The review of educational research gives an educator an excellent overview of the work that has been done in the field and helps in keeping up with recent developments in the field. A knowledge of related literature enables the investigator to define the frontiers of his field and helps in avoiding unintentional replication of previous studies. The study of such literature also places the researcher in a better position to interpret the significance of his own results. Keeping these purposes in view the investigator thoroughly searched the literature related to the present study. Unfortunately not much work has been done in the field of curriculum appraisal and specially in home science education. However, whatever little work done and found in India and abroad was collected. A brief review organised around the following major areas is presented in this chapter.

1. Utility of home science education.
2. Reasons for selecting home science and interests of home science students.
3. Evaluation of home science programme
4. Theory and practicals in home science
Utility of home science education:

Home science is the field of knowledge and service primarily concerned with strengthening family life. It is concerned with daily living of people, the food they eat, the clothes they wear, the homes in which they live, family relationship, health and bringing up of children, the values people cherish and how they use their resources to achieve happiness. It prepares women for their changing role in modern society. A review of several researches supporting this aspect are presented here.

Olive Hall\(^1\) reported that home economics programme was making its greatest contribution by helping students to cook or sew better, by helping students in improving their personal appearance and manners, learning use of new equipment and building greater appreciation of the home and family and preparing for marriage. A majority of the former students

\(^{1}\) Olive Hall, Attitudes toward homemaking education in the secondary schools of California, Jr. of Home Economics V. 47, March 1955, p. 168.
stated that study of foods and clothing helped them in their graduation in home making.

In a study conducted by Sharma many students felt that home science should be compulsory for those who do not have opportunities to learn at home and for those who wish to take up some job.

A study was conducted in Georgia to find out whether home economics should be a part of every girls' school education. The data were obtained from high school girls, young married women, college home economics students and working women. The opinions expressed by different groups of respondents were given as below.

1. Many girls do not have an opportunity to learn homemaking at home, as many mothers are working outside. Home economics in school would help these girls to fit themselves for the most important job of homemaking.

2. Young married women reported that homemaking education prepared girls for marriage which is the ultimate goal for most women. According to them, home making education also teaches girls how to get along with people.


3. College home economics majors reported that home economics should be a part of high school education for every girl as it tries to prepare them for improved family living. Values and skills taught in home economics are a vital part of every persons' life (boys as well as girls).

4. The working women thought that the girls who have had home economics in high school are in a better position for the future life than the girls who have not. They also believed that home economics teaches girls to be good homemaking wives and mothers.

In a study conducted by Gupta, all the parents and teachers expressed the opinion that home science education is important in daily life and that it makes girls well mannered. All the teachers and majority of the parents thought that home science education is applicable in home.

A survey of home science in secondary schools of Gujarat State revealed that the subject home science is very important for the girls as it helps them to become ideal housewives and it was recommended that looking to its

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utility for family life, home science should be made compulsory at least for the girls' schools. Out of 124 girls' schools in Gujarat, only 26 schools offered home science which was considered very small and was felt that it was depriving a large number of girls the opportunity of learning such an important subject. The study strongly recommended that Government should take necessary steps for the development of the home science programme in the secondary schools.¹

In a study made by Hemprabha² majority of the parents reported that their daughters gained a lot by studying home science in schools. They were of the opinion that the training helped their daughters in many ways. More specifically, they helped their mothers in solving many problems, were in position to choose good friends, and became broad minded and liberal in their views. They knew the technique of proper storage of foods and their personal things and developed aesthetic sense in terms of beautification of their homes and their surroundings. The course helped them in preparing and serving new dishes in more attractive manner. Besides all this they learned to render first aid.


With a view to find out the expectations of parents from home science course, efforts were made to collect the opinion from the parents. It was reported that parents expected their daughters to learn value of cleanliness, be able to earn independently and supplement the family income in order to improve family standards. It was further expressed that their daughters should be prepared so as to take up the role of good citizens and educated motherhood and to make proper use of resources for better family life.

