

SRI VENKATESWARA UNIVERSITY - TIRUPATI
B.S.c., (Honours) in **HOME SCIENCE (Major/Minor)**

FIRST YEAR – II SEMESTER
(W.E.F. Academic Year 2023 - 24)

CHOICE BASED CREDIT SYSTEM (C.B.C.S)

SYLLABUS AND SCHEME OF EXAMINATION

Semester	Part	Course Code	Title of the Course	No. of Hours		Credits	Max Marks
				T	P		
Semester II	Major / Minor	HSC 201	Essentials of Home Science Extension	4	-	4	100
			Essentials of Home Science Extension Practicals	-	2	1	50
	Major	HSC 202	Human Development	4	-	4	100
			Human Development Practical	-	2	1	50

HSC – 201 -ESSENTIALSOFHOMESCIENCEEXTENSION

Major/Minor

Out comes of the course:-

The students will be able to:

A) Remember and explain in a systematic way

- Learn the meaning, scope and concept of Home Science Extension.
- Explain the importance of Extension Education in Home Science

B) Understand and Use

- Understand the role Extension worker in community
- Understand the Principles, steps in Teaching and Learning process

C) Critically explains, judges

- Qualities of an Extension Worker
- Different Teaching Methods and Teaching Aids in Communication Process.

D) Working in out of prescribed areas under co-curricular activity

- KnowtheimportanceofTeachingMethodsandTeachingAidsinCommunicationProcess.
- Know the barriers of communication and learn how to overcome them.

E) Practical skills

- Learn Practical skills in planning, preparation of Audio-Visual Aids
- Usage of bulletin board in extension education
- Use of different types of Teaching methods and Audio-Visual Aids for different target groups.

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HSC – 201 -ESSENTIALSOFHOMESCIENCEEXTENSION

Major/Minor

Theory: 4 Hours/week

Practical s: 2 Hours/week

THEORY

UNIT I Extension Education -

- Meaning, Concept, Scope and objectives
- Formal and Non formal Education
- Philosophy and principles of Extension Education
- Role and Qualities of an Extension worker

Unit-II Teaching and Learning Process

- Teaching–Meaning, definition, steps in Teaching
- Learning–Meaning, definition, Elements of Learning
- Learning Situation –Definition, Elements of Learning Situation
- Principles of learning and their Implications for Teaching
- Motivation–Principles of Motivation in Extension
- Classification of motives

Unit-III Teaching Methods/Techniques

- ExtensionTeachingmethods–
Definition,FunctionsandClassificationofTeachingmethod
s– According to use and form
- Individual methods–
Farmandhomevisits,Telephonecalls,Personalletter,Resu
ltdemonstrations.
- Group methods–Method demonstration, Group
meetings/Discussions, Conferences, Field trips etc.
- Mass Methods–Print and electronic media, Internet, S o c i a l
m e d i a and Exhibitions
- Factors to be considered in selection and combination of teaching
methods

Unit-IV Audio-Visual Aids:

- Audio Visual Aids–Meaning and Classification
- Factors Influencing selection of Audio-Visual Aids
- Principles of Preparing in Planning, Presentation and evaluating in Audio-Visual Aids
- The cone of Experience

Unit-V Communication

- Communication–Meaning, Definition and scope of Communication
- Key Elements in the process of Communication–
1. Communicator 2. Messages, 3. Channel 4. Treatment of Messages 5. Audience 6. Audience Response.
- Types of Communication–
Verbal, Non Verbal, Small group and Mass Communication.
- Barriers to communication.

PRACTICALS

1. Visit to a community/village to find out the socio-economic needs of the people
2. Preparation of Survey Schedule
3. Preparation and display of teaching aids–Posters, charts, flashcard etc.
4. Display of bulletin board
5. Illustrated Lecture and Method Demonstration to any community on Home Science related Topics.

