

# **POSITION PAPER – NEP-2020**

## **PP4: EDUCATION IN SOCIAL SCIENCES**

### **1 Preliminary Information**

To implement the recommendations of the National Education Policy 2020 in the domain of school education, Govt. of Karnataka had taken series of initiatives. As part of this initiative, to design the curriculum based on NEP-2020 recommendation, 26 committees have been constituted by DSERT, Karnataka to develop position papers in relevant domains with the letter ref.no. DSERT/NEP/PO.Pe.Yo.Pra-09-2012-22 and Govt. order no EP327PGC2021 dated 06 November 2021. This position paper is part of the Focus group with various experts appointed by the aforesaid order related to PP4, titled “Education in Social Sciences”.

#### **1.1 Content Outline/Chapters**

Chapter 1: Details of the Focus Group.

Chapter 2: Background, history, and status of Social Science Education in India.

Chapter 3: Curriculum, Pedagogy, Assessment, Recommendations, and other details.

#### **1.2 Executive Summary**

The social sciences represent a range of concerns and issues of understanding our society for different stakeholders. Social sciences are also seen as domains where holistically developed citizens emerge and appreciate the social surroundings with deeper knowledge. Some might even develop curiosity and commitment to pursue these disciplines as their professional academic pursuit. Social Sciences encompass a range of disciplines from history, geography, political science, economics, anthropology, psychology, sociology and so on. The act of selecting and organizing the materials of these disciplines into a meaningful social science curriculum, which enables students to develop a critical understanding of society, therefore, is a challenging task. The possibilities of including new dimensions have been hailed as a huge transformative step. In this process the growing concerns are immense especially in view of the student’s own life experiences, the utility and relevance of these learning in building good citizens and building a professional life for a student who studies these subjects. Given the broader emphasis on the curriculum, assessment and pedagogy as shown by the NEP 2020, the focus group conducted fieldwork and did a series of consultation with different stakeholders. Based on the proposal of NEP-2020 for schooling, a model of Acquaintance, Familiarity, Experiential and Reflective learning has been proposed for entire school education. Though the real social science teaching begins from the 6th grade, which is the middle stage of schooling, we do recommend necessary steps for both foundational stage and the preparatory stage. Based on the kind of focus that we have proposed in learning; core competencies and the learning outcomes at each stage have also been proposed. The much needed transformative changes in teacher’s training, recommendations for implementation and the possible collaborations with stakeholders have been listed. A detailed recommendation for curriculum developers, infrastructure and structural realignments are also proposed. Education during disaster, incorporation of Indian knowledge and mechanism to deal with western nature of social sciences have been clearly outlined. There has been an emphasis on connecting to immediate surroundings, using cultural and local resources of learning, least dependence on textbooks with a special emphasis on multilingual environment have been proposed with clear strategies. A strong emphasis has been added towards a learning environment wherein students use the regional languages to articulate social phenomenon and use the technical and cultural vocabularies to make sense of the social world they live in.

### **1.3 List of Members of the Focus Group**

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### **1.4 Acknowledgement**

In the process of preparing this position paper, a large number of people have contributed to its development. DSERT and their staff, member of NEP core committee, Dr Gowrish Joshi, Dr Padmavathi, Dr Hari Prasad, DIET Shimoga, Sri. Shivanand, DIET Davanagere, Sri. Gajanan Londe, Dr L Savita, Smt. Revathi, Sri. Shiva Kumar, Sri. Ranganath H A, Sri. Raveendra, Dr Sadananda J S, Dr Ashwini B Desai, Sri. Soham Deshmukh, Smt Meenakshi Navaratna, Members of India Studies Unit, CESS and reviewers who commented on the draft and the members of the core committee of DSERT who have suggested key issues on time to time and many people who are interested in Education, have been communicating to us their aspirations and their concerns as well as suggestions relating to transformation of school education. Many people have participated in surveys that were conducted during this period and many more, who have contributed directly or indirectly deserve to be appreciated and remembered.

## **2 Introduction**

### **2.1 Introduction to Social Science Education: Current Problems and perspectives**

It is not uncommon to see the recurrence of some old questions pertaining to teaching social sciences and humanities at various pre-university levels. On the one hand there are always controversies surrounding how our societies and people get described in these textbooks and many times there are different ideological concerns that drive the textbook writing practices. On the other hand, there is the question of relevance pertaining to teaching these subjects and it gets coupled with employment opportunities for those who study these subjects. Despite these concerns it is an unambiguous fact that all sections of the society would like their children to be taught these subjects and there is an emphasis that social sciences and humanities are the best way to create good human beings and citizens who are responsible.

It is also evident in the general conversations with people as well as some of the commonly held views that most parents do not consider social sciences and humanities as their children's career option. There are many reasons for such a situation. Despite the fact that all parents would like to see their children becoming good citizens and good human beings, social sciences, the way they are taught do not fulfill these expectations. The very nature of social sciences has been known to develop disrespect and contempt to their traditions and the way of existence of human beings in Indian situation. Finally, it is becoming increasingly clear that what career paths or livelihood

options can be sought using the knowledge and skills of these disciplines are going to provide to people, is absolutely unclear.

There are many issues that could be discussed regarding aforesaid problems. One thing is very clear and needs a mention here is the very nature of the social sciences. The abundant literature available on social sciences points to the fact that they are western in nature. Many would even call these social sciences as orientalist, and there are repeated claims to decolonize social sciences. It is also undisputable fact that the origin and development of social sciences has its roots in European culture. Postcolonial scholars would even argue with greater details about the Eurocentric nature of social sciences. The recent scholarship points to the fact that the problem doesn't reside in the fact that it is western, but rather these social scientific disciplines by themselves are less of sciences and more of European cultural experiences of other cultures. Given this situation, while teaching social sciences it is very important to contrast these western descriptions and the very experience of the people and the society that one is born into. Otherwise, these social sciences not only reproduce colonial or western stereotypes and cultural asymmetries, but they would not help the children to reflect on their experiences (For details see Balagangadhara, 1994; 2012; Dhareshwar, 1998). Therefore, even though parents are keen on their children to learn social sciences, it is evident that they find it neither useful nor fulfilling the goals that these subjects need to fulfill during the growth and evolution of the child cognitively, emotionally, and socially.

Given these differing issues and the aspirations, it is not easy to develop a curricular design and innovative strategies of pedagogy and measure the student's learning outcome insofar as social sciences are concerned. One side there is a greater challenge to address the comprehensiveness of the disciplines involved which ranges from anthropology, sociology, history, political science, civics, economics, geography, and psychology to name a few and on the other side, introducing them to the Indian students in an exciting way to reflect on both Indian traditions and the local social and environmental surroundings, without losing the site of global concerns.

There are also claims that the social sciences are not sciences in the way natural sciences are and therefore, they must be taught in a different way. But it is untrue that the societies and cultures and their experiences cannot be studied in the way physical and natural world is studied in the scientific manner. One must pay serious attention towards how we engage our children in making them think reasonably and rationally about our social world. More often, the nature of sciences that social sciences are in their existing forms becomes a ground to spread ideologies, often leading to misperceptions about the social world they live in. Therefore, developing scientific attitude among the students regarding the social world and training them to reflect upon their experiences in reasonable ways is the only way out in such a situation. What must be seen seriously is how do we use the resources of learning and familiarity that children have with their surroundings in such a manner that they start reflecting and making sense of social world. In a way it is an opportunity to explore the local learning and teaching resources to transform the child's understanding of the social world into a scientific enquiry.

The social sciences have the goal of building good citizens and individuals. These individuals are expected to deal with both the social and the natural environment appropriately. This appropriate existence involves arriving at some reasonable judgements about what is good within social world, and what is good for the fellow human beings and their future. Thus, social science teaching basically should be aimed at utilizing the various teaching-learning tools to provide the child with the ability to think independently, deal with the social world adequately and learn from these experiences constantly. Social science teaching can achieve this by promoting children's ability to

take initiative to critically reflect on social issues and transform them into sites of learning on each occasion. Such critical reflection pre-supposes a comprehensive curriculum in which learners – both teachers and children – participate in generating knowledge. It is through this participatory mode that children and teachers stand the best chance of making teaching and learning interesting as well as enjoyable.

Previously, any attempt to develop social sciences curriculum always aimed at orienting the children towards some normative goals and these were always forced on the children to ensure that children are given all necessary information pertaining to their moral existence. Such curriculum had led to information overload and forced conclusions about social phenomena. The attempt to preach some or the other moral concern in excessive fashion and pushing the children towards taking position in one way or the other has generated an aversion to large number of students and there are also concerns about how much some of these claims are based on facts or truths. This limitation must be overcome by attending to both the content, pedagogy, and the outcome evaluations.

## **2.2 Details of Consultations – Description**

The members of the committee made a systematic effort to conduct field visits over a period of ten days intensively by keeping in view the mandate of this committee. Questions pertaining to relevance, curriculum, pedagogy, assessment and the status of the social science education was asked to various stakeholders. Most of the questions in this survey were broadly outlined by focusing the mandate of the committee. Subsequently these informal conversations were further followed up till 30<sup>th</sup> of December 2021. Details of the survey are enclosed in Appendix I.

## **3. The Vision, Perspectives, and Implementation**

### **3.1.1 Historical perspectives in Social Science Education**

The growth of social sciences in India as it is today, can be traced back to colonial state's attempt to institutionalize education in India under its control and monitoring. Whatever may be the trajectory of the evolution of various discipline of social science, it is not very difficult to trace the historical growth of social science education in school education. Obviously, the entire process of introducing social science began with the colonial state's attempt to provide education to its subjects. Any understanding of the social science curriculum must take a note of how the entire social science education has been founded on the colonial knowledge of India, legacy of institutions, pedagogy, and formulation of the goals of education. Whatever may be its colonial history, one can also engage in developing an understanding of what is the trajectory of growth of Social Science education in Independent India.

It was during the colonial period the first clear attempts to introduce social sciences in schools start emerging (Hindustani Talimi Sangh, 1938, p.22; Government of India, 1962, p.76; NCERT, 1970, p.349). From then onwards, Indian schools teach social science to promote the idea of national development, through the study of India's physical and political structures, social, economic, geographical, and cultural aspects. These schools through their social science teaching, are expected to make students participate of the public life in such a way that they help India to overcome its socio-economic challenges and other forms of divisions that exist in the country as they grow up. It was anticipated that these citizens who have studied social sciences appreciate India's past and develop patriotism and strive for national integration. Students who learn these subjects are expected to develop an awareness of how Indian Constitution offers a strong foundation for

democratically elected government and politics which enriches the values of such democratic principle and inculcate a strong sense of self-rule in India and to participate in such a process of political life actively.

