

RESEARCH NOTE

Home Science Education and Development of Human Resources Among Women.

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INTRODUCTION

To what extent course curriculum of Home Science colleges under SAUs is adequate for achieving their overall as well as areawise objectives of developing knowledge and skill among students and to what extent beneficiaries of Home Science Education find this Home Science knowledge and skill applicable in their day to day life is still unknown.

To fulfil this research gap in the area of Home Science, the present study was under taken with the following objectives.

OBJECTIVES

1. To determine the opinion of H. Sc. teachers and graduating students towards adequacy of B. Sc. Home Science course curriculum for achieving its overall and areawise objectives.
2. To seek the opinion of H. Sc. teachers and graduating students towards applicability of Home Science knowledge and skill.

METHODOLOGY

The study was conducted in five Home Science colleges of four selected State Agricultural University of Northern India. All

the Deans, Heads of Department, teachers and the graduating students during the academic year of 1996-97 were treated as the respondents of the study. As many as 358 (119 teachers and 239 students) were respondents of the study. Data were collected through questionnaire. Mean scores and ranks were calculated to analyse the opinions of teachers and students. Rank co-relation was used to find out the interdependence between the ranks assigned by the teachers and graduating students to the adequacy and applicability of course curriculum of different areas. Paired 't' test was applied to determine significance of difference between mean scores assigned by the Home Science teachers and graduating students to the adequacy and applicability of course curriculum of different areas.

RESULTS AND DISCUSSION

Adequacy of B. Sc. Home Science course curriculum for achieving its overall objectives:

The mean scores given in Table 1 indicate that H.Sc. course curriculum was perceived as partially adequate by the teachers as well as the students for achieving the overall objectives of B. Sc. Home Science programme.

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Objective wise ranks assigned by the Home science teachers revealed that B. Sc. (H.Sc.) course curriculum was more adequate "to enable students to use family resources judiciously", "To use latest household technology for better family living," and " to manage home successfully."

The ranks assigned by graduating students indicated that B. Sc. (H.Sc.) course curriculum was more adequate "to enable students to manage home successfully", "to prepare students for successful family living" and "to be wise consumers". Data given in Table 1 also reveal that the teachers as well the students perceived B. Sc. Home Science course curriculum less adequate to prepare students for employment and to develop leadership qualities among students. Teachers also perceived curriculum as less adequate "to acquaint students about contemporary problems of society and ways of solving the contemporary problems intelligently". Students also perceived B. Sc. (H. Sc.) curriculum as less adequate for providing them knowledge about their legal rights." Rank correlation value ($r = 0.85^{**}$) revealed that there was significantly high co-relation between ranks assigned by H. Sc. teachers and the students. A significant difference between the mean scores of teachers and the students was indicated by the calculated "t" value given in Table 1 i.e. 7.29^{**} .

Area wise adequacy of Home Science course curriculum as expressed by the respondents.

A look at the data given in Table 2 clearly indicates that the teachers as well as the students perceived course curriculum of all areas as partially adequate.

Comparison of overall means along with ranks of knowledge and skill showed that teachers as well as graduating students perceived course curriculum of Foods and Nutrition more adequate than other areas for developing knowledge followed by course curriculum of Child Development.

The teacher as well as the students perceived course curriculum of Basic Sciences as least adequate for developing knowledge. From the overall mean score of skill and their ranks it is evident that teachers as well the students perceived course curriculum of Home Science education and Extension more adequate for developing skill followed by course curriculum of Foods and Nutrition. Teachers perceived course curriculum of agriculture as least adequate for developing skill where as students perceived course curriculum of Basic sciences as least adequate for developing skill.

Rank correlation to test the correlation between ranks of the teachers and the students on knowledge as well as on skill revealed a high agreement between their ranks as evident from the 'r' values given in Table 2.

The application of t-test revealed significant difference between the overall means of the teachers and the students for both knowledge as well as for skill. Overall lower mean scores of students for knowledge and skill in each area (except in agriculture for skill) implies that the students reflected lesser satisfaction with areawise adequacy of B. Sc. (H.Sc.) curriculum than teacher for developing knowledge as well as skill.

Table 1 : Adequacy of B. Sc. (H. Sc.) course curriculum for achieving its overall objectives as expressed by the respondents.

