UNIT- 2 AIMS, OBJECTIVES AND ACADEMIC STANDARDS OF SOCIAL SCIENCES

Q.1 Briefly explain the Recommendations of APSCF 2011.

The Andhra Pradesh State Curriculum Framework (APSCF) 2011 was developed to improve the quality of education in the state. It was aligned with the National Curriculum Framework (NCF) 2005 and aimed at making education more inclusive, learner-centered, and relevant to real-life situations. The framework provided several key recommendations for improving school education.

1. Child-Centered and Activity-Based Learning

- Promote child-centric education rather than rote memorization.
- Encourage activity-based and experiential learning to make education meaningful.
- Provide opportunities for hands-on experiences, fieldwork, and project-based learning.

2. Curriculum and Pedagogical Reforms

- Develop an integrated and thematic curriculum to connect different subjects.
- Shift focus from textbook-based learning to real-life application of knowledge.
- Use multidisciplinary approaches in teaching to develop critical thinking.

3. Inclusive and Equitable Education

- Ensure education is accessible to all children, including marginalized and differently-abled students.
- Implement flexible learning approaches for children from diverse socio-economic backgrounds.
- Provide gender-sensitive education to promote equality in classrooms.

4. Continuous and Comprehensive Evaluation (CCE)

- Replace traditional exams with formative and summative assessments.
- Assess students on their overall development, including skills, attitudes, and values.
- Use qualitative and descriptive feedback instead of just marks and grades.

5. Teacher Training and Capacity Building

- Provide regular professional development programs for teachers.
- Train teachers in innovative teaching methods, ICT tools, and inclusive education strategies.
- Encourage peer learning and collaboration among educators.

6. Use of Technology in Education

- Integrate Information and Communication Technology (ICT) into the curriculum.
- Use digital learning tools, e-content, and virtual labs to enhance learning experiences.
- Develop smart classrooms to make education more interactive.

7. Language Policy and Multilingual Education

- Promote mother tongue-based education in primary classes.
- Encourage bilingual and multilingual learning to improve language proficiency.
- Strengthen teaching of English and regional languages for better communication skills.

8. Environmental and Value-Based Education

- Integrate environmental awareness and sustainability concepts into all subjects.
- Promote values like empathy, respect, and civic responsibility through education.
- Encourage community participation and service-learning projects.

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9. Vocational Education and Life Skills

- Introduce skill-based education to prepare students for employment.
- Provide training in entrepreneurship, problem-solving, and critical thinking.
- Include sports, arts, and creative activities for holistic development.

10. Decentralization and Community Involvement

- Involve parents, local communities, and NGOs in the education process.
- Strengthen School Management Committees (SMCs) to improve school governance.
- Encourage participatory decision-making in curriculum development.

Conclusion:

The APSCF 2011 aimed to transform education in Andhra Pradesh by making it learner-centric, inclusive, and skill-oriented. Its recommendations emphasized holistic development, equity, and integration of technology to ensure quality education for all.

Q.2What are the main aims and objectives of teaching social sciences?

Aims of Teaching Social Studies

In the words of **J.F. Forrester**, the chief aim of Social Studies "is to help pupils to understand the world in which they must live and how it came to be so that they become responsible citizen. It aims at promoting critical thinking and a readiness for social change, at creating a disposition for action on behalf of the general welfare, at an appreciation of other cultures and a realisation of the dependence of man and man and nation and nation." The Education Commission 1964-66 outlined the role of social studies as "the aim of teaching social studies is to help the students to acquire a knowledge of their environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world. An effective programme of social studies is essential in India for the development of good citizenship and emotional integration."

General Aims and Objectives of Teaching Social Studies

1. Acquaintance with the Environment. Social studies acquaints the child with his past and present social, cultural and geographical environment.

2. Interest in Socio-economic Institutions. Social studies in schools helps the students to take a keen interest in the ways people live through various socio-economic and political institutions.

3. Appreciation of Cultural Heritage. The teaching of social studies enables children to appreciate India's rich cultural heritage.

4. Sifting of Material. The teaching of social studies enables the students to recognize and get rid of what is undesirable and antiquated especially in the context of social change.

5. Development of Broadmindedness. Social studies aims at ensuring that narrow, parochial, Chauvinistic and obscurantist tendencies are not allowed to grow in our pupils and that they become tolerant and broadminded.

6. Development of Social Commitment. Social studies endeavours' to develop a will and ability in every pupil to participate in the most important task of the reconstruction of society and economy with a sense of social commitment.

7. Faith in the Destiny of Nation. Teaching of social studies aims at developing a faith in the minds of the students in the destiny of our nation in terms of promoting a spirit of

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tolerance and assimilation and peace and harmony among the people of the world.

8. Development of Insight into Human Relations. Social studies is intended to help pupils to develop an insight into human relationships, social values and attitudes.

