CHAPTER V

SUGGESTIONS FOR A MODEL CURRICULUM IN HOME SCIENCE

An examination of the existing Home Science curricula at various stages of schooling including higher education tends to confirm that most often they seem to lack, in one way or the other, the basic criterion of being need based. This is perhaps due, among others, to Home Science being a rather recent entrant as a subject in the educational curricula in our country, particularly to meet some of the needs of some of the girl students who happen to avail themselves of this provision. This is, in fact, a natural corollary to the state of affairs when most of the girls prefer the study of science or Arts group subjects, to the exclusion of Home Science, with an eye on better prospects and career in future. Nevertheless, in the age of modern technological development and scientific temper in the total human perspective, the Home Science which is not merely confined to the household today, has to go a long way in keeping pace with ever-changing world of learning and work. It has to offer, like other disciplines, a nearly lifelong pattern of education in Home Science, both in its academics as well as the professional, in order to make it a first choice subject for a sufficiently large number of students both female and male. Home Science, in reality, is deeply and closely related to life being so close it may often look common-
place and ordinary in the general parlance of human affairs. Naturally, in order that it becomes popular it has to aim at meeting the all round needs and aspirations—personal, educational and professional—of the pupils who choose to study this subject as a discipline. This is probably all the more important in the face of the newest dimension which may require more and more of men to share household responsibilities, specially in cases where womenfolk are now joining, in large number the world labour force and have consequently lesser amount of time to spare for home management aspects of the family cycle. The logical conclusion in the ultimate analysis would be obligatory study of certain core postulates of Home Science as an integral part of schooling at all levels. This apart, the degree of competence and specialization required in the diversified streams of the subject need also to be highlighted and emphasized.

While developing a model curriculum in Home Science as a subject, it ought also to maintain a sort of horizontal uniformity and vertical consistency depending upon the levels of aspiration and achievements expected at different stages of education in Home Science.

A model Home Science Curriculum would, therefore, care to cover all such factors, fields, and interests which effect a person's development, his life in
the family and in the community including the world of work. That is, Home Science course ought to be vitally effect improvement in living conditions on the basis of scientific understanding of environment and the use of scientific methods in solving daily life problems. This calls for inclusion of the basic principles of various essential aspects of Home Science touching upon different areas like Physiology, Health, Sanitation, First Aid, Home Nursing and Diseases. Food Nutrition, Kitchen gardening, Cooking Preservation Housing, Decoration, Critilation and environmental hygiene. Household management, gadgets, budgeting and marketing. Clothing, Textiles, Embroidery and tailoring. Child growth, Development, and Mother Craft. Human relations, Mental hygiene and family life education including population and sex education and Home Science Education and Extension to agriculture, Industry and other vocations and professions. Thus various aspects of Home Science enumerated above need to be interwoven and integrated in the curriculum at school level in the following pattern which would call for urgent attention of curriculum framers and planners to give its due while restructing curriculum on the new pattern. This would also need careful sifting of the Home Science content.
and practical work expected of children at different stages and streams of education.

**THE MODEL GUIDELINES OF HOME SCIENCE CURRICULUM**

I. School Education:

**Pre-school Home Science**

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<tr>
<th>Integrated content as part of Environmental Studies I</th>
<th>Integrated content as part of Environmental Studies II</th>
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<td>Practice in Applied aspects</td>
<td>Practice in Applied Aspects</td>
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Essential core content for all students

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<tr>
<th>Diversified Aspects involving content knowledge of choice areas.</th>
<th>Diversified Aspects involving Action/Work Education in Choice areas.</th>
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Essential practice and experiments

II. Higher Education

Academic Stream of Higher Education

Diversified Vocational/Special Area Education
The model envisages a vertical gradation of content and practice in various aspects of Home Science Education beginning from pre-school stage of child development to the highest stage of education depending upon individual, social, academic, vocational and professional needs and aspirations. The ideal of such a model of Home Science Education is not to over-emphasize the importance of this subject but to prove how imperative it is for every one to have this education in order to develop well-balanced personalities, possessing high degree qualities and responsibilities towards their houses, community and country. Home Science Education in its variety of forms possesses a very high deal of potentialities for contributing to the world of work and can provide employment opportunities to a large number of people. Home Science in its modern context, is not merely restricted to home making or improvement in the prospects of girls marriage, it is, on the contrary, an immensely broad based discipline full of rich academic, vocational and professional elements, which need to be exploited to the fullest extent in the future educational needs of our citizens.