Sr. No.	Overall objectives of H.Sc. programme	H. Sc. Teachers (n=119)		Students (n=239)	
		Mean Score	Rank	Mean Score	Rank
	B.Sc., (H.Sc.) Curriculum				
1.	Develops overall personality of students	2.76	8	2.53	8
2.	Provides students with opportunities for satisfying their interests	2.67	9	2.28	12
3.	Prepares students for employment	2.24	15	2.15	15
4.	Develops desired values and appreciation among students	2.66	10	2.36	11
5.	Empowers students by providing knowledge about their legal rights	2.55	12	2.27	13
6.	Enables students to manage home successfully	2.91	3	2.81	1.5
7.	Prepares students for successful family living	2.86	4.5	2.81	1.5
8.	Enables students to use family resources judiciously	2.92	1.5	2.71	5
9.	Enables students to use latest household technology for better family living	2.92	1.5	2.61	6.5
10.	Prepares students for diversified training opportunities for use in future day to day life	2.62	11	2.40	9
11.	Prepares students to be wise consumers	2.86	4.5	2.77	3
12.	Acquaints students with different problems of contemporary society and ways of solving problems intelligently	2.48	13	2.39	10
13.	Develops leadership qualities among students	2.43	14	2.20	14
14.	Enables students to build up healthy relationship within and outside the family	2.83	6	2.61	6.5
15.	Provides knowledge about welfare/development activities for vulnerable groups (women, children and aged)	2.82	7	2.73	4

 $t = 7.29^{**}$
 $r = 0.85^{**}$

** significant at 0.01 per cent level.

Table 2 : Area wise adequacy of Home Science course curriculum expressed by the respondents.

Sr. No.	Area of B.Sc. (H.Sc.) course curriculum	Overall means of Teachers(n=119)			Overall means of Students (n=239)				
		Knowledge	Rank	Skill	Rank	Knowledge	Rank	Skill	Rank
1.	Child Development (n=21)	2.87	2	2.61	3.5	2.58	2	2.34	5
2.	Clothing and Textile (n=21)	2.79	3	2.61	3.5	2.49	4	2.37	3
3.	Foods and Nutrition (n=36)	2.92	1	2.68	2	2.72	1	2.56	2
4.	Home Management (n=24)	2.71	5	2.60	5	2.53	3	2.35	4
5.	H.Sc. Extn. Education (n=17)	2.73	4	2.69	1	2.42	5	2.58	1
6.	Basic science (n=37)	2.34	8	2.23	6	2.15	8	2.14	7
7.	Humanities (n=21)	2.62	6	-	-	2.17	7	-	-
8.	Agriculture (n=57)	2.47	7	2.20	7	2.19	6	2.24	6

$t = 8.81^{**}$
 $t = 3.52^*$
 $r = 0.90^{**}$
 $r = 0.87^{**}$

* Significant at 0.05 per cent level

** Significant at 0.01 per cent level

Note : n under each area represents number of teacher respondents

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Table 3 : Applicability of Home Science knowledge and skill as expressed by H.Sc. Teachers and graduating students

Sr. No.	Areas of H.Sc. curriculum	Home Science teachers (n=119)		Students (n=239)	
		Overall means	Rank	Overall means	Rank
1.	Child Development	2.35	3	2.19	3
2.	Clothing and Textile	2.08	4	2.11	4
3.	Food and Nutrition	2.40	2	2.32	1
4.	Home Management	2.56	1	2.29	2
5.	Home Science Extn. Education	1.94	5	2.04	5
6.	Agriculture & Animal Science	1.64	6	1.83	6

t = 0.45 NS

r = 0.94**

NS = Non significant

** = Significant at 0.01 per cent level

Applicability of H. Sc. knowledge and skill.

From the data given in Table 3, it is evident that the teachers expressed maximum applicability of knowledge and skill of Home Management followed by Foods and Nutrition. Teachers as well as the students expressed lowest applicability of knowledge and skill of Agricultural and Animal Husbandry areas. Among the core areas of Home Science, teachers as well as graduating students expressed least applicability of knowledge and skill of Home Science Extension Education. Urban background of majority of respondents and no immediate applicability of H.Sc.Extension Education knowledge and skill in day to day life may be the reasons of opinion by respondents as least applicability of Agriculture and H. Sc. Extension Education areas.

Highly significant correlation was found between the ranks of the teachers and the students on 1 percent level of significance. No significant difference between the overall mean scores of teachers and the students indicated that statistically also there was no significant difference between the perceptions of the teachers as well as the students.

CONCLUSION

From the findings of the study it is concluded that the students perceived Home Science course curriculum less adequate than teachers for achieving over all as well as area wise objectives of developing knowledge and skill. The students perceived less applicability of course curriculum of Child Development, Foods and Nutrition and Home Management areas in comparison of H.Sc. teachers.

RECOMMENDATIONS

Since Home Science programme in SAUs is said to be a professional educational programme, it is imperative to strengthen its curriculum by making it more practical oriented for developing skill and more

profession oriented by adding courses related to entrepreneurship development so that H.Sc. graduates can be enabled to enter into highly competitive job market. The teaching of courses in Basic sciences, Humanities and in Agricultural Sciences must be deviated from theoretical to applied teaching.

If you DON'T LIKE your work,
You will need three times the energy
To force yourself to work
To resist the force
And finally to work.

If you LIKE your work,
Your work no more
For work, when like it
Is work no longer
But sheer enjoyment.

If you LOVE your work
Your desire to do it will
be like wind to propel your
ship with much less fuel...

If you ENJOY your work
you will work and work
without counting the hours
and you will reap and enjoy
more earnings as well

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