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A Comparative Study on B.Sc Home Science Education of Agricultural Universities & NIFT

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Abstract
With the increased awareness of the role of rural women in contributing to family economy, the need of home science education in Agriculture universities has emerged. Today women's are seeking to come in the work force in large numbers due to the technological advancements, it is very essential to reduce drudgery and burden for both urban and rural women's. Through this family life of working women's will geared and also by adopting new scientific know how. Thus the demand for home science education rises. Many people are having misconception that home science education is only confined to strengthening family life but its education is playing major role in women empowerment and welfare of community. The National Institute of Fashion Technology was started with a vision to confirm a growing need for professionals specialized in the field of fashion. The need for this study arises because the students of agriculture universities are lagging behind NIFT Designers. The present study was undertaken to study education system, initiatives, extra-curricular activities, industry linkages, facilities, scholarships and various other education strategies of selected samples. A total of five agriculture universities and NIFT (Delhi) was selected to conduct survey. The data were collected through interview and observation method using questionnaire. From the study a variety of shortcomings apart from curriculum of agriculture universities was revealed that students were lagging behind due to fewer linkages with industries and handloom & handicraft clusters. NIFT had deftly combined design with management and technology therefore more number of industries is picking their students without a second thought.

Keywords: NIFT, Agriculture Universities, Handloom, Designers

1. Introduction
Home science has emerged as a new field of science therefore it is having very short history. Initially it was considered as domestic science. Between 1920 and 1940 Britishers introduced Home Science in some schools and colleges. The state of Baroda was one of the first states to introduce Home Science in Schools, in Maharani Girls High School. During sixties and seventies Home Science and its related subjects were amalgamated jointly. At that time this course was only offered in schools but not at the college level. Lady Irwin College, Delhi started Home Science in 1932 at the college level. Madras University offered Home Science from 1938 onwards at the degree level followed by many other colleges of different states. Home Science Diploma course was started at the Agricultural Institute of Allahabad in 1935. In 1945 it curved into a University Department. Many home science colleges were opened since 1950 at different places such as Coimbatore, Ludhiana, Bombay, New Delhi, Udaipur and Tirupathi. In the mid 1960's and 1970's most of the states established Agricultural Universities. In the very beginning only few students were opting for Home Science but later as the time passes steady progress was there. Now Home Science has been considered as one of the important subjects in school curriculum because it offers the basic opportunities to develop their best for promotion and upliftment of society.
The National Institute of Fashion Technology came into being in 1986 under the Ministry of Textiles. Vision of NIFT was to fulfill a increasing need for professionals specialized in the field of fashion. Since its setting up, it has emerged as a well-known leader in the field of professional fashion education. NIFT combines design with management and technology.

A landmark effort by NIFT is the Craft Cluster Initiative which connects the students with the artisans & weavers from all over the country. NIFT has played a pioneering role in contributing to various craft segments of the country like textile, apparel, lifestyle accessories and leather. The Craft Cluster Initiative of the Institute is carefully designed to involve NIFT's professional capabilities in the areas of design, technology, marketing and management for developing the craft sector. The aim of the present study was to find out the shortcomings in the education system of agricultural universities in comparison with NIFT so that the students of agriculture universities having home science as their courier could be able to compete in designing & management world.

2. Objectives
1. To collect information about Agricultural universities and NIFT
2. To compare the shortcomings and scope of selected universities and institutes
3. To analyse the collected data

3. Materials and Methods
The study was conducted during the year 2016 in G.B.Pant University of Agriculture and Technology, Pantnagar, Uttarakhand; Punjab Agriculture University; Haryana Agriculture University; Sam Higginbottom Institute of Agriculture & Technology and Sciences, Allahabad; Maharana Pratap University of Agriculture and Technology, Udaipur and National Institute of Fashion Technology (New Delhi). A total of 20 respondents doing B.Sc Home Science in Agriculture Universities and Bachelor's degree in NIFT was

selected from each selected institution i.e total 120 respondents were selected for study.

The questionnaire was prepared for the collection of data. It consisted of two sections covering general and specific information.

