



REFORMULATING THE HOME SCIENCE CURRICULUM: A STUDY OF EXAMINATION OF NEED AND AWARENESS

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Abstract

Home science has developed to a great extent but it still has a long way to go. In spite of its high ideals and goals, Home Science does not seem to have a significant place in our education system. In spite of the formulation of many policies, the Home Science education has failed to attract the desired clientele of the society. Therefore, the need was felt to explore into the causative factors which are responsible directly or indirectly in obstructing the growth of the subject. In this regard, the paper attempts to examine the need for reformulating the home science syllabus at senior secondary level and change in its nomenclature

Keywords: Home Science, Curriculum, Syllabi



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I. Introduction

Home Science is a field of knowledge that originates from home and gets formalized in school and returns to home and profession to work for the improvement of home and family and for the welfare of community and society. Study of Home Science by all boys and girls at the senior secondary level, prepares them with necessary understanding and the skills to manage their lives and resources with great efficiency.

The subject has a very long history. Its conceptualization dates back to the pre independence era when different disciplines such as food and nutrition, clothing and textiles, as well as extension education were brought under the rubric of Home Science. Thus, Home Science was not intended to be a subject only about the “home” but to be an interdisciplinary field that would empower its students to enhance their own quality of life.

Shah (1975) made a critical enquiry into the programme of Home Science education in the secondary schools of India to enquire about its popularity and worth amongst the student population. The study concluded that the syllabi of Home Science need to meet the needs of

the pupil as an individual. Being a new discipline though it was continuously evolving yet a lot needs to be done to capitalise the purpose with which it was developed.

With the view to provide greater thrust to the subject, NCERT made an attempt to reconstruct the knowledge in all areas from the perspective of the learner and the dynamic socio economic realities of contemporary India. In light of the above, the paper seemed to examine the need for reformulating the home science syllabus at senior secondary level and change in its nomenclature.

II. Objectives of the Study

To examine the need for reformulating the home science syllabus at senior secondary level and change in its nomenclature

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 Home Science in various government and public schools of Delhi
- 25 Teacher Training (B.Ed) students of Lady Irwin College (Post Graduate)

• Tools Used

An interview schedule was used to examine the need for reformulating the Home Science syllabus at senior secondary level and change in nomenclature. The schedule was developed by the researcher for seeking the opinion of the experts in the field of Home Science. It 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.

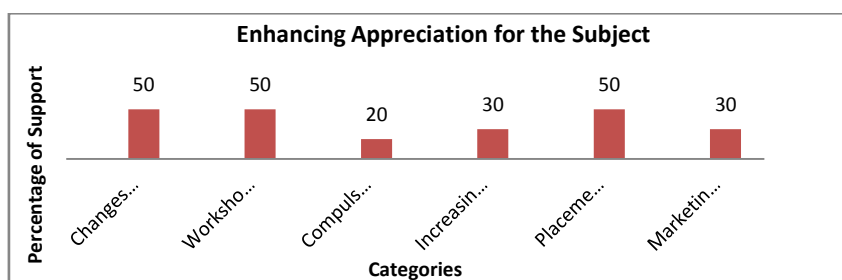
IV. Findings of the Study

The results of the analysis are discussed as under:

The analysis of the data obtained from the students revealed that Home Science does not hold a very strong image in the school curriculum owing to its name and the policies of curriculum implementation being enforced by CBSE at secondary and senior secondary level. The

students prefer more practical work related opportunities. It was suggested that a more professional approach must be adopted. The new syllabus and the name - **Human Ecology and Family Sciences** were found to be capable of providing thrust to the subject by changing the mindset of the society about the subject. It was suggested that the syllabus should be improvised on the basis of more scientific and more logical principles so as to give it a more scientific outlook. Changes in syllabi, introduction of new workshops, making the subject as compulsory at the upper primary level, increasing creativity, widening placement opportunities and marketing of the subject were highlighted as some of the most potent ways to enhance the appreciation for the subject. The same may be seen in the chart below:

Chart 1: Means of Enhancing Subject Appreciation



It was concluded that the subject needs to overcome the engrossed gender bias to provide more opportunities to the male gender. The subject needs to be marketed well with more lucrative job options to invite the wide attention of the society. Inviting dieticians, inviting ex-students, arranging for seminars, competitions and providing suitable career guidance were suggested as some major interventions to achieve the targeted goal.

V. Conclusion

The subject needs to be revitalised and re-invigorated to make it more lucrative for the stake holders. The subject though being considered as interesting by most of the student population has been fallibly attached to the learning of the household chores only. More scientific base needs to be added to the same to make it more practical and worthy for all the students.

VI. References

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