Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.19A: Home Science

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course deals with the pedagogical aspects and skill development, community development activities, organizational process development of exhibitions, clubs, workshop based on research in the field of Home Science at various levels of school. Teaching of Home Science is not merely about acquiring knowledge but also about construction of knowledge and also developing essential life skills, such as problem-solving, decision making, and effective communication. The interdisciplinary approach in the subject enables a teacher to offer comprehensive educational experiences.

The emphasis has been on the innovative and creative approaches to various methods and strategies associated with the field of teaching of Home Science leading to holistic transaction of educational experiences. The approach focuses on providing hands-on experiences to individuals, enabling students to develop expertise in organizing Home Science lab experiments and effectively conducting experiments. It also integrates real-life experiences with classroom learning as well as applying classroom learning in day to day life experiences. Therefore, by aligning with the NEP's vision the course seek to equip education with the expertise to cultivate educational experience nurturing students not only academically but to inculcate the practical life skills.

In tandem with the introduction to Home Science, this course is strategically designed to align with Sustainable Development Goals (SDGs), aiming to instill in educators a commitment to addressing societal challenges through the lens of Home Science. The curriculum focuses on nurturing competencies in students, fostering a mindset of lifelong learning and adaptability. Furthermore, the course envisions the future of Home Science education as a pivotal force in vocational building, preparing students for practical applications and careers that align with evolving societal needs. This holistic approach ensures that Home Science education goes beyond traditional boundaries, equipping both educators and students to contribute meaningfully to a sustainable and dynamic future.

Learning Outcomes

After completion of the course student will be able to:

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129

1. Develop an understanding of the multifaceted nature and characteristic of the subject.
2. Examine major landmarks in the historical development of Home Science, providing context to its evolution as a subject.
3. Instill a passion for lifelong learning, encouraging pupil teachers to stay updated on Home Science advancements.
4. Integrate community activities to raise awareness of societal issues and promote social responsibility.

Number of Units 4 **Weeks 15 = 30 hours**

Unit 1: Nature of Home Science and its role in family and community (3 weeks = 6 hours)

- The nature and scope of Home Science as a discipline
- Historical perspective and major landmarks in the evolution of Home Science as a subject. (Global and Indian)
- The contributions of key figures and institutions to the establishment and growth of Home Science as a discipline.
- The contemporary meaning of Home Science and its place in school education.
- Home Science in socio-cultural context with focus on societal issues and concerns. Examine contemporary societal issues such as nutrition disparities, food insecurity, sustainable living practices from a Home Science perspective and promoting social equity and inclusivity
- Analyze the evolution of Home Science curriculum and pedagogy in response to changing societal needs and educational paradigms.
- Interface between Home science and skill development

Unit 2: Audio-Visual Aids in Home Science (4 weeks = 8 hours)

- Introduction
- Needs and importance
- Dale's cone of Experience
- Types of Teaching Aids on the basis of
  - Involvement of sense organs such as visual aids, auditory aids, and tactile aids
  - The size of learner group, level of learner control, and the depth of experience provided.
  - Innovation like simulations, interactive multimedia presentations etc.
  - Local community resources, such as community gardens, nutrition centres, and sustainable living initiatives, to enrich Home Science subject
- Effective use of teaching aids- Integrating Teaching Aids into Lesson Planning
  - Strategies for integrating teaching aids into lesson plans.
  - Enhancing engagement and participation through teaching aids.
  - Collaborative learning activities using teaching aids.
  - Addressing challenges and troubleshooting during implementation.

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University of Delhi, Delhi-110007

130

- ❖ Selection of appropriate teaching aids based on learning objectives and student needs.

Unit 3: Curriculum in Home Science (4 weeks = 8 hours)

- Introduction
- Principles of curriculum construction
- Curriculum organization: critical analysis
- Correlation of Home Science with other school subjects
- Correlation of Home Science amongst its five dimensions.
- Role of Home Science teacher in curriculum development and transaction
- Home Science Text Book (weeks required)
- Integrate skill-oriented courses within the Home Science curriculum, aligning with the emphasis on vocational education, skill development and entrepreneurship.

Unit 4: Evaluation in Home Science (4 weeks = 8 hours)

- Measurement vs Assessment vs Evaluation
- Principles of Evaluation
  - ❖ Validity: Ensuring that evaluation methods accurately measure what they are intended to measure.
  - ❖ Reliability: Consistency and dependability of evaluation results over time and across different contexts.
  - ❖ Objectivity: Ensuring impartiality and fairness in the evaluation process.
  - ❖ Utility: The usefulness of evaluation results for decision-making and improvement.
- Concept and Types of Evaluation
  - (i) Diagnostic
  - (ii) Formative
  - (iii) Summative
- Evaluation as a continuous and comprehensive evaluation- holistic approach to continuous and comprehensive evaluation,360 degree approach
- Techniques and devices of evaluation in Home Science
- Ethical Considerations
  - ❖ Ensuring fairness, confidentiality, and respect for participants in the evaluation process.
  - ❖ Avoiding biases and stereotypes in evaluation methods and interpretation of results.