REFERENCES

1. Adivi Reddy (1985). Extension Education, Sreelakshmi press, Bapatla,
2. Dahama. O.P. (1981). Extension and Rural welfare, Ram Prasad and Sons Agra Bhopal.
3. Doshi, S.L. (2007). Rural Sociology. Delhi Rawat Publishers.
4. Dubey, V.K. (2009). Extension Education & Communication, 1st edition New Age International Ltd
5. Indhubala (1980), Gruhavignastravistarana, Telugu academy text book publications
6. Santhi Govind, G. Tamilselvi and J. Meenambigai. (2011). Extension Education and Rural Development. Agrobios (India) Chopasani Road Jodhpur-342002 (Raj.)
7. Shekar Serene & Santosh Ahlawat. (2013). Textbook of Home Science Extension Education, 1st edition, Daya Publishing house.
8. Supe, S.V.

(1983).AnIntroductiontoExtensionEducation.Oxford&IBHpublishingCo
,New Delhi.

CO-CURRICULARACTIVITIES

1. Adoption of a village based on the socio-economic background.
2. Visit to an adopted village and conduct
 - Base line survey regarding demographic, population, Educational and felt needs of the villagers.
 - Collection of data.
 - Pooling and Analyzing the data.
3. Preparation, use and evaluation of visual aids viz.,
 - Poster
 - Different types of charts.
 - Flashcards
 - Display of Bulletin Board.
4. Presentation of seminars in the classrooms.
5. Blackboardteachingfor15minutesintheclassroom.
6. Promoting effective ever baland non – verbal communications among students.

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FIRST YEAR – II SEMESTER
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HSC – 201 -ESSENTIALSOFHOMESCIENCEEXTENSION

MODEL QUESTION PAPER

Time:3hrs.

Max.Marks:75

PART- A

Answer any FIVE questions. Each question carries 5Marks (5x5=25Marks)

1. Define meaning & principles of extension education.
2. Write about the qualities of an extension worker.
3. Write about types of communication.
4. Explain the need for motivation in extension.
5. What are teaching methods? Classify them.
6. Write about home visits.
7. Write about the preparation of flashcards.
8. Elucidate principles to be followed in preparation of poster.

PART- B

AnswerFIVEquestions.Eachquestioncarries10Marks (5x10=50Marks)

9. a) Explain the principles of Extension Education.
(OR)
b) Write in detail about non-formal education.
10. a) Explain the steps in teaching process.
(OR)

b)What are the principles of learning and their implications for teaching?

11. a)Write in detail about method demonstration.

(OR)

b)Discuss the factors affecting the selection of teaching methods.

12. a)Explain Cone of Experience.

(OR)

b)Write about the different types of charts and their use.

13. a)Define communication. Explain the elements in communication process.

(OR)

b)Define communication. Write about the importance of communication in Extension work.

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B.S.c., (Honours) in **HOME SCIENCE** (Major)

FIRST YEAR – II SEMESTER

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HSC - 202 - HUMAN DEVELOPMENT

Outcomes of the course

The students will be able to:

A) Remember and explain in a systematic way

- Scientific knowledge about child-development, and Developmental tasks at various stages of child development.

B) Understand and Use

- Understand the stages of pregnancy and birth process.
- Use basic principles for assessment of various developments during childhood.

C) Critically explains, judges

- Problems of adolescence during each sub stage and coping up strategies.

D) Working in out of prescribed areas under co-curricular activity

- Observation of neonatal characteristics by visiting a maternity hospital.
- Visiting counselling centres and understanding coping up strategies of problems
- Familiarise with problems of elderly through case studies and institutional visits.