In the above section some of the researches have been reviewed where opinions from different groups were collected to ascertain the utility of home science programme. A lot has been said in various spheres regarding the utility of this programme and somewhere it has been recommended that it should be made compulsory at high school level but the statistics prove it otherwise, that it is offered in very few schools in each state. With a view to find out why the home science programme is not so popular, Shah in her study reported that with regard to its utility every body was found to have full praise but when asked to give the reasons for its non-popularity, it was suggested that it was an expensive

1. Ibid., p. 167-172.
subject, that the things dealt in this course could be learnt in homes without any formal education and that it was not considered as a subject worth teaching in the schools.

In a seminar¹ sponsored by the Directorate of Extension Programme for Secondary Education, for home science teachers of multipurpose secondary schools in the four states namely Andhra Pradesh, Kerala, Madras and Mysore, on "Role of Home Science in National Emergency", the participating teachers examined the causes which stand in the way of the popularity of Home Science in Schools. They were:

1. Ignorance of the objectives of Home Science Education on the part of the public.

2. Improper understanding of the scope of home science as a school subject.

3. Lack of facilities for higher education in home science.

4. Teachers, who have not specialised in home science are being compelled to teach it.

5. Lack of lively and interesting teaching of the subject.

6. Lack of enthusiasm among teachers because of lack of teaching facilities in their schools.

7. Home Science Education is costly, because of the cost of practicals.

8. Often what is learnt in the class is not applicable in the homes.

Reasons for selection of home science and interests of Home Science students:

A good educational programme must be based on the needs and interests of the learners. The reasons for choosing certain area as a course of study reveals the interests and needs of the learner which provides a basis for planning an educational programme.

Olive Hall observed that the students' own interest was the greatest influence in their taking home making. Parents also exerted a strong influence. The study further revealed the home making areas of greatest interest to

students. It was reported that the students were interested in several areas particularly in dressing properly, understanding marriage, furnishing a comfortable and attractive home, caring for young children, saving time, energy and money in the home and entertaining easily and inexpensively. The adult group tended to place "cooking or solving food problems" and "sewing" far ahead of the other areas.

In a study conducted to find out why high school girls elect home economics, Chachere\(^1\) reported that home economics programme appeals to a wide range of girls, such as the girls who plan to attend college, girls who plan to marry early and the girls who do not plan early marriage. It was further observed that most of the girls are influenced by their parents and by other relatives to take home economics.

As reported in the study made by staff of Shri Avinashilingam Home Science College\(^2\), most frequently checked reasons for taking home science by students were that home science is useful and essential for women, it helps in home keeping and home making, it is interesting and useful. The study further reported that the students

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2. Staff, Avinashilingam Home Science College Coimbatore; Aims and objectives of studying home science from the students point of view. Proceedings of the fourth Biennial Conference Home Science Association of India 1958, p.142-147.
had a liking for and interest in the subject. Only 8 per cent students had taken home science under parents' direction. Two per cent of the students selected home science because "it had a bright future", "to get jobs", "for further studies" and "it is an easy subject".

It was reported by Garrett¹ that parents were the influential factor in 25 per cent of the cases where girls enrolled in home economics classes, the administration accounted for another 25 per cent of the electees; 20 per cent of the girls were influenced by friends and the remaining 30 per cent who elected home economics did so because of personal interest. It was further reported that 39 per cent girls found clothing as most interesting, 30 per cent had preferred foods and 12 per cent had found home decoration most to their liking. Others were divided in their interests in various areas.

Gupta² reported that self interest and parents' influence were the most frequently checked reasons for the students' selection of home science. It was further reported that

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the majority of students selected home science to learn decoration of home, first aid, cooking and care of sick of home. Fifty to 65 per cent of the students desired to learn planning balanced diet, embroidery, stitching, washing, to work more efficiently, preservation of food, use of time and labour saving equipment, budgeting and dressing properly. All the parents wished their daughters to learn home science to become ideal housewives. Majority of the teachers also agreed with the parents.