The union and state governments have specifically created institutional structures for curriculum development through various bodies like National Council of Educational Research and Training (NCERT), State Councils of Educational Research and Training (SCERTs) and State Institutes of Education (SIEs) to design, develop and implement syllabi and model curricular materials such as textbooks. After India's political independence the subsequent two decades of education management relied on the state level curriculum developers who used the then existing broader policy documents (Hindustani Talimi Sangh, 1938; Government of India, 1962 and NCERT, 1970) to identify topics, and develop or revise the social science syllabi for different classes. This approach changed radically from the beginning of 70s. From 1970s, the textbook development and teaching methods were aligned to curriculum framework documents published by the NCERT. NCERT came up with such documents multiple times starting from 1976 and it revised and improvised these documents in 1988, 2000, 2005 and each of these documents had corresponding realignments at state level by the SCERTs. This has taken place particularly after 1976 when education was included in the Concurrent List of the Indian Constitution. After this constitutional demand, The States and Union Territories started using the NCERT syllabi (NCERT, 2000, p.37) as the reference. These efforts did not really yield the expected outcomes which may be due to many reasons.

The school social science curriculum for Classes I to X includes topics from history, economics, geography and political science (with emphasis on civics). In Classes XI and XII (in some states it is called pre-university), social sciences are introduced as elective subjects. In Classes I and II, many ideas and concepts of social science were brought in and introduced not so much as part of social sciences but as part of language or mathematics courses; In Classes III to V, the ideas and concepts of social sciences were introduced along with natural science as part of environmental studies. Social science concepts are introduced from Class VI onwards as a separate course, Social Science. While NCERT and SCERTs and State Institutes of Education develop syllabi for Classes I to XII, examination boards adopt or adapt these syllabi for Classes I to XII and conduct examinations.

Traditionally, topics from history and geography formed a major share of school social science syllabus in India. For more than 60 years now, children are introduced to India's polity and economy in some way or the other. In 1988, Indian Constitution was amended to reduce the age for voting in Indian public elections from 21 to 18 years. This means, Indian citizens exercise democratic rights just after their completion of 12 years of schooling. Due to this situation and the arrival of information and communication technologies, there has been an increasing awareness of political and economic issues in India. This has led the curriculum developers to increase the curricular space available for political science and economics. To illustrate this issue clearly, one can examine two national level boards, namely the National Institute of Open Schooling and Council for the Indian School Certificate Examinations (ICSE), and both these bodies offer Economics as a separate course in Class X. Yet, there are a few exceptions as the West Bengal Secondary Education Board offers history as a separate course in Classes IX and X and the ICSE offers history, civics and geography as one course with two papers and economics and commerce as optional paper.

To conclude, social science concepts, topics and social issues are introduced from Class VI onwards. The opening up of disciplinary boundaries begins from Class IX onwards. In Class X, students are assessed for certification by the Boards as part of one composite course, social sciences

or social studies. The curricular space of social science education was traditionally occupied by history and geography, and over the last six decades, other subjects such as economics and political science also have begun to be considered in schools (For details see Srinivasan 2008; Srinivasan 2015; Srinivasan 2019; Batra, 2010)

## **3.2 Rationale of Social Science Education at Different Stages**

### **3.2.1 Vision Statement of Social Science Education: Broad statement**

- To develop children with informed and reflective abilities to engage in/with the social world to become socially responsible citizens.

### **3.2.2 Broad Goals of Teaching the Subject**

Teaching and studying the social sciences are vital for many reasons.

- It enables children to understand the society in which they live; to learn how society is structured, managed, and about forces seeking to transform and redirect society in various ways.
- To appreciate the values enshrined in the Indian Constitution and to develop a richer integrated view towards the unity and integrity of the nation and as well as to develop thinking towards sustaining and strengthening of a democratic society.
- To grow up as active, responsible, and reflective members of society.
- To undertake activities that will help students develop social and life skills and make them understand that these skills are important for social interaction. To acquire pleasure and happiness in reading and learning, by providing them with enjoyable reading material and a range of projects and activities.
- To learn to live with differences be it social, cultural, biological or psychological that exist in society. To inculcate an attitude of caring for certain human and social values and to enhance the deeper commitment to learning to learn with special emphasis on practical learning and learnability.
- To acquire the core competencies and develop capacity of ethical reasoning

## **3.3 Specific Objectives for Social Science Education at Different Stages of School Education**

### **3.3.1 Foundational Stage**

- To develop acquaintance with the social world.
- To develop ways to make children get exposure to various components of the social world.
- To encourage them to ask questions towards the social world they live in - to observe and express the experience of the society around them.

### **3.3.2 Preparatory Stage**

- To develop familiarity with the social world.
- To develop ways in which child can start making sense of the social world and its components through various means.
- The transactions (interrelationship) between the natural and social world must be adequately familiarized.
- To develop an intimate relation with social world and to make a child realize that he/she is a part of it.
- To familiarize the child with a vocabulary consisting of words significant for understanding the society around him.

### 3.3.3 Middle stage

- To provide a holistic understanding of the social world which is decompartmentalized and multidisciplinary.
- To develop ways in which child can start making sense of his experience of the social world and its components through various means. This also includes examining various dimensions of social transactions that a child can encounter.
- To enable the child to describe the social world in his/her own language. To develop vocabulary, and cognitive resources through which a child can make sense of the experience of the social world they live in.
- To develop a preliminary skill of reflection and critical reasoning about the society around.
- To develop core competencies like self-awareness, social awareness, environmental awareness, relationship skill, tolerance, righteous conduct, respect, patriotism, responsibility, integrity, empathy.

### 3.3.4 Secondary stage

#### 3.3.4.1 Classes 9<sup>th</sup> & 10<sup>th</sup>

- Preliminary introduction to the social science disciplines, their scope, subject matter, methods of acquiring knowledge.
- Introduce the characteristic features of and differences between certain categories like religion, tradition, caste, *sampradaya*, *jati*, *mata*.
- To introduce concepts of different disciplines of social sciences needed for deeper understanding of the subjects and domains.
- To introduce the key traditional concepts to understand Indian society and teach the difference between the Western concepts and the Indian. Ex. Religion - *Dharma*, *mata*, *sampradaya*; history - *itihasa*, *purana*, *charita*; caste - *jati*; law - *nyaya*; state-*rajya*; soul - *atman*; nation - *rastra*, *desha*.
- To focus on making use of child's experiences with the social world, he/she will be oriented towards reflecting on these experiences through disciplinary modes.
- To develop a cognitive ability to analyze the social world using the disciplinary understanding by introducing the discipline to facilitate such reflections. Initiate a child to learn debating, to intervene and to critically examine the experiences of his social world with its past, traditions and the practices so as to ensure that he/she feels being part of a larger society.

#### 3.3.4.2 Classes 11<sup>th</sup> & 12<sup>th</sup>

- A detailed and rigorous entry into the social science disciplines, exposure to the theories, models, and institutions in technical language.
- Introduce them to most contemporary questions of social science discipline including deeper understanding of language of theorizing, modes of formulations and explanations of ways of analyzing the social world.
- To develop a cognitive ability to analyze the social world using the disciplinary understanding by introducing various theories and methods to facilitate such reflections.
- To make a child learn to debate, intervene, critically examine the experiences of this social world with its past, traditions and the practices so as to ensure that he/she feels being part of a larger society.

- To introduce contemporary issues/debates relevant to develop reflective understanding of the society.
- To explore learning through flip classes, problem-based learning, action research, mock UN, mock parliament, mock panchayat, mock court etc.
- To develop core competencies like leadership, teamwork, organizational ability, conflict resolution, problem solving, taking initiative, attitude of social service.

### 3.4 Curriculum

#### 3.4.1. Prevailing Perceptions, Practices, Approaches and the Problems of Social science curriculum

Field consultations, surveys, researches as well as previous reports on social science curriculum point to the following kinds of challenges to be addressed while formulating the social science curriculum and pedagogy:

- Question of Relevance- uninteresting and not useful for employment
- Burden of the content
- Classroom and textbook centered pedagogy
- Overcrowded, incomplete and unconnected textbook information in a language hard to understand
- Text book content Eurocentric / based on Western experience
- Ideological bias and indoctrination in textbooks
- Public Controversies on Social Science textbook content
- Disciplinary bias and compartmentalization
- Incomplete and unconnected subjects
- Generates contempt towards certain sections and cultures and forms of life
- Preaching than reasoning
- Lack of cohesive flow from local to larger phenomena/concepts of social sciences
- Repetitive and no proper progression of the ideas
- Improper teacher's training and incompetence of teachers

##### 3.4.1.1. Measures suggested for overcoming the problems:

- *Basic principles to design curriculum:* Curriculum must be a progressive, from grade to grade and also across stages and non-repetitive in both content and learning outcome and must be absolutely evidence based. This curriculum must be non-adjectival and non-judgmental so that it will not create prejudice in the children about people or events. Curriculum must facilitate children to arrive at judgment on their own rather than preaching them the judgment. Curriculum must also be non-ideological: it should be devoid of attempts of indoctrination by a particular ideology or standpoint. It should not negatively represent and create bias about any people, lifestyle, practices and traditions.
- *How to reduce the textbook content?*

Up to the middle stage, there will be no separate social science textbook. **From middle stage onwards**, the social science textbooks will be introduced but, the textbooks will contain minimum number of pages and they will only act as the guiding principles for the curriculum. Therefore, part of them will contain clear instructions about the pedagogy, assessment, and extra text material to be used for learning content. Learning to be based partially on textbooks and partially on activities and experiential learning. Textbook material on social science should not exceed 60 pages in the middle stages. Activities based on textbooks and instructions to pedagogical approach and application of technology should form another half of the learning

material. **In the middle stage** to condense the material and integrate different disciplinary knowledge, lessons can be divided into few essential themes connected with different disciplines on the one hand and child's familiar world on the other hand. Themes should be intimate to the children, and they must enhance their curiosity and interest in the subject taught. Interrelations between different spheres of life and diversity should be highlighted. **In the secondary stage** separate social science disciplines will be introduced. It will be a single compulsory paper for all children in IX and X standards, and of specialized social science branches of choice in the XI and XII standards. When the content is introduced, major care should be on experiencing and understanding the content and concepts. Therefore, the curriculum should be proportionately based on activities, projects and assignments. The textbooks on each discipline should not exceed 75 pages. Care should be taken to include locally relevant content along with the contents of regional and national scope.

