
UNIT 1 NATURE OF SOCIAL SCIENCES



Notes

STRUCTURE

- 1.0 Introduction
- 1.1 Learning Objectives
- 1.2 Social Sciences : Evolution and Conception
 - 1.2.1 Evolution of Social Sciences
 - 1.2.2 Conception of Social Sciences and Its Relation to Conception of Social Studies
 - 1.2.3 Social Sciences in Upper Primary School Curriculum
- 1.3 Social Sciences : Down the Ages
 - 1.3.1 Social Sciences in Pre-modern World
 - 1.3.2 Social Sciences in Modern and Contemporary World
 - 1.3.3 Indian Perspectives of Social Sciences : Down the Ages
- 1.4 Current Status of Society
 - 1.4.1 Current Social Phenomena and Challenges
 - 1.4.2 Scope of Social Sciences in a Differentiated Society
- 1.5 Components of Social Sciences
 - 1.5.1 Subjects Considered under Social Sciences Family
 - 1.5.2 Instructional Components of Social Sciences at School Level
- 1.6 Interdisciplinary and Integration Perspectives in Social Sciences
 - 1.6.1 Interdisciplinary Perspectives in Social Sciences
 - 1.6.2 Integration Perspectives in Social Sciences
- 1.7 Let us Sum up
- 1.8 Glossary/Abbreviations
- 1.9 Answers to Check Your Progress
- 1.10 Suggested Readings and References
- 1.11 Unit-End Exercises

1.0 INTRODUCTION

Social sciences constitute a field of knowledge which studies woman's/ man's relationship with her/ his socio-cultural environment. The birth of social sci-



ences as a formal field of study (field of study mostly at higher education/university education level) dates back to eighteenth century; and from twentieth century social sciences have become the part of school curriculum across most of the countries of the Globe including India. Now you recall, when you were studying at school, you also studied social sciences (or social studies) as the part of your school subjects. In this unit, we will be acquainted with the nature of social sciences with special reference to evolution and conception of social sciences; social sciences in different ages; current status of society; components of social sciences; and interdisciplinary and integration perspectives in social sciences. In this unit, we explain to you the nature of social sciences through theoretical discussions and argumentations, realistic examples and experiences, and simulated project based activities and practices.

The Posters (or Pictures of Posters) used in this Unit are taken from the Doctoral Dissertation of Tapan Kumar Basantia(2006)

1.1 LEARNING OBJECTIVES

After going through this unit, you would be able to:

- describe the evolution of social sciences;
- define the conception of social sciences and its relation to conception of social studies;
- describe the position of social sciences in upper primary school curriculum;
- explain the prevailing nature of social sciences in pre-modern, and modern and contemporary world;
- discuss the Indian perspectives of social sciences in different ages;
- justify the place and scope of social sciences learning in the context of current social phenomena and challenges;
- list the subjects considered under social sciences family;
- identify the instructional components of social sciences at school level; and
- explain the interdisciplinary and integration perspectives in social sciences;

1.2 SOCIAL SCIENCES: EVOLUTION AND CONCEPTION

Social sciences comprise a branch/field of knowledge which basically studies human society or human relationship. Social sciences study the social behavior



of human life. The different core-components of social behavior of human life are- economic behavior, political behavior, cultural behavior and tradition, customs and social institutions, religious faiths and ethics, value pattern followed in society, etc. Social sciences occupy significant component of both university/ higher education as well as school curriculum. At the university/ higher education/ high school level, different social science subjects like history, political science, economics, anthropology, etc. are taught to the learners as independent/ optional subjects. At the school or junior school level, different social science subjects are taught to the learners under a single and composite instructional area/ subject i.e. **social studies (or social sciences)**. Now we will discuss the evolution and conception of social sciences.

1.2.1 EVOLUTION OF SOCIAL SCIENCES

While '*social sciences*' evolved during the eighteenth century as a formal field of study and became a part of university/higher education curriculum, '*social studies*' (which draws its contents from different social sciences) evolved during the twentieth century in order to be included in the school or junior school curriculum.

The evolution and growth of social sciences are the byproduct of modernization, industrialization, renaissance, urbanization, growth of science and many more related developments. There were many changes in human lives and living, which were hardly seen before during the eighteenth century and afterwards. The whole world took a radical turn since the eighteenth century. **Renaissance in Italy and other European countries, French revolution 1789, industrial revolutions starting from 1767, American war of independence 1776, development of new forms of capitalism, immense development in natural sciences, etc.** brought both happiness and difficulties for human society in the world. For example, on the positive side, there was commercial development, development of transport and communication, multiplication of comforts, improvement of education and health condition, development of economic condition, etc.; and on the negative side, there was development of complexity in social life, political chaos, social disorganization and unrest, intellectual crisis, development of unhealthy competition among people, etc. In order to counter all these problems and challenges, social sciences originated and became the part of education/ learning system.

Social sciences originated in the eighteenth century in an effort to understand the character and future of modern society (Ross, 1991, p-3). Montesquieu **Spirit of the Laws (1748)**, Adam Smith's **Wealth of Nations (1776)**, Condorcet's **Outline of an Historical View of the Progress of the Human Kind (1795)** and J.G. Herder's **Idea towards a Philosophy of History (1784-91)** were exemplary texts of the social sciences. Observing the difference between modern society and its feudal and ancient forms, these social scientists envisioned social sciences that would guide modern society into the future.



Due to increasing industrialization, modernization, scientific development, etc. many new social problems are arising and affecting the whole social system and paralyzing it. While rapid growth of industrialization and modernization brings in multitude social problems including diseases, social alienation, workers exploitation, etc., modern science creates germ warfare, atoms for destruction of humanity, many hazardous chemical and nuclear reaction, etc. Two wars (i.e. **World War-I** and **World war-II**) in the twentieth century brought indefinable misery for mankind. In addition to these two wars, there were/are numerous wars which were/are found in many parts of the world which were/are really bad for humanity. The misuse of science, urbanization, industrialization etc. has really become a threat to humanity in this world. The experience of severe **economic depression** from **1930 to 1940** created the feeling of insecurity, fear, suspicion and distrust among the people of the world. The rapid growth of science and technology in the last hundred years has created many new social problems, though it has many positive effects. Social sciences emerged to prevent and check the evil effects of science, industrialization and modernization, etc. on the one hand and to guide the modern society for better future on the other hand. Now-a-day philosophers, statesmen, scientists, politicians and many other intelligentsias have realized that social sciences are no way inferior to other sciences including physical sciences or biological sciences. The general sciences have proved that is capable of organizing the forces of the atom to cause the destruction of the entire humanity from the world by a single explosion. There is a need of studying social sciences to obstruct destruction of human society by such forces.

Since social sciences have great relevance for modern day society, so, they form an important component/part of modern day education/curriculum system. Social sciences have become the part of university/higher education system across the world starting from the eighteenth century. Realizing the importance of social sciences for developing healthy social and democratic citizenship qualities of individuals, they have been included in the school curriculum of most of the countries of the world especially from the twentieth century either in the name of '*social studies*' or in the name of '*social sciences*'. In the forthcoming sections of the unit, you will learn in detail about how social sciences constitute component of school and higher education curriculum.

1.2.2 CONCEPTION OF SOCIAL SCIENCES AND ITS RELATION TO CONCEPTION OF SOCIAL STUDIES

Conceptually, social sciences and social studies are related with each other as well as different from each other in many aspects. Let us examine the conceptual relationships and differences found between them.

Concept of Social Sciences

Social sciences are the body of knowledge which is concerned with human affairs in the spectrum of broad socio-cultural system. Social sciences constitute



an important component of high school/higher education curriculum. The different social science subjects like history, political science, anthropology, philosophy, economics etc. have independent status in high school/university education. The following definitions of Charles Beard and James High may add some clarifications to the concept of social sciences.

Charles Beard: *Social sciences are the body of knowledge and thought pertaining to human affairs as distinguished from sticks, stones, stars and physical objects.* (S. K. Kochhar, The Teaching of Social Studies, 1984-First Edition)

James High: *Social sciences are those bodies of learning and study which recognize the simultaneous and mutual action of physical and non-physical stimuli which produce social reaction* (Dr. Y.K. Singh, Teaching of Social Studies, 2008).

The following points may characterize the nature of social sciences

- 1) Direct bearing on human activity is: Social sciences are those aspects of knowledge which have direct bearing on man's activities in different socio-cultural fields.
- 2) Advance studies of human society: Social sciences are advance level studies of human society; and they are generally taught at higher education level.
- 3) Find out truths about human relationships: Social sciences seek to find out truths about human relationships which ultimately contribute to the social utility and advancement of knowledge.

Concept of Social Studies

The concept of 'social studies' is of recent origin. Social studies originated and developed in order to be considered as the part of school curriculum. The wide spread use of social studies started in America since 1916. Its use in India can be traced back to the formulation of Gandhiji's *Basic Education* in 1937.

Social studies is a single and composite instructional area which draws its contents from many social sciences like history, geography, political science, economics, etc. Social studies doesn't combine social science subjects in unrelated way rather it meaningfully integrates them for the purpose of helping the learners understand woman's/man's relationship with the society/ environment in which she/he lives. Developing the competencies relating to healthy social living is the main aim of social studies learning. Social studies is concerned with the practical aspects of the society. Let us study the definitions of James High and John V. Michael's on social studies.

James High : *Most simply stated, the social studies are the school mirror of the scholarly findings of the social sciences. Such data, as social scientists may gather, is integrated and simplified to appropriate levels of expression for children in all the grades.* (S. K. Kochhar, The Teaching of Social Studies, 1984-First Edition)



John V. Michaela's: *The social studies are concerned with man and his interaction with his social and physical environment; they deal with human relationships. The central function of the social studies is identical with the central purpose of education – development of democratic citizenship. (S. K. Kochhar, The Teaching of Social Studies, 1984-First Edition)*

The following points may characterize the nature of social studies:

- 1) Social studies are concerned with human study in relation to socio-cultural environment.
- 2) Social studies have been evolved from social sciences as an instructional area in order to be taught at school level for promoting healthy social/ democratic living among learners.
- 3) Social studies establish the relationship among present, past and future.
- 4) Social studies stress more on contemporary human life and its problems than the past history of man.
- 5) Social studies aims at enabling students to adjust to their socio-cultural environment which includes family, community, state, nation and at large the entire humanity.
- 6) Social studies are a realistic course or deals with practical aspects of society.
- 7) Social studies are now at growing and developing stage. It is trying to make its scope broader and wider.
- 8) Social studies are considered now as a core subject at school level for developing necessary competencies relating to healthy social living.

Functional similarities and differences between social sciences and Social Studies

Social Sciences and social studies are two sides of the same coin. They are related with each other as well as different from each other in many ways. Let us find out their similarities and differences.

Similarities:

- 1) Both social sciences and social studies are the outcomes of same genus / parenthesis.
- 2) Both of them share a common body of course contents.
- 3) In case of both, the central focus is woman's/man's relationship with woman/man and her/his environment.
- 4) Human relationship is the common denominator in case of both social sciences and social studies.
- 5) Both focus on woman/man engaging in variety of activities for the purpose

of meeting her/his basic needs, communicating her/his ideas and feeling, producing and consuming the necessities of life and saving human and natural resources.



Notes

The figure 1.1 states the functional relationship of social studies with social sciences.

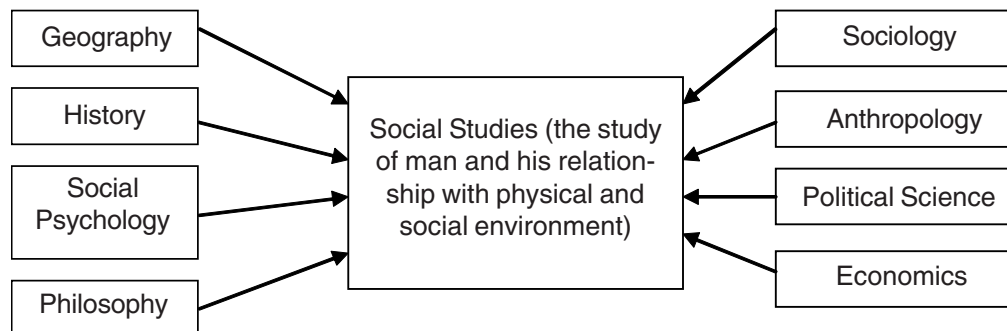


Fig.1.1: Functional relationship of Social Studies with Social Science

Source : John Jarolimek – “Social studies in Elementary education”, The MacMillan Company (1959), New York.