9. Effective Participation in Social Affairs. Social studies enables the growing children to participate effectively in the affairs of the community, the state, the country and the world at large.

10. Promotion of Ideals enshrined in the Constitution. Social Studies promotes the values and ideals of humanism, secularism, socialism and democracy.

11. Maximization of Economic and social Welfare. Social studies inculcates attitudes and skills for maximization of economic and social welfare.

12. Promotion of Peace. Social Studies inculcates attitudes and imparts the knowledge necessary for the achievement of the principal values of a just world order.

13. Profitable Use of Leisure Time. Social studies affords opportunities to the students to develop such interests that will enable them to use their leisure properly.

14. Foundation for Specialisation. Social studies provides a pattern and experience of study that will serve as a foundation for specialisation at a later stage of education of the students. At the early stages, students are made familiar with the elementary knowledge of various disciplines.

15. Many-Sided Development of the Personality. The primary objective of social studies is to develop an appreciation of 3 R's-Rights, Responsibilities and Relationships. Social studies aims at developing qualities like clearness of thought, intellectual conscience, courage, love of truth, initiative, self-reliance, spontaneity, tolerance, unbiased attitude, etc, which go a long way in the development of a well-balanced personality, physically strong, intellectually mature, emotionally stable and socially efficient.

*Q.3 **Write about the Bloom's Taxonomy of Educational Objectives.***

Blooms taxonomy of Educational Objectives. B.S. Bloom has classified the learning objectives into three domains. They are Cognitive Domain.

1.Cognitive Domain
2.Affective Domain
3.Psychomotor Domain.

Cognitive Domain	Affective Domain	Psychomotor Domain.
Knowledge.	Receiving.	limitation
Comprehension.	Valuing	Manipulation
Application.	Responding	Precision
Analysis.	Organisation.	Articulation
Synthesis.	Characterisation.	Naturalisation

Description of these categories is given below: a) **Knowledge**: It is defined as the remembering of previously learned material. It includes the following three types of content.

1. Knowledge –including Facts and Terminology.
2. Knowledge of ways and means.
3. Knowledge of principles, Theories and Generalisation.

b) Comprehension: It is defined as the ability to understand the meaning. It includes three types of activities.

1. Translation of specific facts, principles and theories.
2. Interpretation of the same specifics.
3. Extrapolation of the above content.

c)Application: It is the capacity to use the learned material in the real-life situations. Leaming outcomes belong to a higher level of

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understanding than comprehension. This has three levels.

1. Make generalisations of facts, principles and theories.
2. Diagnosing the weakness of these contents.
3. Applying these contents. These objectives develop critical and reasoning ability of the learners.

d)Analysis: It is required to understand the organisational structure. Learning outcomes represent a higher intellectual level than comprehension and application. This is analysed at three levels:

1. Analysing the elements of a communication.
2. Establishing the relationship among the elements.
3. Formulating some principles to organise the elements.

It develops reasoning ability among the leamers.

e) Synthesis: It combines the different parts to give full meaning. This also includes the activities at three levels.

1. Unique communication by arranging different elements.
2. Suggest new plan by combining all elements.
3. Establish an abstract relationship among different elements.

f) Evaluation: Evaluation is judging the outcome on the basis of the its purpose for which it is used. It had two levels:

1.The external judgement
2. The internal judgement

The following are the major cognitive learning experience.

1.Factual information
2.Concept formation
3.Generalisation and principles
4.Problem-solving and creating.

Bloom's taxonomy helps the teachers to improve their teaching methods to achieve the outcomes as they desire.

II. Affective Domain: David R.Crothwal classified the objectives of affective domain in the following categories.

1. Receiving: The learners are sensitized to the existence of certain stimuli. It means to attend the stimuli.

2. Responding: The pupils are motivated to response. Valuing: It includes the worth of a thing behaviour.

3. Organization: Students gives some order to each value.

4. Characterization: At this level the teacher can characterize the knowledge of the value system of the pupils very easily.

III. Psychomotor Domain: It is very important in the taxonomy of educational objectives because motions necessary condition of survival and of independence. These objectives are concerned with the training of the student's physical activities and the development of skills.

Category	Behaviour Description
Manipulation	Copy action of another
Imitation	Reproduce activity from Instructions
Precision	Execute skills reliably
Articulation	Adapt
Naturalization	Automated

Limitations:

1. There is no clarity in the classification of values

2. They may also reduce the learners individuality

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3. Classroom may lose the natural atmosphere.

4. Bloom's given importance to only cognitive domain.

5. Evaluate the affective domain objectives is very difficult

Q.4 ***What are the learning outcomes of teaching social sciences?***

Learning outcomes of teaching social sciences On the pattern of **R.C.A. Edwin**, of the U.S.A. We may mention the aims of teaching social studies under four heads namely:

A. Imparting Knowledge and Developing Understanding.
B. Inculcating Desirable Attitudes.
C. Giving Training in Desirable Pattern of Conduct.
D. Initiating and Improving Basic Skills

A. Imparting Knowledge Understanding And Developing These include the following: 1. Making the child understand his environment so as to enable him to adjust better with his social and cultural environment.