Another study aiming at assessing the probable reasons for opting home science by students in Home Science College at Nagpur\(^1\) revealed that the majority of students opted home science because of their interest in the subject. About 50 per cent students thought that it would be useful for their future life while some students selected home science because it was considered easy or their parents desired them to take home science.

Self interest in seeking admission to the Home Science College was also reported by Deulkar\(^2\) in her study.

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of evaluation of home science curriculum of Lady Irwin College, New Delhi.

Evaluation of home science programme:

An intensive review in the field of home science has revealed that very few efforts have been made to evaluate home science programme on scientific basis in order to bring about improvements. Wherever efforts have been made, very little work has been done on comprehensive evaluation of Home science programme, incorporating curriculum, physical facilities, text books and other such related aspects. It became difficult for the investigator to quote such related studies; however sincere efforts have been made to mention some of those which were available.

In an attempt to evaluate the college home economics curriculum in selected college in the southern region of United States it was reported that the administrators considered the programme rigid, courses not functional enough and that there should be some shifting of courses. Graduates rated the basic home economics courses high as their helpfulness.

Garrett in a study of attitudes of senior high school girls toward home economics reported that a majority of home economics girls wanted more work in the following aspects:

1. Teenage problems
2. Clothing
3. Foods
4. Art of entertaining
5. Home management
6. Consumer buying
7. Home decoration

It was further reported that approximately four-fifths of the girls liked home economics course. Only 39 per cent of the girls indicated that they considered the home economics department of their schools active enough to arouse interest. A little more than one-fourth of the girls said that their departments were somewhat active. The remainder of the girls indicated that there was no stimulation of interest by the home economics department of their schools. Fifty-two per cent of the girls felt that all girls in senior high school should have at least one year of home economics. Seventy-five per cent of the girls felt that there was a definite carry over of home economics into the home. It was concluded

in the end that the home economics programme is not meeting the needs of pupils in many situations and that there is too much repetition in home economics courses and that there is a need of constant revision to meet the needs of the pupils.

In a study of school drop-outs and graduates of a number of California's schools, only 15 per cent of the respondents felt that they had received a great deal of assistance in preparing for marriage and 46 per cent said that they had little or no assistance in preparation for marriage and family life. It was recommended that attention be given to this critical area of instruction.

A survey of 4800 secondary schools throughout the United States indicated that in spite of the needs of young people for an understanding of the variety of responsibilities they face in home management and parenthood, one half or more of the time in home economics was devoted to clothing construction, food preparation and serving, and very little time was being allocated to the items dealing with management, family emphasis, nutrition and maintenance of health, consumer


education and community problems that affect the family.

A study of an evaluation of the home economics programme in Dunklin County Missouri\(^1\) was made with a purpose to determine whether it had effectively met students' needs. Evidence was found that foods and nutrition and clothing and textiles had fairly adequately met the needs of the students while human relations and individual development were slightly less adequate. Marriage and family relations, housing and home furnishings, health, safety and home nursing had some adequate phases whereas child care and development had no phases that satisfactorily met the needs of the majority of students. Each area needed additional study in management and consumer education. Longer class periods, reduced class size, varied teaching methods, increased pupil involvement and currently informed impartial instructors would improve the programme in home economics.

In another study conducted in Madras by Saraswati\(^2\) to find out the food preparation practices and equipment available

for food preparation in the homes of girls enrolled in home science in 10th standard, it was recommended that the home science programme at school level should emphasise on:

1. The type of meal preparation according to various income levels.
2. Effective buying for low income level.
3. Storage of foods commonly purchased by all the families.
5. Preservation and use of left-over foods.
6. Use and maintenance of all types of stoves.
7. Use of important equipments like garbage bin, tongs, measuring equipments.
8. Proper methods of washing vessels made of different metals.