The general information included background information of the students such as age, sex, study programme, year of enrolment, mailing I.D, stream from which respondents had completed their intermediate.

Specific information includes the aim of the respondent, interest about chosen field, facilities of the respective institution, information regarding alumni's and placement, course curriculum, scholarships, creative advertising strategies or ideas to market to college students, extra-curricular activities organized by respective colleges, opinion regarding teachers, assignments, in-plant training, counselor service and awareness about NIFT and its various centers.

4. Results and Discussion

The data were coded, tabulated and analyzed. The results of the study are discussed under the following heads:

4.1 General information about the respondents

4.1.1 Sex

From the total selected sample there were twenty males and hundred females. In National Institute of Fashion Technology there were seven males and thirteen females and in agriculture universities there were thirteen males and eighty seven females.

4.1.2 Stream from which respondents have completed their intermediate

Table 1: The information on Stream from which respondents have completed their intermediate were collected and these are presented

Streams	NIFT	Agriculture Universities				Frequency	%age
		G.B.P.U.A&T	SHIATS	PAU	HAU		
Science	20	20	12	20	20	92	92
Arts and Humanities	0	0	8	0	0	8	8
Total	20	20	20	20	20	100	100

From the above table it is clear that the number of students completed their intermediate with Arts and Humanities were only eight in Allahabad Agriculture Institute and all the other institutions were having science background students.

4.2 Specific Information

4.2.1 Aim and selection of career

Table 2: The information on aim of the respondents from childhood was collected and these are presented

Aim	NIFT		Agriculture Universities								Total
	F	%	G.B.P.U.A&T		SHIATS		PAU		HAU		
			F	%	F	%	F	%	F	%	
Enterpreneur	10	10	6	6	8	8	5	5	2	2	31
Designer	5	5	5	5	6	6	5	5	2	2	23
Doctor	1	1	2	2	3	3	8	8	6	6	20
Engineer	-	-	1	1	2	2	2	2	6	6	11
Live a satisfactory life	2	2	4	4	-	-	-	-	4	4	10
Defence	2	2	2	2	1	1	-	-	-	-	5
Total	20	20	20	20	20	20	20	20	20	20	100

In the above table it is clearly revealed that 31% of total respondents want to be entrepreneur from childhood and therefore they had chosen their present career by interest followed by 23% of respondents wants to be designer from childhood and they had also chosen this field by interest. Only five out of hundred respondents wants to join defence from childhood. As such this small ratio was not interested in opting this field but due to parents and friends they opted Home Science and Bachelors degree from NIFT.

4.2.2 Respondents opinion about their future studies planning

According to above graph eighty respondents of NIFT and fifty respondents of Agriculture universities wanted to be an entrepreneur because students wanted to be independent or innovative business person and were interested in breaking out of the 9-5 environment. Twenty five respondents of agriculture universities after completing their B.Sc Home Science degree wanted to join designing institute. Two respondents of NIFT and ten respondents of Agriculture universities wanted to pursue their career in research institute or work as a scientist in NITRA (Northern India Textile Research Association), SITRA (South India Textile Research Association), SASMIRA (Synthetic & Art Silk Mills' Research Association), WRA (Wool Research Association) and many more. Eight respondents of NIFT and three respondents of agriculture universities are willing for higher studies such as post graduate and doctorate degree because these respondents were wanted to be teacher.

4.2.3 Preparation of notes

Table 3: The information on different ways by which preparation of notes and assignments was collected and are presented (N=120)

Ways to prepare notes and assignments	NIFT		Agriculture Universities							
	F	%	G.B.P.U.A&T		SHIATS		PAU		HAU	
			F	%	F	%	F	%	F	%
Library	15	15	10	10	15	15	12	12	8	8
Internet	16	16	20	20	19	19	16	16	18	18
Combination	19	19	15	15	20	20	11	11	20	20
Copy from seniors	-	-	-	-	-	-	-	-	-	-
Self-creativity	12	12	2	2	4	4	3	3	1	1
Any other	-	-	-	-						

Out of hundred respondents only forty make notes from library but rest of the respondents (60) replied that teacher's notes are sufficient to clear the respective subject and thus they are totally relied on teachers notes. From the above table it is clear that maximum of the students use internet to attempt their assignments followed by combination of library and internet. Only a small fraction of respondents make use of innovative ideas to complete their assignments. Not even a single respondent copy from seniors to prepare notes and assignments.

