

SAHAYA INSTITUTE OF ADVANCED STUDIES IN EDUCATION

PASUMARRU (V), Chilakaluripet Mandal,
PINCODE : -522616., A.P.

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ACTIVITIES / PROJECT / RECORD

Name of the Student : SUKANTI MARNDI.

Subject : Pedagogy of Social Science.

Register No : Y26ED206076

www.svedu.in

Email ID : svcoeguntur4588@gmail.com

Q-1 Identity values is depicted in the lessons of social sciences of any class and prepare a report?

Ans: Values :-

When we reach the defined aim, we call it value. Thus values are the a cultural results we attain in our life. While aims refer to general and long term goals, objectives indicate immediate specific and attainable goals; and values are the actual results. Aims are based on philosophy and values based on reality. Values are expected outcomes. Aims belong to the "Cognitive Domain" values belong to the "Affective Domain". But values most often result in behaviour. So, if the education is bringing out desirable behaviour values should be added to the aims of education.

Values of teaching social studies/science

1- Social values :-

Social studies socialize the child. He identifies himself with the struggle and sacrifices of the race. He develops a sympathetic understanding of human life in the past and in the present. The child learns from social

studies how to adjust himself to social life.

2. Informative value:—

Social studies is a wonderful treasure house of information and can offer guidance for the solution to all human problems pertaining to science and art, language and literature, social and political life, philosophical speculation and economic development. It provides information about the world around us human relationship.

3. Culture Value:—

Social studies can value well serve as an effective instrument of civilizing the human mind. It enables us to understand that the transformations in human culture are brought about the change of habits and of innovation. The subject also enables us to understand our present culture. It explains about the existing state of things, our customs, our usage, our institutions, religions etc. ...

4. Vocational Value :-

Social studies has its value from vocational point of view, there are several openings for personal well qualified in the subject. They can get jobs of teachers in school colleges and universities, librarians, social service, work economists, politicians etc...

5. Nationalistic Value :-

Co-operation in school is exhibited only in the playing field of in some other co-curriculum activities. Social studies provided the necessary corrective for too much individualism by creating situation for co-operation work inside the classroom.

6. Training for co-operation :-

The subject inculcates the love for the motherland, reverence for its past. A child of our sacrifice of the Indian heroes like Rana Pratap, Rani of Jhansi, Chandelji, Nehru etc. Thus a spirit of Nationalism can even be developed among the students of social studies.

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7. Internationalistic value:

The ideal of world citizenship can be taught and the students can know the interdependence of nations of the world is solving different problem. They can learn how to treat the entire humanity as their own family.

Aims and value are not for memorizing they are for practice, and value become internalized through constant practice only. To provide for repeated practice, the social studies curriculum must be activity centred methods and the techniques of curriculum transitions are teaching.

Q-2 Select and plan appropriate strategies for teaching a lesson social science of your choice and submit.

Ans- Need for construction strategies in Teaching:-

According to secondary Education commission "Even the best curriculum and the most perfect syllabus remain dead unless quickened in to life by the right methods of teaching and the right kind of teaching."

strategy is the act of planning the best way to achieve success.

The strategies are important because:-

1. They make the teaching method easier.
2. To make the complicated thing easier.
3. To reduce the gap between the teacher and taught.
4. To reach the desired goal.
5. Individual differences can be met and satisfied.
6. To achieve the objectives.

Principles of teaching :-

1. Known of to unknown.
2. Simple to complex.
3. easy to difficult.
4. Concrete to abstract.

5. Particular to general.

6. General to particular.

Teaching a lesson of social science by Inductive and deductive method :-

Inductive and deductive method, also referred as inductive-deductive method, is a combination of two separate methods inductive and deductive. Therefore, to know about this method we must first look in to the nature and procedures of these two methods separately.

- * Students will be shown the residential houses of region where particular type of wood which are used as Building material.
- * Students will be the residential houses of a region where there is an abundance, a particular type of sand, cement, concrete, material etc. Used as building material.

For example:-

Let us consider the following types of statements brought in to notice of the students.

Through verbal, graphic and other audio-visual presentations.

- * People belonging to the than desert in India used to lead a nomadic life.
- * People belonging to Kalahari and Sahara deserts in a also used to lead a nomadic life.
- * The people belonging to Arabia region called as Arabs had also lead a nomadic life in search of water.

Different between Inductive and Deductive method:—

Inductive method:—

1. Here one proceeds from particular to general and concrete cases to abstract rules.
2. It is a psychological method that takes the child's nature in the forefront. Children take interest as what they do has perfect link with their previous knowledge.
3. It is a scientific method that brings the joy of discovery to the young ones. It encourages self study and stimulates intellectual power of the students.
4. No stress is laid over memorization, child knows

to the procedure of discovering the rule or principle. Therefore he does not suffer an account of lapse in his memory.

5. Here, reasoning is very clear. Any doubts about how and why of the generalised facts, principles, concepts or laws become clarified is inductive in the beginning.
6. It is most suitable in the beginning. All learning is inductive in the beginning.
7. It is suitable for the lower classes as it provides opportunity of direct and concrete experience.
8. At the advanced stage, it is not very useful.
9. It demands a lot of time and labour from the teacher and as well as students.
10. It encourages active participation of the students in teaching process.
11. It gives opportunity for the better pupil-teacher relationship.

