

JUST A WORD AT THE BEGINNING

This is a report of a survey with evaluation methods. Specifically, it deals with some procedures which a Home Science teacher in high schools and higher secondary schools might use in the programme. The report of the survey is written as a guide for the teachers, administrators and research workers in the field of Home Science. Hence, technical research details, which are stressed by others, are somewhat minimized here and much attention is paid to some practical suggestions and improvement to some findings and their interpretation.

The report is organized in such a way that it may be read as a whole or only for certain sections of it, according to the special interest of the reader. The Part I gives entire theory of philosophy, scope, importance and place of Home Science as well as planning of Home Science curriculum. Part II contains the survey reports and records. Part III stresses the statistical findings. Part IV stresses how effectively the Home Science curriculum as a whole can be developed for the school girls and Part V contains the tools used for the survey, the collection of the data and the bibliography.

The present study included the secondary schools of different States of India and was being carried out intensively to improve the programme of Home Science education in India. The study represents somewhat

different and more intensive insight on the attempt to make Home Science education popular among girls of Gujarat. The study gave particular emphasis to the seeking of objective evidence of the success of Home Science education among the girl students.

Throughout the study, the attention had been given to the relation of overall objectives of the Home Science education rather than on any other factor. An attempt had been made constantly to apply the theory and principles of Home Science education to make it most practical subject for the school girls.

For the study, several instruments were used and they are mentioned in the Appendices of the report. The same tools can be used by the schools who wish to use ^hfor conducting a study because many times teachers~~s~~ are research minded and are interested in experimenting further with one's own constructed test for course or curriculum and this type of readily prepared instrument may encourage a trial experiment.

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