Differences:

Points of Difference	Social Sciences	Social Studies
Derivation	Social sciences are the genesis or the parent disciplines of social studies.	Social studies is the outcome or product of social sciences.
Area of Affairs	Concerned with theoretical aspects of human affairs.	Concerned with practical aspects of human affairs.
Area of Affaire	Social sciences seek social utility.	Social studies seeks instructional utility.
Approach	Social sciences represent an adult approach.	Social studies represents a child approach.
Approach	Social sciences are studied through idealistic approach.	Social studies is studied through pragmatic approach.
Aim	Social sciences aim at contributing knowledge and increasing the intellectual horizon.	Social studies aims at acquiring knowledge for solving various practical problems of the society.
Composition	Social sciences include large number of subjects like history, pol. sc., sociology, anthropology, economics etc.	Social studies draws its contents from large number of social sciences and label them under three or four broad heads (i.e., history, economic, etc.) to be taught at school or junior school level.



Nature of Composition	Social sciences are the mixture of different subjects where each and every subject has special identity and one subject can easily be differentiated from others.	Social studies is a compound rather than mixture where something new emerges out of combinations. It is very difficult to separate the parts of social studies in clear cut ways.
Reader	The readers of social sciences are very few. Only those who are competent and interested, they can study social sciences.	Since citizenship preparation is the main aim of social studies, so, it is studied by everybody.
Stage of study	Social sciences are advanced study of human society. They are basically taught at high school / university level.	Social studies is the simplified aspect of social sciences which is basically taught at school or junior school stage.
Scope	The scope of each social science subject is limited within its own field. For example, economics is related with such kind of activities which touch economic field.	Social studies touches all the aspects of human social life in a compound manner.
Scope	Social sciences have vast scope since they include numerous subjects.	Social studies is the part of social sciences. So, it is narrower than social sciences.
Complexity	Social sciences are the complex study of social phenomena.	Social studies is the simplified aspect of social sciences taught to the school or junior students.

1.2.3 SOCIAL SCIENCES IN UPPER PRIMARY SCHOOL CURRICULUM

Nowadays, social sciences are found as the part of school curriculum in most countries of the world. Let us have a discuss the position of social sciences in present school curriculum of India. In India, at the lower primary school level (i.e., class I-V), social sciences are taught to the learners as the part of environmental studies or environmental sciences curriculum. At the upper primary school level (i.e. class VI-VIII) and secondary school level (i.e. Class IX and X), social sciences are taught to the learners as a core composite instructional area of curriculum, and this area of curriculum is called as 'social studies' or '*social sciences*'. At the upper primary and the secondary school levels mainly three to four instructional subjects/components (for example, history, geography etc.) comprise the social sciences/ social studies curriculum. The details regarding the instructional subjects/components of school level social sciences you will find in later part of this unit (i.e. section 1.5.2). At the higher secondary school level (i.e. class XI and XII), different social science subjects like political science, anthropology, economics, psychology, etc. are taught to the learners as the optional / specialized courses.

At the upper primary and/or the secondary levels, the term '*social sciences*' and 'social studies', to a great extent are interchangeably used. For example, **NCF (2005, p-53)** used the term '*social studies*' in the context of curriculum of the upper primary stage, whereas, the **Position Paper – Nation Focus Group on**



Teaching Social Sciences (2006, p-5) has used the term '*social sciences*' in the context of curriculum of the upper primary stage. In the text books of '*history*', '*geography*' and '*social and political life*' at upper primary level of **CBSE** curriculum (published by **NCERT**) the term '*social science*' is used. Whatever the terms (i.e. '*social studies*' or '*social sciences*') used, the focus of teaching learning of 'social sciences' (or 'social studies') changes according to the levels of education that is already discussed earlier. At school level, learning of social studies/ social sciences focuses on the issues which are functionally different from the issues of learning of social sciences at higher education level. The general aims of learning social sciences at upper primary/ elementary school level are as follows:

- 1) To acquaint students with their geographical, social and cultural environments.
- 2) To develop in students the sense of social competence and social commitment.
- 3) To develop the democratic citizenship qualities among students.
- 4) To develop the spirit of patriotism, national feeling and international understanding among students.
- 5) To help students to participate in socio - economic institutions.
- 6) To train students to solve the present and forthcoming social issues and challenges.
- 7) To develop moral values, emotional qualities and sense of belongingness among students.

The remarks of National Focus Group on Teaching Social Sciences (2006) on teaching of Social Sciences at the Upper Primary Stage:

The objectives of teaching the social sciences at the upper primary stage are-

- To develop an understanding about the earth as the habitat of humankind and other forms of life.
- To initiate the learner into a study of her/ his own region, state, and country in the global context.
- To initiate the learner into a study of India's past, with references to contemporary development in other parts of the world.
- To introduce the learner to the functioning and dynamics of social and political institution and processes of the country.

At this stage, the subject areas of the social sciences – drawing their content from history, geography, political science, and economics – will be introduced. The child may be introduced simultaneously to contemporary issues and prob-



Notes

lems. Emphasis needs to be given to issues like poverty, illiteracy, child and bonded labour, class, caste, gender, and environment. Geography and Economics may together help in developing a proper perspective related to issues concerning environment, resources and development at different levels, from local to global. Similarly, History will be taught emphasizing the concepts of plurality. The child will be introduced to the formation and functioning of governments at the local, state, and central levels, and the democratic processes of participation.

Check Your Progress-1

Note: Write your answer in the space given below and compare your answer with the model answer given in the end of the unit

Question: What are the objectives of teaching social sciences at the upper primary stage according to National Focus Group on Teaching Social Sciences (2006)?

.....
.....
.....
.....
.....

1.3 SOCIAL SCIENCES: DOWN THE AGES

In fact, the learning of social sciences is not new one. The learning of social sciences has become the part of education system from the first day of the creation of civilization in this world in one way or other. Let us see, how social sciences crossed the path of their progress through the ages.

1.3.1 SOCIAL SCIENCES IN PRE-MODERN WORLD

While modern world started during the eighteenth/ nineteenth century, pre-modern age covered a long span of time starting from the creation of human society in the world to the seventeenth/eighteenth century. Pre-modern world experienced many phases of human civilization ranging from hunting gathering age, pastoral nomadic age, Stone Age, Iron Age, river valley civilizations and medieval age to eighteenth/nineteenth century. Since the days when the human beings put their feet in this world and established the family/society, understanding of



society/social system became necessary for them. Therefore, there was a necessity of learning social sciences. In those days, the learning of social sciences was informal and unorganized one. As day by day the human society became complex and social demands and challenges multiplied, accordingly the study of social sciences became a necessity.

In the ancient and the medieval world, there was rare reference to social sciences in comparison to the modern world. Socrates Plato, Aristotle and many more intellectuals of the ancient world contributed a lot to social sciences. Plato's '**Republic**' and Aristotle's '**Politics**' are ever memorable works in the field of social sciences. The idea/learning of social sciences was embodied in the **Civic oath of the Greeks**, when they were admitted to citizenship on attainment of maturity, they would take an oath in the formal ceremony: "*we will never bring disgrace to our city by any act of dishonest or cowardice, nor desert our suffering comrades. We will fight for the ideals and sacred things of the city, alone and with many : we will revere and obey the city's laws and do our best to incite a like respect in those among us who are prone to annul them or set them at naught; we will strive unceasingly to quicken the public sense of civic thought. Thus, in all these ways we will transmit the city and not only not less, but greater, better, more beautiful than it was transmitted to us.*" In the mediaeval and early modern world, large number of subjects which have wide implication for attainment of social values like religious studies, economics and business studies, studies of state affairs etc. became the part of education system.

1.3.2 SOCIAL SCIENCES IN MODERN AND CONTEMPORARY WORLD

In the preceding sections of this unit, discussions have been made pertaining to the evolution of social sciences as the formal disciplines in the modern age. It is the time and nature of society which have made the learning of social sciences more formal and systematic. In the modern age as new social problems are generating day by day, accordingly new social sciences are emerging to solve/mitigate such problems. Also in preceding section of the unit, it has been mentioned that social sciences have become the formal component of higher education / university curriculum since the eighteenth century and have become formal component of school curriculum since the twentieth century. Especially after two world wars, social sciences have got high importance in school curriculum in most parts of the world. In post world war periods, most of the international bodies relating to education like the **UNESCO**, the **UNICEF**, the **UNDP**, the **UNO**, etc. want to promote healthy social living among the people of the world, which ultimately emphasizes learning of social sciences. **Art-1 of Universal Declarations of Human Rights (1948)** adopted by the **United Nation** states, "*All human being are born free and equal in dignity and rights. They are endowed with reason and conscience, and should act towards one another in a spirit of brotherhood*". **Delores Commission (1996)** stresses a lot on



learning to live together. For promoting the virtues of living together harmoniously and solving the diverse socio-cultural problems of the modern world, social sciences have become a significant part of formal and non-formal education of the modern world. Further, the creation of nation states and the practice of democratic and socialistic model of governance in such nation states in most part of the contemporary world have made the learning of social sciences necessary at both school and university level, because social sciences take the responsibility to create effective citizens for the practice of democratic and socialistic governance in the nation states.

1.3.3 INDIAN PERSPECTIVES OF SOCIAL SCIENCES: DOWN THE AGES

Social sciences have become the part of Indian education system down the ages. Morality, spirituality, social values and inclinations etc. are the guiding Indian philosophy of lives and livings since long past. **Vedas, Upanishads, Smritis, Puranas, Ramayana, Mahabharata** etc. are some of the pre-historic/early-historic Indian scriptures which bear social values and healthy living principles. The '**Arthashastra**' of Kautilya, **Panchatantra** of Vishnu Sharma etc. are some of the ancient Indian compositions or texts which deal with social science tenets and principles. The early medieval and medieval literary traditions like **Buddhist texts, Jain texts, Islamic texts, Bhakti texts**, etc. are one way or other considered as texts of social and cultural values and heritage. Referring to all these contexts, we can say social sciences had become the part of Indian education and culture system both in the ancient and the medieval time. But social sciences have become the formal part of Indian higher/university education system since the eighteenth/nineteenth century and have become formal part of Indian school education system since the formulation of Gandhiji's **Basic education**. Let us examine below how school level social sciences are treated by plans and policies of education from time to time.

The Secondary Education Commission (1952-53) remarks:

“Social studies as a term, is comparatively new in Indian education. It is meant to cover the ground traditionally associated with history, geography, economics, civics etc.....This whole group of studies has, therefore, to be viewed as compact whole whose object is to adjust the students to their social environment- which includes the family, community, state and nation – so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movement in the midst of which they are living”.

The Education Commission (1964-66) remarks:

“The aim of teaching social studies is to help the students acquire knowledge of their environment, an understanding of human relationship, and attitude 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 development of good citizenship and emotional integration”.

‘The Curriculum For Ten Year School: A Framework’ of NCERT (1975) remarks:

“Environmental studies will include both natural and social environment in class I and II. It will be more appropriate to use the term social studies rather than social sciences at primary stage, since it represents a broad and composite instructional area.”

National Curriculum For Elementary And Secondary Education (1988) Observes:

“Social Sciences is perhaps the singular curricular area which can prove to be the most effective tool for providing education in the context of all the core-components envisaged by NPE (1986).” The core-components envisaged by NPE are-

- i. History of India’s freedom movement
- ii. Constitutional obligations
- iii. Values such as India’s common cultural heritage
- iv. Egalitarianism, democracy, secularism
- v. Equality of sexes
- vi. Protection of environment
- vii. Small family norms etc.

