

C H A P T E R II

METHODOLOGY OF THE STUDY

To prove the assumptions shown in the last chapter, the research problem was treated according to the following planned steps:

1. To know whether similar type of any study has been undertaken by any of the staff members or post-graduate students of any of the Home Science colleges, Home Science departments, arts colleges who offer Home Science as one of the subjects at graduate and post-graduate level, Home Science teachers' training colleges, other teachers' training colleges, etc.
2. To write to the State authorities to provide certain information pertaining to the programme of Home Science.
3. To write to the school authorities to provide the necessary information pertaining to the programme of Home Science in the respective schools.

4. To analyse the received information in tabulation form through first finding out the frequencies of each response.
5. To find out the percentages of the respective facts and figures.
6. To interpret the related data in light of the set objectives and hypothesis.
7. Finally to conclude the findings and generalizations, etc.

Describing the above mentioned steps in more details, following steps were taken.

For the first step, letters were written to all those above mentioned colleges and departments to know the necessary facts and figures concerned with the researches or studies conducted in this field. It was thought that as they are also connected with Home Science teaching, they must be having such studies - if not at large scale at least at small scale - in the form of evaluation, follow up or appraisal of the programme of Home Science education at secondary level. Such letters were also dropped to all the four regional colleges of education to be acquainted with the same matter. For receiving such information even NCERT was also not left out. There also one letter was posted asking for the researches carried

out by different students of different disciplines in different universities and colleges of India working in the field of education.

The grand list of researches was received from the respective institutions (contacted colleges and departments) and those lists were keenly referred to by the investigator.

All the lists received from above mentioned institutions, showed that many studies and research work were undertaken as far as the Home Science subject matter is concerned. Those studies can be classified into following categories in respect of the number of studies available in different branches of Home Science:

1. Foods and nutrition covering bio-chemistry, bacteriology, dielatics, food technology, etc.
2. Home management covering housing pattern, home-making practices, use of utensils and fuels and equipments and so on.
3. Clothing and textile covering laundry, tailoring, textile technology, design setting, etc.
4. Child development covering child care, child psychology, child rearing, practices, developmental tasks, etc.

5. Marriage and family relationship.
6. Home Science education.
7. Home Science extension.
8. General.

Later on the abstract of the selected thesis were secured from those institutions. Those related studies are presented in Part I, Chapter III with necessary details of the studies.

Of course, these studies are relatively or particularly related to the local areas and the field is also found to be quite limited one but one way or the other the findings of such studies were quite helpful in supporting and commenting the findings of the present study and thus provided good background for comparison.

Thus, the evaluation of the programme of Home Science education at secondary level at all India level was found absent.

1. Data Collection

For the second step to check the programme of Home Science education, a copy of the syllabus for the high schools and higher secondary schools prescribed by the State Board of Secondary Education or by the State Board of Secondary School Leaving Certificate Examination

of each State was asked from the respective authority. Also the list of high schools and higher secondary schools offering Home Science as one of the subjects for study was demanded. As far as development of the study is concerned, these two documents were considered quite essential.

To receive the same, requesting letters were sent to the following respective officers of each State of India:

1. Secretary/Assistant Secretary, Board of Secondary Education of each State of India (totally 17 States).
2. Secretary/Assistant Secretary, Board of School Leaving Certificate Examination of each State of India (totally 17 States).
3. Director/Deputy Director of Public Instruction of each State of India (totally 17 States).
4. Secretary, Central Board of Secondary Education.
5. Secretary, Board of Secondary Education, Ministry of Education, and Youth Services, Government of India, New Delhi.

On request of the State authorities letters were also written to the non-Government authorities to receive

necessary information. Such authorities were the book sellers and book publishers, Government book - sale depot, State organization of teachers and principals, etc.