- *How to avoid public controversies in social science teaching:*

Reasons for controversies are many and most often due to various ideologies and political views derived from the content of social science subjects. There are groups which are keen in pushing their own ideologies, indoctrination and propaganda through textbooks, which are not evidence based or fact dependent. One important change that has been suggested in these papers is to shift the focus teaching of social sciences from factual information which allow for preaching and ideological claims to scientific enquiry and critical reasoning. Focus of these disciplines be oriented towards theme-based learning and concentrating on *Los* rather than information. It is necessary to introduce why some thing has become controversial in the secondary stages. A reflective learning which is based on logical reasoning with appropriate given data/observation would reduce the ideological rifts. Focus must be given to develop critical thinking among students about the debates, and teachers must be equipped to deal with this way of teaching in both pre-service and in-service teaching.

- *No separation of skill from regular learning:*

In all the disciplinary learning, it must be ensured that the skills are integrated as part of pedagogy and learning so that while learning the discipline, a child also develops the skills. The separation of skills from the regular learning is not only detrimental to child, but also makes the children less competent to either pursue the higher education or hinders their professional life. These skill sets may be interpersonal communication, appreciating the social and cultural differences, reading, writing, presentation or communicating with people as well as making the social phenomenon reasonably understandable in their communication is very central part of the social scientific learning. The disciplinary skills must get highest priority. Students must learn how to conduct a socio-economic survey, write a report or proposal, they must be able to formulate problems, questions and hypothesis. They should be able to use all ICT and relevant digital technologies to effectively articulate, present and communicate ideas.

- *Social science teachers:*

The entire focus of curriculum, textbook pedagogy and assessment is a means to facilitate learning. In other words, the attempt of the curriculum developers must be around how child should learn to learn or conduct meta learning activity. In other words, the task of curriculum developers is not alone production of textbook but to build an environment with concrete usable source to make a teacher ready to teach and assess a student. This also means teachers also must participate in constant learning, monitoring, and evaluating process for themselves. Curriculum

developers must keep these aspects in consideration while developing the curriculum in accordance with the new framework proposed here.

- *Increasing Quality of social science teaching and attracting bright people to social science teaching:*

There are many reasons which appear to be a serious hurdle for social science education in India. First of all, most social science teachers also end up teaching subjects like literature and sciences and they are neither trained in it nor they will have sufficient time to teach and focus on social sciences. Second, the content overload of social science must be reduced so that social science teachers are not in constant pressure to complete syllabus. Third, social science teachers must not be assigned to non-academic duties, and they should not be under the regulatory attention of the SDMCs. They must be kept away from all non-academic duties including the midday meal and census work and election duty and so on. Fourth, there must be mechanism to attract the bright students to social sciences. Most often in the conversations pertaining to attracting bright young students to social sciences, the central idea will revolve around financial incentivization. But financial incentivization doesn't attract bright people to school teaching. There is a need to establish a respect and dignity of teaching profession at school level and this can only be achieved through building an ecosystem in the society which can warrant bright students' choice to join teaching profession at school level.

### **3.4.2. Stage wise recommendations for Social Science Curriculum:**

Based on the NEP recommendations and the recommendations of the NCF and Social Science Position Paper 2005 following curriculum is suggested. Social science in an integrated form will be introduced in the middle stage. However, it is necessary to prepare the children for social science education from the foundation stage, therefore, introduce the components in its learning material to learn about the social world.

#### **3.4.2.1. Foundational Stage**

- To provide the child an idea of the social environment in the form of activities, games, creative arts like singing, painting, and modelling.

#### **3.4.2.2. Preparatory Stage**

- A simple and short text along with activity based and experiential learning is introduced at this stage. Such a text will contain lessons in the form of stories and events and activities introducing the social world to the child.

#### **3.4.2.3. Middle Stage**

- From middle stage onwards, the social science textbooks will be introduced but, the textbooks will contain minimum number of pages and they will be the guiding principles for the curriculum. Therefore, part of them will contain clear instructions about the pedagogy, assessment, and extra text material to be used for learning content. Learning to be based partially on textbooks and partially on activities and experiential learning. Textbook material on social science should not exceed 60 pages. Activities based on textbooks should form another half of the learning material.
- Social science curriculum will be an integration of various components based on geography, history, political science, economics, sociology, Indian culture and heritage, and anthropology.
- Learning should be holistic: It will inculcate various types of capabilities required for child's

personality: knowledge, experience, skill, character, confidence, and empathy.

- To condense the material and integrate different disciplinary knowledge, lessons can be divided into few essential themes connected with different disciplines on the one hand and child's familiar world on the other hand. Themes should be intimate to the children, and they must enhance their curiosity and interest in the subject taught. Interrelations between different spheres of life and diversity should be highlighted.
- Textbooks should concentrate on introducing the subject in simple day-to-day language enabling the child to understand the matter properly. It should also be interesting to read and easy to memorize. Text should not be complicated with tables, charts, events, dates, names, and abstract ideas. Focus should be on effective learning.
- All these should be presented as a part of child's experiential world with emphasis on the local environment.
- The entire content must be oriented as far as possible to localize its narration based on Indian tradition and if possible, on the local content/material available.

#### **3.4.2.4. Secondary Stage**

- This stage will prepare the children for the higher studies and professional education. This will be a semester-based system introducing the students to various branches of social sciences and allow him for a deeper understanding of these branches.
- Introduce basics of different social science disciplines (geography, history, economics, political science, sociology, Indian culture, anthropology, psychology) separately. Introduce about each discipline, methodologies of acquiring knowledge in those disciplines, major concepts and debates in the respective discipline, in equal proportion to the content or subject matter. (See 3.20. of this paper for the recommendations of implementation)
- When the content is introduced, major care should be on experiencing and understanding the content and concepts. Therefore, the curriculum should be proportionately based on activities, projects, assignments. The textbooks on each discipline should not exceed 75 pages. Care should be taken to include locally relevant content along with the contents of regional and national scope.
- Curriculum should also concentrate upon teaching the cultural difference by contrasting the Western concepts to the Indian traditional concepts like: Religion compared with *Dharma, mata, sampradaya*; history compared with *itihasa, purana, charita*; similarly, caste – *jati*; law - *nyaya*; state - *rajya*; soul - *atman*; nation - *rastra, desha*.
- When it comes to concepts, some of the basic concepts which are essential in pursuing higher studies in these disciplines and understanding the social science textbooks have to be located and introduced. While introducing the discipline, priority should be given for understanding the arguments and concepts rather than overburdening the student with them. Therefore explanations, notes, diagrams, figures, and practical methods etc. to make the idea easily accessible has to be made available for the students in proportion to new arguments, ideas and concepts that are introduced in the textbooks. Textbooks should also consist of a list of few books in regional language which will help the interested children to pursue their quest in those lines.
- The areas of experiential learning, application of technology, scheme of internal assessment should be specified in the curriculum.
- This is the most important phase of learning for a child. Therefore, in all the disciplinary learning, it must be ensured that the skills are integrated as part of pedagogy and learning so that

while learning the discipline, students also develop the skills. They must learn how to conduct a socio-economic survey, write a report or proposal, they must be able to formulate problems, questions and hypothesis. They should be able to use all ICT and relevant digital technologies to effectively articulate, present and communicate ideas.

#### **3.4.3. Integration of social science understanding with ethical and moral reasoning**

- This is the most challenging part of social science education. Social science curriculum is an ideal field for indoctrination and ideological propagation as our experience informs. Children are indoctrinated in the name of ethical reasoning. To avoid this hazard, developing critical reasoning and teaching how to reflect upon one's own experience would form the basis for developing ethical and moral sensibilities among the students. The competencies and LOs should include ethical sensibilities which form the basis for his social life. As we have proposed, the teaching of these sensibilities must be integrated as part of emotional and social competencies, which will be integrated as the outcomes to be assessed. The normative concerns are normally formulated as preachy claims than being demonstrable and practical knowledge. Therefore, we have argued that the teaching of morally relevant stories, events and personalities in the middle stages as part of the curriculum will also demonstrate the ethical reasoning and moral conduct and it gets integrated with the social sciences itself. From secondary stages, as recommended in the position paper in detail, strategies like introducing concepts and debates within the disciplinary learning will naturally integrate a strong component of moral and ethical reasoning and moral conduct. As pointed earlier that these reasoning must be formulated in Learning outcomes and explicit social and emotional competencies and must be explicitly integrated into assessments.

#### **3.4.4. Principles for determining core social science content:**

- The content should be aimed at developing self-awareness and social awareness among the students.
- Students will be able to relate the content to their personal experience and find it relevant to their life.
- It should enable the students to develop a critical understanding of the social issues and problems.
- It should enable students to imbue ethical and moral values and social responsibility and other core human values which are crucial for the progress of a society.
- It should promote appreciation of the constitutional values and cultural diversity among the students.
- It should introduce the students the Indian perspective of the social world and contributions of the Indian culture to the world civilization..

#### **3.4.5. How will the social science curriculum incorporate the development of Constitutional values and social action through Constitutional means?**

- Introducing Indian constitution and its provisions and values in different stages. A preparation for such introduction be built in the grades 6-8. Then it can be introduced explicitly from 9<sup>th</sup> grade onwards.
- Activity based learning be included in the curriculum related to the constitutional provisions by introducing the students to various institutions and laws which are a part of the experiential world of the student.

- Let the students explore and make critical reasoning to understand and appreciate the importance of the constitutional values as a part of assessment.
- Encourage initiatives in this regard as a part of development of competencies like social service, leadership, problem solving, conflict resolution, etc.

### **3.4.6. Including local knowledge and flavor in the curriculum and pedagogy of Social Science**

- In the Foundational Stage children will be made to participate in the local festivals, fairs and introduced to local heritage and lifestyle. Children will get acquainted with cultural diversity and diverse ways of life, arts, craft, professions, folklore, traditions, etc. around his locality. They will be encouraged to express their response through painting, story, models, etc. which is natural to their age.
- In the Preparatory Stage, they will be taught about all these local aspects in simple language and through stories. Here they are made to understand the phenomenon around them as a part of larger social structures. Though children will be introduced to the abstract dimensions of what they see around them, it will be strictly based on their experiences. Thus, such a learning will provide a right foundation for reflecting on their social experience.
- *Local to global in social science curriculum in Middle and Secondary stages:* In these stages the usage local has to be carefully taken as it has been used in this paper. Any issue which is considered local need to account for certain general facts and structural background, which is not merely local. But local must be a referent point to connect such abstract structures to student's experience. Therefore, this is an issue connected with pedagogy rather than curriculum. It is necessary to concentrate on the local examples/topics while teaching global issues/topics. It is also equally important to introduce local knowledge as a part of activity-based learning-field experience, project work, etc. in locality. This way would enhance their exposure to larger regional, national and global understanding while being located in the local situation and experience.