National Curriculum Frameworks (2005, P-50) remarks:

“The social sciences encompass diverse concerns of society, and include a wide range of content drawn from the disciplines of history, geography, political science, economics, sociology and anthropology. Social science perspectives and knowledge are indispensable to building the knowledge base for a just and peaceful society. The content should aim at raising students’ awareness through critically exploring and questioning of familiar social reality. The possibilities of including new dimensions and concerns, especially in view of students’ own life experiences, are considerable. Selecting and organizing material into a meaningful curriculum, one that will enable students to develop a critical understanding of society, is therefore a challenging task.”



Check Your Progress -2

Question: Explain the place of social sciences learning in ancient Indian cultural/educational system?

(Note: Write your answer in the space given below and compare your answer with the model answer given in the end of the unit).

.....
.....
.....
.....
.....

1.4 CURRENT STATUS OF SOCIETY

Current society has been evolved from past societies. People popularly call the present society ‘modern’ or ‘post modern’. Current society possesses certain specific features and characteristics that are hardly found in earlier societies i.e. ancient, medieval and early modern societies. We will discuss the current social phenomena and challenges, and role of social sciences in the context of this current social phenomena and challenges.

1.4.1 CURRENT SOCIAL PHENOMENA AND CHALLENGES

Current society is the society of twenty first century that experiences many characteristics relating to development, changes, dilemmas, issues and challenges. The following points may characterize the current social system and phenomena.

- 1) Current society is a fast growing society based on rapid development of science and technology.
- 2) Complexity, heterogeneity, diversity and differentiation in many spheres of life (i.e. economic, political, cultural, religious, etc.) characterize the current society.
- 3) New social orders like modernization, industrialization, urbanization, specialization, automation, globalization, privatization, liberalization, planned development, etc. are the basic features of current society.
- 4) New social values like democracy, socialism, secularism, liberty, equality, fraternity, justice, scientific temper, individual right, freedom, rationalistic thinking, etc. are the outcomes of modern social system.



- 5) Wide range of social mobility, multiculturalism, cultural pluralism, multilingualism, decline of ill social traditions, etc. are rampant in modern society.
- 6) Current society faces large number of new social problems and challenges like poverty, unemployment, exploitation based on capitalism, rural-urban difference, development of slums, social alienation, population problem, family disorganization, social crimes, black marketing, social unrest, regionalism, underdevelopment, environmental torturing, problem to cope with information and knowledge explosion etc.

1.4.2 SCOPE OF SOCIAL SCIENCES IN A DIFFERENTIATED SOCIETY

A differentiated society is a heterogeneous and complex society which faces many social problems and challenges. The present society is a differentiated society where large number of social problems are found. Some of the social problems that the present/current society faces are mentioned in above section of this unit (i.e. section 1.4.1). As the present society is changing at a faster speed because of the impact of science and technology, advanced media and many more things, new social problems are cropping up day by day. Accordingly new social sciences are emerging and becoming the part of education system in order to address to such new social problems. In the eighteenth and the nineteenth centuries, social science subjects like social works, public administration, criminology, psychology and demography etc. had little existence, but, in the last and present centuries, these subjects are getting due importance because many new social problems are associated with them. For example, in the eighteenth and even in the nineteenth century, issues relating to population especially growth of population were not major social issues, but in the last and present centuries, the complexities relating to the population growth have affected many aspects of social life for which the subject demography has emerged as the important part of education system. In the pre-modern/ early modern societies, the life of the people was simple and the criminal activities were less, but, in the modern industrial society, the criminal activities are found in every sphere of human life. And for checking all the maladies relating to criminal activities, the social science subject 'criminology' has emerged and has become an important part of education system. Likewise many social science subjects are emerging day by day in order to meet the changing nature of social problems. Therefore, the scope of social sciences is widening gradually.

Check Your Progress-3

(Note: Write your answer in the space given below and compare your answer with the model answer given in the end of the unit).



Notes

Question: Why are new social sciences emerging day by day?

.....

.....

.....

.....

.....

1.5 COMPONENTS OF SOCIAL SCIENCES

Social sciences basically constitute a field of study. Though the birth of social sciences covers only short span of time, still social sciences have established themselves as important field of study across other fields of study. It is the influence of time, context, challenges etc. relating to social phenomena which have made social sciences a field of study. We will now discuss how social sciences constitute a field of study and what are the instructional components of social sciences at school level.

1.5.1 SUBJECTS CONSIDERED UNDER SOCIAL SCIENCES FAMILY

Knowledge is a unitary concept and it cannot be fragmented into different discrete subjects like watertight compartments. Rather knowledge can be classified into certain broad fields having adequate linkage among them. The broad field approach to knowledge can be inferred from the following table.

BROAD FIELD APPROACH TO KNOWLEDGE

Fields of Study	Subjects Considered Under Fields of Study
Physical Sciences	Physics Chemistry Earth Sciences etc.
Mathematical Sciences	Algebra Arithmetics Geometry Mensuration etc.
Biological Sciences	Botany Zoology Bio-technology Microbiology etc.
Social Sciences	History Economics Pol. Sc. Psychology etc.
Language Studies	Literature Linguistics Drama and Novel etc.



A branch of knowledge in order to be called as a field of study must fulfill certain conditions. The three major conditions which characterize the nature of a field of study are given under the following three points:

- 1) A field must include a number of individual subjects
- 2) There exist functional relationship and difference among the subjects under a field.
- 3) There exist functional relationships and differences among the different fields or subjects of different fields.

Social sciences as a branch of knowledge fulfils all the above three conditions in order to be called as a field of study. *Firstly*, social sciences include a large number of individual subjects like history, geography, political science, economics, law etc. *Secondly*, there is functional relationships and differences among all the social science subjects. Social science subjects are related with each other because human relationship is a common denominator of all the social science subjects. Further difference is marked among all the social science subjects. For example, economics studies the financial relationships in society, political science studies the governance system of the society, and law studies the legal institutions of the society and so on. *Thirdly*, social sciences field and / or subjects of social sciences field have functional relationship and differences with other fields and/or subjects of other fields. An example in this regards is given here. Since all the fields of study are branches of knowledge and knowledge is primarily a unitary concept/phenomenon, so, social sciences field or subjects of social sciences field possesses/posses many characteristics which are common to other fields and/or subjects of other fields. The details in this regard are discussed in later part of this unit. Further, social sciences field and its subjects functionally differs/differ from other fields and their subjects. While social science subjects study the social relationships; physical science subjects study physical matters/objects/activities like the currents, heats, lights, chemicals etc.; biological science subjects study the life of animals and plants; mathematical science subjects study the number system and related concepts and the like.

A large number of subjects are included in social sciences family. Some of the social science subjects like political science, economics, philosophy etc. are very old, whereas some other social science subjects like human rights, public administration, social works, etc. are in developing/young stage. The social science subjects may be categorized under the following three branches/ headings.

Pure Social Sciences: Political science, economics, history, jurisprudence, law, sociology, public administration, social work, human rights, anthropology, etc.

Semi Social Sciences: Ethics, education, philosophy, psychology, art etc.

Sciences with Social Implication: Geography, biology, medicine, linguistics, library science, etc.



1.5.2 INSTRUCTIONAL COMPONENTS OF SOCIAL SCIENCES AT SCHOOL LEVEL

It is already discussed earlier that school level social studies (or social sciences) curriculum selects its contents from large number of social sciences. Such selected contents are organized into few subject areas, namely, history, geography, etc. of a single and unified umbrella of social studies (or social sciences) in order to be taught to the school students. The present social sciences curriculum of **CBSE** (Published by NCERT) for upper primary school level includes three subject areas i.e. **history, geography, and social and political life (SPL)**. Some more details regarding this social sciences curriculum at upper primary stage will be provided in forthcoming units of this course. Similarly, the present social sciences curriculum of **CBSE** (published by NCERT) at secondary school level includes four subject areas i.e. **history, geography, political science and economics**. And at higher secondary level, large number of social science subjects like **history, political science, anthropology, sociology etc.** is taught as specialized/independent subjects. The Fig 1.2 presents to you the different instructional subjects/ components of social sciences at upper primary and secondary school stage.

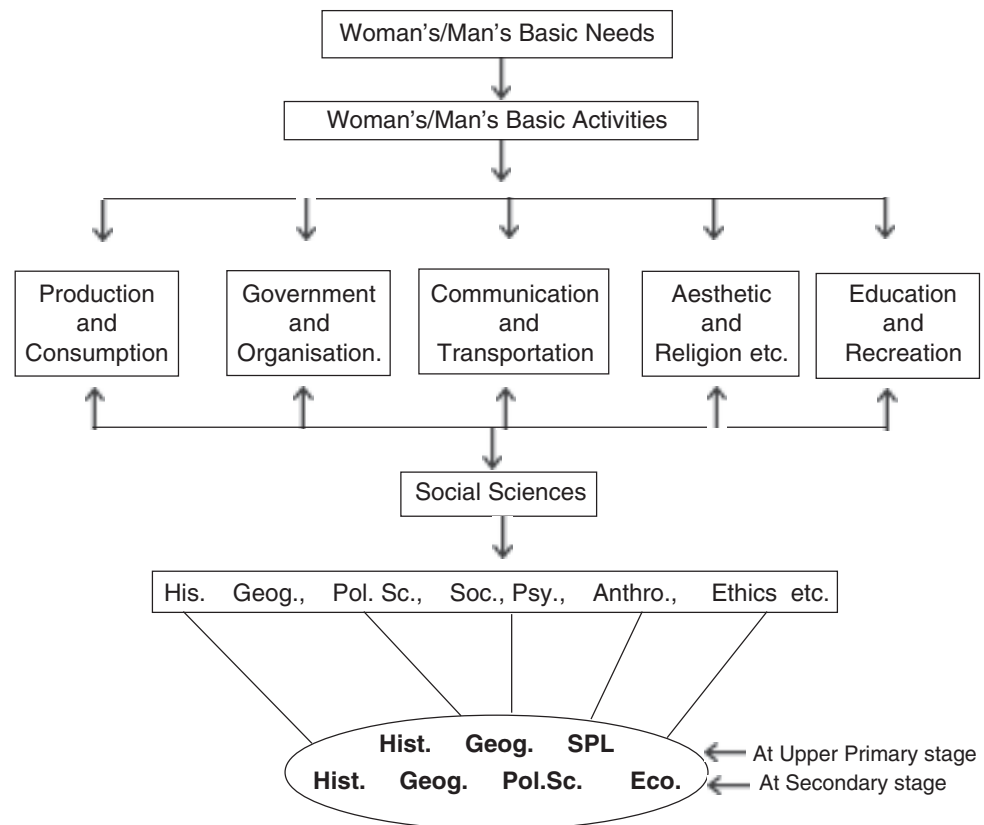


Fig. 1.2 : instructional subjects/components of social sciences at upper primary and secondary stage



Check Your Progress -4

Question: Write three conditions which characterize a field of study? Write the name of five subjects which are generally considered under social science field?

(Note: Write your answer in the space given below and compare your answer with the model answer given in the end of the unit).

.....

.....

.....

.....

.....

1.6 INTERDISCIPLINARY AND INTEGRATION PERSPECTIVES IN SOCIAL SCIENCES

Since knowledge cannot be divided in absolute manner, a single subject or field of study cannot be treated as purely self-sufficient or independent. In previous part of this unit you learnt that there is functional relationship across the subjects as well as fields of study. The field of social sciences has always functional relationship with other fields of study. Similarly the different social science subjects have functional relationship among themselves as well as with the different subjects of other fields of study. Let us analyze the interdisciplinary and integration perspectives in social sciences.

