

# SRI GOWTHAMI

## COLLEGE OF EDUCATION

(Recognised by NCTE, Govt of Andhra Pradesh)

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COLLEGE OF EDUCATION

*Affiliated to*

**ACHARYA NAGARJUNA UNIVERSITY**

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Subject : Activity papers of pedagogy  
of social science I 1

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Q1. Identify values is depicted in the lessons of Social Sciences of any class and prepare a report?

Ans. Values :-

When we reach the desired aim, we call it value. These values are the actual 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 very 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 wages, 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 teacher in school, colleges and universities, librarians, social service work economists, politicians etc. ....

5. Training for co-operation :- Co-operation in school is exhibited only in the playing fields or in some other co-curricular activities. Social studies provided the necessary corrective for too much individualism by creating situation for co-operative work beside the class room.

6. Nationalistic Value :- The subject inculcates the love for the mother-land, reverence for its past. A child of our country knows the spirit of nationalism and sacrifice of the Indian heroes like Rana Pratap, Rani of Jhansi, Gandhiji, Nehru etc. Thus a spirit of Nationalism can easily be developed among the students of Social studies.

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 problems. 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 centered and the teacher should adopt activity centered methods and the techniques of curriculum transitions or teaching.

Q2. 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 art 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 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 a region where there are forests containing bamboo or some particular types 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 thar desert in India used to lead a nomadic life.
- people belonging to Kalahari and Sahara deserts in Africa 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 process 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 youngsters. It encourages self study and stimulates intellectual



power of the students

4. No stress is laid over memorization. Child knows the procedure of discovering the rule or principle. Therefore he does not suffer on 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 to the students.
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 ear 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 about 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 problem solving and grasping of facts.

10. It makes the child a passive recipient

of knowledge and active independent enquirer.

11. In this method, relationship remains nominal. (10)

## Activity

Q3: Identify and village / ward / colony and make social survey and find out the literacy rate, adult education programmes, 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 over certain desirable "facilities" and conducting a survey of villages to enquire into the existence of these facilities in the villages, 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 collected 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 dringe system & callr-TV. A detailed enquiry on village facilities was conducted as part of the Nss 47th round (July-December - 1991) Similar information collected along with the listing 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 centers, cooperative societies and self-help groups was enquired in to and also whether any Govt. development schemes relating to drinking water, housing, sanitation, approach, road, 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 disabled was also recorded.

The result of the enquiry on village facilities

are present in this report.

(13)

The field work for the survey was handled by field 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 NSO.

Contents of the report :-

The report contains of three sections and three appendices the present section presents the general outline and backgrounds of the survey. Definitions of different categories used in pursuance the result have provided in section two. Important findings of the survey are described in section three. Appendix.

A. Give the detailed statistical table and append.

B. A note on the sample design and enter procedure. a facsimile of the schedule of enquiry is given Appendix.

State/Union  
Territory

(1)

Andhra Pradesh  
Andaman & Nicobar  
Arunachal Pradesh

Assam

Bihar

Chandigarh

Chattisgarh

Dadra & Nagarhaveli

Delhi

Gujarat

Haryana

HP

Number of Sample Villages  
Allotted

(2)

308

20

78

286

364

8

84

12

8

8

120

80

(3)

303

19

71

226

364

8

84

12

8

8

119

79

No. of Village  
according to Census  
2011

(4)

28000

547

3649

25590

77697

25

71

24

209

369

18509

(7)

Jharkhand  
Jharkhand  
Kerala  
Lakshadweep  
Madhya Pradesh  
Maharashtra  
Meghalaya  
Manipur  
Orissa/Odisha  
Pondicherry  
Punjab  
Rajasthan  
Sikkim  
Tamilnadu  
Tripura  
Uttar Pradesh  
Uttaranchal  
West Bengal  
All India

152  
132  
172  
8  
244  
292  
64  
92  
192  
12  
104  
228  
56  
12  
228  
592  
48  
372  
4786

95  
190  
176  
6  
240  
291  
64  
84  
190  
12  
100  
227  
56  
15  
227  
578  
47  
370  
4646

19388  
6705  
29193  
23  
76220  
43025  
5629  
2212  
51057  
264  
12795  
29810  
453  
129950  
29810  
858  
—  
40889  
694921



## Findings :-

(16)

- 4646 Villages were surveyed in the 72nd round of the NSS.
- By 2012, More than  $\frac{3}{4}$  of Indian'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.
- Tap water was used as drinking water in about 15% of villages.
- Only 30% of Indian villages had any kind of charge system, the major types were the open public and the open ration 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

groups in 24%.

(17)

- 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 1% of villages were within 2 km. of a telegraph / post / email facility.
- Preprimary / primary school facilities were available in up to 72% of India's villages in comparison of last.

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