UNIT 2  SOCIAL SCIENCES IN SCHOOL CURRICULUM

STRUCTURE

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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
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.
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?*


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,
and Brahmo 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?

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

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3. Why was the Survey of India established?

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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.
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?
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?
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 Satyagrata (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>
<thead>
<tr>
<th>State</th>
<th>All Persons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Andaman &amp; Nicobar Islands</td>
<td>86.3%</td>
<td>90.1%</td>
<td>81.8%</td>
</tr>
<tr>
<td>2 Andhra Pradesh</td>
<td>67.7%</td>
<td>75.6%</td>
<td>59.7%</td>
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<tr>
<td>3 Arunachal Pradesh</td>
<td>67.0%</td>
<td>73.7%</td>
<td>59.6%</td>
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<tr>
<td>4 Assam</td>
<td>73.2%</td>
<td>78.8%</td>
<td>67.3%</td>
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<tr>
<td>5 Bihar</td>
<td>63.8%</td>
<td>73.5%</td>
<td>53.3%</td>
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<tr>
<td>6 Chandigarh</td>
<td>86.4%</td>
<td>90.5%</td>
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<td>8 Dadra &amp; Nagar Haveli</td>
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<td>65.9%</td>
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<td>9 Daman &amp; Diu</td>
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<td>10 Delhi</td>
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<td>90.8%</td>
<td>76.6%</td>
</tr>
<tr>
<td>15 Jammu and Kashmir</td>
<td>68.7%</td>
<td>78.3%</td>
<td>58.0%</td>
</tr>
<tr>
<td>16 Jharkhand</td>
<td>67.6%</td>
<td>78.5%</td>
<td>56.2%</td>
</tr>
<tr>
<td>17 Karnataka</td>
<td>75.6%</td>
<td>82.8%</td>
<td>68.1%</td>
</tr>
<tr>
<td>18 Kerala</td>
<td>93.9%</td>
<td>96.0%</td>
<td>92.0%</td>
</tr>
<tr>
<td>19 Lakshadweep</td>
<td>92.3%</td>
<td>96.1%</td>
<td>88.2%</td>
</tr>
<tr>
<td>20 Madhya Pradesh</td>
<td>70.6%</td>
<td>80.5%</td>
<td>60.0%</td>
</tr>
<tr>
<td>21 Maharashtra</td>
<td>82.9%</td>
<td>89.8%</td>
<td>75.5%</td>
</tr>
<tr>
<td>22 Manipur</td>
<td>79.8%</td>
<td>86.5%</td>
<td>73.2%</td>
</tr>
<tr>
<td>23 Meghalaya</td>
<td>75.5%</td>
<td>77.2%</td>
<td>73.8%</td>
</tr>
<tr>
<td>24 Mizoram</td>
<td>91.6%</td>
<td>93.7%</td>
<td>89.4%</td>
</tr>
<tr>
<td>25 Nagaland</td>
<td>80.1%</td>
<td>83.3%</td>
<td>76.7%</td>
</tr>
</tbody>
</table>
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)**

<table>
<thead>
<tr>
<th>India</th>
<th>Bihar</th>
<th>Chhattisgarh</th>
<th>Jharkhand</th>
<th>Odisha</th>
<th>Punjab</th>
<th>UP</th>
<th>Your state</th>
</tr>
</thead>
<tbody>
<tr>
<td>940</td>
<td>916</td>
<td>991</td>
<td>947</td>
<td>978</td>
<td>893</td>
<td>908</td>
<td>Find &amp; write</td>
</tr>
</tbody>
</table>

(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, 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

<table>
<thead>
<tr>
<th>States</th>
<th>Scheduled caste</th>
<th>Scheduled tribe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All persons</td>
<td>Females</td>
</tr>
<tr>
<td>Bihar</td>
<td>28.5</td>
<td>15.6</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>64.0</td>
<td>49.2</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>37.6</td>
<td>22.5</td>
</tr>
<tr>
<td>Odisha</td>
<td>55.5</td>
<td>40.3</td>
</tr>
<tr>
<td>UP</td>
<td>46.3</td>
<td>30.5</td>
</tr>
<tr>
<td>India</td>
<td>54.69</td>
<td>47.10</td>
</tr>
</tbody>
</table>

(Source: Census of India, 2001)
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?
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?

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2. Name one subaltern movement from history.

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

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

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2. What does the social sciences learning area of South African curriculum study?
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3. What name has been suggested in place of civics by the NCF, 2005?
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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
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.
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 satyagarya (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

- 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

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?
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.