1.6.1 INTERDISCIPLINARY PERSPECTIVES IN SOCIAL SCIENCES

Social science subjects are interdisciplinary in nature. A subject in the field of social sciences has relationship with other subjects in the same field of social sciences as well as with subjects of many other fields like physical sciences, language studies, biological sciences, etc. Examples are given here to clarify this relationship. Let us analyze the nature of the social science subject ‘history’. The subject history is interdisciplinary in nature, because, when we study history, we study the history of many other social science subjects like economic history, political history, history of psychology, history of sociology, religious history, etc. Further the history of many non-social science subjects like history of physics, history of botany, history of zoology, history of mathematics, history of different languages, etc. also constitute the parts of history. Similarly, issues relating to social science subject ‘sociology’ cannot be studied without considering



economics, education, politics, scientific development, language and literature etc. Like these history and sociology, each of the social science subjects has interdependency and interrelationship with other subjects within the same field of study (i.e. field of social sciences) as well as subjects of other fields (i.e. fields of physical sciences, mathematics, biological sciences, etc.). But a subject of social sciences has more relationship with other subjects within its own field of study, whereas, it has comparatively less relationship with the subjects of other fields of study. Fig 1.3 presents interdependency of social science subject ‘Law’ on other subjects.



Fig 1.3: interdependency of a social science subject ‘law’ over other subjects

1.6.2 INTEGRATION PERSPECTIVE IN SOCIAL SCIENCES

Since absolute compartmentalization/division of knowledge is impossible, it is better to transact / impart knowledge to the learners in a unitary fashion. Hence, while transacting social sciences curriculum at school level, it must be transacted in a unitary fashion. Now let us understand with an example how social science subjects are interdisciplinary and integrative in nature. Food, clothing, shelter, transportation, communication, etc. are the common learning concepts of social sciences curriculum at school level. Take the concept ‘food’. ‘Food’ can be co-related with subjects of different fields in the following way. The production, marketing, consumption, etc. of food are related to economics; food style, rituals of food, misunderstanding created in family and society because of food etc. are related to sociology; equality in distribution, budgeting, increase and decrease of price rate etc. of food are related to political science; issues related to food in different ages, types of food available in different ages, etc. are related to history; preparation of foods of different flavor, maintenance of hygienic habits concerning food, etc. are related to home science; quantification,



division, fraction, etc. of food are related to mathematics; types of vitamins and nutrition available in food, categorization of food items according to their nutritional compositions etc. are related to life sciences; neatness, cleanness and balancing of diets, etc. of food are related to health and hygiene; electronic gadgets concerning the food processing like amount of heat required to process the food, use of microwave to process the food, freezing of the food, etc. are related to physics; chemical bonding of food items, food preservation through the use of chemicals, etc. are related to chemistry; type of soil required for production of different categories of food, environments supporting the types of food etc. are related to geography; and poems, stories, vocabulary learning, essays, etc. based on food are related to language and literature. In this way, the concept 'food' can be related to many other learning areas and subjects. Like the concept 'food' many other concepts of social sciences can be integrated with the subjects of different fields of study for teaching learning and many other purposes. Let us understand with an activity, integration of knowledge and learning is social sciences.

AN ACTIVITY DEPICTING INTEGRATION OF KNOWLEDGE IN SOCIAL SCIENCES

This is a classroom based activity depicting integration of knowledge and learning in social sciences curriculum area at upper primary school level. In this activity, a concept 'forest' from geography instructional area of social sciences curriculum at class VI level is taken for providing interdisciplinary and integrated knowledge to the learners. The details concerning activity profile, activity procedure and activity based learning assignments are given below-

A: Activity profile

Class	: VI level
Learning subject	: Social sciences curriculum
Learning Area	: Geography of social sciences curriculum
Learning content	: Forest
Learning objective	: Promoting integrated knowledge relating to the concept 'forest'
Materials required	: Posters relating to forestry
Learning strategy	: Poster showing
Mode of learning	: Individualized

B. Activity procedure

In this activity, the teacher would guide the learners to promote integrated knowledge relating to the concept 'forest' in this way:



Notes

Dear learners. Below are given two posters (or picture of posters) relating to the concept 'forest'. Out of two posters, the first one can be related to the subject 'law' and the second one can be related to the subject 'life sciences'. Let us analyze why the first one can be related to 'law' and second one can be related to 'life sciences'.

POSTER – 1

Poster showing to the concept 'forest' And its relationship with 'Law'?



Why this poster can be related to subject

Cutting forest is banned in many cases. A person who cuts the forest is punished by the Court of Law. See the poster, how a person is being taken to jail for punishment as he cut forest. Since punishment is studied in the subject 'Law', therefore, this poster can be related to the subject 'law'. Cut forest, go jail.

POSTER – 2

Poster relating to the concept 'forest'



Why this poster can be related to subject 'life Sciences'

Air, water etc. are basic needs of life. Like air and water, forest is also inevitable for life, because, from forest we get oxygen which remains under basic needs of life. Look at the poster, how a tree (of a forest) is providing oxygen to the people for respiration purposes. Since needs of life are studied in the subject 'life sciences', therefore, this poster can be related to the subject 'life sciences'

Forest is life

Air is life

Water is life

Like the above two posters, many other posters can be prepared relating to the concept 'forest' which would have functional relationship with the subjects of different fields of study.

C- Activity based Learning Assignments

A number of assignments are given below for the learners. For doing these assignments, the teacher would guide the learners in this way:



Dear learners. Given below are number of interesting tasks for you. Do complete the tasks and submit them for presentation in the class-

- 1) Prepare posters relating to the concept ‘forest’ that would have functional relationship with the subject areas of mathematics, language and general sciences.
- 2) ‘Calamity’ is a social sciences concept. Explain how this concept can be related to the subject areas of law, political science, mathematics, health and hygiene and economics.
- 3) Take the mathematics concept ‘percentage’. Relate this concept with any six subject areas, and cite proper examples to clarify the relationship.
- 4) Read the geography, history and social and political life text books (of CBSE) of class VII. List thirty to forty concepts which are very common to all three text books.

Check Your Progress -5

Question: Discuss the interdisciplinary nature of the subject history?

(Note: Write your answer in the space given below and compare your answer with the model answer given in the end of the unit).

.....

.....

.....

.....

.....

1.7 LET US SUM UP

In this unit attempts have been made to make you familiar with the nature of social sciences. The nature of social sciences is presented in this unit through theoretical discussions and explanations, practical examples and citations, assignments and projects etc. This unit mainly touches the learning areas relating to evolution and conception of social sciences, status of social sciences down the ages, current status of society, components of social sciences, and interdisciplinary and integration perspectives in social sciences. The main learning points of the unit are summarized below.



Notes

Social sciences constitute a branch / field of knowledge which basically studies human affairs or human relationship in the spectrum of broad social system. Social sciences emerged as the formal subjects of study (subjects of study mostly at higher education/university education level) in the eighteenth century in response to meet the social problems and challenges that are created by the development of modern science, industrialization, modernization etc. Realizing the importance of social sciences for developing democratic and social citizenship qualities among young learners, since last century social sciences have been the part of school curriculum in almost all the countries of the Globe including our country India.

At the higher education/high school level, different social science subjects like history, political science, anthropology, law, etc. are taught as independent / optional subjects. At the basic school level, social sciences are taught under a single unified area of study designating itself as 'social studies curriculum' or 'social sciences curriculum'.

The learning of social sciences passed a large path of time starting from the beginning of civilization till today. In ancient and medieval societies, the learning of social sciences was more informal and unorganized, whereas, in modern and post modern societies the learning of social sciences is more formal and organized. In our country India, the learning of social sciences started from the Vedic and Upanishadic age and presently it constitutes an important part of education system.

Due to rapid growth of science and technology and wide spread use of industrialization and modernization in contemporary society, the new social problems like labour exploitation, population problem, criminal practices etc. are increasing day by day. In order to face such new social problems, many new social sciences are emerging day by day. Criminology, demography, etc. are some of the new social sciences.

Social sciences as a field of study includes large number of subjects like political science, anthropology, law, economics, geography, etc. At school level, social sciences constitute a unified curriculum area that draws its contents from large number of social science subjects, but, such contents are organized under three or four instructional heads (for example, history, geography etc.) for the purpose of the learning by the learners.

Social science subjects are mainly interdisciplinary and interdependent in nature, since, they have functional relationship among themselves (within the same field of study) as well as have relationship with the subjects of many other fields of study like physical sciences, mathematical sciences, biological sciences etc. Therefore while transacting the social sciences curriculum it must be integrated with different subjects. You will learn more details regarding social sciences in next units of this course.



1.8 GLOSSARY/ABBREVIATIONS

Renaissance: Renaissance refers to reawakening of knowledge. Eighteenth century and onward is considered as the period of great renaissance since during this period reawakening of knowledge started in different fields of life-social, economic, political, cultural, science etc. Rapid growth of science, industrialization, modernization etc. contributed a lot to the renaissance of modern age.

Gandhiji's basic education: In 1937 Gandhiji finalized a scheme of education and placed the same scheme in All India National Education Conference conveyed at Wardha on 22nd and 23 October, 1937. The scheme is popularly known as Basic education or Wardha scheme of education. Gandhiji's scheme of basic education was based on the basic needs and aspirations of Indian children.

Economic depression: Economic depression refers to the breakdown of financial or economic machineries. When economic depression occurs the economic institutions like production of goods and services, marketing of goods and services, maintenance of inflation and deflation etc. fail. 1930s is called a period of great economic depression because during this time the economic depression aggravated to the most of the parts of the world.

1.9 ANSWERS TO CHECK YOUR PROGRESS

Answers to Question-1: The objectives of teaching social sciences at upper primary stage according to National Focus Group on Teaching Social Sciences (2006) are-

- To develop an understanding about the earth as the habitat of humankind and other forms of life.
- To initiate the learner into a study of her/ his own region, state, and country in the global context.
- To initiate the learner into a study of India's past, with references to contemporary development in other parts of the world.
- To introduce the learner to the functioning and dynamics of social and political institution and processes of the country.

Answers to Question-2: Social sciences learning occupied the significant place in ancient Indian cultural/education system. Morality, spirituality, social values and inclinations etc. were the guiding philosophy of ancient India. Vedas, Upanishads, Smritis, Puranas, Ramayana, Mahabharata etc. are some of the pre-historic/early-historic Indian scriptures which bear social values and healthy living principles. The 'Arthashastra' of Kautilya, 'Panchatantra' of Vishnu Sharma etc. are some of the ancient Indian compositions or texts which are dealt with social science tenets and principles. Referring to all these contexts, we can say



social sciences had become the part of cultural/education system of ancient India.

Answers to Question-3: As the present society is changing in a faster speed because of the impact of science and technology, advanced media and many more things, so, new social problems are multiplied day by day. In order to mitigate such new social problems, new social sciences are emerging and becoming the part of education system accordingly. In eighteenth and nineteenth centuries, the social science subjects like social works, public administration, criminology, psychology and demography etc. had little existence, but, in last and present centuries these subject are getting due importance because of many new social problem associated with them in last and present centuries. For example, in the eighteenth and even in the nineteenth century, issues relating to population especially growth of population weren't major social issues, but in the last and present centuries the complexities relating to the population growth have affected many aspects of social life for which the subject demography has emerged and become an important part of education system. Likewise many social science subjects are emerging day by day in order to meet the changing nature of social problems.

Answers to Question-4: Three conditions which characterize a field of study are-

- 1) A field must include a number of individual subjects
- 2) There exist functional relationship and difference among the subjects under a field
- 3) There exist functional relationship and difference among the different fields or subjects of different fields

The five subjects that are generally considered under social science field are- Political Science, geography, law, sociology and history.

Answers to Question-5: The subject history is interdisciplinary is nature. It is interdisciplinary, because, when we study history we study the history of many other social science subjects like economic history, political history, history of psychology, history of sociology, religious history etc. Further the history of many non-social science subjects like history of physics, history of botany, history of zoology, history of mathematics, history of different languages etc. also constitute the parts of history.

1.10 SUGGESTED READINGS AND REFERENCES

Barker, E. (1967). *Principles of Social and Political Theory*. Oxford: Oxford University Press.