4.2.4 Spending money on lab manuals

While interviewing respondents of NIFT only nine respondents out of hundred were not agreed that money should be spend on lab manuals otherwise remaining ninety one respondents were agreed because according to them lab manuals provide to the point and concise information about laboratory practicals and to perform the practical systematically step by step procedure was given. Most of the respondents replied that lab manuals are very helpful to understand the facts and procedures systematically in absence of course instructor. Fifty seven respondents of agriculture universities were agreed with this statement but remaining forty three were not agreed because one of the respondent of G.B.P.U.A&T replied that money should not be charged by students after their admission because they said that money for lab manuals must be added in fee structure of particular course program irrespective of fact that lab manuals are very much helpful.

4.2.5 Type of activities and exposure activities organized by college to showcase the work of students

Table 4: The information on Type of activities and exposure activities organized by college to showcase the work of students was collected and are presented

Types of activities	NIFT		Agriculture Universities								Total
	F	%	G.B.P.U.A&T		SHIATS		PAU		HAU		
			F	%	F	%	F	%	F	%	
Exhibitions	20	20	20	20	20	20	20	20	20	20	100
Fair	-	-	20	20	-	-	-	-	-	-	20
Fashion Shows	20	20	20	20	20	20	20	20	20	20	100
Exhibition cum sale	20	20	20	20	20	20	20	20	20	20	100
Exposure activities											
Seminar / Conferences	20	20	20	20	20	20	20	20	20	20	100
Workshops	20	20	20	20	20	20	20	20	20	20	100
Guest lectures	20	20	20	20	20	20	20	20	20	20	100
Educational tours	20	20	20	20	20	20	20	20	20	20	100
Trainings	20	20	20	20	20	20	20	20	20	20	100

From table 4 it is clearly revealed that all the activities such as exhibitions, fashion shows and exhibition cum sale were organized by all selected institutions. In G.B.P.U.A&T, Pantnagar exhibition was organized by the vocational students of B.Sc third year to showcase the various attractive articles as a result of keen hardwork of students. Once in a year Home Science fair was organized in which each department of Home Science has to install their stall and showcase their skills related to their respective department. Fashion show named as CT RAGE was organized by the students of third year and second year. In NIFT the Graduation students organize a Show named FASHIONOVA in which final collection of Fashion Design is exhibited. The various Graduating events were witnessed by dignitaries from the fashion group and industries. Parents are also invited by institution to cheer the students for showcasing of their collection. Many industrial visits were organized by college to integrate theory with practice.Students frequently visit industrial units to integrate theory with practice. They also visit museums, art galleries, exhibitions, and trade fairs to keep abreast with latest fashion trends. Exposure activities such as seminar/conferences, workshops, guest lectures, educational tours and trainings were also planned accordingly in a year by respective institution.

4.2.6 Extracurricular Activities

Information regarding extracurricular activities organised by selected institutes and universities was collected. At all centers of NIFT Student Development Programme is initiated. The main purpose of this programme is to encourage students to participate in extra-curricular activities through this they are making their education complete. Participation in these activities complements academic studies while providing ways to socialize, relax and be re-energised to face everyday challenges. There are various Student Development activity clubs- Cultural Club, Literary Club, Sports, Ethics, Adventure

& Photography (SAP) Club, Social Service and Environment (ESSE) Club. On every Wednesday evening one hour is dedicated to these activities called 'zero hour'. In most of the NIFT centers sports gymnasium is opened in which art exercise equipments are housed. An annual fest called 'Fashion Spectrum' was organized to showcase students talent in various inter and intra collegiate activities. 'Converge', a centralised cultural and sports event hosted by any one NIFT Campus. By participating in this event students could be able to make interactions across campuses.