Seshamma in her study of home science syllabus at the graduate level with particular reference to Andhra Pradesh observed that there was overlapping of certain units of home science in all branches which need clarity. It was felt that certain units under clothing and textiles and home management

need to be eliminated to make those courses more meaningful, and that there is a further need for depth and insight into the underlying principles in all the courses of home science. Majority of B.Sc. final year and M.Sc. students reported that home science education at college level was not so useful for low and middle income groups and hence there is a need for orienting the syllabus to meet their needs.

In a critical evaluation of high school home science curriculum made by Sharma\(^1\), home science students of high school of Lucknow felt that they learnt something from what was taught to them in the class. They also felt a need for more practical work. Majority of the home science teachers agreed with the prescribed practical work while 28 per cent teachers felt that it should be reorganised and made more interesting.

Shah\(^2\) in an effort to evaluate home science programme in secondary schools in India reported that 60 per cent senior home science teachers thought that the programme meets the basic needs and necessities of the learners and that

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is why it is in a position to provide home and family life education. About 36 per cent teachers were of the view that the programme of home science is not in a position to provide the home and family life education. Some of the reasons advanced were, lack of physical facilities, lack of cooperation from parents, lack of putting theory into practice as more importance is given to theory. It was further reported that usually importance is given to completion of syllabus and preparation for examination rather than developing skills, interests and attitudes towards running better home by the application of the gained knowledge. A few teachers expressed that the programme is meeting the needs to some extent.

In general the teachers felt that aims and objectives of home science programme in school were not clear to them. They considered the syllabus old and theoretical which do not meet the present needs and necessities of the learners.

In a concept study made by Gupta¹, home science was reported as an expensive subject by the majority of teachers, students and their parents. The important reasons for considering home science as expensive was cooking and

stitching practicals. Students also reported that making many files was an important reason for expenses in home science, whereas parents considered high laboratory fees as an important reason. Teachers agreed with both students and parents in this regard. The study further mentioned the importance of home science areas as expressed by students, teachers and parents. The items related to foods, clothing and human relationship were recognised as important by all the three groups of respondents. But the items regarding scope of home science and personal grooming were rated as less important by students and teachers, and not important at all by the parents. Purchasing food and budgeting were important according to the students and the teachers, but were less important according to the parents. Arrangement of different rooms, home decoration and marketing were reported as important by the students.

The purpose of home science programme in general is to help students to fulfil their roles as family members in the most satisfying manner for themselves, their families and their communities. Home science education exists for families. Roy pointed out in her study of home science teaching in girls higher secondary schools in Delhi that the present syllabus did not give enough scope to fulfil
the objectives of teaching home science in schools. Manipulative skill is far from being developed under the present system because of an insufficient number of practical classes.¹

In a study made by the staff of Shri Avinashilingam Home Science College, Coimbatore² to find out the aims and objectives of home science according to the students, when the students were asked about the understanding of the term "Home Science", 25 per cent answered that it is training girls to know about proper housekeeping, 18 per cent reported that it is cooking, washing, stitching and keeping the house and surroundings beautiful and clean. Very few students expressed the idea that home science enables girls to run a home independently of servants or it teaches about cleanliness, management of home and other household resources.

Sharma³ reported that majority of the home science teachers in high schools were not clear about the objectives

of home science. Only 24 per cent of the teachers stated that they were able to fulfil the objectives fully.

Winder and Gray¹ found that more than half of the students regarded the courses in home economics interesting. About 76 per cent of them believed that courses in home economics would help to prepare a person for future life, especially in handling the duties of a housewife and mother. Further when the students were asked to list the courses in order of importance to them while in college, they listed them in the following order:

1. Marriage and family relations.
2. Foods and nutrition
3. Clothing.
4. Home management
5. Housing
6. Child care

Shah² reported that the respective authorities were many times not very clear about the home science subjects, its functional philosophy, its functions, its scope in the field of education, its role and importance in the life

of the learner and its utility in their day to day life. Thus their ideology affected its administration.

Hemaprabha in a personal interview with the heads of four schools in Coimbatore offering home science reported their views that:

1. There is no need of home science to be taught as a separate subject confined to the girls only but it should be included in the core subjects for both boys and girls.