Deductive method:—

1. In deductive method one has to proceed from general to practice and abstract to concrete. It is an unpsychological method. Here emphasis is given on the learning of facts without care for child.
2. It is not a method of discovery but a method of presentation. No originality and creativity is developed by this method.
3. Here, memory decides everything.
4. Pupils have every doubt the generalized students facts, principles, concepts or laws and they don't know why these should be taken as granted.
5. It is suitable at the practice or application stage.
6. The final form of all learning is deductive.
7. It is not suitable for the lower classes due to its abstract nature.
8. At the advanced stage, the deductive method suits properly.
9. It is an economical method in terms of time and labour. It gives essential speed, skill and efficiency to the problems solving and grasping of facts.

- 10. It makes the child a passive recipient of knowledge and of active independent enquirer.
- 11. In this method, relationship remains nominal.

Activity

Q-3 Identify and village / ward / colony and make social survey and find out the literacy rate, adult education programme, electricity, toilets, sanitary and water facility, maintenance of roads, etc and submit village / ward description report.

Ans:— The quality of life of the people of rural India has many dimensions. To some extent, it may be studied by listing out certain describe "facilities and conducting a survey of villages to inquire in to the existence of these facilities in the village, or their distances from the nearest available facility of each kind.

The National sample survey has a long experience of collecting information on the availability of various infrastructural facilities in villages. Such information was called more or less regularly till the 22nd round of NSS. But since then only a few NSS (July-December 2002). The schedule of the village facility included questions on availability in the sample village on non-conventional

energy sources electricity, drinking water, irrigation and drainage systems & caller-TV. A detailed enquiry on village facilities was conducted as part of the NSS 47th round (July-December) 1991. Similar information collected along with theisting operations during the NSS 52th round (1995-96)

The urgent need of reliable information on the subject led to the inclusion of an enquiry on village facilities in the 58th round of NSS. Existence of community TV centres, cooperative societies and self-help groups was enquired in to and also whether any govt development schemes relating to drinking water, housing, sanitation, approach, roads, employment generation pension, literacy etc. was in force. The distance of the sample villages from the nearest bus stop, railway station, market, primary school, hospital etc. and from facilities for the disable was also recorded.

The result of the enquiry on village facilities are present in this report.

The field work for the survey was handled by fields operation division, the data were processed by the data processing division, and the report was prepared by the survey design and research division of the NSSO.

Contents of the report :—

The report contains of three sections and three appendices the present section present the general out line and background of the survey. Definitions of different categories used in surveying the result have provided in sector too. Important finding of the survey are devised in section three. APPENDIX.

- A. Give the detailed statistical table and appendix
- B. A note on the sample design and enter proceeded a facsimile of the schedule of energy in given appendix.

State / Union Territory	Number of sample Alloted	Villages Sarveged	No. of villag according to census.
①	②	③	④
Andhra Pradesh	308	303	28000
Andaman & Nicobar	20	19	547
Arunachala Pradesh	72	71	3649
Assam	236	226	25590
Bihar	364	364	77697
Chandigarh	8	8	25
Chattisgarh	84	84	-
Dadra & Nagaraveli	12	12	71
Delhi	8	8	24
Gujarat	8	8	209
Haryana	120	119	369
HP	80	79	18509
Jharkhand	152	95	19588
Karnataka	132	130	6705
Kerala	172	176	29193
Lakshadweep	8	6	23
Madhya Pradesh	244	240	76220

Maharashtra	— 292	— 291	— 43025
Meghalaya	— 64	— 64	— 5629
Mizoram	— 92	— 84	— 2212
Orissa / Odisha	— 192	— 190	— 51057
Pondicherry	— 12	— 12	— 264
Punjab	— 104	— 100	— 12795
Rajasthan	— 228	— 227	— 39810
Sikkim	— 56	— 56	— 453
Tamil Nadu	— 12	— 15	— 123950
Tripura	— 228	— 227	— 39810
Uttar Pradesh	— 592	— 578	— 856
Uttarakhand	— 48	— 47	—
West Bengal	— 372	— 370	— 40889

findings:—

- * 4646 villages were surveyed in the 72nd round of the NSS.
- * By 2012, more than 3/4 of India's villages had access to electricity.
- * Non-conventional forms of energy were available in less than 12% of Indian villages.
- * 55% Indian villages got their drinking

- water mainly from tubewells or hand pumps.
- * Top water was used as drinking water in about 15% of village.
 - * Only 30% of Indian villages had any kind of change system, the major types were the open pucca and the open kothari system.
 - * 76% of the villages had irrigation facilities mostly in the form of tube wells.
 - * Co-operative societies existed in 30% of Indian villages and self help group in 24%.
 - * Literacy campaign adult education programme was in force in 37% of the villages.
 - * Post offices did not exist in over 78% of Indian villages.
 - * Only 5% of villages were within 2 km. of a telegraph post / email facility.
 - * Preprimary / primary school facility were available up to 72% of Indian villages in composition of last.