and definitions that most of the programmes aim at preparing girls for family life and homemaking education. The statement of the American Home Economics Association Committee provides greater scope as it includes community, national and international interests; envisaging a programme of research in a society qualified by its changing needs.

The Committee, Home Economics Association (1959), therefore outlined its concern for such aspects of family living as relationships and child development; consumption and other economic aspects; nutritional needs; food selection and preparation; the psychological and social significance of clothing and its design; selection, construction and care; textiles; housing for the family; equipment and furnishing for the household; art and management in the use of resources.

Describing the importance of Home Economics the Home Economics Association (1959) expressed :

> Though Home Economics is not the only professional field dealing with one or more of these aspects of living, it is the only field concerned with all of them, with their interrelationships, and with the total pattern which they form. It is the only field concerned with helping families shape both the parts and the whole of the pattern of daily living. The emphases that it gives to various aspects of living are determined by the needs of individuals and families in the social environment of their time.
>
> Home economics prepares professional personnel to carry out its objectives through education, research, social welfare and public health; dietetics and institutional administration, and business. It works cooperatively with other fields of education but assumes a unique responsibility for helping girls and boys, women and men, to achieve wholesome, happy lives. It shares with other fields the responsibility for developing perceptive, well-informed citizens with the ability and the will to further conditions favourable to effective living.

In India Devdas (1958) observed :

> Home Science is education for homeliving. The home and family are the measuring yardsticks of any nation. They reflect the progress of the country. By catering to the physical, spiritual and emotional needs of the members, the home gives meaning to life, and suitable environment for the growth of children and culture to citizens. It builds character, ensures happiness and influences the individual and the community for better living. Citizenship, respect for others, contentment, health, character, efficiency in work, are all obtained through sound homemaking. Since Home Science affects the very foundation of an individual's life, Home Science is education for living..."

Home Science is concerned and interested in effecting improvements in home and family living. It influences the growth and development of family members, through the

knowledge of the environment in which they live. It uses scientific methods in solving daily problems. It is concerned with the happenings in the world, and how they affect the family.

Home Science, in addition to giving education for home living, also trains students for careers. The greatest career is of course, home making and bringing up happy families. There are other careers in the communities, such as: teachers, extension workers, dietitiens, and nursery school teachers.

However, it can be safely said that Home Science education focuses at coordinating the scientific and practical knowledge drawn from different fields to utilize it in a suitable way for the development, welfare and happiness of individual, family, community and nation at large.

1.3. Home Science develops in India

In India Home Science entered the field of education very late. It's earliest history can be traced back to the period 1881-1901 when the Indian Education Commission recommended that the programmes of women's education should be drawn up with special reference to the requirements of home life and occupation open to women. Earlier also during the period 1870-71 and 1881-82 public demanded different

education for women with separate text books but then later on the general public opinion strongly demanded differentiation of curricula. It was introduced in the programmes of various states without achieving much success. Later on with individual efforts and public demand the programme developed and caught momentum. (National Committee on Women's Education 1958 (Ministry of Education, 1959).)

Malthialagon (1968) has rightly pointed out, "Home Science is comparatively a recent addition to the ever growing and expanding faculties of study and research. Yet, it is gratifying to note that the importance of this study has obtained the recognition not only in our country but abroad."

Tarabai (1956) in her Presidential address said, "Today, Home Science has found a permanent and an honourable place in the field of education. It has been accepted as a major subject with the others in high and multipurpose schools in the second five year plans. Universities have introduced Home Science at the College and University level.."

Bhaktavatsalam (1964) in his message sent on the occasion of the Seventh Biennial Conference wrote, "Home Science is a new subject of study. Previously it was built in the routine of our life. The growth of urban life and an

industrialised civilisation has made it necessary for us to teach our women the art and science of keeping a good home, of preparing balanced and nutritious diet and of keeping the home and community in the moral and spiritual health. Home Scientists of today can be better housewives if they chose to settle down in the home or they could help the community by seeking employment in educational institutions, research laboratories, hospitals and in community services..."

The speedy development brought a awareness of the discipline to the people and public demand increased because it, not only prepared women for gainful employment but also to be a housewife, home-maker and mother. The awareness to be alert to the changing times had come. The programme appealed to girls, parents and administrators equally because of the realisation of keeping the home uptodate, learning things new for the management of home, and understanding the members of the family and for the welfare of all; understand nutrition, housing; managing resources and child development - for food, clothing, housing, child care and training, home furnishing and household equipment and develop an understanding of the home in the community and the nation.