Basantia, T. K., & Purkayastha, B. (2010). Competency Based Teaching Learning Process at Primary Level: An Analysis. In K.D. Gaur, R. Prasad and H. Bergal (Eds.), *Globalization and Economy*. New Delhi: Sunrise Publication.



- Basantia, T.K. (2003). Effect of Activity Based Joyful Learning Approach in Achieving Interdisciplinary MLL Competencies through Teaching of Environmental Studies at Primary Level. M. Phil. Education. Utkal University.
- Basantia, T.K. (2006). Effect of Multi- Dimensional Activity based Integrated Approach in Enhancing Cognitive and Creative Abilities in Social Studies of Elementary School Children. Ph.D. Education. Utkal University.
- Coombs, P.H. (1985). *The World Crisis in Education*. New York: Oxford University press.
- Delors, J. (1996). Learning the Treasure within-Report to UNESCO of the International Commission on Education for Twenty first Century. UNESCO.
- Govt. of India. (1952-53). Secondary Education Commission (1952-53). New Delhi: Ministry of Education.
- Govt. of India. (1966). the Education Commission (1964-66). New Delhi: Ministry of Education.
- Govt. of India. (1986). National Policy on Education (1986). New Delhi: MHRD
- Jarolimek, J. (1962). *Social Studies in Elementary Education*. New York: The Mac Millan Company.
- Mishra, S., & Basantia, T.K. (2003). The Modalities of Teachers' empowerment for organizing Creative activities for Development of Various abilities in Elementary school Children. *The Primary Teacher*, 28(4), 43-47.
- NCERT. (1975). *The Curriculum for Ten year School: A Framework*. New Delhi : NCERT
- NCERT. (1988). *National Curriculum for Elementary and Secondary Education*. New Delhi: NCERT.
- NCERT. (2006). Position Paper-National Focus Group on Teaching of Social Sciences. New Delhi: NCERT.
- NCERT. (2000). *National Curriculum Framework for School Education*. New Delhi: NCERT
- NCERT. (2005). *National Curriculum Frame Work-2005*. New Delhi: NCERT.
- Panda, B.N., & Basantia, T.K. (2006). Civic awareness: A recurring Challenge of Present day Education- Educational strategies for its Enhancement. *The Social Science International*, 22(1), 84-96.
- Ross, D. (1991). *The Origin of American Social Science*. New York : Cambridge University Press.
- Traill, R.D., Logan, L.M., & Remington, G.T. (1968). *Teaching the Social Sciences: A Creative Direction*. Sidney: McGraw-Hill Company.



Notes

1.11 UNIT-END EXERCISES

1. Take the social sciences text books of any one class from three boards i.e. CBSE, ICSE and your state board. Find the commonalities and differences in respect of contents of such text books of all the three boards. Suggest measures for maintenance of balance among contents of such text books.
2. Select any one elementary school social sciences concept and prepare a lesson plan for teaching the same concept to the learners through an interdisciplinary and integrated approach of teaching learning.
3. Present days are the beginning phase of the twenty first century. Starting from today till the end of the twenty first century, many new social problems may affect the society. Make a list of the new social problems that twenty first century may experience and make a visionary plan for removal of such problems.

UNIT 2 SOCIAL SCIENCES IN SCHOOL CURRICULUM



Notes

STRUCTURE

- 2.0 Introduction
- 2.1 Learning Objectives
- 2.2 Forces that Influenced Social Sciences Curriculum
 - 2.2.1 Colonial Legacy and the Nationalist Perspective
 - 2.2.2 The Evolution of post-independence Social Sciences Curriculum
 - 2.2.3 National Integration and International Understanding
 - 2.2.4 Secularism and Communalism
 - 2.2.5 Influence of the Subaltern Perspective on Social Sciences Curriculum
 - 2.2.6 Gender, Caste and Tribal Perspectives
 - 2.2.7 International Perspective on Social Sciences Curriculum
 - 2.2.8 Current Thinking and Practice in Social Sciences Curriculum at the National Level
- 2.3 Let Us Sum Up
- 2.4 Answers to Check Your Progress
- 2.5 Suggested Readings and References
- 2.6 Unit-End Exercises

2.0 INTRODUCTION

In the unit-1, you learnt about the nature of social sciences and about its components as a subject- its evolution, and conception. You also learnt about the current status of the society.

Have you ever thought of the shape of social sciences curriculum as it is today? How has the curriculum developed into its current shape? The content areas in social sciences are vast and selecting the contents to be learnt by the students is very crucial as it influences students' development. Obviously, selection of content is based on goals of education, and on aims of teaching social sciences. Who decides what should go into the making of the social sciences curriculum? What forces, ideas and perspectives have contributed to the making of the social sciences curriculum? An understanding of these issues will help you understand the social sciences curriculum better and transact it in the school.



Social sciences include a variety of topics drawn from the subjects of history, geography, economics, political science, etc. In the present unit, we discuss the forces that have influenced these disciplines and, consequently, social sciences curriculum in India. We will also examine if these forces led to changes in the objectives of teaching social sciences.

2.1 LEARNING OBJECTIVES

After going through this unit you should be able to:

- identify the forces that influenced the evolution of Social Sciences curriculum.
- discuss influence of colonial legacy on Social Sciences curriculum.
- explain nationalist influence on Social Sciences curriculum.
- explain impact of the ideals of national integration and international understanding on Social Sciences curriculum.
- illustrate the influence of secularism-communalism debate on Social Sciences curriculum.
- interpret the influence of subaltern perspective on Social Sciences curriculum.
- give examples of influence of gender, caste and tribal perspectives on Social Sciences curriculum.
- discuss present international perspective on Social Sciences curriculum.
- illustrate current thinking and practice in social sciences curriculum at the national level.

2.2 FORCES THAT INFLUENCED SOCIAL SCIENCES CURRICULUM.

Many forces- ideas and ideologies, events and occurrences, movements and revolutions, conflicts and relationships, environment and resources - have shaped the social sciences curriculum. To begin with, social science was not a separate discipline before modern English education system began in the 19th century in India. The colonial rulers designed courses that would impart the British, and some Indians, a working knowledge about India and its people so that they became efficient officers and clerks in the colonial government. In the course of time, nationalist ideologies, ethos and ideals of India's freedom struggle, and the values enshrined in the constitution of the democratic India influenced the decisions regarding what was to be included in the social sciences curriculum. India's



large heterogeneous population, their development and socio-economic condition, social upheavals and conflicts have also left their imprints on this discipline. India's place in the world with regard to environment, resources, politics, power struggle, and humane concerns became considerations in social sciences too. The country has faced many emerging issues - population explosions, poverty, equity, exploitation, development and inclusiveness, etc. All these concerns also influenced what is taught and read in social sciences curriculum.

2.2.1 COLONIAL LEGACY AND THE NATIONALIST PERSPECTIVE

Colonial period contributed a lot to the development of the social science curriculum in India. This was the time when the social sciences began to emerge as a separate discipline and its curricular contents were selected. History writing does not have a very long tradition in India. It must be admitted that it was the British who first wrote the history of India. It was again the colonial rulers who explored the length and the breadth of India using modern scientific methods of survey and census. All these generated a whole range of facts, figures and data hitherto unknown to India and the world. India and its people emerged under new light. The colonial rulers mixed this rich knowledge with their own intent and purpose to project them as the inevitable civilizing rulers actually beneficial for the country, to prepare a combination of contents for social sciences curriculum.

You must have read about Indus Valley Civilization. Indus Valley Civilization flourished in the north-western part of the Indian subcontinent from about 3300 BCE to 1300 BCE, and is considered the first major civilization in India. This ancient civilization had elements of technologically advanced and sophisticated urban culture. Modern world first learned of the Indus Valley civilization in **1826** when the British Army deserter Charles Masson stumbled upon heavy bricks of a large ruined city near modern-day Harappa, from which the archaeological site received its name. Between 1856 and 1872, Sir Alexander Cunningham, director of the Archaeological Survey of India, performed some small excavations at the Harappan site. People living around the remains reused the site's brick to build houses. Brick from the site was even used for construction of the Karachi-Lahore railroad in 1865. In 1914, Sir John Marshall, also a director of the Archaeological Survey of India, surveyed Harappa, identifying a great waterproofed tank or bath, and a granary. R.D. Banerji, an officer of the Archaeological Survey of India, first discovered Mohenjo-Daro in 1921-1922. This is how we came to know about this great ancient history of India.

Let us take another example from the history of India. Asoka the great is regarded as one of the most exemplary rulers in the world history. British historian H.G. Wells wrote: "Amidst the tens of thousands of names of monarchs that crowd the columns of history ... the name of Asoka shines, and shines almost alone, a star." But Asoka and his activities were fairly unknown except in legends about



Notes

him, mostly in Buddhist literature, which lacked historical accuracy and definiteness. In 1837 James Prinsep succeeded in deciphering an ancient inscription on a large stone pillar in Delhi. Prinsep's success led to interest in several other inscriptions that had been known for some time. These inscriptions, dispersed throughout India (and Pakistan, Afghanistan and Nepal), proved to be a series of rock edicts issued by a king calling himself "Beloved-of-the-Gods, King Piyadasi". The identification of this "Beloved-of-the-Gods, King Piyadasi" with king Asoka was confirmed in 1915 through discovery of another inscription. Because of these sustained archaeological and historical endeavours that we came to about the spectacular life, achievements and qualities of Asoka. These and other such discoveries during the colonial period changed the perceptions about Indian history. *What do you conclude from the above two instances?*

A few **British administrators and officers made conscious efforts to write the history of India. In 1784, Warren Hastings appointed Sir William Jones, an officer of the East India Company, as the Chief Justice of the Calcutta High Court and ordained him to write Indian History. William Jones, a man of remarkable intellectual prowess, immediately founded the Asiatic Society of Bengal and on its behalf, embarked on the task of writing Indian History. The efforts put forward by William Jones had the backing of many enthusiasts.** His endeavour culminated in the publication of a periodical journal named Asiatic Researches, started in 1788. The journal brought to light the researches and surveys carried out by the society to make the public aware of the antiquarian wealth of India. The continuing fieldwork soon brought to light many antiquities and other remains. Later, similar societies were started at Bombay (Mumbai) and Madras (Chennai). In 1833, James Prince became the secretary of the Asiatic Society. His most eventful achievement is the decipherment of the Brahmi and Kharoshthi scripts between 1834 and 1837 and the identification of Piyadasi with Asoka. **The contribution of the Asiatic Society of Bengal to reconstruction of Indian history is well known today.** The colonial period also saw a number of attempts to discover and understand archaeological remains that led to reconstruction of Indian history. Full scale archaeological surveys were facilitated when Cunningham, a Second Lieutenant of the Bengal Engineers, was appointed as the first Archaeological Surveyor from December 1861. The Archaeological Survey of India later became a distinct department of the government and spearheaded the **archaeological survey and conservation activities in India.**

James Mill is credited with writing the first comprehensive history of India, though he never visited India, which he thought made him more objective while writing the history. He started his work in 1806 and completed it in 1818 by publishing "The History of British India". Many other British administrators and army officers tried their hands at writing the history of India. Some of them are: Major General John Malcolm (A Memoir of the Central India, 1824); Captain Grant Duff (History of the Marathas, 1826); Gen. Briggs (History of the Rise of



Mohammedan Power in India, 1829); Mount Stuart Elphinstone (History of India, 1841) and Joseph Cunningham (History of Sikhs, 1849). These books soon became standard sources for knowledge and information in Indian history for the common people, both in India and abroad. When the English education system was introduced in the country, the social sciences curriculum used the history of India as written by the British writers.

East India Company established the Survey of India in 1767 to explore the country bit by bit and to carry out mapping operation for military as well as civilian purposes. The surveys became a rich source of information of India's land and resources. Such information became vital for exploiting natural resources, for trade and commerce, for governance, and for development planning. The knowledge and information generated by the survey of the country provided new understanding of the land and its people. *Can you guess the motive of the East India Company for carrying out survey of India?* Social science curriculum today aims at enabling students to understand the place they live in- the land and people of India, its rivers, mountains, forests, agriculture, economic condition, population, religions, government and many other features. All these areas of knowledge and understanding are now parts of social sciences curriculum, available across different subject disciplines like history, geography, political science, economics, etc.