Practicum/ Suggested Projects / Assignments (Any Two)

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(131)

1. Illustrations & reflective analysis of Teaching Learning Process of different areas of Home Science (Human Development and Childhood Studies, Foods and Nutrition, Fabric and Apparel Science, Resource Management and Design Application, Development Communication and Extension)
2. Organize a community outreach program where students address contemporary societal issues related to Home Science, such as food insecurity or sustainable living practices, through educational workshops or awareness campaigns.
3. Create multimedia presentations or videos showcasing innovative AV aids, such as interactive demonstrations, to illustrate various Home Science concepts.
4. Plan a field trip to local community resources, like community gardens or nutrition centers, where students can explore and document how these resources contribute to Home Science education.
5. Portfolios: Collecting and assessing a student's work samples and reflections over time.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Asthana N. (2006), Home Science Education: Growth and future prospects, Meri Journal of Education,vol1,no.1 April 2006, Management Education and Research Institute, Delhi. ISSN: 0974-2085
- Bhatia, K.K. (1990). Measurement and evaluation in education. Prakash Brothers, Ludhiana
- Chander, A. (1995). Introduction to Home Science. Metropolitan.
- Chandra, A, Shah,A. & Joshi ,A. (1989). Fundamental of Teaching Home Science.Sterling Publishers Private Limited, New Delhi.
- Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York.
- Das R.R and Ray. (1979). Methods of Teaching of Home Science, New Delhi, Sterling Publiation Pvt, Ltd.
- Dash, B. N., & Dash, K. (1986-1987). Teaching of Home Science. Ajanta Prakashan.
- Devadas, R. P. (1978). Methods of Teaching Home Science. National Council of Educational Research and Training, New Delhi.
- Devdas, Rajamal, P. (1968) Textbook of Home-Science, Farm Information Unit, Directorate of Extension, Ministry of Agriculture, New Delhi.
- Devdas, Rajamal, P. (1968), The Meaning of Home Science, Sri Avinashillingam Home-Science College, Coimbatore.
- Dhama, O. P., & Bhatnagar, O. P. (1987). Education and communication for development. Oxford & IBH Publishing
- Gronlund, N. E. (1985). Measurement and evaluation in teaching. In Measurement and evaluation in teaching (pp. xv-540).
- Jha, J.K. (2001). Encyclopedia of teaching of Home Science.(Vol I&II), Anmol Publications Private Limited, Delhi.
- Kumari, V. L. (2006). Techniques of Teaching Home Science. Sonali.
- Lady Irwin College (1990). A Textbook of Home Science. Orient Longman, Delhi
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- Lakshmi, K. (2006). Technology of teaching of Home Science. Sonali Publishers, New Delhi.
- Linn, R. L. (2008). Measurement and assessment in teaching. Pearson Education India.
- Malaviya, R. (2001), Home Science education at school level, The Indian Journal of Home Science, Vol.27, No. 1&2 (16-22), ISSN 0970-2733
- Malaviya, R. (2007). Evolution of Home Science Education: The Metamorphosis. University News: Journal of Higher Education. Vol. 45, No.08, Feb (19-25). ISSN 0566-2257
- Mullick P. (2004). A textbook of Home Science. Kalyani Publishers, Ludhiana
- Nibedita, D.(2004).Teaching of Home Science, Dominant Publishers and Distributers, New Delhi
- Seshaih, P.R. (2004). Methods of teaching Home Science, Manohar Publishers & Distributors, Chennai.
- Shah, A. et al (1990). Fundamentals of teaching Home Science. Sterling Publishers Private Limited, New Delhi.
- Shalool, S. (2002). Modern methods of teaching of Home Science.(I Edition).Sarup &Sons. New Delhi.
- Sharma S. (2004). Modern Methods of Teaching Home Science. Sarup and Sons Publishers, New Delhi
- Tikoo,S. (2010). Professionalism in Home Science, Academic Excellence, New Delhi.
- Yadav, S. (1997). Teaching of Home Science. Anmol Publishers, New Delhi

Additional Readings

- Malaviya,R. (2006), Advanced dictionary of Home Science, Arise Publishers, New Delhi. ISBN 81-89557-13-0
- Malaviya,R. (2010). Influence of Technology: Adolescent's Interests, Journal of Psychosocial Research, Vol.5 No.1
- Malaviya,R. & Kakkar,A. (2018), Interiors of a classroom: Influences on teaching-learning processes, Global Book Organization. ISBN 9789383837
- Nutritive Value of Indian Foods (2017), ICMR,NIN
- Thapar, V. (2004). Home Science Related SUPW Activities: A Manual. ISBN: 9788188901111.
- Swaminathan, D. M. (2013). Handbook of food and nutrition. The Bangalore Printing & Publishing Co. Ltd.
- Swaminathan, M. (1988). Advanced textbook on food and nutrition.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

133

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Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words : real-life experiences, societal challenges, multifaceted nature, societal issues, curriculum construction, Curriculum organization, Correlation, Diagnostic, Formative and Summative evaluation

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(134)