

P A R T I I

OVERALL VIEW OF THE STUDY

C H A P T E R I

PLAN AND PROCEDURE OF THE STUDY

1. The Factors that Gave Direction
to This Study

Many major factors gave direction to this study
like:

1. to know how is it that though girls as well as their parents know the importance of Home Science subject in their school curriculum, they do not offer the subject in large number?
2. how an unpopular subject can be made popular among the group of the learners?
3. how to make Home Science subject more meaningful and revolutionised with the help of the analysis of the whole programme of it in the secondary schools of different States of India?
4. what active and practical suggestions could be provided to make Home Science programme

more practical, meaningful and based on local requirements and conditions.

5. to know how far the principles of curriculum planning and development are implemented in real situation.
6. how far the Home Science teachers can be provided with an aid in planning, organizing, teaching and evaluating the Home Science programme?
7. How effective is the programme of Home Science at secondary level?
8. what is the weakness or strength in the programme of Home Science Education?

2. Statement of the Problem

As per the factors which gave direction for the study and also considering the practicability, utility and usability of the study, the problem was selected as:

"A CRITICAL INQUIRY INTO THE PROGRAMME OF HOME SCIENCE EDUCATION IN THE SECONDARY SCHOOLS OF INDIA".

The purpose and aim of for undertaking this study was to explore the facts and figures which can give light into the relative information pertaining to the programme of Home Science in the high schools and high secondary

schools of different States of India.

The findings can be used to suggest some remedial measures for the improvement of the existing Home Science teaching schools and also to other schools that intend to offer Home Science on a sound footing.

3. Objectives of the Study

The main objective of the study was to have a deep look into the programme of Home Science education at secondary level and to propose an improved four years programme of Home Science for secondary schools.

The specific objectives had been pinpointed to the following areas:

1. To find out the facts about some of the salient features which are vitally connected with its effective programme for the attainment of goals.
2. To find out how far the girls are benefitted with this programme through the provided learning experiences at the learning situation.
3. To find out how far the drawn syllabus and other facilities are able to meet the present and future needs of the learners and the society where they are going to contribute

something through their gained knowledge.

4. To find out the cause that has affected the effectiveness of the programme in some of the States where the subject is still not its worthness.
5. To find out the scope for improvement and further modifications in the present programme of Home Science.
6. To ascertain the effectiveness of the teaching of this subject at secondary level.
7. To find out the real problems of the Home Science teachers and Home Science teaching schools along with the factors related to such problems.

4. Importance of the Study

Many persons often express certain informal judgments about the teaching of Home Science subjects but do such judgment really tell us what is the real situation?

For their comments and remarks, some sort of evaluation and inquiry into the whole programme of Home Science education at secondary level is thought necessary. No doubt, many teachers and institutions have checked the

programme informally in terms of tangible objectives but such evaluative effort is centred largely on appraisal within the course or at the most in one area of the subject.

Thus, a planned programme for evaluation and little light toward the procedures for the comprehensive evaluation of the whole programme has received very little attention. It was also found important to find out the effect of any programme, which is highly contributory as far as girls' or women's education is concerned. It is still more important to study the programme of Home Science education at secondary level with following reasons:

1. Many of the girls do not get chance to receive higher education in the colleges due to economical problems or social taboos and have very limited scope to obtain home-making and house-keeping education.
2. The colleges and universities do have sufficient finance and adequate physical facilities while this is not the case for the secondary schools. The condition is even poorer for the primary and pre-primary educational system.

3. At secondary level, this subject is offered by the girls and also their parents allow them to choose this subject with a somewhat different aim that after or during the study of this subject for three to four years in school in the form of vocational subject at least they will definitely improve their personal and family life as well as their home conditions. Also these girls will prove themselves as an efficient housewife and shall perform their roles as nurse, consumer, manager, cook, guide and teacher.
4. The aim of the programme can be achievable only when the programme itself proves its scientific bearing in the form of training while imparting knowledge through proper channel. This includes effective setting of aims, objectives, effective selection and use of teaching methods and learning experiences including also the right and proper use of teaching aids, adequate provision of physical facilities and lastly right type of evaluation and follow up.