You are aware that India is home to a rich diversity of people. Census of India has become the single most important source of information about Indian people- number of people living in the country, sex ratio, literacy, and many other characteristics. Such information has important implications for developing clear understanding of our society. Have you ever analyzed the census results? The census has played a great role in providing knowledge and understanding about Indian society. The first ever census was carried out in India in 1872 by the British government. The next one took place in 1881, and after that censuses have been conducted regularly every ten years. The knowledge, information and understanding generated by these successive census operations in this country provided valuable inputs for and influenced the social sciences curriculum.

Introduction of English education system in 1835 enabled Indian students to study western science and technology and exposed them to a host of rigorous methods employed to study nature and society. The Woods Dispatch (1854) attempted to create a structure of modern education system in the country with elaborate arrangements for administration and management of different levels of education. Establishment of the first three modern universities in Bombay (Mumbai), Calcutta (Kolkata), and Madras (Chennai) quickly followed in 1857. The British government was also responsible for establishing a system of governance, introduction of new systems of transport and communication such as railways and telegraph lines. Establishment of rule of law and separation of the judiciary from the executive functions were other important developments.



Notes

Simultaneously, a programme for social reformation through provision for girls' education, abolition of sati rites, etc. was initiated. During this period, there was a renewed interest in India's culture and heritage also. Many of India's sacred and secular books of knowledge were translated into European languages and published throwing new light on Indian civilization. Friedrich Max Muller, the German Orientalist, took a leading role in this regard. He published a series under the title "Sacred Books of the East".

All these developments in varied fields of archaeology, history, culture, heritage, survey of India's land and natural resources, population census, changes in India's governance, education, transport and communication, and social reformation activities influenced the social science curriculum and the way social sciences are studied.

The Nationalist Alternative

The British government was, busy in the above mentioned activities in India not for the sole purpose of developing the country. Many of these activities were also to justify the British rule in India. The colonial rulers were looking forward to advance rational arguments to perpetuate their rule over India. Rudyard Kipling's "white man's burden" was cited as one such attempt at justifying imperialism as a noble enterprise, that white men should colonize and rule other nations for the benefit of the natives. Conscious attempts at showing Indian culture and society in poor light were noticed by many educated Indians.

Macaulay wrote: "I have no knowledge of either Sanskrit or Arabic.—But I have done what I could to form a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanskrit works. I have conversed both here and at home with men distinguished by their proficiency in the Eastern tongues. I am quite ready to take the Oriental learning at the valuation of the Orientalists themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is, indeed, fully admitted by those members of the Committee who support the Oriental plan of education" (**Macaulay's Minutes, 1835**).

What do you think about this statement of Macaulay?

Source: Thomas Babington Macaulay, "Minute on Education," in *Through Indian `Eyes: The Living Tradition*, Donald J. Johnson, et al. (New York: CITE Books, 1992).

While writing history and interpreting social and religious practices many British writers and administrators tried to exaggerate the negative elements in Indian life and culture and the supposed superiority of the British and the European ways to show that the British rule was actually beneficial for India. The Indians



with nationalist sentiments could not accept such a position. They wanted the Indians to write their own history and interpret their own culture.

Do you think historical events could be interpreted in different ways? How would you interpret the uprising of 1857? Was it a “sepoy mutiny” only as has been described by many British historians? Or was it more, the “first war of independence” by the Indians, as has been described by the nationalist historians? You must cite arguments in favour of your answer.

The Indian nationalists reacted to the British way of interpreting India’s history, civilization, culture, and heritage. They had different views of India’s economic interests, political maturity and aspirations of its people. Swami Vivekananda was one of the first people to stress the need for writing Indian national history as seen through Indian eyes. He observed: “The histories of our country written by English writers cannot but be weakening to our minds, for they tell only of our downfall. How can foreigners, who understand very little of our manners and customs, or our religion and philosophy, write faithful, unbiased histories of India. It is for Indians to write Indian history”.

The nationalists felt that the British writers of Indian history attempted to over-emphasize foreign invasions of India, negative elements in the social system such as caste system, the practice of untouchability, elitist approaches in intellectual deliberations and use of Sanskrit. They forgot to dwell upon such subjects as to how Indians resisted the foreign invasions, remained resilient in the face of persistent aggression, the strength and vitality of a social system that withstood the test time for several millennia, and how Sanskrit functioned as probably one of the earliest and the best lingua franca for thousands of years for millions of people in the entire subcontinent. The nationalists wanted to write the national history with a purpose- to capture the ethos, values and traditions of the nation that would foster a national identity. Bankimchandra Chatterji, though an officer in the colonial government, strongly advocated for the cultural and religious revival in India. His “Bande Mataram” was becoming a rallying point for Indian nationalism.

Many nationalist leaders were proposing alternate models of social development. Gokhale demanded universal elementary education in the country. Maharaja Siyajirao Gaekward of Baroda introduced compulsory elementary education in his state. Mahatma Gandhi made an elaborate scheme of education- basic education- for India. Other nationalist leaders were setting up educational institutions to provide an education that would make students proud and confident to design their own destiny, and not look up to their colonial masters as their superiors who would teach them how to live. A motive was clear- to move away from the English clerk making education to a more wholesome citizen making system that would make the Indian children fit physically, mentally and spiritually. Swami Dayanand’s Dayanand Anglo Vedic (DAV) movement was another alternative that attempted social, religious and educational reforms. Arya Samaj,



Notes

and Brahma Samaj movements were also attempting socio- religious reforms in India. Besides, many individuals also attempted for providing alternative education with Indian nationalism at the core.

Mahatma Gandhi proposed a novel model of social and economic development for India. His model did not have any place for industrial and western ways. His concept of freedom also encompassed economic and social independence. His idea was to transform the Indian villages into self sufficient units where all individuals would be able to lead a dignified life without any exploitation. When the nationalist movement for freedom became mass movements the social and economic views of the nationalists became strong alternatives along with demand for political power and full independence. The nationalist sentiments and alternatives exerted a major influence on the social science curriculum.

**ACTIVITY-1**

1. List some of the diversities you have noticed among the people of India.
2. What do you think are the challenges of such diversity among Indians? And what are the opportunities?
3. Find out the latest census figures for your Panchayat or Block or Taluk. You may find out the number of people living in your area, the rate at which the population in your area is growing. You may also find out the communities and religions which they belong to, their literacy rates, sex ratio, etc. After doing this activity write down your analysis of the characteristics/ conditions of the people of your area.

Check Your Progress-1

1. Who was the first person to write the history of India?

.....

.....

.....

2. Who was the first person to decipher a rock edict of Asoka?

.....

.....

.....

3. Why was the Survey of India established?

.....



.....

.....

4. Which Indian ruler introduced compulsory elementary education in his state for the first time?

.....

.....

.....

2.2.2 THE EVOLUTION OF POST-INDEPENDENCE SOCIAL SCIENCES CURRICULUM

Independence brought with it responsibility- responsibility of managing our own affairs, of self governance, of creating the necessary knowledge and skill base for a new democracy, and of designing our own education system. India’s independence was achieved after a prolonged struggle. The values that guided India’s freedom struggle and the ideals for a new democracy found expression in the constitution of India. These new ideals of creating a just and egalitarian society, and the values of liberty, equality, justice, and fraternity came into direct conflict with many of India’s long held working relationships of domination and subordination, caste and gender perceptions, and colonial experiences. India’s independence was accompanied by a painful partition that saw thousands being massacred and violent riots. This left long scars on the already fragile communal relations. In the face of these forces, India resolved to impart to its children necessary skills to participate in the democratic functioning of the country, to develop leadership qualities, and to inculcate values of a new social order.

The University Education Commission (1948-49), set up immediately after independence, recommended that education should acquaint students with the social philosophy which will govern all social, educational and economic institutions. It also recommended for providing training for democracy, for acquainting students with cultural heritage, and for developing understanding of past and present. The Secondary Education Commission (1952-53) also reiterated the same values, of developing democratic citizenship and leadership. The Indian Education Commission (1964-66) felt that there was a need for educational revolution – an internal transformation to relate education to the life, needs and aspirations of the nation. It recommended strengthening social and national integration and cultivating social, moral and spiritual values as goals of education.

India formulated a comprehensive National Policy on Education in 1986. The policy reflects the nation’s aspirations and values regarding education. The policy states: “The National System of Education will be based on a national curricular



framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm, and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values". These core values define the direction which the social sciences curriculum is expected to take.

The issues that engaged the attention of the curriculum planners in social sciences in independent India have been many. As an independent nation India faced a multitude of problems. Poverty, illiteracy, backwardness, social and communal divide were but a few of them. Tackling these problems became national priorities. Growing more food, eradicating illiteracy, containing explosive population growth, and holding the country together in face of mounting external and internal divisive forces demanded as much attention as upholding the cherished ideals of our democracy and constitution. All these issues, therefore, forced their way into the social sciences curriculum, and students were rightly sensitized to the concerns of the society in which they lived.

2.2.3 NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

The richness of Indian society lies in its plurality. But plurality brings with it the challenge of achieving emotional integration among Indians - the great variety of people who speak different languages, dress differently, worship in different places- in different ways, profess different ideologies, belong to different communities, have different interests and earn vastly differing amounts of income. Fostering a feeling of oneness among the people of India has been one of the important objectives of the country, and consequently, of education. History has enough lessons for India with regard to national unity and emotional integration. The hard earned independence and unity cannot be damaged. It has always been easy for the foreign powers to defeat a divided India. The Indian Education Commission (1964-66) considered strengthening of social and national integration as one of the major goals of education.

Although strengthening of social and emotional integration is important, strengthening of emotional integration among the people of India is equally important. The feelings of oneness and belongingness come only when people feel that they matter and their voices are heard in the country, irrespective of their community, ideology or income,. A sense of participation in the matters of the nation brings people from the periphery to the very centre. *Do you think social, economic and developmental inclusiveness has anything to do with this*



feeling of oneness- of togetherness? Are their important implications here for the backward and weaker sections of our people?

What are the threats to national integration today? Do you think there are forces within the country which weaken the feeling of oneness among the people? Many separatist groups operate in different regions of the country at present. These misguided groups may have different motives ranging from sheer selfish interest to communal hatred to foreign abatement. These forces act like cancer from within the Indian society, and so, must be identified and contained. Communalism, casteism, separatism, regionalism, regional imbalance in economic development, disparity in income, ever widening gap between the rich and the poor, and the feeling of being left out could be some of these forces. You can find even more.

What can social sciences do to strengthen national integration? Social sciences are considered very powerful discipline for inculcating the spirit of national unity and integrity. It can sensitize the learners to the importance of national unity, impart historical perspective to the issue and teach about the valued symbols of national identity and unity. The National Policy on Education (1986) states that India's common cultural heritage, history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity can create a feeling of belongingness among the learners. Teaching of national history and national geography will develop an intimate understanding of the country. Social sciences must shoulder the responsibility of discussing and promoting national integration among the learners. Related to the concept of national integration is the concept of international understanding. We are living in a globalised era. Nations and countries do not live in isolation. Many of the major problems facing the humanity today are not national in character; they have global dimensions, experienced by all the people and countries of the world. Consequently, they require attention of all the people and nations of the world too. *Can you list some of these problems?* Environmental concerns, trade, commerce and economic issues, human development and population issues, and world peace are some such areas. Lack of international understanding pushed the world twice into world wars resulting in huge loss of lives, property and humane values. Mankind cannot afford to be complacent with regard to achieving understanding and cooperation among all the people and countries of the world. The issues of human rights and human development are too important to be left only to the individual countries.

Social sciences have the potentiality to create favourable attitudes in the minds of the learners for a better world order where people face the challenges before the humanity together and have concerns for all other people. Teaching world geography and world history can bring about a sense of familiarity among the students with the entire world. World history contains enough lessons for the present generation to appreciate the importance of international peace, cooperation, understanding, mutual respect, shared feelings, and collective efforts.



