CHAPTER I

PROBLEM AND ITS SETTING

Introduction

Society exists through a process of transmission quite as much as biological life. This transmission occurs by means of communication of habits of doing, thinking and feeling from the older to the younger. Without this communication of ideals, hopes, expectations, standards, opinions from those members of the society who are passing out of the group life to those who are coming into it, social life could not survive. The young of human beings compare so poorly in original efficiency with the young of many of the lower animals that even the power needed for physical sustentation have to be acquired under tuition. In fact the human young are so immature that if they were left to themselves without the guidance and succor of the others they could not acquire even the rudimentary abilities necessary for physical existence. Education thus is a mode of transmission of culture for the existence of the society while the school is an important method of such a transmission. So obvious indeed is the necessity of teaching and learning for the continued existence of a society. Therefore formal education through school thus plays a tremendous role in the preservation of the culture as well as bring about social change in view of the technological advancements and changing social conditions.
There is a marked difference between the education which everyone gets through imitation by living with others and deliberate education of the young. The former is incidental through association. As the civilization advances, the gap between the capacities of the young and the concerns of the adults widens and therefore learning by direct sharing becomes increasingly difficult. Further much of what adults do is so remote in space and in meaning that playful imitation is less and less adequate to reproduce its spirit. Ability to show effectively in adult activities thus depends upon prior training given with this end in view. Thus intentional agencies such as schools, explicit materials such as studies and the task of teaching is assigned to a specialised group of persons for the transmission of the culture. Without such formal education it is not possible to transmit all the resources and achievements of a complex society. Hence one of the intricate problems, with which the philosophy of education has to cope with is the method of keeping a proper balance between the informal and the formal, the incidental and the intentional modes of education.

The philosophy underlying home science education is the same as that of general education that is to transmit the culture and to have direct bearing on everyday life rather than purely academic and divorced from the realities of life. Home science education mainly aims at imparting knowledge about
the proper utilization of available resources in day to day life, to improve living conditions based on an understanding of the environment and its influences on the growth and development of the family members. In ancient times girls learnt domestic work by example and practice set by tradition in the family. The impact of science in the recent past has altered the ways of living to a great extent and the race of progress has so tremendously affected the home life that there is a danger that the old values sustained in the family may not survive if it is left to family. All these changes call for organised learning experience in the field of home science through formal schooling by qualified teachers, hence there is a role for formal home science education.

Enormous social changes have occurred in India during the last few decades as a result of rapid advances in science and technology, population explosion, rapid industrialisation and consequently urbanisation. These changes have influenced the mode of living and role of women in modern society. Ever rising cost of living and increased leisure time has induced the women to find employment outside the home. When a woman works outside the home, certain type of problems like problems related to management, child care are created for her and for other members of the family. All these changes and problems of modern complex society create an imperative need to teach our youngsters to adjust themselves to the changing conditions and contribute towards a happy family living.
Today's housewife has more to organise than in the past. Organisation requires planning, budgeting and wise decision-making. Hence she needs a training of better organisation, wise decision-making and utilisation of available resources to the optimum satisfaction. It is therefore necessary for home science. The art of homemaking to be taught scientifically and systematically as an integrated course in educational institutions.

Home science is a composite and comprehensive subject which serves as a link between the sciences and the arts. It combines itself into instruction and practical training to meet the demands of everyday life. Home science education focuses on the home, and the knowledge of both the science and the arts is applied to make comfortable and happy living.

Home science education caters to the physical, emotional and psychological needs of the members of the family and their duties to the home and to the country. It helps families to establish values and to lay the foundation for their health and happiness, and well-being of their communities. Home science is vitally concerned with all the activities inside the home, and in the world outside, in so far as they affect family life. It teaches the use of
scientific methods in solving the family problems in different areas like foods, child care, clothing, management and human relations.

Home science draws upon many areas of learning. It is concerned with the following aspects of family living:

1. Family relationship and child development.
2. Consumption and economic aspects of personal and family living.
3. Nutritional needs and the selection, preservation, preparation, and use of food.
5. Textiles for clothing and for the home.
6. Housing for the family and equipment and furnishings for the household.
7. Art as an integral part of everyday life.
8. Management in the use of resources so that values and goals of the individual, the family, or of society may be attained.