2. Home Science can be combined with general science since the important home science aspects such as foods and nutrition, clothing and textiles, child care and mother craft, human relationships and household management, all are applications of science.

3. There is a general fear that a great deal of equipment is needed to offer the home science course. Hence the managements are reluctant to introduce the subject as an elective.

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4. Parents think that for studying home science, one need not go to the school, because it can be studied in one's home itself.

Further the study explored the reasons for introducing home science in schools which were as follows:

1. Girls show a liking towards kitchen-gardening and cooking.

2. Nutrition education is felt to be important by them.

3. Girls who get married after the secondary education need this information to be effective housewives.

The causes given by the heads for absence of home science education in their schools were:

1. As it is not introduced as a compulsory subject by the Board and so also the management is not interested in the subject.

2. Lack of financial resources and facilities available.

3. Inadequate number of girls showing interest for enrollment.
Theory and practicals in home science:

Srivastava\(^1\) reported that the time spent in teaching home science theory in schools was 2 to 3 times more than the time spent in teaching practicals. It was further noted by Roy\(^2\) that on an average three periods per week, each one of 35 minutes duration, were devoted to the theoretical teaching of home science. The teachers were more or less satisfied with the number of periods for theory instruction. The time devoted for practicals was 2 hours a week which was reported as inadequate. Shah\(^3\) has also reported that a majority of secondary and higher secondary schools in India had scheduled 3 periods of 35 minutes duration per week per class. A few schools devoted 4 to 6 periods per week per class. These periods included both theory and practicals.

Physical facilities:

Adequate space and equipment provided for the teaching of home science contribute to the attainment of the home science objectives. Simple, attractive and upto-date

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furnishings in the department can stimulate interest in taking home science. Convenient and beautiful room may help students to develop appreciation for beauty and encourage them to try to make their homes more livable and attractive. Various studies related to the physical facilities for teaching home science at various levels are presented here.

Roy found that in most of the higher secondary schools of Delhi, one ordinary class room seems to have been converted into home science laboratory without adequate furniture and proper arrangement. Due to no proper storage space, students waste time and energy in collecting things and the teacher, while evaluating, is not in a position to check the pupils on cleanliness and orderliness in putting away the equipment. The laboratories in schools were too crowded and working space was found to be inadequate. Nearly 77 per cent of the teachers were found to be ignorant about the financial resources and limits of the practical classes.

Sharma reported that practically 50 per cent of high schools in Lucknow did not have adequate space, arrangement

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and facilities for teaching home science. Srivastava\(^1\) reported that the teaching of home science without laboratory facilities leads to greater problem. It was observed that the number of teachers teaching home science practicals with laboratory facilities was only 36 in comparison to 134, the number of teachers who were teaching without laboratory facilities. It was further reported that the teachers got the supplies for practice classes by self purchase, purchase by others and by students bringing themselves. It was found that for nearly all the classes, students bring supplies for themselves.

A survey of home science programme in secondary schools of Gujarat state\(^2\) revealed that most of the schools were facing the problem of a well planned laboratory, based on scientific line and of necessary and must equipment for such laboratory. Many schools were also facing the problem of shortage of space for conducting practicals.

A critical inquiry into the programme of home science education in the secondary schools of India\(^3\) reported that 21 per cent participating schools did not have laboratory facilities and managed some how to provide for the practical