## **3.5 Knowledge of India: Integration of Indian Traditions & Local Contexts in the Curriculum:**

Based on the NEP recommendations it becomes simply inevitable to integrate Indian traditions and local contexts from very early part of education beginning from the foundational stage onwards. It will not be a separate subject of study but will be a point of highlight in the relevant contexts up to the middle stage. That means textbook developers must explore serious possibilities for horizontal integration of Indian traditions and local contexts in all subjects than treating it as separate subject. Therefore, curriculum developers must not think of introducing it as a separate paper till the secondary stage, but it must be considered as separate discipline for vertical integration in the disciplinary modules as proposed by NEP at secondary stage, especially in class XI and XII. Following recommendations are made.

### **3.5.1. Stage wise introduction**

#### **3.5.1.1. Middle Stage**

- Continue elementary introduction to various textual traditions, various *darshana*, various rishis, *parampara*, languages, types of recitations in oral forms, diverse practices where they are used.
- Indian history and culture will be a part of social science curriculum
- Visiting places, recognizing sources, documenting various local *guru*, *matha*, literary traditions including local diverse aesthetic practices.
- Understanding human transactions by participating in events of daily & practical life which

might involve in participating in agriculture, local markets, traditional craft production, etc.

- Creating teaching & assessment based on the local temples, historical places, local geographies, social institutions, and rituals which will enable experiential learning.

### **3.5.1.2. Secondary Stage**

- Continue introducing serious components of Indian traditions across various disciplines. Components of Indian political thought, adhyatmic traditions, rituals, Indian views of life, different *shastras* and branches of knowledge can be introduced. This material must be integrated as part of the textbooks, activities and assessment. They should not be seen as some separate entities.
- Emphasis on topics or papers of Indian and local history, culture and heritage, Indian freedom movement, leading personalities.
- Introduce them to the importance of Indian traditional institutions and India's traditional mode of cultural diversity and co-existence.
- Creating teaching & assessment based on the local temples, historical places, local geographies, social institutions, and rituals which will enable experiential learning.
- Adding live models for social sciences to facilitate the learning and reflections.

### **3.5.2. Indian history and freedom struggle in various stages:**

- The theme-based content of the curriculum in middle stages will introduce the personalities and events in Indian history under various themes as they are relevant to the context. For ex: the **adhyatmic** traditions, political thoughts and figures, cultural and social institutions and practices, concepts like *dharma*, *niti*, *nyaya* etc., Indian art forms and traditions, archaeology, architecture and living traditions. The personalities and events connected with Indian freedom struggle will be incorporated in these themes.
- In the secondary stage separate chapters or papers can be introduced on freedom struggle, Indian cultural history, India political thoughts, architecture, archaeology and art forms and traditions.
- Curriculum should also concentrate upon teaching the cultural difference by contrasting the Western concepts to the Indian traditional concepts.

### **3.5.3. Local and relevant tribal knowledge systems, heritage, and culture in the social science curriculum**

- Children will have to be aware of the diversity of Indian traditions and knowledge system as an experiential entity.
- The curriculum will contain modules and pedagogy based on child's experiences and practical learning; children will learn about the society through the world they live. They will have to be introduced to the local heritage, culture and made to interact with the local communities and diverse groups and experience them personally. They will be assigned to do projects or similar tasks which will involve observation, description, analysis, reasoning, and presentation along with on hand experience of skills related with them. Such an approach logically would allow the inclusion of the local diversity, either it be tribal or caste society.
- Creating teaching & assessment based on the local or regional tribal and folk culture, temples, historical places, local geographies, social institutions, and rituals which will enable experiential learning.
- Understanding human transactions by participating in events of daily & practical life..

- Creating teaching & assessment based on the local temples, historical places, local geographies, social institutions, and rituals which will enable experiential learning.

#### **3.5.4. Strategies to introduce Indian concepts:**

It is necessary to introduce ideas and concepts of Indian culture be it technical or local cultural vocabulary in Indian languages. As far as possible conceptual vocabulary of traditional Indian society should be presented in Indian languages. For example, terms like *atman*, *moksha*, *bhakti*, *jati*, *biradari*, etc must not be translated into English language and the terms like Religion, Salvation, grace, divinity, sovereignty etc. should be retained in English or European languages. As much as possible, it would be ideal to refrain from translations which distorts not only meaning but also becomes a limitation for knowledge acquisition. It is important to keep pointing to the Indian parallel to the Western concepts and terms and explain the difference. Teaching about how the Western concept was introduced in India historically and its contexts and its limitations is also a crucial step. Activities must be designed to explore Indian terms and traditions. Students must also be oriented towards appropriate comparative assessment of ideas across cultures from secondary level.

### **3.6 Pedagogy of Social Science:**

#### **3.6.1. Moving social science education from emphasizing recall and memory to emphasizing evidence reduced.**

The idea that the memorization is detrimental to learning is one of the fundamental flaws of school education pedagogy. The arguments on rote learning today are fundamentally being questioned. (Biggs, J. 1990; Dahlin, B., & Watkins, D. 2000; Po-Li, Tan. 2010; Watkins, D., & Reghi, M. 1991.). The idea of rote learning has always been associated with memorization and repetitive learning. It has been suggested that the memorization is an inferior form of learning by many over a century now. Today we have enough evidence to show that the alleged consequences of memorizations are neither empirical nor it can be substantiated in any theoretical framework. Many, over past two decades have shown that such a claim is part of western stereotype of Asian cultures in general and Indian students in particular. Given this background, the fundamental issue is not with memorization as a learning strategy but using memorization as an easy mode for assessment and schooling marks in the examination. It is necessary to then ask how we develop an assessment strategy that emphasizes on critical reflections. In this background, following approach seems more feasible and rational.

- Classroom teaching should be supported by activities of experiential learning. Tasks and project work which encourage visiting places, people, participation in events, observation, reflecting should also be a part of the teaching method.
- Emphasis also should be given to writing, presentation and reasoning skills through written assignments, field reports, classroom debates and seminars in one's own language and thoughts. Expressing the learning content in creative art forms will also help students learn the contents with interest.
- Students should express their ideas in their own language. Each student should be able to write or narrate about what he has learnt and how is it related to him and his people.

#### **3.6.2. Developing communication capacities**

Different stages of communication skills will be included in the curriculum of different stages of learning.

In the foundational stage communication is very crucial because, as proposed in the position paper, this stage will generate a general acquaintance with the ideas of social sciences.

- In the preparatory stage the children are introduced to the basic vocabulary, terms and concepts related to his life experience. They will be encouraged to express their ideas, provide description of their observation. In the position paper we have designated this stage as development of familiarity with the social world. They will tell stories, *puranic* episodes, events of the life of great persons.
- As a child moves in the higher stages, he/she will be taught the skill of presentation, oral and written, using the electronic devices, expressing his ideas in scientific language, critical review of the issues.

### **3.6.3. Stage wise development in Pedagogy**

- In the Foundational stage learning will take place mainly through playing, simple stories, creative art forms, participation and observation and formulating simple questions which is natural to that age.
- In the Preparatory stage the above learning methods will continue with an emphasis on storytelling, creating narratives out of their personal observation and experience, providing their comments, taking initiative in exploring and understanding the reality around him. A simple short text of stories and narrations will be a part of this learning.

#### **3.6.3.1. Middle Stage**

- To develop textual material of the social world in simple language by seriously getting into disciplinary component.
- To make student focus on the experience of his social life and to make him/her articulate in writing about them. This process involves a focus on development of specific reading and writing exercises, specific listening and observing exercises centered around expanding the familiarity of their social world. In other words, this stage demands to devise strategies to use linguistic skills to relate to experiences.
- To create a participatory learning in which using textbook as references, students can talk about their experience of the local surroundings. They must learn to contrast social differences and appreciate them consciously.
- Expression and Presentation Skill: Students must be taught to read and understand the text. They should be encouraged to express and reflect in their own language which can be partly oral presentation and partly in the form of activities. To achieve these goals, there is a need to develop a broad battery of material which are locally available as tasks both in the classroom and for assessment by focusing on observatory and listening skills.
- Experiential Learning: Taking out the students to historical places as a part of teaching. Visit to social groups, cultural events, local art and crafts, processes of agriculture and plantation, important geographical locations, or any such visits which the teacher finds useful for teaching the subject. As pointed earlier, skills must be integrated as part of the learning process here.
- Generating specific assignments as projects, surveys in which they can make distinctions, provide descriptions, the sense of empirical and theoretical, observational, and inferential, generating sense of classifying and reporting, writing and narrating.
- Preparing models/visual representations of activities or things associated with such activities.
- As part of the assessment, students can be encouraged to be part of 20 or 30 hours of volunteering in any social organisation or local events like festivals, or in performing traditions, ceremonies or jatras and so on. This is to provide them experience of social world and learn

some of the competencies which have been stipulated as part of the learning outcomes of social sciences. They shall be encouraged to visit various local traditional and modern professionals to learn about professions and occupations.

- School cabinet can be a mandatory activity to develop leadership and provide opportunities to collaborate, plan and execute school activities.
- Exploration and critical reasoning:
  1. Giving tasks to student of generating information and reporting observation on his own about above-mentioned places, activities, people.
  2. Encourage students to participate and imbue the skills and techniques of socialization and local professions and crafts in any chosen area. Students should be encouraged to explore relations between different areas of activities.
  3. Ask students to reflect upon the existing conditions and experience of people.
  4. Audio-visual teaching aids, films, stories, performing arts, painting, games, group activities and tasks and similar methods also should be incorporated in the teaching.