Basic principles of curriculum planning
Theoretical orientation:

Curriculum has been defined in different ways. Some have viewed it more comprehensively and broadly as all the experiences that a learner has under the guidance of the school; while others see it as narrower and more specific restricting the use of the word curriculum to only formally organised courses. In a broader sense, curriculum is the sum total of all the stimuli to which the pupils respond while they are in the school. It also consists of a series of purposeful life experiences growing out of the interests of the pupils and directed towards intelligent behaviour in regard to the surrounding culture. It is the main frame-work of instruction which provides proper guide lines to the teachers.

Curriculum must take three things into account:

1. The nature of the society, its institutions and social processes.
2. The nature of the child, his needs and developmental patterns.
3. The nature of the subject.

Steps in curriculum planning:

Curriculum development is a continuous process which starts with the formation of objectives and purposes, continues with the selection of content, learning resources and activities and then is put into action in the classroom. The last step is an evaluation of the outcomes in terms of the designated goals and objectives.

1. Selection of goals stating in terms of outcomes to be achieved:

Aims, goals, ends or objectives are the first essentials of any educational system, without them the whole education process would be meaningless. Objectives give concrete guidance to teaching. Tyler has suggested several sources for obtaining these objectives. These are study of the learners themselves, study of contemporary life outside the school, suggestions from the subject specialists, use of a psychology of learning and use of philosophy of education. Objectives selected from various sources may be many in number. It is very important to select the most useful and important objectives and reject the unimportant ones. The selected objectives should be stated in terms of

behaviour and content. Objectives should be very clear and specific, and should be well understood both by the teachers and students and should be stated in such a way which would help in selecting proper learning experiences and instructional methods as well as selecting evaluation devices.

2. Selection and organisation of learning experiences to achieve the goals:

The term learning experience refers to the interaction between the learner and the external conditions in the environment to which he can react. Learning takes place through the active behaviour of the student, it is what he does that he learns, not what the teacher does. It is possible for two students to be in the same class and for them to be having two different experiences.¹ There are some basic criteria for selecting useful learning experiences. Learning experiences should provide the student the opportunity to practice the behaviour stated in the objective, should provide satisfaction to the student from carrying out the behaviour, and should be within the range of students' ability.

These learning experiences should be so organised as to form some kind of coherent programme. Continuity,

1. Ibid., p.41.
sequence and integration must be achieved in organising the group of learning experiences.

3. **Selection of appropriate methods of teaching:**

   A statement of the method or methods that are most likely to achieve the stated objectives is next step in curriculum planning. How specific this statement should be, will depend on the level of education and training of the teachers concerned. With highly qualified and thoroughly trained teachers, the most broad and general suggestions regarding methods may suffice, otherwise, it is necessary to be much more detailed and specific.

4. **Selection of appropriate evaluation techniques for the purpose of appraising the extent to which goals have been attained:**

   The process of evaluation begins with the objectives of the educational programme. Since the purpose is how far these objectives are actually achieved, it is necessary to have specified procedures of evaluation. The evidences obtained from evaluation would help the teachers to improve their teaching methods, planning the effective experiences and diagnosing the needs and problems of students. It will further help the students to self appraise their own strengths and weaknesses and improve themselves.
5. Revision of the course:

It is essentially the last step of curriculum building. The results of evaluation will provide basis to identify strengths and weaknesses of the programme and will help to indicate where the curriculum may need improvement. It will help in determining validities of a course and its potential upon the individual and society.

Toward curriculum improvement, a critical attempt should be made to determine if the curriculum is effectively meeting the needs of the school population. Effectiveness of changes and facilities available in schools should be kept in mind while improving the curriculum. The education of the young is a serious business and it must be build upon a sound foundation, and evaluation must be continuous. When the evaluation reveals that certain changes should be made in order to improve the curriculum, they should be carefully planned and made.

A historical perspective of home science programme in India

From the ancient times the scriptures have pointed out the important place the woman has in shaping human destiny. Manu, the ancient law giver had said that the country in which women are respected and educated will
indeed prosper. Many other thinkers like Swami Vivekanand, Tagore and Mahatma Gandhi have expounded the same ideals which go to prove that the importance of women education has been recognised from ancient times. The national life of any country depends upon the quality of the homes of its people. It is the place where children are moulded into different shapes. Women play an important role in the development of the personalities of children. There has been a surprising unanimity about the qualities to be essentially possessed by a woman in the role of wife and a mother. A good home is heaven on the earth. The home in Indian culture is identified with the woman of the house. The mistress of the house should be skillful in discharging the household duties as it goes to help in the development of ideal character in the members of the family. In view of the important role to be played by the housewife, it was realised from the very early times that teaching of the household duties should take the shape of formal education. In early societies teaching of home science in a very informal way used to confine in the family and girls learnt homemaking practices from their parents. But in the present scientific world, where life has become more complex, it is not possible to confine such training in the family. In the recent past slowly and gradually it has been recognised that home science is an established
discipline which calls for a certain ability and aptitude to learn and so also to provide a definite curriculum, proper physical facilities and properly qualified and trained faculty to teach the subject matter so that challenges of life can be easily faced.