It developed at the various levels of education in many states of India. Tarabai (1960) in her presidential address remarked, "... Today, there are 28 institutions in the country which are offering Home Science as an integrated or elective course. Many are in the process of starting it. Departments of secondary education in several states have made Home Science a compulsory subject at the middle school stage and all encouragement is being given by way of grants to high schools for equipping their Home Science laboratories and making addition to the library."

Development of Home Science at the various levels of the school education created many problems. The problems of qualified staff, developing suitable programmes, setting up of the departments, equipping libraries were some of the major problems along with the lack of administrators and leaders in the discipline who could help and guide the efficient management of the programmes in their institutions. To solve these problems Home Science was introduced at the higher level of education by those educationists, leaders and organisations who took up the challenge to introduce the subject as a discipline.

Its development at the higher level of education was rapid. Several universities recognized the discipline both

as an elective for the degree programmes as well as a fullfledged degree programme. It was expected that the development of the programmes at this level of education would help solve many problems through training the staff, developing educational materials and providing guidance because the strength of any field is known through its progress at the higher level of education.

Henderson (1965) has rightly opined "... no field can be stronger than its source of personnel, that is no field can be stronger than its colleges and universities: the fountain head where its leaders are prepared at the graduate and undergraduate levels, where students and faculties jointly ferret out facts and principles through vigorous experimentation and other research, and where experienced leaders can turn at any time for new challenges and refreshment..."

The development of Home Science education at higher level was also very rapid. Educationists started understanding the programme and its valuable contributions for home and family living. This rapid expansion created problems at this level also in getting qualified and experienced teachers and administrators, developing suitable programmes, establishing and equipping departments, libraries and laboratories with suitable educational

materials; developing researches and educational programmes of different types and for different levels. Tarabai (1960) had foreseen the situation that, "...with all the rapid strides that Home Science has made in this age of progress, one still finds that there is much to be done for raising the standard of this subject and removing several of the disadvantages under which we are still labouring. One great handicap is the dearth of books and suitably qualified personnel. This is specially felt in institutions teaching the subject at higher level."

When the higher education programmes started it went on developing all over the country in the different types of institutions. Separate institutions were established for the discipline, universities established faculties and departments; even the use of the established institutions was made by starting a department of Home Science so much so that institutions imparting education in Arts and/or Science established just one or two room departments by employing one or two teachers. Some times even that too was not available and instead of laboratories and class rooms open place and verandahs were made use of.

1.4. The Problem, Need and Scope

The Problem :

The developing of Home Science education in the

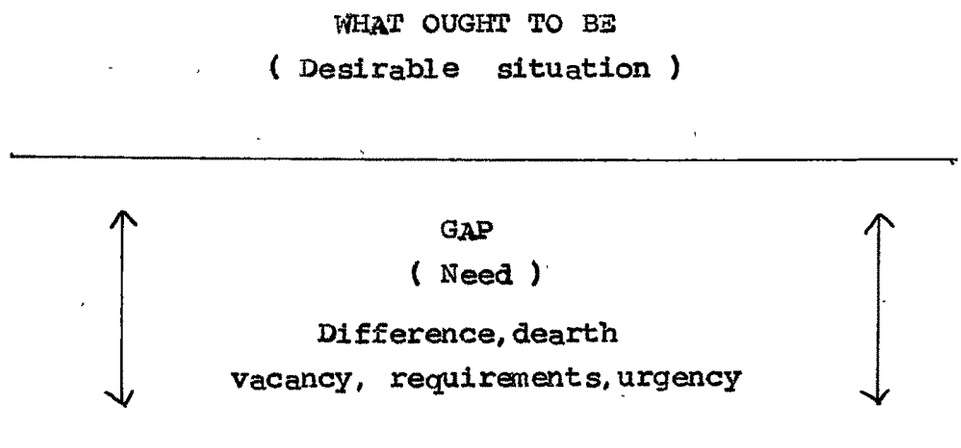
programmes of higher education is recent. The investigator is in the field for the last about thirty years as a student and teacher and has seen the discipline growing by leaps and bounds through various levels of education. She has experienced multifarious problems as a student and as a teacher either herself or through her associates. She got convinced that the required programmes were not available in the country and that there was always a demand for higher education. Whenever the higher educational programmes were developed, there was difficulty in getting leaders, qualified and experienced administrators and teachers, planning and equipping the buildings, laboratories, and libraries. Even then when the higher educational programmes developed they went on developing all over the country. Various attempts made from time to time by educationists, home scientists, planners and administrators for the initiation and development of the programmes, solving problems and creating a climate for successful implementation could not be equal to the development of the programmes. The development continued as an evolution. The public demands went on increasing. The attention of the policy-makers and planners was drawn to the problems. Realisation for the implementation of suitably developed programmes in a meaningful way came up and Home Science was given a new status in the planned rural development of the country at par with Agriculture. Agricultural

Engineering and Veterinary science in Agricultural Universities.