### **3.6.3.2. Secondary Stage**

- To develop strong textual material of the social world in simple language by seriously getting into disciplinary component.
- Introducing the students, to the nature of scientific inquiry in different disciplines, their limitations.
- Introduce certain key terms, concepts and theories in the backdrop of the experiences one has about the social world. Introducing them to issues of the current academic debates: secularism, nationalism, communalism, caste system, Hinduism, Hindu law along with introduction to the modern social movements and their historical contexts.
- To make student focus on the reflection of experience of his social life and also learn how to systematically study them through various disciplinary means without losing site of the holistic nature of the issues and learn to rationalize them with analytical bent of mind to make him/her articulate in writing about these experiences of people and societies.
- To devise strategies to bring linkages between knowledge, experiences, and language.
- To create a participatory learning in which using textbook as a reference students can reflect about their experience and start pushing them to address global, larger issues as well.
- They can learn to contrast social and cultural differences and appreciate them consciously.
- To develop a broad battery of material which are locally available as tasks both in the classroom and for assessment.
- To develop specific reading and writing exercises, specific listening and observing exercises centered around expanding the familiarity of their social world. To expand the integration of different competencies, cognitive, social and emotional along with the skill sets that are defined as learning outcomes.
- Though a considerable part of learning will take place in the classroom. Classroom teaching also should take place through variety of effective audio-visual methods.
- Classroom teaching should be supported by activities of experiential learning. Tasks and project work which encourage visiting places, people, participation in events, observation and reflection should also be a part of the teaching method. These students can be encouraged to engage in documentary making, projects reporting etc.
- Emphasis also should be given to writing, presentation and reasoning skills through written assignments, field reports, classroom debates and seminars. Expressing the learning content in

creative art forms will also help students learn the contents with interest.

- Students should express their ideas in their own language. Each student should be able to write or narrate about what he has learnt and how is it related to him and his people.

### **3.6.4. Application of technology to enhance teaching-learning in Social Science in an effective and equitable manner.**

#### **3.6.4.1. Technology use fundamentally depends on following requirement.**

1. There has to be technology infrastructure that is fundamentally necessary to the schools in order to even conceptualize technology enabled teaching. Minimally the needs of electricity and generator, availability of equipment, least harassment to teachers when there is some damage of these resources while using them and there must be administrative enabling of the powers to quickly replace and facilitate use the technology.
2. Teachers in service must be enabled through in-service continuous technology enabling training. This technology enabling could be made part of other continuous in-service training programs.
3. Pre-service teacher's training must be redesigned to suite the need of the technology enabling that is required to use the technology
4. Involving corporate and NGOs and encouraging philanthropic interventions to enable technology enrichment in the schools.
5. Special attention be given to SEDGs to ensure that they do not fall behind in technology use for their learning and development.
6. In regional languages necessary conditions to enable technology use be promoted through specific initiatives constantly.
7. There should be instructions for suitable technology based teaching for the teachers in the curriculum framework.

#### **3.6.4.2. Stage wise requirements:**

As our experience goes children pick up operation of various electronic equipment easily and quickly. It certainly fascinates them and makes their learning enjoyable. They learn enormously through mobiles, TVs, tabs, and computers. Therefore, it will be the best means as a learning pedagogy. Such equipment can be introduced right from the foundational period. Perhaps children will be mainly silent watchers at the foundational stage, whereas they will be allowed to handle them and explore in the preparatory stage. They will also be initiated to the skills connected with technology which will make their learning process enjoyable.

When it comes to middle stage, a systematic initiation to technology is needed if student has to be oriented to specific type of education. They will be taught some basic skills of collection of information and presentation.

In the Secondary stage, computer programs which help him collect and store information, presentation, analysis, etc. will be introduced which will help him self-learning and critical reasoning.

Technology will be a part of teaching pedagogy throughout this period. Therefore, skilled teachers are essential part of such learning. But when it comes to higher stages, encourage students to explore technology, which will make their learning enjoyable and creative.

### **3.6.5. Horizontal connections in the curriculum and pedagogy of the Social Science to promote a more holistic and multidisciplinary experience for students.**

#### **3.6.5.1. Integration of social science teaching with other subjects:**

Language teaching must include stories, poems and lessons on society, culture, and economy. Science teaching must attempt to accommodate History of science and technology; Social and

cultural perceptions and practices based on and connected with science and technology; Mutual Impact of science and society on each other. Environmental science teaching must give attention to impact of environment on society and culture and vice versa; Human intervention in environment and its effects and finally Man-Nature relationships across cultures and societies. Mathematics teaching must include some elements of History of mathematics, with more specific focus on India, mathematics in traditional practices, application of Mathematics in day today life, economy, commerce, research, surveys etc.

### **3.6.5.2. Stage wise implementation**

- Up to the Preparatory Stage such interrelations may be taught with simple examples. For ex. Geometrical shapes in Indian food items, *rangolis* and *mandalas*; medicinal science and life science in Indian food system and its cultural dimensions, history and economy. Calculation of date and time, its history and cultural aspects. These details will be simple and descriptive and intimate to child's experience.
- During the Middle stage, the social science curriculum will be theme based and each theme will relate it with the other dimensions. For ex: while discussing about rainfall, scientific explanations related to it, its influence on society, economy and culture, literature, and various art forms. Such details will be grounded on scientific knowledge in each field.
- After Secondary Stage onwards, a separate chapter in each discipline, either it be natural science, literature, social science, or commerce, will be added to highlight its relationship with the other sciences. And chapters will be incorporated highlighting the importance of the discipline in day today life. Students will be introduced to inter disciplinary theories and explanations commonly shared by multiple sciences and their mutual influence in development of human knowledge.

### **3.6.5.3. Multidisciplinary concepts to be rooted in India through Indian and local traditions and Knowledge Systems.**

- Children will be introduced to the local and traditional institutions, practices, words, stories, in a simple language at the foundational level.
- Children will be introduced to the basic terms and concepts of multidisciplinary nature, and related salient features of the local society which is accessible to his experience in the preparatory stage.
- During the Middle Stage introduction will be given to the Indian traditions, culture, heritage, literature, science, mathematics, philosophy, and personalities.
- In the Secondary Stage, separate chapters or papers will be introduced on history and culture of India. Students will be provided with deeper understanding of the Indian traditions and philosophy. Students will be learning about the contribution of Indian culture to various fields like *Adhyatma*, *rajaniti/arthashastra*, *astrology* and *astronomy*, life science, mathematics, psychology, architecture, hydrology, engineering, *natya shastra*, grammar, music, drama, etc.

### **3.6.6. Developing Bi or multi-lingual proficiency in the discussion of Social Science**

- At present language is treated as a separate skill and subject. It is treated as a part of learning literature in the Middle and Secondary stages. Whereas language can be and has to be taught as a medium of communication and skill in teaching any other sciences. Our experience has taught us that, Indian students are not comfortable with learning languages through classroom lessons and through learning grammar; instead, they pick it better through practice. As a part of practice almost every child in India is at least bi-lingual without having any formal schooling in that skill. Multiple Language teaching strategies may be evolved based on this native reality
- In the initial stage till the preparatory stage, children may be introduced the key terms in regional state language and English. As a pedagogical strategy introducing the words in child's own

dialect also would be fruitful. Capacity of a child to learn multiple languages will be maximum at this period. The rural children have a general fear about English language for various reasons, which is the greatest hurdle in learning that language. Methods should be evolved to remove that fear in a child. Children can be acquainted with words of different languages through games, creative art forms, explorations, or any other innovative methods, but not certainly through formal learning and grammar.

- Middle Stage onwards, they may be trained in various tools of presentations (including using Microsoft office tools) and reading the texts in different languages, which would give confidence to them in such presentations. If the children have developed an attitude that English is like any other language, they will pick up such methods sportively.
- An efficient and skilled teacher is a must for its implementation. To enable such a pedagogy teachers must be enabled in technology and recent progress in the ways texts are translated, interpreted and read academically so that they can employ some of these developments innovatively in the classrooms.

### **3.6.7. Approach to “community” and “Current Affairs”**

- One important aspect of the proposed model in middle and secondary stage is heavy emphasis on activity & project-based teaching which demands a reduced textbook content. If this model has to be successful, the pedagogy must be oriented in the classroom towards experience rooted reflections. Therefore, it is natural that they must use the resources and issues pertaining to local, regional community resources and issues in the classroom. This not only builds strong relationship with the community and draws the community concerns into classrooms for reflections, but it also makes them to be part of the happenings of the society. From secondary school onwards, each discipline must use the debates in the disciplines be it secularism, religion, nationalism and so on. Once they start reflecting on these debates, they are part of the current affairs. One must make sure that this current affairs and communities be integrated and not taught separately. If the teaching is focused on evidence based and assessment does not facilitate the repetition of answers memorized but needs critical engagement with topic, teacher’s biases will automatically get reduced.
- *The development of Social Science textbooks and other material bilingually*
- If the vision of NEP-2020 has to be fulfilled, the textbooks and the various activity material that needs to be developed must exist not in two languages, but in multiple languages. In case of Karnataka, this material must be developed in not just in English, Kannada, and Hindi, it must also emphasize on languages like Tulu, Konkani, Arebhashe, Byari, Sanketi, Havyaka, Korada, Erava and also in Tamil, Malayalam, Urdu, Marawadi, Marathi and other languages depending upon the needs of the population.

### **3.6.8. Development of communication capacity**

Different stages of communication skills will be included in the curriculum of different stages of learning.

- In the foundational stage communication is very crucial because, as proposed in the position paper, this stage will generate a general acquaintance with the ideas of social sciences.
- In the preparatory stage the children are introduced to the basic vocabulary, terms and concepts related to his life experience. They will be encouraged to express their ideas, provide description of their observation. This stage can be designated as development of familiarity with the social world. They will tell stories, puranic episodes, events of the life of great persons.

- As a child moves in the higher stages, he/she will be taught the skill of presentation, oral and written, using the electronic devices, expressing his ideas in scientific language, critical review of the issues.

### **3.7 Strategy for Assessment:**

Following strategy of assessment can be adopted for different stages of social science education: Assessment strategies in the foundational and preparatory stages will be based on the general recommendations of the NEP.

#### **3.7.1 Middle Stage**

- Assessment should be based on writing, oral presentation, and activity-based systems in equal proportion. Non written, activity based assessment should be incorporated as a continuous internal assessment system.
- Emphasis on subjective type questions as a part of the written or oral exams. Students should be encouraged to formulate answers in their own language and their own thoughts and both of it must be constantly assessed in oral and descriptive manner. Once in a while, the assessment also could be a descriptive writing work which is linking his family, village, event or field visit experience. Reflecting on his experiences and reasoning of the observations based on these memorized contents should serve as important cue for assessment.
- Memorizing as one of the key abilities in grasping the lessons taught can be tested through objective type of questions.
- Oral presentations to test his memorizing and reflecting skills.
- Open book examination, either in oral form or written form, would be another effective method of assessing the student's understanding of the subject. However, the cut and paste answers should be strictly avoided. Answers should focus on student's summarizing and reasoning skills.
- Activities based on child's learning experiences with the local society may be formulated as assessment ingredients.