Both the Secondary Education Commission (1954) and the Education Commission (1966) have urged that home science in girls schools should become an integral part of educational scheme for girls. The teaching of home science in India is of recent origin. According to a survey made by Mrs.B.Tara Bai, very few girls' schools included home science course even as an option in the early twenties. But by 1951 domestic science was included as an optional subject in the high schools and as a compulsory subject in most of the girls middle schools. The real development of home science in secondary education was made in the fifties, when Secondary Education Commission recommended a diversified course in home science in the multipurpose schools. The Commission recommended a diversified curriculum at secondary stage to meet varying aptitudes, interests and talents. It was urged that teaching of home science should be included in girls schools and

whenever possible for girls attending boys schools. Madras was the first state to introduce home science as diversified curriculum in multipurpose schools. Today a great number of secondary and higher secondary schools throughout India offer home science as an optional subject.

As far as home science in higher education is concerned, the first home science college was founded in 1932 - Lady Irwin College in New Delhi - by the All India Women Conference. This college started with 11 students offering a diploma in home science and remained the only college for a considerable time. It was in the fifties and sixties that most of the present institutions emerged and established colleges opened home science departments. Home Science is today offered in more than 60 institutions in India - Colleges departments within colleges and faculties within universities. With the increase in number of schools and colleges offering home science, there has also been a marked change in the philosophy and objectives as well as content of home science courses. From being a course of studies oriented primarily

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to the teaching of home making skills, it has now been accepted by a large number of Indian universities as an academic and scientific course of studies.

A view of Home Science programme in Secondary Education in Rajasthan:

Home science as a diversified group in Secondary Education in Rajasthan was included in the year 1956 only in few schools (less than five). The situation even today is not very encouraging. Out of total 110 higher secondary schools for girls, only 7 higher secondary schools offer home science as an optional group and out of 171 girls secondary schools, only three schools have home science group programme. Whereas 81 girls' secondary schools and 44 girls' higher secondary schools offer home science as one subject in arts group¹.

Statement of the problem:

The education and home science to girls and woman has an important and distinctive contribution to make in today's modern society. The knowledge acquired through formal home science education can make all the difference

to the care and comforts of the family, in woman's role as a
wife and mother and above all to prepare a responsible
citizen devotedly engaged in the welfare of the basic and
fundamental unit of society i.e. family. All this is
possible, provided the home science programme is oriented
towards existing conditions and needs of the society and so
flexible to incorporate the subject matters or to delete
them as the social conditions change and new areas are
identified. In other words, the home science programme has
to be so dynamic that it may take care of all such changing
situations. The past experiences of the investigator and
the review of literature have revealed that the curriculum
is sometimes revised but not on the basis of the changing
needs. Frequently the courses of committee meets and sugges-
tions are incorporated which are purely based on the
experiences of the members of the committee and have no
bearing on the needs of the society. Again a number of
research studies have been conducted where efforts were made
only to evaluate the curriculum and not the total programme.
The need today therefore is to get the feedback from the
students who are studying the course to ascertain the
utility, from those who have already passed the course and
gone for higher studies to find out the usefulness of the
courses offered at the preparatory stage, to get the views
of the teachers, administrators and parents regarding the importance of the programme, its suitability and acceptability in the society, and the problems and difficulties faced in properly managing the programme. All this calls for a comprehensive look at the curriculum, physical facilities, faculty and textbooks available to make out recommendations for its improvement. The investigator has not come across such a study where a comprehensive look has been taken and therefore there was a need to plan such a study. A very humble approach was therefore made within the limitations to evaluate the total programme of home science at the higher secondary level.