Development of at least one Agricultural University in every state of India aiming at establishing one Home Science College in each university gave a fresh revision to all the problems because of an increase in the requirements for establishing these colleges through suitably qualified and experienced administrators, and staff.

As the investigator herself was working in an Agricultural University for the last seven to eight years and had seen the various problems threatening the growth of the programmes to the planners and administrators she got convinced of the fact that this was the time when more than the expansion there was need for planning and fixing up targets for development. This would help in looking into the requirements i.e. funds, physical plants, staff, equipment, library so as to take steps to cope up with the problems for the successful implementation of the programmes developed. The threatening situation suggests the existence of an unsatisfactory condition which poses problems for the planners and administrators to see a situation where these problems would be removed to a greater extent and programmes are planned to achieve the envisaged situation. It is important here that when a situation is

envisaged for removing certain problems it would be higher than the existing one. It, therefore, means that the present situation is not what it could be and should be. It is, important for officials, non-officials, planners and administrators to see what it should be and find out ways and means to achieve it. So the whole planning process would mean to know the needs which should be the central concern. Legans (1961) defined "need" as the gap between the existing condition and condition envisaged as outlined below :



What is - is determined by studying the situation. Some of the important information required would be facts

about the situation, physical factors, existing conditions, resources available, programmes available, trends and outlook. This would show the situation which would give a point to the planners to take another step i.e. to decide, what ought to be. This would be the desirable situation which would mean selecting programmes, goals or objectives, targets on the basis of available resources.

Need :

It is important to know the need for the development of the programmes. Need constitutes the core to build up the programme. It would include necessity, requirement, urgency, scarcity, which would depend on the gap of what is and what ought to be. "Wider the gap is, greater the problem would be - as the gap is always of some magnitude."

What ought to be is determined on the basis of research and the value judgement of the people, leaders and planners as it is the desirable situation, which is the process for selecting programmes, targets, goals or objectives which is based on possible resources.

Thus, to bring about the required change it is important to know the present situation, envisage the changed situation and find out the gap - the need to plan the

programme. It is difficult to envisage any situation without knowing the present since no accurate and meaningful information existed on the present status of the development of Home Science programmes at higher level of education, a study was undertaken to explore the development of Home Science degree programmes in India.

Scope :

It is hoped that the findings of the present study would make the past of Home Science intelligible. It would help to know the development of Home Science degree programmes over a period of time in relation to the society. It would help planners know the existing situation and the potentialities of growth of the existing institutions. It would also contribute to the understanding of the contemporary problems and provide planners and administrators an insight to envisage the future requifement, draw plans. New approaches could be found out for the execution of the plans after getting an insight into the past mistakes which may be avoided. This would help this young discipline in its growth strength and enrichments, through fixing up targets with long ranged and phased out programmes and proper utilization of resources. It would thus check the mushroom growth of the institutions with meagre resources but would help develop institutions with potentialities to grow.

The findings may also assist in planning contracts for "Institution Buildings Programmes" with other countries in the development of educational programmes of Home Science. It would give baseline data to plan further researches.

1.5. Objectives, Basic Assumptions and Limitations

The Objectives :

The study entitled "Development of Home Science Degree Programmes in India" was taken up to find out the present status of the higher education in Home Science in its historical perspective. Institutions with higher educational programmes were seen for their development, characteristics, objectives, programmes, enrolment, degrees granted and preparation of the students for different jobs. Human and material resources such as staff, laboratories and funds were viewed to see the available resources.

Since the present status was expected to be the outcome of changes over a period of time of the development, characteristics, objectives, programmes, enrolment and degrees granted to the students, the development was studied from its earliest attempts to present day, whereas, the

preparation of students for the different jobs and the available human and material resources - staff and laboratories were studied as they existed. The funds as a material resource was assessed only in relation to the satisfaction of the administrators.

While studying the different requirements of the programme over a period of time and in its present status, its growth was reviewed from the point of view of integrated interaction of political, social, economic, cultural factors and forces in order to throw light on a concrete and realistic picture of the growth of Home Science programmes.