\(^{1}\) Srivastava, P. op. cit. p. 247.
\(^{2}\) Shah, J.J. op. cit.
\(^{3}\) Shah, G. Jyotila op. cit.
experiences. About 62 per cent higher secondary schools and 52 per cent high schools managed in one room only, meaning that the practicals related to all the disciplines of home science were conducted in one room only. Nearly 37 per cent higher secondary schools and 44 per cent high schools had no adequate space to accommodate the number of girls enrolled in each class. As many as 59 per cent higher secondary schools and 37 per cent high schools had no adequate materials and equipment in relation to the number of girls enrolled in each class. In such cases they managed with forming a few groups with more number of girls in each group. Only 38 per cent higher secondary schools and 28 per cent high schools had separate laboratories for different areas of home science. The study further revealed that 38 per cent higher secondary schools and 39 per cent high schools had no adequate provision for storage. Inadequate water supply, poor lighting and ventilation, unwashable floors and platforms in the laboratories, inadequate safety measures were also some of the problems of some schools. It was further mentioned that the financial aid received by the schools from the state departments of education was not at all satisfactory and up to the mark. Generally the government schools did not have financial problems.
Many home science teachers in higher secondary schools reported the problems in teaching home science because of poorly equipped laboratories, inability of students to bring materials for practical classes in a study made by Gupta.¹

Text-Books of home science:

With a view to have a comprehensive look at the total home science programme the investigator made an effort to assess whether the existing text-books of home science prescribed by the Board of Secondary Education do meet the requirement or not.

A text-book is a texture of thought and a web of accumulated experiences and is to be considered as a teachers' imprint. The text-book may sometimes even prove superior, except that it lacks dramatic influence on human personality.

With this view the literature was reviewed. Surprisingly the investigator has not run across a single study where such an assessment has ever been undertaken. It will not be out of place to mention that in one of the studies conducted by Sharma,² it was mentioned that libraries in the

1. Gupta, P. op. cit. p. 66.
schools do not possess enough textbooks on home science.

A good textbook written by a qualified and competent specialist in the subject, and produced with due regard to quality of printing, illustrations and general get up, stimulates the pupil's interest and helps the teacher considerably in his work.

As reported by Education Commission¹, unfortunately, textbook writing and production have not received the attention they deserve. In most school subjects, there is a proliferation of low quality, sub-standard and badly produced books, particularly in the regional languages. This has been due to number of factors among which mention may be made of:

1. The lack of interest shown by top ranking scholars so that the writing of textbooks has been generally done, in actual practice, by persons whose abilities are far from equal to the task.

2. The malpractices in the selection and prescription of textbooks which defy control.

3. The unscrupulous tactics adopted by several publishers.

4. The lack of research in the preparation and production of textbooks.

5. The almost total disregard by private publishers (who are interested only in profits) of the need to bring out ancillary books such as teachers' guides to accompany textbooks.

Even after a decade the position is the same and all these factors mentioned above by the Commission are still practiced causing the low standards of textbooks.

Faculty:

Quality teaching of any course is directly dependent upon many factors such as qualified and experienced staff, proper financial support, adequate physical facilities and proper recognition by the community. Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of faculty are undoubtedly significant. Unless qualified and experienced teachers are available with proper enthusiasm and commitment, nothing substantial can be achieved. A historical perspective of the development of home science has revealed that it has neither been considered as an important area nor a well trained and
qualified faculty was attracted to teach this subject. It has been rather unfortunate that in absence of a properly trained faculty, the teaching is done by the staff having offered only one subject in home science and many a time teachers have been found teaching home science without having any formal training in it. It will not be out of place to mention that in spite of inadequately trained staff they have been assigned other odd jobs which further prevent the home science teachers for preparing themselves sufficiently to meet the requirement of teaching.

Roy\(^1\) found that in all the higher secondary schools of Delhi, one teacher was handling all the higher secondary classes for theory and practicals. None of the teachers had a degree in home science. Further it was reported that besides an average work load of 33 periods a week, home science teachers had to put in extra hours of work in making preparation for a practical class and in winding up the same.

Another study made by Sharma\(^2\) observed that in most of the high schools in Lucknow, there were two teachers only to teach the subject except in case of two schools where

\(^1\) Roy, Beena. *op. cit.* p. 244
four teachers were available. In most of the schools, the teachers were graduates with home science as a subject. Twenty per cent teachers reported that their work load was too much and expressed the desire for getting it reduced.

All the home science teachers except one of all the higher secondary schools offering home science group programme had some training in home science and were teaching more than one subject of home science in schools. Two teachers were found to teach non-home science subjects such as Hindi and English.