#### **3.7.2 Secondary Stage**

- There will be written exams and continuous internal assessment in equal proportion.
- Writing answers should be one part of the examination. This is needed to assess the student's skill for presentation through writing. Accordingly, objective questions should be minimized. Descriptive, narrative types of questions which would allow the student to present his understanding of the topics, debates and his reasoning capacity will help proper assessment of the learning outcome.
- Open book examination, either in oral form or written form, would be another effective method of assessing the student's understanding of the subject. However, the cut and paste answers should be strictly avoided. Material should not be chosen directly from text books, instead it should be any relevant book related to the curriculum. Answers should focus on student's summarizing and reasoning skills.
- Continuous internal assessment will be based on student's performance in the activity-based learning, tasks and projects, presentation skills in seminars, debates, and similar activities.
- There will be viva voce exams at the end of the semester.
- From this stage there will be mandatory board examinations. The board examinations must contain at least 40 percentage of the assessment coming from this continuous assessment.

### **3.8 Measures against Natural and Other Disasters: Impact on Teaching-Learning in**

## **Schools and Remedies**

### **Strategies adopted for Teaching-Learning in Schools during Situations of Disasters**

- Reducing the dependence on the textbooks, personal presence of teachers and increasing experiential learning and activities in the curriculum, pedagogy and assessment would inculcate a culture of self-learning among the students, which would enable them to withstand the extraordinary circumstances in their schooling. In the case of short-term disasters, children can engage themselves in learning activities without schools. Learning without classroom and an assessment system conducive to such a learning must be suggested in the curriculum for extraordinary situations so that children are not deprived of learning outcomes for none of their faults.
- Modules of online learning with PPTs, videos, online classes, and documentaries should be prepared along with the printed textbooks.
- Some of the innovative teaching materials like cards which could be used as supplementary material during regular learning process could be used as significant learning materials during any disasters.

### **3.9 Different Levels within Subjects at the Secondary Stage**

There is an extraordinary variation that will emerge during the secondary stage. At this point in time of the children's life, the cognitive shifts will happen very quickly, and their social and emotional capacities will very rapidly change so shall their relationship with the social world. This is also the stage it is expected that the reflective learning must happen in the students about the social world. For all practical purposes, if we see 9<sup>th</sup> and 10<sup>th</sup> grade as one block and 11<sup>th</sup> and 12<sup>th</sup> as the second block of secondary stage of learning, then we can hierarchically focus on the depth of the analysis and the issues to be presented at this stage. Therefore, insofar as social sciences are concerned, the levels of depth of analysis and the information content must be progressively organized. This also brings in huge challenges in the way courses in different disciplines must be organized and their curriculum, pedagogy and assessment also need serious graded focus based on the age and cognitive abilities of the general pupil population.

### **3.10 Basis for Identifying Core Competencies: Proposed Core Competencies at Different Stages**

In the process of designing the courses at different stages, it is important to recognize the fact that, this entire exercise of curricular design is focused towards achieving student's learning outcomes. Though these discussions on learning outcomes is neither new nor anything special, there is a greater need not only to formulate the learning outcomes but also to ensure that these outcomes are measured through clear strategies of linking these outcomes to assessments. One way of achieving such a goal is to convert learning outcomes into core competencies and integrate the measures of these competencies explicitly in the assessment. Therefore, the learning outcomes then will be measured through assessments for what core-competencies a child has achieved and how do we bring balance in achieving multiple core competencies which include broadly cognitive/intellectual, social and emotional competencies. Until and unless the continuous assessment and board exams do not integrate core competencies as part of the assessment, the learning outcomes cannot be guaranteed.

In any case, there will be no separate social sciences in the foundational stage and preparatory stage. Therefore, no explicit reference to core competencies have been made but a rather general suggestions have been made without specifying any specific competencies.

While structuring the assessment for each chapter and for the semester, this assessment must explicitly consist of core competencies. These competencies can be cognitive or intellectual, social and emotional competencies. Cognitive competencies include competencies like oral & written communication, critical thinking, problem solving, argumentation and logical enquiry. Social skills would include things like team spirit, sharing responsibility in group, collaboration, and networking, interpersonal communication and so on. Finally self-directed or emotional competencies would be resilience, grit, curiosity and imagination, self-regulation and self-discipline, leadership and so on.

### **3.10.1 Middle Stage**

- This is the first stage of formal social science learning. At this stage, first curriculum design must state what is the total learning outcome expected for this entire stage and then break it into 6 semesters. Then each of this semester will have learning outcome for social sciences. It must be kept in mind that LOs are organized progressively from lower semester to higher semester. Each semester outcome is then distributed across chapters.
- Children should be able to identify different spheres of activity, different divisions and diversity of society around them and get acquaintance with them.
- Children will understand the inter-relation between different spheres of activities and appreciate the diversity, peaceful co-existence and social harmony.
- Children will be able to recognize the problem areas in different spheres of the society and analyze them. Children will be able to present their observations logically.
- Children will develop a sense of self-awareness and social awareness.
- Children will develop a sense of empathy, tolerance, care and responsibility towards fellow beings and people around them. They will develop a sense of national pride and patriotism, and positive thinking about Indian culture and cultural diversity.

### **3.10.2 Secondary stage:**

#### **Classes 9 & 10**

- Children will learn about different disciplines of social science, what sort of knowledge social sciences are and how knowledge is produced in each of these disciplines. They will know essential contents of different disciplines. They will learn the importance of this disciplinary knowledge in the life of people.
- Children will be aware of and able to describe the differences between the Western and Indian terms crucial to describe and understand our society.
- Children will be aware of the larger identities and abstract structures like nation, state, constitution, administration, judiciary, social and economic institutions, national historiography and historical debates.
- Children will develop an ethical reasoning about the people and society. They will develop self-confidence in expressing their thoughts.

#### **Classes 11 & 12**

- Children will know essential theoretical debates and arguments in different disciplines and will be able to reflect upon the social realities in those lines.
- They will be acquainted with the conceptual vocabulary required to understand the disciplinary knowledge.
- They will develop critical reasoning regarding the social world, talk about the problems and become aware of current issues.

- Children will be motivated to volunteer for social service. Children will be able to cognize interests and goals of their life.
- Children will develop capabilities of conflict resolution, problem solving, leadership, taking initiative, sense of social service, teamwork, decision making, and they will be prepared to pursue higher studies in social science.

### **3.11 Time Allocation for Social Science in School Timetable**

Most important and key feature of the proposed model of NEP-2020 depends on how in each stage of the schooling, timetable will be allocated. There are lesser problems in preparing such timetables till middle stages. Though the emphasis is on no distinction between curricular and non-curricular activity, more significant place for physical health, yoga, art, music etc. needs to be kept seriously in the background while rationalizing the timetable. But it gets even trickier at the secondary stage. At this stage, depending on what constitutes core and optional, timetable must be rationalized for two issues. First being the daily routines of matching the choices of courses, outdoor learning, physical health, yoga, art, music etc. Secondly to rationalize the workload depending on the core and optional subjects and the student's minimum requirement to appear for board exams in each semester.

### **3.12 Basic Guidelines for Curriculum Developers:**

- In this new framework, curriculum developers should first write broad competencies which include cognitive, social, emotional, and cultural, and then based on these competencies, overall learning outcomes through social sciences be first characterized for middle stage, 9th & 10th grade and finally 11th and 12th grade. These competencies must have integration of knowledge and skills (applications) based on the competencies and learning outcomes characterized. Then each of these competencies be reallocated semester wise. Once this matrix is prepared, then chapter wise allocation of textbook should be planned and once again the competency, learning outcome matrix for each chapter is worked out in greater detail. We should write broad competencies or overall learning through social sciences at this stage.
- In this approach, the idea of learning through textbook is organized as “near to far” or “concrete to abstract”, “practical learning to theoretical learning” or “experience to reasoning”. Given this approach as described above characterizing cognitive, social, and emotional competencies which have integrated both knowledge and skill is a crucial step.
- For any curriculum developer, therefore central question of phenomenal importance will be how to write competencies and learning outcomes at each year, then how this matrix gets translated into development of lessons, pedagogy, and assessments for each grade. Curriculum development here is not just limited to textbook writing alone. Much before textbook, it involves development of a small sourcebook for teachers. Assuming that social science textbook contains 60-70 pages with roughly 10 chapters, then each chapter must be developed in detail in a source book. It must contain, what teachers should be doing to achieve the competencies and learning outcomes, how do these teachers achieve them and so on. In order to help the teachers in the pedagogic aspects the source book must contain case studies, experiences, watch videos, read lesson or story from some book, consult expert, talk to family members, go to mela and so on as series of activities. These activities must be central than the textbook material. Therefore, the sourcebook for teachers becomes central and inevitable.
- The same sourcebook must also contain the details of how to conduct assessment of the activities and the learning outcomes. It will have tasks like, writing field visit reports, discussing field visit experience, sharing experiences with seniors or juniors, oral presentations, public speech and so on. For all these assessments proposed, hardly text is available in the form of textbook to

reproduce. There could be supplementary cards, pictures etc., which could be helpful to assess the learning outcomes. These books may contain references and links to some books, blogs, video, and any contents in the digital platform including websites.

- The entire focus of curriculum, textbook pedagogy and assessment is a means to facilitate learning. In other words, the attempt of the curriculum developers must be on how child should learn to learn meta learning activity. In other words, the task of curriculum developers is not alone production of textbook but to build an environment with concrete usable source to make a teacher ready to teach and assess a student. This also means teachers also must participate in constant learning, monitoring, and evaluating process for themselves. Curriculum developers must keep these aspects in consideration while developing the curriculum in accordance with the new framework proposed here.

### **3.12.1 Stage wise considerations**

#### **3.12.1.1. Middle Stage**

- Involve teachers representing different types of schools like rural/urban, regional language/English, in equal proportion with subject experts and education experts in preparing the curriculum.
- No rigid differentiation between different disciplines in the textbook. Choose relevant themes which relate to the experience of the children and cut across different disciplines and highlight the inter-relations between them. Different kinds of story or creative narrative style, comic or drama style and various dialogue situations etc., can be part of the format of the textbook content and same could also be used in pedagogy. All the disciplines should be given equal importance.
- Learning process at this stage substantially will be supported by the activities, therefore textbooks should be in simple language and condensed, so that it should not exceed 50 pages. However equal proportion of activities like site visit, tasks and projects, etc. should be suggested in appropriate places so that the local knowledge forms a significant part of the learning.
- It should be ensured that the achievement of core competencies happen through the curriculum.