Respondents of agriculture universities mention that most of the students' activities are organised through college-level professional societies, like the Agriculture Society, the Engineering Society, the Management Society, etc. these societies are responsible for organising fairs, popular fests, treasure hunts, cultural nights and competitions year round. Apart from these, there are various other societies such as departmental societies, hostel societies and other organisations like the Sanskritic Chetna Parishad, Vivekanand Swadhyay Mandal, etc. which organise admired student activities. SPICMACAY (Society for the Promotion of Indian Classical Music and Culture Amongst Youth) regularly organizes classical music and dance concerts by well-known artistes. CHETNA Student Wing is an extension of CHETNA NGO (Delhi) working for upliftment of underprivileged and poor children in the campus and nearby areas. The university National Cadet Corps (NCC) organises basic military training and adventure sports for student-cadets.

According to respondents of G.B.P.U.A&T Pantnagar they are having a full-fledged Air Squadron under NCC Air Wing, which promotes aviation and airmanship among students through its activities organized in the airport near the university campus.

All undergraduate respondents of agriculture universities participate in community service. National social service is two credit course mandatory for all students which involves 240 hours/10 days of social service. There are various liberal education courses offered by university like dance, music, yoga, English vocabulary, personality development, Indian cultural heritage, Indian languages (Tamil, Punjabi), foreign languages (French, German), etc.

4.2.7 Syllabus of agriculture universities provides any help in seeking admission in NIFT.

Out of eighty respondents of agriculture university seventy respondents were agreed that syllabus of agriculture universities provides help in seeking admission in NIFT. Only ten respondents were against this fact.

4.2.8 Satisfaction regarding course curriculum

Sixty five respondents of agriculture universities were satisfied with course curriculum of their respective discipline and only fifteen respondents were not satisfied with syllabus of agriculture universities. One of the respondent of G.B.P.U.A&T replied that the course should upgrade according to the latest technology machines and recent techniques. Respondents of PAU replied that the course should modified by focusing to improve the entrepreneurial skills among students. All the respondents of NIFT and seventy respondents of agriculture universities were satisfied with the division of the course as theory and practical. Only 10% among the total respondents like theory portion of their curriculum more and the rest were fond of practical. While interviewing students of agriculture universities they mention that only a small fraction of their practical work remains as their homework otherwise all the practical they usually complete in college itself.

4.2.9 Different modes of instructions used while teaching in classroom

All the selected respondents had mentioned that in their colleges various modes of instructions were used while teaching in classroom such as overhead projector, Power point presentation, two way or discussion and oral lectures.

4.2.10 Assignments

The information regarding assignments was collected and reported as all the selected institutions give assignments to their students. After interviewing the respondents replied that the type of assignments they get from their college are presentations, written / hard copy, field work and creative assignments. Out of eighty students of agriculture universities thirty replied that the importance of assignments in learning the content in a better manner is 50-70%, twenty mention 25-30% and remaining thirty replied 10-25%. Twelve respondents of NIFT agreed upon the importance of assignments in learning the content in a better manner is only 50-70% and rest eight respondents mention the importance of assignments as only 25-30%. Money which is spent on college assignments was affordable for all niftians but for a small percentage (25%) of respondents of agriculture university the amount of money spend was not affordable. After interviewing the respondents of NIFT, researcher would come to know that the raw materials which were required by students for their assignments was arranged from local market as well as online and out of station but the respondents of agriculture universities arranged their raw material from local market itself.

4.2.11 In-Plant Training

According to the respondents In-plant training of NIFT students is for six to eight weeks. In-plant training helps them to understand structural and functional constituents of industry. Through internship students learn how to adapt to real industry situations. Practical projects are also assigned to students which will empower their decision making in a practical environment. By organizing internships to students the relationship between industry and students is also strengthen.

According to the respondents, modes of selection of companies for in plant training are recommendation of college, students on their own, demand from particular industry. Many companies offer employment to college students during or after in-plant training depend on the performance of particular student.

