



## STUDY OF AWARENESS LEVEL OF STUDENTS AND TEACHERS OF CURRICULUM OF HOME SCIENCE

**Shaily Dubey**

*Assistant Professor University of Delhi*

### **Abstract**

*Home Economics education is concerned with enabling families to identify and create alternative solutions to significant problems of everyday life and take responsibility for consequences of their decisions for the global society and environment. Home Science, as a subject, deals with the prosaic concerns of man in his day to day living. The role of Home Science lies in developing women power and thereby achieving the goals of family life and protecting health. In the recent years, the subject has seen a rigorous growth in terms of enrolment throughout the country. In this regard, the paper attempts to study the awareness of the students and the teachers regarding the changes coming in the field of Home Science Education at senior secondary level, under graduate level and post graduate level.*

**Keywords:** Home Science, Curriculum, Syllabi



*Scholarly Research Journal's is licensed Based on a work at [www.srjis.com](http://www.srjis.com)*

### **I. Introduction**

Home Economics has been defined as “the study of laws, conditions, principles and ideals which are concerned on the one hand with man’s immediate physical environment and on the other hand with his nature as a social being and is the study especially of the relationship between these two factors” (Lake Placid Conference on home economics, 1902). Home Science has played an important role in strengthening the inner ability of women by enhancing their level of education and imparting financial independence. It has been a major pathway for women into public education and for providing entry to a wide variety of careers for women in academia, business, public education, government and health care.

Home Science education trains its students, who have been the women folk for ages, to balance all aspects of career with the demands of her family since the subjects taught under

the major head of Home Science have different philosophical backgrounds and varied technical applications.

Desai (1976) examined the suitability of the Home Science curriculum as per the changing needs of the society. The study suggested that all the aspects of the Home Science curriculum, namely syllabi, methods of teaching, laboratory conditions and evaluation procedures need to be improvised to meet the objectives of Home Science education at different stages. It was suggested should be interrelated with other educational programmes, such as population education, family life education and environmental education.

Thus, the study seemed to be of immense importance as in the current scenario, it aims to explore the awareness level of the students and the teachers regarding the changes coming in the field of Home Science Education at various levels.

## **II. Objectives of the Study**

To study the awareness of the students and the teachers regarding the changes coming in the field of Home Science Education at senior secondary level, under graduate level and post graduate level.

## **III. Research Design**

The present study was descriptive as well as qualitative in nature.

### **• Sample**

The sample consisted of

- Director of Home Science College of University of Delhi (Lady Irwin College)
- Chief advisor of NCERT Syllabus
- 10 Teachers of subjects other than Home Science
- 10 Teachers of Home Science in various government and public schools of Delhi
- 25 Teacher Training (B.Ed) students of Lady Irwin College (Post Graduate)
- 50 School students of class XI

### **• Tools Used**

The following tools were used in the study:

1. A Questionnaire to study the awareness towards the real substance and function of the subject amongst school students and teacher teaching subjects other than Home Science was developed by the researcher to seek opinion about the importance and value of the subject in contemporary times. The questionnaire consisted questions based on the upcoming changes and their knowledge amongst school students and non-Home Science teachers

2. An interview schedule to examine the need for reformulating the Home Science syllabus at senior secondary level and change in nomenclature was developed by the researcher for seeking the opinion of the experts in the field of Home Science. The schedule consisted of questions for investigating the potential of the change in nomenclature in providing thrust to the subject.

- ***Analysis of the data***

The quantitative data collected was represented graphically through bar graphs and pie charts. Simple statistical techniques were used to get an insight into the current situation.

#### **IV. Findings of the Study**

The results of the analysis are discussed as under:

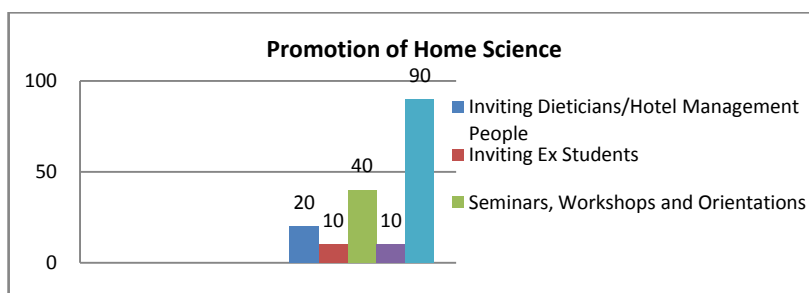
The subject has a weak status in comparison to the other subjects. It was found that the teachers, students, and the principals do not have much knowledge about the objectives and the content of the subject. The teachers seem to be burdened with extra academic load and co curricular responsibilities as the subject has a perception of being simple. There is an urgent need for orienting all individuals working in or attending schools about real substance of the subject as felt by most of the teachers.

The subject seems to be suffering from major gender bias as society perceives it to be mostly for the girls. All groups of the sample population believe that home science education can be beneficial for boys as the boys need to contribute equally in the household chores in the changing times.

The students, teachers of the other subjects including some Home Science teachers are unaware of the changes in the subject and the syllabi as proposed by NCERT. The guidelines of equity, equality and inclusiveness of the NCF-2005 are not known to most of the students and need to be taken more seriously by all.

Efforts need to be taken to promote the subject through various means such as by making the provisions for vocational guidance, inviting eminent experts for lectures etc. The bar diagram below shows the data received from the teachers of government and public schools highlighting the choice of strategies that may be implemented for promotion of Home Science:

**Chart 1: Promotion of Home Science**



It was noted that 40% of the teachers were not aware of the admission policies at the university level and only 10% had opted the course as they wanted to pursue the same, rest all has joined to get higher marks, or due to lack of choices.

Thus it was included that efforts need to be taken to promote Home Science by creating awareness amongst its stake holders.

#### **V. Conclusion**

There is a need for improvement of the status of the subject by popularising its aims and objectives of the content, skill set taught and future vocational opportunities to the masses starting at the school level.

#### **VI. References**

*Bhargava & Tarachand (2005). Encyclopaedia of Home Science, Vol I, New Delhi: Commonwealth Publishers.*

*Desai, Chitra. (1976). "Girls Education and Social Change". Educational Publishers.*

*Devdas, R. (1969). "Teaching Home Science in Secondary Schools". NCERT*

*[http://hearth.library.cornell.edu/cgi/t/text/text-idx?c=hearth;idno=6060826\\_5315\\_001](http://hearth.library.cornell.edu/cgi/t/text/text-idx?c=hearth;idno=6060826_5315_001)*

#### **Acknowledgements**

A special thanks to my guide, Dr. Neelima Asthana, Delhi University, without who's generous and stimulating guidance the study could not have been completed.