Purpose of the study:

It has been observed by the Education Commission in its report that the school curriculum is in a state of flux all over the world today. In developing countries it is generally criticised as being inadequate and outmoded and not properly designed to meet the needs of modern times. The dissatisfaction with curriculum is due to:

1. Tremendous explosion of knowledge in recent past.

2. The gulf between the school and the university was always wide and has become wider with the rapid advancement of science.
3. Rethinking in educational circles about the nature and duration of the education.

It is a fact generally admitted by the teachers and teacher educators in India that the socio-economic and cultural way of the life of the people is not adequately kept in view while framing and revising the school curriculum. The secondary school curriculum is geared to the preparation for college and university education. There is general agreement that our curriculum in school is mainly theoretical, subject-centred and language-biased. The efforts of the students and teachers are generally directed towards the goal of getting higher marks in the examination. A large sections of the people in society have started thinking that school education does not provide support to the values cherished by the parents, the society and the community. The home science programme is not an exception to this. The existing home science programme in the schools of Rajasthan is the same old one, with very minor changes if any, brought about here and there on the basis of the experiences of the members of the committee of courses of the Secondary Board of Education Rajasthan.

The Education Commission has emphatically mentioned that most of the curriculum revision in the country attempted so far has been of an adhoc character, not generally preceded by careful research, not followed by such necessary supporting measures as the preparation of learning materials, the orientation of teachers or the provision of the needed physical facilities. ¹

An urgent need was therefore felt to evaluate the home science programme comprehensively. But even after a lapse of more than a decade no serious effort was found to have been made to conduct such a study. It was therefore felt that there was an immediate need for such a study and therefore the present study was planned.

The main purpose of this study was to assess curriculum, the physical facilities, the adequacy and appropriateness of text books and the quality of faculty available to run the home science programme.

In the first place the opinion from the students studying this course, from those students who have already passed this course and gone for higher studies and the teachers who are teaching this course was collected to

¹. Ibid, p. 184.
ascertain the utility of some of the areas offered, to find out to what extent some of the objectives of the course are fulfilled and to elicit suggestions in order to bring improvement.

Secondly the investigator made personal efforts to visit the schools to assess the physical facilities available and identify some of the problems faced to teach these courses.

In the third place efforts were made to go through the text books prescribed and gather opinions of the students and teachers with respect to adequacy and usefulness covering the total syllabus.

Efforts were also made to get the opinions of the teachers regarding the efficacy of the new scheme of 10+2 programme, necessary preparations and facilities regarding its introduction towards making it vocational.

Specific objectives:

1. To evaluate the existing curriculum of the home science group as prescribed by the Board of Secondary Education Rajasthan in relation to the general objectives identified.
2. To know the perception of teachers, school students and college students with respect to the importance attached and extent of achievement of the identified objectives of home science programme in school.

3. To ascertain the opinion regarding the utility of home science programme in school.

4. To know from the college students about the adequacy of home science programme as preparatory course for higher education.

5. To find out the reasons from school students of attending home science course.

6. To ascertain the opinion of teachers about the home science syllabus, its organisation, sequence, language clarity and adequacy of content for available time.

7. To know the opinion regarding the proper balance between theory and practice of home science topics.

8. To assess the physical facilities in home science schools for conducting practicals.

9. To know the quality of faculty in terms of personal and academic background of the home science teachers.

10. To assess the adequacy and suitability of home science text books.

11. To obtain the suggestions for improvement in the home science programme at school level.
12. To know the opinion regarding efficacy and readiness of schools in implementing 10+2 scheme.

13. To develop a comprehensive model syllabus based on the findings of the study and suggestions from subject matter specialists.

14. To suggest a model blue print of integrated home science block to facilitate practicals.

Research hypotheses:

H₁: There is no difference in the perception of home science teachers, school students and college students regarding importance of various objectives.

H₂: There is a significant difference in the ranking of various objectives in order of importance among teachers, school students and college students.

H₃: There is no difference in the opinion regarding achievement of objectives among the home science teachers, schools students and college students.

H₄: There is a significant difference in the ranking done by home science teachers, school students and college students regarding achievement of objectives.

H₅: There is a significant difference in the ranking between the importance attached by teachers to objectives and their achievement.
H6: There is a significant difference in the ranking between the importance given by school students to objectives and their achievement.

H7: There is a significant difference in the ranking between the importance given by college students to objectives and their achievement.

H8: There is no significant difference in the opinion regarding utility of home science syllabus among home science teachers, school students and college students.

H9: There is a significant difference in the ranking of utility of home science syllabus among home science teachers, school students and college students.