#### **3.12.1.2 Secondary Stage**

- The schoolteachers along with experts in the respective field will be involved in preparation of curriculum.
- Textbooks should not be loaded with too much of information. Textbooks will be condensed, and they will provide selective topics of importance. Instead of introducing too many details about events, characters and ideas, focus will be on conveying the significance and relevance of them to the students.
- Curriculum will make provisions for field reports and project writing, visiting places, interacting with people to have experiential learning as a part of the curriculum and pedagogy.
- The concepts and debates must be selectively introduced in each lesson and an explanatory note and questions about them at the end of the lesson will be added so that students can develop abstract thinking and critical reasoning about the topic.
- It should be ensured that the achievement of core competencies happen through the curriculum.

### **3.13. Teachers Training**

Teachers must be trained continuously and supported in many ways.

- First all the teachers must be trained before the implementation of NEP-2020 framework.

- Second, teachers need a tool kit of material and series of orientation towards how to create teaching and assessment material using local resources in innovative and creative ways.
- Third, there has to be follow up training and orientation of teachers once in two or three years to share experience and make new corrections.
- Aforesaid needs are immediate requirements to implement NEP, the teacher training courses like MEd, BEd and DEd must be restructured to fulfil the needs of NEP-2020 requirement.
- Since the current attempt emphasizes on lot of involvement of activity-based learning, mathematical and logical thinking, engaging in critical enquiry based on the practical modes, creating innovative pedagogy and assessments, teacher training at various levels like DEd and BEd must also be reorganized on the same principles. In other words, teachers' trainers training must be activity based, least textbook dependent, more exploratory and trying to imbibe an attitude of being creative and innovative in pedagogy and assessment. Therefore, both DEd and BEd will have least classroom teaching and more analytical/reasoning-based learning.
- This new framework also demands that people from commerce stream must get entry into BEd which is not allowed in the universities at this point in time.
- In this entire exercise, what must be recognized is the simple idea that in this new framework, teacher will not be creating anything new. They must put all the material available around the child and facilitate children to use them. If need be, teachers can also build such material. Institutions must provide an enabling environment to preserve, sustain and promote conducive teaching learning environment which includes physical infrastructure. Planning the school exterior to suite the teaching and learning environment is crucial.
- Teachers must be trained in strategies for unlearning and relearning of the existing content. It must be kept in mind that these teachers must be engaged in discussions during their training period to understand the need for change of pedagogy and assessment and how to develop and assess the competencies.
- In urban and suburban environment, the time spent on gardening and other exterior activity must be made mandatory.
- Parents involvement in the early phases of the learning should be mandatory and must be integrated with pedagogy and assessment. Therefore, teachers must be trained to engage parents and SDMC efficiently not in the matters of administration and decision making but also for teaching and learning processes including getting their assistance in developing innovative modes of school level assessments.

### **3.14. Implementation of the Recommendations on Social Science Education by Stakeholders**

Many suggestions that have emerged in stakeholder's survey and the available literature is pertaining to the relevance, nature of content, pedagogy, and assessment. Each of these issues have been incorporated in relevant sections of this position paper. The other recommendations on infrastructure and teachers training and other administrative issues will be added in the relevant parts on suggestions to various implementing agencies.

### **3.15. Approaches to inclusion for children from *Socio-Economically Disadvantaged Groups (SEDGs)*:**

- Inclusion of SEDGs is one of the key aspects of the school education. Though there are definitive institutional structural and financial suggestions that could be thought of in this regard, those issues are out of the scope of the position paper. Within the limits of the curricular, following issue are of great importance.

- The current view of physically accommodating students inside the classroom might itself be a constraint for the inclusion of SEDGs. If the schooling system takes a flexible approach in this regard, school education can integrate laterally students to facilitate multiple pathways to learning involving both formal and non- formal education modes. Open and Distance Learning (ODL) Programs offered by the National Institute of Open Schooling (NIOS) and State Open Schools could be used as an important part of this inclusion. It also can accommodate students from different Gurukula of crafts and other traditional learning. This could also be used by creating a volunteer’s network of teachers and other remedial teaching and counselling groups to bring in people in the remote areas where large part of SEDGs are located. It is in a way an approach to compensate the absence of students from “physical school”. The products of this informal learning must be able to laterally join physical school as and when possible.

### **3.16. Involvement of Families and local communities in the teaching and learning of Social Science**

As a part of pedagogy and implementation strategy, it is essential to involve local communities, especially the parents, community organizations, traditional institutions like temples, *matha* and religious places. As a part of the pedagogy, the curriculum in Social Sciences will be predominantly experiential and activity based.

Children in the Foundational and Preparatory stages will have to be introduced to the local life, practices, professions, arts and crafts and historical sites and cultural events. Such learning will be impossible without the co-operation and participation of the local families, persons, communities, and institutions. We should form a local committee for education and deem the representatives to be co-teachers. Such a strategy will ensure the effective implementation of the new pedagogy.

When it comes to higher stages, observing and reflecting upon the local society will be one of the effective methods to acquire the higher level of knowledge and abstract structures and theories. Students will be taken out for field observation, assigned projects, given tasks which require interaction with diverse groups. The representatives of local families, communities will be informants as well as co-teachers for such an activity-based learning.

*As an implementation strategy in general:* As Dharampal’s “The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century” (2021) would convince us beyond questions, education in traditional India was a community enterprise, not a state sponsored programme. There were traditional institutions, ruling and rich families, village centers running schools and generating income from donations. To that matter, not only education system, but many other systems in India also were sustained due to community participation. Till today we have traditional institutions and community organizations to the length and breadth of India which patronize modern education institutions and related facilities like hostels, hospitals, etc. much more efficiently than the state itself. This is high time to realize this fact and focus on the following points:

1. Such traditional institutions have ready infrastructure for some of the state sponsored programmes like mid-day meal.
2. They can provide experts for teaching Indian knowledge system and traditions.
3. They can be involved in building infrastructure and transportation facilities.
4. They can support poor students, orphans and disabled students and motivate parents.
5. The modern educational institutions tend to create a rift between the local society and the educated persons. Due to the colonial prejudice about the Indian society that has become a legacy of modern education, educated people tend to develop aversion and an attitude of otherness

towards his traditional society and see it as a hurdle to progress. Involvement of local families and communities will avoid that rift and create a sense of solidarity and belongingness among the educated towards their parents, elders, and community.

### **3.17. Collaboration of Various Agencies in the Implementation of Social Science Education**

Within the education domain, there are multiple agencies which are involved in implementation of this curriculum. Following is the brief sketch of what is expected.

- NCTE must coordinate with NCERT, DSERT and various universities which are involved in producing teachers training courses in order to bring their respective teacher's training agenda within the NEP framework. It is even more crucial for social sciences as it needs constant upgrading, removing stereotypes and biases which can slip into both syllabus and pedagogy during teacher's training.
- Pre-service and in-service teaching should be revamped in the view of what is being recommended via NEP.
- There has to be district, state and central level connecting infrastructure to help teachers for activities, models and project work for both pedagogy and assessment.
- DIETs, school complexes and various levels of schooling must be linked.
- A large variety of voluntary organizations, local institutions like mathas, temples, groups, community organizations can be involved in collaboration which will strengthen the local base and social cohesion in schooling.
- Such organizations and traditional institutions can also provide intellectual resources and collaborate in pedagogical aspects of social science learning. Voluntary organizations can provide research base to the effective implementation of the NEP through surveys, research, suggestions, and supervision.
- *Increasing quality of social science teaching and attracting bright people to social science teaching:* There are many reasons which appear to be a serious hurdle for social science education in India. First of all, most social science teachers also end up teaching subjects like literature and sciences and they are neither trained for it nor they will have sufficient time to teach and focus on social sciences. Second, the content overload of social science must be reduced so that social science teachers are not in constant pressure to complete syllabus. Third, social science teachers must not be assigned to non-academic duties, and they should not be under the regulatory attention of the SDMCs. They must be kept away from all non-academic duties including the midday meal, census work, election duty etc. Forth, there must be mechanism to attract the bright students to social sciences. Most often in the conversations pertaining to attracting bright young students to social sciences, the central idea will revolve around financial incentivization. But financial incentivization does not attract bright people to school teaching. There is a need to establish a respect and dignity of teaching profession at school level and this can only be achieved through building an ecosystem in the society which can warrant bright students' choice to join teaching profession at school level. Finally, there has to be a lateral entry to teaching profession which could attract many competent and bright people into teaching in schools. Such lateral entry schemes warrant establishment of institutional and legal frameworks. Each of these mechanisms must be backed up by flexible teacher training courses and certification possibilities for people who are passionate in teaching. Such framework will open a large pool of bright, passionate, committed teachers to join teaching from IT industry and NGO sector as well as highly qualified home makers etc.
- *lateral entry to teaching profession* Finally, there must be a lateral entry to teaching profession which could attract many competent and bright people into teaching in schools. Such lateral

entry schemes warrant establishment of institutional and legal frameworks. Each of these mechanisms must be backed up by flexible teacher training courses and certification possibilities for people who are passionate in teaching. Such framework will open a large pool of bright, passionate, committed teachers to join teaching from IT industry and NGO sector as well as highly qualified home makers etc.

### **3.18 Requisites for the Implementation**

- NEP 2020 requires complete revamping of the schooling infrastructure not only in nomenclature but in physical and structural terms.
- This model can work with only appropriate students to teachers' ratio. But this ratio is not only calculated in terms of total teachers and students but at school level it also needs to account for teachers' composition with respect to their expertise. If administration is unwilling for this radical change, it might lead to a disaster. There has to be serious commitments on investing on permanent teachers in various levels of schooling, which will demand huge financial investment by the government.
- At present the schoolteachers are assigned with several nonacademic duties by the government. Teachers are diverted considerably from teaching, updating and skill development connected with their profession. Teachers must not be allocated any other duties other than teaching.
- Strengthening school complexes is key in the implementation of this proposed curriculum framework. The NEP 2020 recommendation about 'School Complex Clusters' will be a useful system.
- Government can also think of closing down the schools with low admission and those with under equipment and divert the students through suitable transportation system to school complexes. This will cut down the expenses on schools and enhance quality education.

### **3.19. Specific Recommendations for the State/National Curriculum Frameworks**

State/national curriculum frameworks must seriously account for what has been recommended here. Some of the key issues that warrants attention are as follows.

