SEMESTER – II

Course Code: BD2HS	Credits: 5

PEDAGOGY OF HOME SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogical Analysis.

CO2. Comprehend the different teaching models.

CO3. Demonstrate the activity - based and group Controlled Instruction.

CO4.State various Resources in Teaching Learning Process of Home Science.

CO5. Analyze the Assessment in Pedagogy of Home Science.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Home Science - Identifying and analyzing the learning resources in teaching-learning process of Home Science - Field visits and excursion as learning resources in Home Science - Use of ICT as learning resource in Home Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Home Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HOME SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, DiagnosticTest– Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Critical review of a Textbook of Home Science.
2. Have a group discussion on Role Play, Simulation and incident method.
3. Prepare and submit a report on different types of learning resources.
4. Teacher talk on pedagogical analysis.
5. Write an essay on teaching models.

TEXT BOOKS

1. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitivedomain. New York: Longmans, Green.
2. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
3. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi:
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: TandonPublications
3. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications. Viva Book House.

E-RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. examine the importance of Pedagogical analysis.

CO2. analyse the various models of teaching.

CO3.practise Activity Based Instruction in teaching of HomeScience.

CO4. analyse and use the resources for teaching HomeScience.

CO5. demonstratevarious types of evaluation in teaching Home Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1						*																		
CO2						*												*		*				
CO3		*										*			*									
CO4					*												*							
CO5				*														*						