H10: The opinion of the college students about the adequacy of preparation for various areas of home science by school programme at college level is equally divided.

Importance of the study:

Research in curriculum and instruction deserves more attention than it has received so far. The school curriculum is in a state of continuous change all over the world today. Even in the advanced countries of the world, it is criticized as being inadequate, outmoded and not properly designed to meet the needs of ever changing modern society. Against
In dynamic societies, education has to equip individuals to cope up with the changing conditions as well as to initiate social change. Advance technology, population explosion, knowledge explosion and urbanisation have caused curricular changes not only in the field of home science but in general education also.
Courses in home science have been influenced because of the introduction of technology in housekeeping. For example a majority of homes have a number of labour saving appliances used in various household activities. Courses in home science education need to educate students to use these appliances.

Today many things formerly prepared in homes are now commercially manufactured like preserved and canned foods and ready-made garments. More knowledge is required for girls about different types of metals, plastics, furniture finishes and new textiles that are coming into vogue. This has necessitated a change in home science courses.

Population explosion has a direct bearing on home science programme. As the population continues to increase cities are becoming larger and denser because industrial and vocational opportunities are concentrated in them. This presents a number of problems to the society and ultimately to the family, such as problems of sanitation, housing, child care etc. A consideration of these problems in school programme is necessary.

An increased leisure time today has also caused a change in the home science programme. Women utilize their leisure time in employment outside the home. Hence the
home science programme needs to be reviewed from the point of view of preparing woman to play the dual role of housewife at home and gainful employee outside the home effectively.

The review of literature as well as personal discussion with the teachers, teaching home science programme and officials of the Board of Secondary Education has revealed that no systematic approach has been taken in the past to revise the curriculum looking to the changing social conditions. Whatever minor changes have been brought about through committee of courses are of such casual nature that they hardly have any bearing on the present day needs or impact on the changing conditions. Need was therefore felt to conduct a comprehensive study where all the facets of the programme would be studied in relation to each other.

The present study is an attempt to review the home science programme at school level from all these angles.

It would be possible to make valuable suggestions in improving the home science programme at school level based on the opinion of those who are teaching these courses, of those who are learning these courses and those who are in charge of the schools in which these courses are being offered.
The study would help in suggesting an improved model syllabus of home science for higher secondary schools. This would enable the schools to further strengthen the programme.

The study is broad based in as much as it will also assess the physical facilities and text books for teaching home science in schools. Thus the study will furnish suggestions for improving these aspects also necessary for effective teaching learning.

Basic assumptions:

1. In the present day society formal teaching of home science is gaining more and more importance and therefore there is a need for regular introspection of home science programme.

2. In view of the changing pattern of the education at school level, it is assumed that a critical investigation be made to assess the preparedness of schools to switch on to a new programme.

3. School education is terminating as well as preparatory and therefore there is a need to find out whether both these objectives are amply fulfilled.
Delimitations:

1. The study was limited to only home science group syllabus of the higher secondary schools prescribed by the Board of Secondary Education Rajasthan.

2. With a view to assess the curriculum, physical facilities, text books, and the contribution made by home science, opinions were collected from the students offering home science at the school as well as college level, teachers and administrators but somehow it was not possible to incorporate the opinion of the parents of the students.

Definition of terms:

Curriculum: All the experiences that a learner has under the guidance of the school.

Learning experience: Interaction between the learner and the external conditions in the environment to which he can react.

Evaluation: The process of determining to what extent the educational objectives are actually being realized by the programme of curriculum and instruction.
Objective: It is a statement that describes what the pupil will do, or be able to do, once the instruction has been complete. It is the terminal behaviour expected from the pupils at the conclusion of a period of learning.

Course: A complete sequence of instruction which is presented to the pupil. A major division of subject matter or a discipline.

Unit: The planned study of a topic, theme or a major concept over a period of weeks. It is a major subdivision of a course, comprising planned instruction about some central theme, issue or problem for a period of several weeks.

School students: The students of class XI enrolled in home science group of participating higher secondary schools.

Teachers: Home science teachers who were teaching home science group in the participating higher secondary schools.

College students: Students of Home Science College Udaipur who had studied the home science group subjects in the higher secondary schools in Rajasthan.

Administrators: Headmistresses of the participating higher secondary schools.
Physical facility: Space and equipment necessary for teaching home science practice.

Text book: Recommended books by the Board that should generally cover the entire syllabus.