In a very extensive study made by Shah it was observed that out of 600 participating secondary and higher secondary schools in India, 151 schools (25 per cent) had only one home science teacher to deal with the programme, 280 schools (47 per cent) had two home science teachers, 138 schools (23 per cent) had three home science teachers and rest of 81 schools (14 per cent) had more than three home science teachers.

The study further reported that out of 1249 home science teachers 39 per cent were B.Sc. (Home Science) with
majority in different disciplines of home science, 11 per-cent were M.Sc. (Home Science) in different disciplines, 23 per cent were B.A. with home science, 15 per cent were B.Sc. (Home Science) and B.Ed., 0.6 per cent were M.Sc. (Home Science) and B.Ed. Eight per cent were B.A., B.Ed. and 3 per cent were with other qualifications like M.A., B.Sc., Diploma in home science etc. Thus 74 per cent teachers were untrained. It was also noted that even the teachers who did not have basic qualification in home science were also teaching this subject on the basis of their personal experience of running home and also due to nonavailability of home science teachers. It was thus concluded that the schools have paucity of well qualified and trained home science teachers. It was further reported that more than 80 per cent teachers had teaching experience in home science from 1-4 years. A majority of teachers were responsible for teaching only the subjects of home science but 23 per cent teachers taught other subjects also, such as general science physiology, languages, social studies etc. The allotment of teaching of other subjects along with home science was given in order to fulfill the recommended work load per week which differed from state to state. The recommended work load of teachers was 30-35 teaching periods of 35 minutes each per week out of 45 periods per week.
Non-availability of a qualified home science teacher was an acute problem faced by many higher secondary schools in Gujarat state particularly those situated in rural areas.¹

Factors limiting advancement of home science and suggestions for strengthening it:

Home science as a field of formal education is still not recognised by the people. It is generally thought that homemaking education can be imparted in the home as it teaches only cooking, sewing and care of clothes. This lack of understanding of meaning and importance of home science education prevents its development.

Koshy² in her paper on the scope and status of home science in the college and universities reported the following factors that were limiting the development of home science education in India:

1. A general lack of understanding or appreciation of home science as an important and useful field of study by the education administrators, by the general public and by the students.

2. Lack of adequate funds and facilities.
3. The feeling that home science in India is not nearly enough related to Indian conditions.
4. Lack of knowledge of what constituted a good home science programme.
5. The lack of teachers with adequate preparation.
   Too many teachers have no special home science subject matter. Many get their special home science knowledge alongwith their methods of teaching the subject.
6. The lack of research in India in all the fields of home science. This is a definite obstacle in the development of homemaking education.

Similar factors were reported as obstacles in the development of home science by Olive Hall\(^1\). These were: poorly equipped departments, lack of community understanding, shortage of teachers and impracticable courses.

In the seminar\(^2\) some of the problems of Higher Secondary teachers in the four southern states namely

\(^1\) Olive, A. Hall, *op. cit.* p. 169.
Andhra Pradesh, Kerala, Madras and Mysore were discussed which were lack of facilities for specialisation in home science; lack of text books; lack of suitable building facility; lack of equipment and visual aids; lack of laboratory facilities; misconception about home science as a subject for intellectually backward, financial insufficiency, inadequate time allotted in the time table for teaching home science and lack of logical order or coherence in the syllabus.

The following suggestions were made for making the home science programme popular and useful in the seminar ¹.

1. Making home science a requirement for the education of all girls.
2. Giving preference to home science students for admission in home science college.
3. Making home science teaching lively, attractive and interesting.
4. Convincing the parents that there is scope for higher studies in home science, with good opportunities of employment.

¹. Ibid, p. 68.
Chachere suggested the need for acquainting students with career opportunities in home economics and provision of longer periods for laboratory work. Winder and Gray suggested to include in the home science programme, the content about the type of clothes to wear, grooming and the fundamental facts about foods. Olive Hall made several important suggestions for strengthening home making education such as including more practical projects, having more understanding teachers, lesser repetition in the content and introducing more useful courses. The study further recommended greater and more effective use of publicity, exhibits and counseling as means of increasing the understanding of goals of home-making education.