Notes

The world has already created an infrastructure of international bodies for mutual consultation and international cooperation. Children need to be exposed to these international institutions and the roles they play. They also need to know about the emerging international situation with regard to the environment, population, development, education, economics and trade, and armed conflicts among different people and countries. They should also know about the adequacy of different world institutional framework for dealing with the emerging challenges. The concerns of national integration and international understanding find reflection in the social sciences curriculum.

2.2.4 SECULARISM AND COMMUNALISM

India's multiculturalism comes to prominence again when we talk about the different religions practiced in the country. We have always had a tradition of several beliefs and ideologies flourishing together. Many religious beliefs originated and developed in this country with support and tolerance of the people, and, even spread to other parts of the globe. Many other beliefs came to this land from other regions and found acceptance and space. The country has a rich tradition of living together. People celebrate festivals of different religious beliefs together. But this is not to say that there have never been problems among people belonging to different religions. We must discuss these problems and address the issues involved there in.



ACTIVITY-2

Make a list of different religions practiced in our country, and find out from the national census data the proportions of population who practice these religions.

India's constitution expressly states that India shall be a secular country. But Indian secularism differs from the secular beliefs elsewhere in the way that Indian secularism instead of keeping distance from all the religions treats all religions equally. Indian secularism is not irreligious. Why, then, is there communal strife in India? What could be the real cause of communal flare-ups in the past? Is it due to ignorance? Is it due to machinations of divisive and anti-national forces? Are there hidden divisive agendas by a few groups which time and again bring up communal issues and whip up communal feelings? What issues have the potential for stimulating communal passions? Proselytizing and religious conversions, intolerance of "other views", and petty personal interests may be at the heart of such matter. These issues and concerns must be discussed openly with the future citizens of the country. Can you think of ways to discuss such issues with children so that they take up the issues from a rational and dispassionate position?



Notes

 **ACTIVITY-3**

1. List some of the ways in which economic and social programmes can help strengthen national integration?
2. List all different forces that might be weakening the unity and integrity of India.
3. List some activities that students can carry out in the school to promote national integration. Can observance of national days help?
4. Make a list of content areas in social sciences that have a bearing on the national unity and integrity?
5. Collect information about the international organizations and institutions and their functions. You can find information about the functioning and recent activities of the UNO, UNESCO, UNICEF, WTO, ICJ, WHO, FAO, etc.
6. Prepare a list of all the International/ World Days such as the UNO Day, or the World Environment Day, etc. Prepare a plan on how to celebrate/ observe these days in your school throughout the school year.
7. Imagine there has been a communal flare up in your locality. Think of all the possible activities you and your students can take up to contain the communal feelings.

Check Your Progress-2

1. List constitutional values that social sciences should inculcate in students.
.....
.....
.....
2. Which education commission recommended for providing training for democracy?
.....
.....
.....
3. Which educational document spoke about national curricular framework which contains a common core?
.....
.....



Notes

-
4. Name a few international organizations working for the welfare of humankind?

.....

.....

.....

2.2.5 INFLUENCE OF THE SUBALTERN PERSPECTIVE ON SOCIAL SCIENCES CURRICULUM.

Of late, many people, particularly those with Marxist orientations, have started exploring the role of non-elite members in society and history. These non-elite members are referred to as ‘subaltern’ – a term increasingly used since early 1980’s in social and historical contexts to denote marginalized and oppressed people (s) specifically struggling against hegemonic globalization and social exclusion. The term also refers to lower classes, oppressed, inferior rank, etc. Subaltern perspective views history from below and aims to rectify the elitist bias in history whether written by the British or the Indian nationalists. It seeks to study the dominance- subordination relationship. Subaltern School of thought has contributed a lot in the study of history, economics and social sciences in Third World countries. Subaltern perspective is a response from below to the hegemonic power of the elite groups who want to take all the credit in history, including that for the freedom struggle. Peasant Movements such as Santhal uprising (1855), Champaran Satyagraha (1917-18) and Bardoli Satyagraha (1928) can be viewed as subaltern reactions demanding and asserting their rights. These movements primarily took place due to the new land revenue system and repressive economic policies of the colonial administration. When the peasants could take it no longer they revolted against the oppression and exploitation

In a country like India people belonging to subaltern ranks form a large chunk of the population. Think of the consequences if such a large segment of our population feel left out, marginalized and oppressed. Do you think such a situation will have important implications for development issues? Can democracy succeed if all those multitudes are not included in social and national processes? Subaltern perspective has made important contribution regarding how society, development and governance issues are to be viewed. It also attempts to examine how the voices of those multitudes are heard? The perspective rejects the hegemonic tendency of the elitists to hold on to the authority- the power to control destinies, the destinies of the subalterns. The perspective rather demands that these issues be examined from the view point of subalterns. Let them talk about themselves. Though by definition subalterns are those whose voices are silent, there is now increased attention to their perspective. Our understanding of the society will



remain incomplete if we ignore the subaltern view points and fail to sensitize the students about this perspective.

2.2.6 GENDER, CASTE AND TRIBAL PERSPECTIVES

Study the following table which shows the literacy rates of all states and union territories for all persons, males and females.

Table 2.1: Literacy Rate in Indian States: Census 2011

	State	All Persons	Male	Female
1	Andaman & Nicobar Islands	86.3%	90.1%	81.8%
2	Andhra Pradesh	67.7%	75.6%	59.7%
3	Arunachal Pradesh	67.0%	73.7%	59.6%
4	Assam	73.2%	78.8%	67.3%
5	Bihar	63.8%	73.5%	53.3%
6	Chandigarh	86.4%	90.5%	81.4%
7	Chattisgarh	71.0%	81.5%	60.6%
8	Dadra & Nagar Haveli	77.7%	86.5%	65.9%
9	Daman & Diu	87.1%	91.5%	79.6%
10	Delhi	86.3%	91.0%	80.9%
11	Goa	87.4%	92.8%	81.8%
12	Gujarat	79.3%	87.2%	70.7%
13	Haryana	76.6%	85.4%	66.8%
14	Himachal Pradesh	83.8%	90.8%	76.6%
15	Jammu and Kashmir	68.7%	78.3%	58.0%
16	Jharkhand	67.6%	78.5%	56.2%
17	Karnataka	75.6%	82.8%	68.1%
18	Kerala	93.9%	96.0%	92.0%
19	Lakshadweep	92.3%	96.1%	88.2%
20	Madhya Pradesh	70.6%	80.5%	60.0%
21	Maharashtra	82.9%	89.8%	75.5%
22	Manipur	79.8%	86.5%	73.2%
23	Meghalaya	75.5%	77.2%	73.8%
24	Mizoram	91.6%	93.7%	89.4%
25	Nagaland	80.1%	83.3%	76.7%



Notes

Social Sciences in School Curriculum

26	Orissa	73.5%	82.4%	64.4%
27	Puducherry	86.5%	92.1%	81.2%
28	Punjab	76.7%	81.5%	71.3%
29	Rajasthan	67.1%	80.5%	52.7%
30	Sikkim	82.2%	87.3%	76.4%
31	Tamil Nadu	80.3%	86.8%	73.9%
32	Tripura	87.8%	92.2%	83.1%
33	Uttar Pradesh	69.7%	79.2%	59.3%
34	Uttarakhand	79.6%	88.3%	70.7%
35	West Bengal	77.1%	82.7%	71.2%
	INDIA	74.04%	82.14%	65.46%

(Source: Census of India, 2011)

If you look at this table you will find the existence of gap between the literacy rates of male and female in different states.

Women constitute roughly half of our population. Though Indian society has a tradition of mother worship, treatment with women is not at par with that of man in the country as a whole. You may find that from the population census statistics that females in any group, whether general or scheduled caste or scheduled tribe, are less literate than their male counterparts. You might have also identified that the sex ratio in India is again shows the decline of number of females as compares to the males. In India women's participation in political process is less than that of the males; their number among the elected representatives is negligible; and mostly the property remains in the name of male. Mistreatments in different social aspects of women are common in India. Even the roads in our civilized cities are not very safe for them. Even their safety and welfare in their own homes became so endangered that an Act against domestic violence had to be implemented with seriousness in this country. It can be seen from the above facts that simply talking on the virtues of equal treatment and respect for women and on their empowerment and liberty is not enough. When the situations are occurred in reality which put them in adverse condition one has to react positively to safeguard the interest of the other sex. The traditional male child obsession of the Indians, even of Indian mothers, has tilted the situation heavily against the females.

Sex ratio (number of females per 1000 males) for India & selected states.

India	Bihar	Chhattisgarh	Jharkhand	Odisha	Punjab	UP	Your state
940	916	991	947	978	893	908	Find & write

(Source: Census of India, 2011)



The situation is not appreciable in a modern liberal democratic country like India when it is claimed to have “developed” status in the world.

The situation demands an attitudinal change among Indians. Law and force are inadequate means for bringing about social change. Social sciences as a subject and you as a social sciences teacher can do a lot to bring about such attitudinal changes in the learners. Social sciences must sensitize the future citizens of India to such issues as gender equality in the curriculum. It is not enough to discuss only the contributions of some exemplary women to India’s history and society. It is necessary to engage our attention to the issues of women as integral part of the society, their contribution as a whole to the social wellbeing and progress, their participation in the economy of the country and their right to property, equity, dignity and respect. An important issue is the education of the girl child. Female literacy has been increasing since independence with increasingly more girls studying in schools today. Still more needs to be done in the field to achieve gender equality in education by making arrangements for quality inclusive education for girls.

The backward castes in India have been deprived of many social, economic, political and religious privileges. At the bottom of the caste hierarchy, they have suffered from poverty, humiliation, and exploitation. The contemporary structure of Indian society has perpetuated the domination of backward castes. The need of the day is to strengthen the desire of the backward castes to move up using their own ideology and capacities for rational and critical thinking. It is also necessary for the backward castes to develop their own capacities and qualities necessary for entry into and leadership in work and politics. The backward castes should also inculcate aspirations to self-respect and respectable lifestyles in which demeaning traditional practices would have no place. All these actions and progress must come from below- from the backward caste people themselves to be meaningful transformational process. Education is a very important means for creation of awakening and potential to transcend the thousands of years of discrimination and oppression. “The central focus in the SCs’ educational development is their equalization with the non-SC population at all Stages and levels of education, in all areas and in all the four dimensions - rural male, rural female, urban male and urban female” (NPE, 1986).

Table 2.3: Literacy among SC & ST population in selected states

States	Scheduled caste		Scheduled tribe	
	All persons	Females	All persons	Females
Bihar	28.5	15.6	28.2	15.5
Chhattisgarh	64.0	49.2	52.1	39.3
Jharkhand	37.6	22.5	40.7	27.2
Odisha	55.5	40.3	37.4	23.4
UP	46.3	30.5	35.1	20.7
India	54.69		47.10	

(Source: Census of India, 2001)



Notes

Education is a potent weapon in the struggle for revolutionary social transformation. The children of backward castes need to break the age old social and economic barriers by actively participating in the process of education. Education must lead to mental awakening and creation of social and moral conscience. Education is also a means of overcoming inferior status and state of mind. Curriculum needs to be sensitive to the culture, language and knowledge of these people too. The backward caste students must have the opportunity of relating what s/he reads in schools to her/his neighbourhood and culture. Else, s/he is bound to develop a subtle feeling of alienation and inferiority if s/he has to reject what is her/his and accept something handed down to her/him by the dominant groups.

Scheduled tribes constitute a sizable proportion of India's population. Traditionally, they have lived independent lives with their own languages and distinct cultures. Most of the tribes have their own language, even if the language is only a spoken one. They also have their own customs, traditions and value systems. The tribes have a knowledge framework of their own too. Their intimate knowledge of the nature makes them unique; they live in close relationship with nature and in harmony with other elements of the environment. They are proud people ready to defend their dignity and way of life. Many of them valiantly fought the British to defend their land and culture, of which the Santhal uprising of 1855 and the revolt under the leadership of Birsa Munda are only a few examples.