E) Practical skills

- Assessment of different developments like physical, social and cognitive development of children belonging to different age groups.
- Case study method to find out the Physical and Psychological problems of elderly

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FIRST YEAR – II SEMESTER

(W.E.F. Academic Year 2023 - 24)

Theory: 4 Hours/week

Practicals: 2 Hours/week

THEORY

Unit I Introduction to Growth and Development

- Understanding the terms Child, Growth, Development, Child Development, Human Development, and Developmental tasks.
- Principles of Child Development and Factors influencing growth and Development of Children.
- Determinants of Development - Heredity Vs. Environment - Maturation Vs. Learning
- Stages of Development across life span

Unit II Pre-natal and Early Years of Development

- Stages of Pre-natal development - Physical and Psychological care during pregnancy- - Complications during pregnancy.
- Stages of birth and Types of Birth
- Infancy – Characteristics -Physical proportions, Physiological functions, Motor activities.
- Babyhood – Developmental Tasks and Characteristics, Physical-motor development, Cognitive development - Piaget's Sensory motor stage, Language, Socio-emotional development.

Unit III Development during Early and Late Childhood

- Early Childhood Period –Characteristics -Physical, Emotional, Social and Cognitive development-Piaget’s Pre-operational stage -Social stages in play.
- Late Childhood Period – Characteristics, Physical, Emotional, Social and Cognitive development-Piaget’s Concrete-operational stage.

Unit IV Development during Adolescence

- Adolescence – Definitions by WHO, UNICEF, NCERT- Characteristics of Adolescence
- Physical and physiological Changes during puberty for Boys and girls
- Developments during adolescence – Cognitive-Piaget’s Formal-operational stage, Emotional and Social development

Unit V Development during Adult Hood

- Young Adulthood - Definition, Development tasks, significance of the period,
Adjustments during young adulthood period
- Middle adulthood – Definition, physical, physiological and Psychological changes during middle age, preparation for retirement.
- Late adulthood –Sub groups and definitions, Characteristics of old age – Physical and physiological changes during old age, cognitive and memory changes.
Problems of old age and coping up strategies

Practicals

1. Observation of characteristics of an infant
2. Observation of different Developments of pre-school children –
-Physical development
-Language development
-Concept development.
3. Assessment of social Development among elementary school children
4. Study of adolescent adjustment problems
5. Case study of man and woman during Middle adulthood
6. Case study of elderly man and woman.

REFERENCES

1. Berk, L. E. (2007). Child Development. Prentice-Hall of India Pvt.Ltd, New Delhi.

2. Feldman, R.S. (2011). Understanding Psychology, Tenth Edition, Tata MC Graw Hill Education Private Limited, McGraw- Hill, New Delhi.

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5. Singh, A.(2015). Foundations of Human Development: A life span approach, 1st edition Orient Black Swan Pvt. Ltd., New Delhi.

CO-CURRICULAR ACTIVITIES

1. Observation of neonatal characteristics by visiting a maternity hospital.
2. Observation of a pre-school child
3. Visit to Old age home
4. Celebration of Important Days (National and International): -
 - International day of elderly-October 1st
 - Children's Day (Nov 14th)

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HSC – 202- HUMAN DEVELOPMENT

Model Question Paper

Time: 3 hrs.

Max Marks: 75

PART -A

Answer any FIVE questions. Each question carries 5 Marks.(5x5=25 Marks)

1. Enumerate the stages of development across lifespan with age group.
2. Explain Physical care during pregnancy.
3. Write the characteristics of Infancy
4. What are social stages in play? Explain
5. State the characteristics of early childhood period.
6. Definitions of adolescence by WHO, NCERT & UNICEF.
7. Write about the developmental tasks during young adulthood.
8. Define late adulthood and its subgroups.

PART -B

Answer FIVE questions. Each question carries 10 Marks. (5x10=50 Marks)

9. a) Write the principles of child development.

(OR)

b) Discuss the role of Heredity and Environment in child development

10. a) Describe the stages of birth and types of birth.

(OR)

b) Write the developmental tasks and characteristics of Babyhood.

10. a) Explain physical and emotional developments during early childhood.

(OR)

b) Write the social and cognitive developments during late childhood.

11. a) Describe the physical and physiological problems during puberty.

(OR)

b) Write about the cognitive development during adolescence period.

12. a) Explain the psychological changes during middle adulthood and preparation for retirement.

(OR)

b) Explain the Problems during old age and coping up strategies.