A comprehensive study of the high school home economics programme in Minnesota USA brought out a number of recommendations that have implication for curriculum planning. Among them were the following:

In the food classes, greater emphasis should be given to preparation of meals rather than individual foods, vegetable

1. Chacher, N.W. op. cit. p. 48
and meat cookery, more of authentic information on nutrition be provided. Regarding clothing instruction, it was recommended that greater emphasis should be given to selection and care of clothes. As for the topics like child care, care of young children, matters of interests to future parents, inherited and acquired characteristics, habit formation, food for children and costs involved in raising children should be given more attention.

Interviews with 104 home makers in Wisconsin revealed areas in which the preparation of young homemakers could be strengthened through high school home economic programme. Meal planning was recognised as the area of greatest need in foods. It is significant that preparing the meals was suggested by only one-third as often as was planning the meals. The second most frequently mentioned category was home management. Home makers felt that more emphasis should be placed on planning family budgets, time saving short cuts, planning time and work schedules, household limits and new techniques. In clothing and textiles, clothing construction was reported most frequently. However, a need was also

recognised for basic knowledge in mending, remodeling and care and recognition of new fabrics. Other aspects of home making suggested for high school home economics were numerous phases of housing and home furnishing, child care and development, personal and social development, family relations, health and home safety.

10 + 2 Scheme:

It is generally accepted that any educational programme should be regularly revised and improved to meet the changing needs of the society. The Education Commission in its report suggested that the education pattern be changed where more of work experience be provided and a vocationalised orientation be given. With this view the 10+2 scheme was introduced in some of the states on experimental basis. At the time this study was planned and conducted the 10+2 scheme had already come into existence and therefore it became necessary for the investigator to make an assessment in whatever little way it could to ascertain its utility and feasibility. With this objective in mind review of literature was made but did not find any scientific assessment of this recently introduced scheme. However, some of the observations made on this scheme are presented here.
A study was made in Bombay, Maharastra\(^1\) where this scheme was introduced in June, 1972 and the first batch of students of X standard appeared for the first public examination in the year 1975. As reported, the examination results were very disappointing. Approximately 50 per cent students failed at the examination. Consequently efforts were made to find the reasons for such a poor performance at the examinations. It was reported that some of the portions included in the physics course were very difficult for the students to understand, number of periods allotted for biology classes were inadequate and textbooks in the field of science did not have any uniformity in using the technical terms. Regarding the area of social studies it was observed that the portions covered were too lengthy and were difficult to be completed in given time. As a result of this the teachers had to keep the pace with teaching and thereby lose interest in the subject. With regards to the work experience, it was pointed out that a teacher trained in one cluster is expected to carry on to the another cluster and that way they could not do proper justice. Furthermore lack of trained teachers in different clusters pose serious problem and tend to kill

\(^1\) Kazi, S. Difficulties involved in the implementation of new syllabus: The progress of Education. April, 1976, p. 178-180.
interest in both the teacher as well as the taught. Besides this the students have to provide the material required which poses economic burden on the parents. Further only two periods provided per week for the practical experiences are insufficient to do any justice to the subject. In addition to this lack of required accommodation for the activity poses a stumbling block.

In a paper published in the Progress of Education some thoughts were prescribed for strengthening and improving the teaching work experiences in the new scheme. It was suggested that local craftsmen should be involved for imparting training. It was also suggested that work experience subject should be offered in the school on the basis of the potentialities of the craft in the local area as well as the marketing facilities for the product. As for the time allotment it was suggested that minimum of four periods per week be allotted to work experience and the timings for it should not be restricted to the prescribed time table only. It was also suggested that the students should be allowed to attend the jobs after or before the school hours. Some efforts should be made for promoting the sale of products made by the students during work experience.