2. Enabling the child to understand social concepts such as family, community, state and nation.

3. Enabling the child to understand the world around him.

4. Enabling the child to develop an appreciation of social change.

5. Enabling the child to know the progress of society from primitive to the advanced stage.

6. Acquainting the child about man's ways of living, his significant achievements and the problems that he faces today.

7. Acquainting the child with social institutions.

8. Helping the child understand how far geographical conditions influence in moulding the growth of society in different parts of the world.

9. Helping the child learn about vocational activities and opportunities.

2.Inculcating Desirable Attitudes Desirable attitudes imply:

1. Developing attitudes to assume social and civic responsibility and thus making the child an active participant and an enlightened individual.

2. Developing attitudes to act in accordance with democratic principles and values.

3. Developing attitudes of personal responsibility, civic and world mindedness, emotional maturity, intellectual integrity, aesthetic appreciation and suspended judgment.

4. Developing attitudes of patriotism, cooperation and tolerance.

5. Developing attitudes to appreciate the viewpoints of others and making one's own contribution.

C. Giving Training in Desirable Pattern of Conduct This implies: Providing opportunities for training in courage, cooperation patriotism and toleration. Enabling the child to appreciate the viewpoints of others and to make his own contribution.

D. Initiating and Improving Basic Skills This includes as follows:

a) Helping the child, develop such skills as are necessary for effective participation in social life.
b) Helping the child develop critical and scientific thinking and sense of time.
c) Helping the child inculcate the social skills:

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i) to interpret printed, pictured and chartered material
ii) to place people, events and institutions in time, space and importance
iii) to use words of social, cultural and economic significance correctly
iv) to understand and interpret significant data and to compare, contrast, summarise, generalize and criticise them.

Q.5 Write about the recommendations of NPE 1986 and NCF 2005.

Recommendations of NPE 1986 The first NEP was promulgated in 1986 by the Government of Prime minister **Smt. Indira Gandhi**, and the second by **Rajiv Gandhi** in **1986** Recommendations of NPE 1986

1. To bring about physical, emotional and ethical integration of individual with a view to evolving a complete man who possesses the basic values and who is capable to giving a fuller response to social and environmental challenges.

2. To inculcate an individual sprit of truthfulness, temperance and courage.

3. To cultivate a spirit of humanity, simple living, selfless service and sacrifice.

4. To provide a background of humanities and social science as essential to retaining a human touch and mellow down the harshness of a mechanical world.

5. To promote the study of classes and develop pride in national culture and heritage so that one may not lose one's moorings.

6. To prepare an individual for calling suited to his aptitude and skills and the needs of the society.

7. To create the spirit of Brotherhood of Man and promote the establishment of a classless and Casteless society.

Recommendations of NCF 2005:

1. To learn to respect differences of opinion in lifestyle and cultural practices.
2. To grow up as active, responsible and reflective members of society.
3. To acquire pleasure in reading, by providing them with enjoyable reading material.
4. To question and examine received ideas, institutions and practices.

Q.6 What are the academic standards of the teaching social sciences?

Academic Standards:

1.Conceptual Understanding:
• Should think rationally listening to what other say
•Should say the important points of the lesson taught in their own words. Tasks to develop conceptual understanding:
• To observe and discuss pictures • To discuss the questions in the lesson in groups.

2. Reading the text given, understanding and interpretation:

• Encourage children to write their opinions freely
• This is not answering questions

3. Information Skills:
• Collect different types of graphs and tables.
• Give thought providing and analytical questions.

4.Reflection on contemporary Issues and questioning

• Give scope to think on this own
• Discuss in groups and with whole class only then give suggestions.

5. Mapping Skills: Three important aspects of mapping skills are

a) Map drawing b) Map reading c) Map pointing

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Q.7 ***Discuss the values of teaching social science.***

Values of teaching social Studies: Values are the outcomes related to affective domain, which are achieved after teaching the subject according to the aims.

Social studies curriculum should be activity centered in order to provide practice in values to students.

• Social studies has utilitarian values: Through social studies, students learn many things and use them in their daily life.

• Social studies has vocational value: Social studies give knowledge about different vocations existing in the society.

• Social studies has Intellectual value: Man's brain always goes in search of something new. This leads to awareness, tolerance and adjustment.

• Social studies has moral value: The teaching of Social Studies develop unselfishness, courage, the kaching of social apatience among the students.

• Cultural Value: Social studies explains about the existing state of things, religion etc.

• It develops scientific attitude The teaching of social studies should develop scientific attitude among the students.

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