Thus the objectives of the study were :

1. To record the development of Home Science programmes in the different types of institutions leading to university degrees from the earliest attempts to the present day.
2. To study critically the administrative planning with respect to : (a) the initiation and establishment of the programmes, (b) changing objectives over a period of time, (c) types of undergraduate programmes developed and their preference and (3) postgraduate programmes developed and practical problems envisaged in the development of Master's and Doctoral degree programmes.
3. To present a picture of factors affecting acceleration and inhibition of the growth of the discipline.

4. To take a comprehensive view of the enrolment and graduation number of the students in different types of programmes and their preparation for the different professions and related problems.
5. To assess critically the availability of human and material resources for the successful implementation of the programmes undertaken.
6. To recommend planning of programmes and suggestions for the growth and enrichment of the discipline for future.

Basic Assumptions :

1. Since Home Science has developed at the higher level of education, the universities have developed the programmes and have permitted the government and nongovernment institutions recognized by them to start these.
2. Different factors are responsible for the beginning of the programmes in different institutions.
3. The institutions have established objectives for their development.
4. The programmes are developed over a period of time and are different from one institution to the other in their number and type.
5. For the successful implementation of the programmes human and material resources are being provided.

Limitations of the Study :

The study was limited to the :

1. Investigational work related to the institutions with Home Science B.Sc.,M.Sc., programmes belonging to the

strata of higher education in India.

2. For the survey, the data were collected through the questionnaire from Home Science Colleges/Departments leading to the degree in Home Science from all the States of India.
3. A sample of selected colleges was decided for personal visits.
4. A few pioneers and leaders, were chosen for personal interview and discussion.

1.6. Methodology employed in the Investigational Work

At the time of data collection there were 22 states in India. Nearly all the states had University Education but all did not had programmes leading to a degree in Home Science. It was, however, known that the programmes were introduced in many universities. Some of these had established departments and faculties and others had given recognition to government and nongovernment institutions to carry out the programmes.

Historical and normative survey methods were employed for data collection. The former method was employed in organising and recording past events by referring institutional records, scrutinizing syllabus, curriculum, journals, magazines, reports of the Ministry of Education and proceedings of the meetings of the conferences in Home Science.

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Due to the personal experiences, the investigator remained aware that many informations will not be available in its written form through reports etc. but that could be had from the pioneers and leaders who could be the primary source of information. For the collection of the said data important institutions were visited for observation, interview and discussion. This would not only add to the data but would increase the validity of the data.

The questionnaire employed had three sections. The first section was for the general information of the institutions and the related requirement to carry out the programmes such as developmental position, planning, organisation and coordination, objectives, programmes, enrolment and graduation number of the students. The second section was used to know the material resources of the undergraduate programme and professions for which the students were prepared after graduation; Section third was related to the material resources of the post-graduate programme and preparation for job after M.Sc. and related problems. Development and changes over a period of time were also asked in all the requirements. Problems were asked for in all the issues.

An open end interview schedule was prepared to record the data collected through interviewing the leaders and

pioneers of the discipline and heads of the leading institutions of the country.

The personal visits and reports helped in recording meaningful data which supplemented and increased the validity of the data collected through the questionnaire. Through discussion number of practical issues in the development of the programmes necessary for the scientific organisation by the administrative machinery were covered.

For the analysis of the data the institutions were classified into the types of institutions on the basis of teaching arrangement of the various sciences, humanities and othef related subjects. All the responses with Yes or No were counted according to the objectives and were shown in percentages for comparison to find out if any difference existed between the different types of institutions.

The development of the degree programmes was arranged chronologically. It was then rearranged topicwise on the basis of the institutional requirements necessary for the proper implementation of the programmes. Growth rates of the development of Home Science programmes and the number of students enrolled and degrees conferred for the undergraduate programmes offered were also calculated.

1.7 Classification of Chapters

In this study the chapters are classified as below :

PART I - THE PRELIMINARIES

Chapter I - Introduction, need and scope; objectives, basic assumptions and limitations; Method employed in the investigational work and the classification of chapters.

Chapter II -Review of research and related literature.

Chapter III-Historical perspective

Chapter IV -Research procedures - tools and techniques

PART II - ANALYSIS AND INTERPRETATION

Chapter V - Home Science in higher education institutions, their characteristics, development and objectives.

Chapter VI- Acceleration and inhibition factors - Home Science Association of India, UT/India Contract 19 , Ford Foundation Project, Baroda, US Agency of International Development; environmental factors of acceleration and inhibition.

Chapter VII-The programmes - undergraduate and post-graduate; enrolment and degrees; professions

Chapter VIII-The resources - human and material

PART III - THE LAST LOOK

Chapter IX - Conclusions, recommendations and suggestions

Chapter X - Summary

PART IV - APPENDICES - BIBLIOGRAPHY