In all four selected agriculture universities in-plant training of one to two months was done by students and the selection of particular industry was done by students on their own. If students can't be able to approach any industry then recommendation was made by college itself. After completing in-plant training students had to present a power point presentation along with hard copy in front of course instructor so that they could be able to evaluate the performance of particular student during period of two months of inplant.

According to the respondents many students got job from same industry where they had completed their in-plant. Many students replied that the role of inplant training is very pertinent because it is a type of work experience which they obtains before starting their own profession. In industrial training process a student gets a platform to build up the already existing abilities and also discover how to excel well by comprehending the approach of the sector.

4.2.12-LABORATORIES IN NIFT

- Weaving lab
- Dyeing and printing lab
- Technology labs
- Knitwear labs
- Garment technology lab
- Leather design lab
- Accessory design lab
- Computer labs
- Art labs and studios
- Photography lab
- Pattern making and draping lab

Fig 1: Knitting lab, NIFT New Delhi

Fig 2: Textile Lab, New Delhi

4.2.13 Labs in H.Sc (Dept of Clothing and Textiles) Agriculture Universities

- Garment construction and finishing lab
- Draping lab
- Computer aided designing lab
- Weaving and knitting lab
- Laundry lab
- Dyeing and printing lab
- Textile quality testing lab
- Textile chemistry lab