This programme is an unique endeavour for the betterment of personal life, family life and home-making profession. It has manifested itself in actual lives of the

learners through the adoption of its salient factors prevailing at outstanding institutions which possess highly qualified and outstanding experienced staff members, possess good physical facilities, possess provision of adequate finance, possess most conducive teaching learning situation and provide equal opportunity for development.

Still there are some shortcomings among such schools also and due to the direct or indirect effect of these problems faced by them, they may not be in a position to be the ideal institutions.

Thus, the study of this nature is important in providing aspiration and inspiration to the organizers to modify the programme and make it still more effective.

5. Hypotheses

The study was undertaken with following hypotheses. These hypotheses were formulated against the main and specific objectives of the problem under study:

1. Adequate finance and adequate physical facilities are main contributing factors which are vitally correlated with the programme of Home Science education in achieving the goals and becoming popular among the learners.

2. The girls are getting good benefit through this programme of Home Science education due facilities to the/available from the department of education and their own institution.
3. The syllabus meets the needs of the teen agers as the individual authority is authorised to make it problem oriented.
4. Finance, lack of physical facilities, lack of trained and experienced teachers have hindered the development of the programme of Home Science education at secondary level.
5. Alike other subjects, Home Science also proves its worthness in the field of education.
6. Being a new subject, it is continuously developing and improving.

6. Sample and Area of the Study

As for the selection of the sample, all the Home Science offering schools of all the States of India and also Delhi which is an area under Union territory were covered up for the collection of the data. They are as under:

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

7. Limitations of the Study

With limited time and resources at hand of the research worker, the study may not prove its worth because these limitations subjected her study with the following considerable points:

1. It was not possible for a research worker to move all over India, interview and contact the personnel concerned with the execution of the Home Science education programme and gather necessary information.
2. It was also very difficult to secure 100 per cent response from the respondents just through the posts when the receiver of the post did not understand the importance of the written letter or understand the value of the research and study.

3. Also from many states very important and basic facts and figures were not available from the Board of Secondary Education and also from the Board of School Leaving Certificate Examination because the departmental persons were not ready to take little trouble to gather the information asked by her and supply the same in due time so the investigator had to use many other resources through via media and such problems lengthened the period of the study. Even with all efforts, few states did not provide sufficient information needed by the research worker for the study. So, naturally, such data cannot be presented without the authentic information from an authentic resource.
4. Many times the information was received in the regional language of the respective states and for interpretation the research worker had to seek help from such people who belong to that region.
5. Most of the states were found to be the most co-operative and willingly helped the research worker in providing the necessary information, necessary literature and related facts and figures. But a few states, after

great effort also, did not participate in providing the information and gave an impression of being non-co-operative.

6. The data collection sheets were not received in scheduled time so the investigator had to remind for the same many times. There are cases that the authorities were reminded nearly ten to twelve times. Later on it was experienced that the sheets were filled up one way or the other and sent back without duly filled in. Many of the authorities missed the questionnaires and repeatedly the investigator had to provide them with the same for receiving the necessary information.
7. Among received sheets also only 70 per cent of them were duly filled in, 30 per cent were half filled in and most of the handwritings were not properly readable due to light typing, rough papers used, spread of ink, non-readable handwritings, use of regional words and terms etc.
8. It was not possible to contact the non-participating agencies inspite of repeated efforts during the period of study and attempts were not made to contact any one of

them after the completion of three years of the study.

Anyway, with such limitations also the study will be of great help to the officers and non-officers concerned with the programme of Home Science * in different States. It will be also useful to the planners, administrators, inspectors and the Home Science teachers who are directly or indirectly concerned with the welfare of the programme of Home Science education at secondary level in their own respective States. The findings can be explored that are ultimately going to affect the functioning of the programme of Home Science education.