The study included the following States in alphabetical order for checking the instructional programme of Home Science:

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|---------------------|--------------------|
| 1. Andhra Pradesh | 10. Madhya Pradesh |
| 2. Assam | 11. Madras |
| 3. Bihar | 12. Maharashtra |
| 4. Delhi and U.P. | 13. Mysore |
| 5. Gujarat | 14. Orissa |
| 6. Haryana | 15. Punjab |
| 7. Himachal Pradesh | 16. Rajasthan |
| 8. Jammu Kashmir | 17. West Bengal |
| 9. Kerala | |

The Union territories, except Delhi were not included for data collection purpose as they do not have any single school with diversified courses. These left out Union territories were: Nagaland, Meghalaya, Andaman-Nicobar islands, the Laccadive, Minicoy and Aminindivi islands, Manipur, Tripura, Dadra and Nagar Haveli, Goa, Div and Daman and the North East frontier of Assam.

After receiving the list of high schools and the higher secondary schools offering Home Science in

different States from the respective State authorities, those schools were provided with the questionnaire to obtain relevant information by answering each question thoroughly. The questionnaire included the following areas for study:

1. Aims of the schools for offering Home Science.
2. Admission to the Home Science class.
3. Provision of guidance, pertaining to the course, to the students.
4. Major activities related to Home Science.
5. Method of measuring students' growth.
6. Branches of Home Science included in the programme.
7. Home Science teacher - her load of work,
job work allotted,
guidance received,
professional growth,
socio-economic status,
etc.
8. Physical facilities available: laboratories,
house, classroom, furniture, equipment,
library, etc.

9. Administration and finance.

10. Teaching aids available, their use and maintenance.

11. Methods of evaluating the programme.

2. Development of the Tools

The data were to be collected through questionnaires so keeping in view the objectives of the study, different questionnaires were prepared by reviewing the available literature and with the humble guidance of the consultants. In light of the suggestions and justifications received from the consultants, those questionnaires were revised and modified with an aim to make them valid and reliable tool. Then those questionnaires were discussed with other experts who are concerned with teaching of Home Science at college level to have their opinions about the same.

After due modifications, as per the suggestions and opinions received from different personnel, the schedules were finalized. The suggestions and opinion of the experts really helped in maintaining the validity and reliability of the questionnaire.

For the sake of convenience of the investigator and also to simplify the work and to save time of the respondents, most of the questions were provided with

the responses. Such structured questions also simplified the work of analysis.

3. Tryout of the Tools

The preliminary tryout of the questionnaires prepared for the State authorities and schools was done with the following objectives in view:

1. To ascertain whether the construction of the questions was understandable correctly by the respondents or not. If not then where the changes were to be made to avoid misunderstanding of the questions and to receive valid, correct, authentic facts and figures.
2. To ascertain whether there was any difficulty faced in responding the questionnaire. Of course, along with the questionnaire duly stamped and self-addressed envelop was attached while despatching the questionnaire to the respondents. With this provided facility it was assumed that there will not be any question or difficulty in receiving the duly filled up questionnaire from the respondents. Also they were explained with the purposes of the study in the forwarding letter.
3. To ascertain whether the choices for answering questions given in the questionnaire

were adequate or not.

The pretesting of the questionnaires was done in Gujarat State only, covering State Board of Secondary Education, State Board of Secondary School Leaving Certificate Examination, Director of Public Instruction, 40 high schools and 4 higher secondary schools.

The questionnaires were again finalized, in light of the experience gained from the pre-testing, after necessary modifications and are presented in Appendices.

4. Sample of the Study

All the 594 higher secondary schools and 595 high schools were included in sample for the collection of the data. They were contacted through post with the help of the questionnaire. Thus the particulars about the programme of Home Science were gathered.

The particulars about the programme of Home Science were also collected from the State Board of Secondary Education. When the information was not received from one officer, as per his suggestions, other officers working in the field of education were contacted through posts. The idea was to receive authentic facts and figures of the particular State.

Over and above the help of the natives of different States was also obtained to make the findings

more valid and justifiable. Through this approach even difficulty of interpreting language and writings in the local language was solved very effectively.

5. Analysis of the Data

The data collected through questionnaires, observations and discussion from all the sources were classified, tabulated and analysed in view of the set objectives and the hypotheses. In the beginning questionnaires frequency was tabulated for each response. Then the percentage for each cell were calculated.