Fig 3: production unit, Udaipur

Fig 4: Experiment learning center, Udaipur

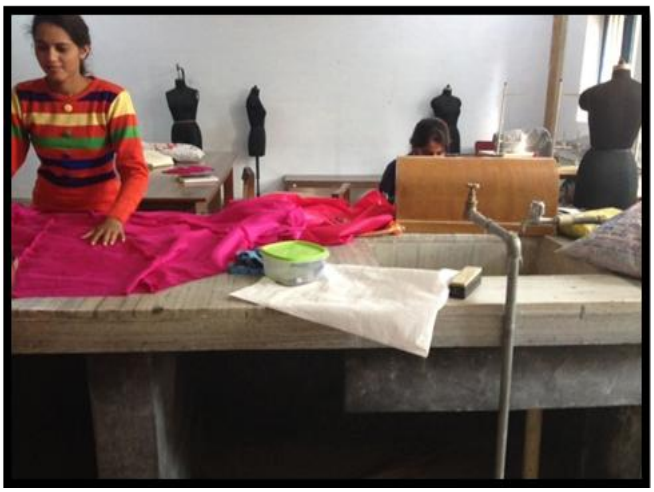

Fig 5: Professional elective lab, Hisar

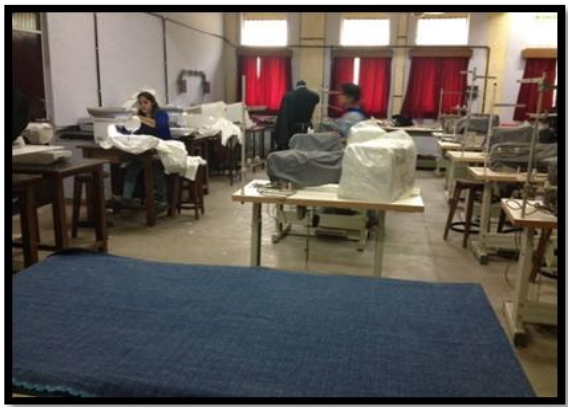

Fig 6: Training lab, Hisar

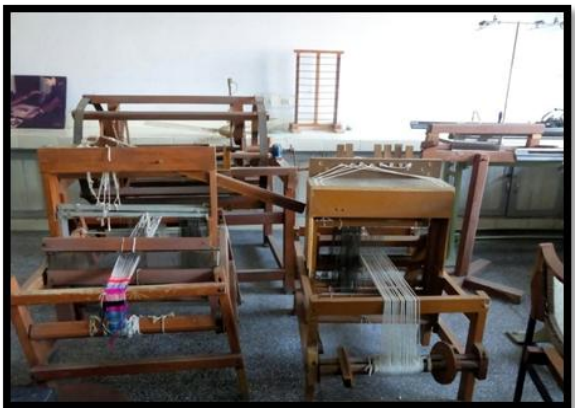

Fig 7: Weaving lab, Ludhiana

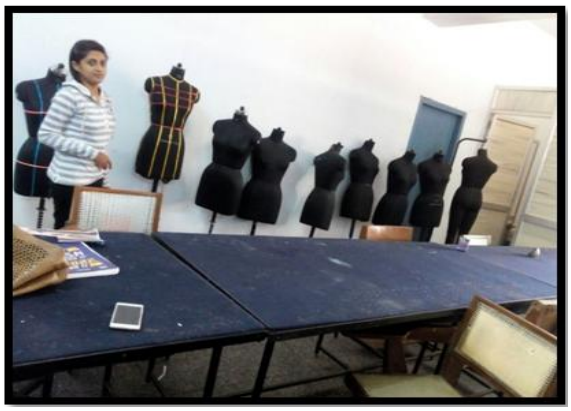

Fig 8: Draping lab, Ludhiana

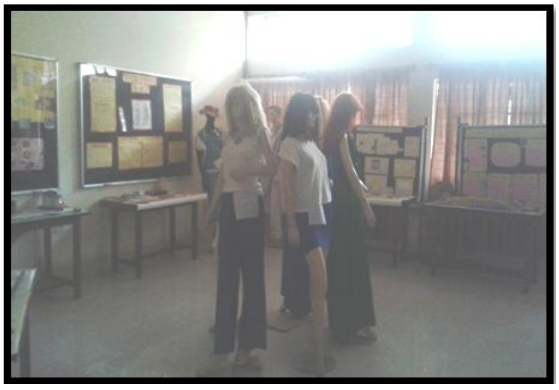

Fig 9: Museum, Pant Nagar

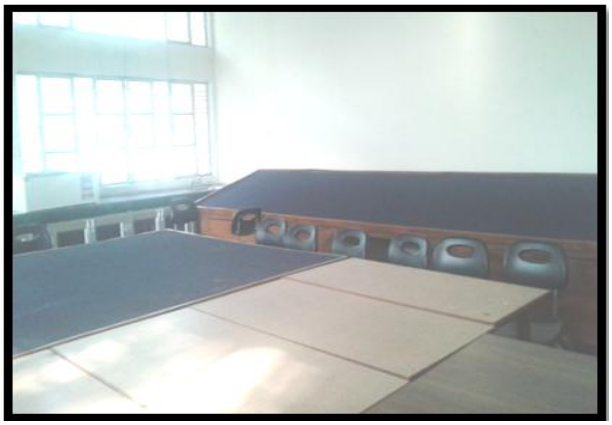

Fig 10: Printing lab, Pant Nagar

4.2.14 Counselor Service

Information regarding counselor service in NIFT and agriculture universities was collected. According to respondents of NIFT a clinical psychologist used to visit the campus three days in a week for counseling of campus students in relation with various issues. A student can consult her without any fees to be paid, for counseling and other issues related to settling down, interpersonal relations, etc. Counselor conducts regular workshops on the campus on, group dynamics, inter-personal relationships and stress management, etc.

Respondents of agriculture universities mention that university ensures individual attention to each and every student through its advisory system. A teacher is appointed as an advisor for each group of 15 to 20 students. The advisor guides, supervises and monitors the academic performance of his advisees. They also help in sorting out the personal problems of students. The Advisor also maintains a close contact with parents/local guardians of the students so that in case of any emergency they could communicate. The advisory system is further supplemented by a system of student's counselors.

5. Conclusion

From the study it is revealed that the respondents of nift are satisfied with their course curriculum and infrastructural facilities. The respondents of B.Sc Home Science (Agriculture Universities) are satisfied with theory portion of their course curriculum as this help in seeking further competitions and interviews. Apart from the satisfaction level, respondents were dissatisfied with their placement and linkages with industries due to which campus placement of B.Sc Home Science students is very low.

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