As the tribal habitation are mostly in difficult terrain and hilly tracts they have mostly lived away from the modern day industrial and political centres, which put them under obvious disadvantage. Their separate languages put additional burden on their children who are to receive education in another language, usually foreign to them. The fact that their own culture and traditions are seldom represented in the school curriculum and text books add to the problem of the tribal learners who cannot relate their school learning to their immediate surroundings. The National Policy on Education (1986) states: "The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent". Social science is the most appropriate subject to discuss the tribal perspectives of history, culture, environment, and development.

**ACTIVITY-4**

1. From the census data find the sex ratio (number of females per 1000 males) in India and in your state.
2. Compare the literacy rates of scheduled castes, scheduled tribes and other general castes. Compare the literacy rates of women with that of the males in the general, scheduled caste, and scheduled tribe populations. What do you observe? Which groups you consider educationally backward?



Notes

Which one single group you consider as the most educationally backward among all the groups?

3. Find out which states have the highest concentrations of scheduled caste and scheduled tribe populations. What do you find regarding economic and developmental conditions of the states with large scheduled caste and scheduled tribe populations in comparison to other states? What do you conclude from your study? Put your conclusions in writing and discuss those with your students and colleagues.
4. On the basis of your study of the census data, identify the single most vulnerable group in India.

Check Your Progress-3

1. Who are the subalterns?

.....

.....

.....

2. Name one subaltern movement from history.

.....

.....

.....

3. Considering the literacy rates which group is the most backward group?

.....

.....

.....

2.2.7 INTERNATIONAL PERSPECTIVE ON SOCIAL SCIENCES CURRICULUM

We are living in an age of globalization. The people and the nations of the world are inter-connected and interdependent in the present age. Improved modes of transport and communication have brought people and places of the world closer. Many of the challenges that the people and the societies face today are international in nature. Environmental concerns for instance, are faced by all the people of the world. Protection of environment, control of environmental pollution and



Notes

judicious use of environmental resources are the business of all the people and societies. Many other issues that have implications for the entire human race are trade and commerce, international peace, control of conflicts and arms race among nations, terrorism, large scale natural disasters like tsunami, etc. Social science curriculum has, now, the responsibility to make students aware of all such global issues.

In the modern age human development, quality of life and human rights have also acquired global implications. Developments in one part of the world now affect other parts too. Citizens of the world are, now, concerned about what is happening to people living in any part of the world. Besides, many of the human values such as equity, liberty, justice, gender and race equity are not limited to any one society. Most of the societies have to address to these issues. Social sciences curricula in different countries reflect all these issues.

Let us examine what is happening to the social sciences curriculum in other parts of the world? Let us take the example of South Africa to understand influence of international issues on social sciences.

The Revised National Curriculum of South Africa includes social sciences as one of the eight major areas. The social sciences learning area studies relationships between people, and between people and the environment, as influenced by social, political, economic and environmental context and by people's attitudes, values and beliefs. The concepts, skills and processes of history and geography; environmental education and human rights education are integral parts of this area. The social sciences learning area is concerned both with what learners learn and how they learn and construct knowledge. Learners are encouraged to ask questions and find answers about society and environment in which they live. This learning area is expected to contribute to the development of informed, critical and responsible citizens who would be able to participate constructively in a culturally diverse and changing society. It is also expected to equip learners to contribute to the development of a just and democratic society. The curriculum aims at developing awareness as to how the country's future can be influenced by confronting and challenging economic and social inequality (including racism and sexism) to build a non-racial present and future.

The curricular components in social sciences include enquiry skills to investigate into past and present in history; the key processes in geography; interrelationships between people, environment and resources; historical interpretation skills; critical analysis of development issues on local, national and global scale: values based on the constitution; human rights and environmental issues.

This curriculum wants learners to explore various issues- race, gender, class; xenophobia, genocide and the impact these have had in the past and present. The curriculum finds it important to examine power relations in the past and present including access to and distribution of resources, the exercise of political



power, gender relations, and influence they have had and continue to have on the people's lives. It requires pupils to be aware of the social, moral, economic and ethical issues facing South Africans and citizens around the world.

2.2.8 CURRENT THINKING AND PRACTICE IN SOCIAL SCIENCES CURRICULUM AT THE NATIONAL LEVEL

National Curriculum Framework (NCF) 2005 outlines detailed scheme for social sciences. Social sciences encompass diverse concerns of society, and include a wide range of content drawn from history, geography, political science, economics, sociology and anthropology. The curriculum aims at raising the students' awareness through critically exploring and questioning of familiar social reality. It seeks to provide the learners with the social, cultural, and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities. Social sciences carry a responsibility, according to the NCF (2005), "of creating a strong sense of human values, namely, freedom, trust, mutual respect, and at generating in students a critical moral and mental energy, making them alert to the social forces that threaten these values".

The social science curriculum till now has emphasized developmental issues. "These are important but not sufficient for understanding the normative dimension, like issues of equality, justice, and dignity in society and polity. The role of individuals in contributing to this 'development' has often been overemphasized", writes NCF (2005).

"It is suggested that instead of Civics, the term Political Science be used. Civics appeared in the Indian school curriculum in the colonial period against the background of increasing 'disloyalty' among Indians towards the Raj. Emphasis on obedience and loyalty were the key features of Civics. Political Science treats civil society as the sphere that produces sensitive, interrogative, deliberative, and transformative citizens" (NCF, 2005).

There is a felt need in the social science curriculum to balance national perspective with local perceptions and to teach national history with reference to developments in other parts of the world. This would create a comprehensive view of local, national and the world situations and perceptions. The curriculum, now, has to deal with contemporary issues and problems of Indian society and people such as human rights, inclusiveness, environmental pollution, population issues, national integration, poverty, illiteracy, child and bonded labour, plurality and change, gender, class and caste equity, etc. It also needs to address the concerns related to the health of children and to the social aspects of changes and developments occurring in them during adolescence like changing relationships with parents, peer group, the opposite sex and the adult world in general. The curriculum needs to create standards to meet the challenges of global competition.



Notes

At the upper primary stage, “History will take into account developments in different parts of India, with sections on events or developments in other parts of the world. Geography can help develop a balanced perspective related to issues concerning the environment, resources and development at different levels, from local to global. In Political Science, students will be introduced to the formation and functioning of governments at local, state and central levels and the democratic processes of participation. The economics component will enable students to observe economic institutions like the family, the market and the state. There will also be a section that will indicate a multidisciplinary approach to these themes” (NCF, 2005).

The present curriculum attempts to change the notion of textbooks from being merely instructive to more suggestive. The teaching learning approaches need to be revitalized for helping the learner acquire knowledge and skills in an interactive environment. Social sciences must adopt methods that promote creativity, aesthetics, and critical perspectives, and enable children to draw relationships between past and present, to understand changes taking place in society. Problem solving, dramatization and role play are some hitherto underexplored strategies that could be employed. Teaching should utilize greater resources of audio-visual materials including photographs, charts and maps, and replicas of archaeological and material cultures. To make learning process more participative, there is need to shift from mere imparting of information to debate and discussion. This approach to learning is hoped to keep both the learner and the teacher alive to social realities. The approach to teaching needs to be open-ended. Teachers should discuss different dimensions of social reality in the class, and work towards creation of increasing self-awareness amongst themselves and the learners.



ACTIVITY-5

1. Draw parallels between the social sciences curricula of India and South Africa and find out similar elements and issues in both the countries?
2. Make a list of all the issues and concerns that you think should be included in the social sciences curriculum in India.
3. What are the new teaching learning approaches for the social sciences curriculum in India?

Check Your Progress-4

1. List a few issues that are common to most of the countries.

.....

.....

.....



Notes

- 2. What does the social sciences learning area of South African curriculum study?
.....
.....
.....
- 3. What name has been suggested in place of civics by the NCF, 2005?
.....
.....
.....
- 4. According to the NCF, 2005, the present curriculum attempts to change the notion of textbooks. What change has been recommended?
.....
.....
.....

2.3 LET US SUM UP

Many developments and influences have contributed to the content, growth and transformation of the social sciences curriculum over years. Social sciences as a subject was introduced during the colonial period and many developments during this period influenced its curriculum. Developments during this period that left lasting impact on the social sciences curriculum are writing history of India, survey of Indian sub-continent, census of India’s population, introduction of English system of education, etc. The British attempted to justify their rule in India as a civilizing force by exaggerating negative elements in Indian history, culture and society, and superiority of European culture. The nationalist sentiment that swept through India during colonial rule proposed alternative contents in place the British prepared ones and succeeded in influencing social sciences curriculum.

After independence new values and aspirations found reflection in the constitution of India. Values such as socialism, secularism, liberty, equality, justice, and fraternity found expression in the new social sciences curriculum. The new social sciences curriculum also took note of issues like diversity, national integration, international understanding, environment, development, etc. Subaltern, gender, caste and tribal perspectives have always sought the attention of the Indian society. These issues have also influenced the social sciences curriculum. The South



Notes

African social sciences curriculum gives us an understanding of what is happening in another country in the field of social sciences curriculum. It is fascinating to see how similar are the social concerns of the two pluralistic nations and how these concerns have found place in the social sciences curriculum of both the countries. The current national thinking in social sciences curriculum in Indian seeks to make the curriculum address the critical national and social issues with new approaches to teaching and learning with emphasis on making students construct their own knowledge and understanding of our society.

2.4 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. James Mill
2. James Prinsep.
3. To explore and map the country.
4. Maharaja Siyajirao Gaekward of Baroda

Check Your Progress-2

1. Democracy, secularism, socialism, liberty, equality, justice and fraternity.
2. Secondary Education Commission, 1948-49.
3. National Policy on Education, 1986.
4. UNO, UNESCO, UNICEF, etc.

Check Your Progress-3

1. Subalterns refer to the marginalized and oppressed people(s).
2. Santhal uprising (1855)/ Champaran satyagraha (1917-18)/ Bardoli satyagraha (1928).
3. The tribal females

Check Your Progress-4

1. Environment, trade & commerce, human rights, equality, etc.
2. The social sciences learning area studies relationships between people, and between people and the environment, as influenced by social, political, economic and environmental context and by people's attitudes, values and beliefs.
3. Political Science.
4. The text books should change from being merely instructive to more suggestive.



2.5 SUGGESTED READINGS AND REFERENCES

- Department of Education, Pretoria, South Africa (2002). Revised National Curriculum Statement Grades R-9 (Schools), Social Sciences.
- His eastern and western Disciples (2000). Life of Swami Vivekananda, 2 vols. (Calcutta: Advaita Ashrama.
- National Policy on Education, 1986.
- NCERT (2005). National Curriculum Framework 2005. New Delhi: NCERT.
- Seneviratna, Anuradha. (1994). King Asoka and Buddhism. Knndy, Sri Lanka: Buddhist Publication Society.
- Census of India, 2011
- http://asi.nic.in/asi_aboutus_history.asp
- http://www.nlm.nic.in/literacy01_nlm.htm
- <http://www.censusindia.gov.in>
- Thomas Babington Macaulay, “Minute on Education,” in *Through Indian Eyes: The Living Tradition*, Donald J. Johnson, et al. (New York: CITE Books, 1992).

2.6 UNIT-END EXERCISES

Answer the following questions.

- Q1. Discuss various developments during the colonial period that influenced social sciences curriculum.
- Q2. Briefly explain different constitutional values and ideals that were included in the social sciences curriculum.
- Q3. Why do you consider subaltern perspective important?
- Q4. What is the position of women in India? What gender issues should be discussed in social sciences curriculum?
- Q5. Do you think it possible to transform tribal societies and preserve their culture at the same time?
- Q6. What are the implications of national integration and international understanding for the social sciences curriculum?



Notes

- Q7. What are the values and issues that have been considered important in the social sciences curriculum of South Africa? Do these values and issues have any significance for India?
- Q8. What are the values that social sciences curriculum in India attempts to inculcate in students?
- Q9. Explain the new teaching learning approaches in social sciences in India.