- Expectations at foundations and preparatory stage from social sciences must be incorporated.
- Textbook should be evidence based, activity oriented, linking to experiences.
- Advanced planning is required to create reading resource for the implementation of the new curriculum. Writing school textbooks have to go hand in hand with preparation of source books for teachers.
- Along with the regular boards for preparation of the curriculum textbooks, there should be committees of experts to assist the process of designing the curriculum.
- Non-judgmental, non-adjectival, retaining the terms in original language as far as possible.
- In order to introduce the traditional Indian concepts at the secondary level, a committee of experts having a background of expertise on Indian traditions, classical languages and *comparative science of culture* should be formed. They should be involved in preparing the glossary with descriptions for teaching and writing textbooks. The members of the committee should also get involved in reviewing these textbooks.

### **3.20. Specific Recommendation for Board Examination and the Textbook at Secondary Stage:**

If the vision of NEP-2020 has to be fulfilled, it becomes extremely crucial to transform these aspirations of NEP into explicit recommendation for the board examinations at secondary level. The following would be broad examination structure around which curricular design must be planned.

NEP 2019 draft states the model as follows: “at least two semester board examinations in mathematics, two in science, one in Indian history, one in world history, one in knowledge of contemporary India, one in ethics and philosophy, one in economics, one in business/commerce, one in digital literacy / computational thinking, one in art, one in physical education, and two in vocational subjects. In addition, each student would be required to take three basic language board examinations that assess basic proficiency in the three-language formula, and at least one additional board examination in a language of India at the literature level”.

Without deviating from the spirit of above proposal, a modified proposal is as follows:

- There will be two blocks of 4 semesters each in secondary education. 9<sup>th</sup> and 10<sup>th</sup> grade constitute the first block and 11<sup>th</sup> and 12<sup>th</sup> constitute the second block of secondary education.
- In the first block (9<sup>th</sup> and 10<sup>th</sup>) they will take 2 languages, 1 mathematics, 1 social sciences general paper and 1 science along with any other course of their choice.
- For 9<sup>th</sup> and 10<sup>th</sup> there will be compulsory general social science textbook which introduces students to disciplinary understanding of sociology, anthropology, political science, history, economics, psychology, geography, and any other such social science subjects and each of these components will get adequate representation till 10<sup>th</sup> grade. That means texts will teach all these disciplines combined as one textbook and one paper along with an introduction to the Constitution of India and elementary description of law.
- From 11<sup>th</sup> grade to 12<sup>th</sup> grade, student has to appear for language as compulsory course and 3 papers each semester in specializations. These specializations must be on different branches of social sciences, humanities, natural sciences, commerce and so on in order to facilitate the necessary deeper understanding of the disciplines. That means in this block of 4 semesters, a student is expected to take 12 papers in social sciences, across the disciplines, viz, sociology, anthropology, political science, history, economics, psychology, geography, journalism, communication and so on. That means one can take a combination of 3 disciplines and that student will have to appear for 4 board exams in each of these disciplines. Remaining papers could be interdisciplinary optionals, and they are dependent on availability of the subjects in the institutions.

### **3.21. The Development of Social Science Textbooks and Other Material Bilingually**

If the vision of NEP-2020 has to be fulfilled, the textbooks and the various activity material that needs to be developed must exist not in two languages, but in multiple languages. In case of Karnataka, this material must be developed in not just in English, Kannada and Hindi, it must also emphasize on languages like Tulu, Konkani, Arebhashe, Byari, Sanketi, Havyaka, Korada, Erava and also in Tamil, Malayalam, Urdu, Marawadi, Marathi and other languages depending upon the needs of the population.

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## **Annexures**

### **Annexure I: A Consolidated Report of the Interviews of the Stakeholders of Social Science Education**

The committee for preparation of Social Science Position Paper under NEP 2020 after going through the previous policies and reports related to this topic decided to conduct a sample survey in different parts of Karnataka to get feedback from the stakeholders of social science education, especially students, teachers, and parents. Schools representing different regions of the Karnataka State were chosen (See Table-1 and Table-2).

#### **Process of Consultations**

The consultation process involved a stratified random sampling approach with unstructured informal interviews. These consultations were spread across the geographical and various socio-economic and linguistic populations of the state of Karnataka. A total of 11 districts, Shivamogga, Chikkamagalur, Uttara Kannada, Haveri, Gadag, Dakshina Kannada, Bidar, Yadagiri, Kalburgi, Mysore and Bangalore have been covered during this survey. Primary units of survey were, primary schools, high schools and PUC colleges. Each of these units are further stratified for Kannada Medium and English Medium institutions. These units were further categorized into Government, Aided, Unaided and Residential institutions. A total of 16 Kannada medium and 7 English medium primary schools, 18 Kannada medium and 13 English medium high schools and 8 Kannada medium and 1 English Medium PUC college were visited for the survey. A total of 1679 students, 96 teachers, 96 parents and another 27 different stakeholders like educationists, librarians and NGO people including teacher's trainers were consulted.

Following inquiries were made during the field work:

#### *Students*

- Do they understand, enjoy and find it relevant to study social science?
- Could they relate it to their experience? Learn from it?
- Are they critical of the content?
- Do they have any suggestion about curriculum, pedagogy and assessment?

#### *Teachers*

- Teaching pedagogy.
- Student response to this subject: are they attentive, inquisitive, any transformation in them?
- Are the teachers comfortable with the syllabus? What are their grievances?
- Suggestions about changes-reflections on alternative syllabus and learning.

#### *Parents*

- Their assessment of social studies, its relevance.
- Their expectations from the schooling.
- Their suggestions and expectations about social science.

### *Outcomes of the survey:*

The feedback from different classes of the consulted are consolidated and presented in following order to avoid repetitions and incorporate them into our position paper:

#### *I. About Limitations of the existing curriculum and textbooks*

##### *I.1 Feedback of Students*

- There is too much of history in the present curriculum. It is not interesting. It is better if political science, civics and economics are increased.
- Geography is interesting. History is difficult to remember because of the dates and names.
- It will be interesting if lessons about freedom fighters are included, and history will be interesting if taught as story.
- Since we are taught about constitution, fundamental rights, and duties we are made aware of our rights and duties.
- There are unrelated topics in the textbooks.
- Textbooks create an impression they are partial towards some religions and against some other religions.
- Textbooks do not teach to reflect about our society, but they provide decisions about our society.
- The textbooks do not help us understand our society. What takes place in our house is different than what textbooks say. Therefore, we could not raise questions about the textbooks.
- The solutions provided by the textbooks about social problems are not implementable.
- Social science lessons helps to form opinion about our society but not help us solve its problems.
- Social science texts create an impression that they are sensible, but in reality, the concepts do not become clear, they only create moral judgement.

##### *I.2 Feedback from teachers about the limitations of the existing curriculum*

- Topics in Social Science are not complete and cohesive. They are unrelated.
- We are confused whether we must make student understand or make him remember the information. They must remember from the point of examination, but students do not understand them. After the examination they forget it.
- It is desirable that the size of texts is reduced. In some cases, there are 40 lessons. We have no time to teach them. History books consist of European history, Indian history, and Karnataka history together. Children are confused.
- Children do not show interest in history. They read it for the sake of examination.
- Sociology, economics and political science are not taught in 6th and 7th standards; therefore, students find them boring in the secondary schools. The content of social sciences in the secondary stage is more than any other subject.
- 6th standard textbook is partial to certain religions.
- More should be taught about our constitution, but the topics like constitutional amendments are hard to understand for 7th standard students.
- There is a gap between the social science lessons and the life experiences of the children, therefore they do not show interest in it.
- Social sciences are taught in classrooms as theory; therefore, students find it boring.
- There is a scarcity of subject teachers in primary schools. Therefore, we cannot do justice to teaching certain subjects.

- Recently teachers are overburdened with other duties. Therefore, they find it difficult to pay attention to teaching.
- Expectation from a teacher is to complete syllabus and carry out the works assigned to him.
- There is certain wrong information in the textbooks. Like, there was a scarcity of food during the Vedic period due to the sacrifices, or murti puje is a social evil, etc. These lines are not based on either sources or our experience. Such mistakes are not yet corrected.
- Christianity and Islam are repeatedly introduced to students in 6<sup>th</sup> and 7<sup>th</sup> standards, whereas even a short introduction to Hindu Dharma is not to be seen. However, the lessons on Bhakti as reform movement appear repeatedly. It gives the impression that textbook writers are against Hinduism.
- 8<sup>th</sup> standard textbooks are tougher than the 9<sup>th</sup> and 10 standard textbooks.

### *I.3 Feedback from the Parents:*

- Social sciences do not seem to teach how to live, how to conduct oneself in a society. The educated behave opposite to what is expected. They do not respect elders. Not only social sciences, but entire education system is like this.
- Social science is difficult subject for children. The lessons do not match with reality.
- Children are not in a position to implement what they learn in textbooks.
- Social science is but a book, it tells nothing about our society.
- History is uninteresting. What is the use of knowing what happened in past?
- Social science will not fulfill the need of employment for our children.
- Burden of textbooks are increasing but of no use.
- In our days social science was simple, now it is quite heavy.
- Historical events will help get marks in examination but useless to life.
- Children do not show interest in social science because they only learn about wars and invasions. It is of no use for them.
- Textbooks are exam centered and heavy to children.
- Textbooks should be planned according to the mental ability of the children.
- Children will find it easy to learn and comprehend if there is less content.
- Other subjects help to find jobs. But social science should teach how to live.

### *II. Suggestions for improvement in the system:*

- Students should be taught initially about their family and society around them and to create awareness about their society.
- Students should be taught the subjects ranging from local to global. There should not be discriminations in NCERT and State syllabus.
- Texts should include good things from Ramayana, Mahabharata, Quran, Bible, etc. Shlokas should be taught in 1st and 2nd standards.
- It is better if we taught what we can learn from the historical personalities rather than teach about dates and names.
- Value education should be given importance.
- Children used to enjoy festivals and traditional practices before going to school, but now they have stopped enjoying. They should be taught about their culture and folklore.
- Social sciences should help us solve our problems.
- Even if one fails in examination, social sciences should be able to help him lead his life.
- Social sciences should be about what is happening in our society. They should not consist of

imaginary things. Content should be less but practical.

- History does not generate a sense of pride about our nation. Instead, it generates negative attitude towards us.

### III. *Suggestions for improving pedagogy:*

- Need to include participation in activities in education. Students should be a part of teaching activity. At present only classroom teaching is the mode of teaching social sciences. Involve students in theatrical activities, use smart class, etc.
- Present education is examination centric. Priority should be on understanding the subject and learning how to implement it in life.
- Curriculum should be designed in such a way that it will provide employment to children in their specialized field.
- Children should be encouraged to think on their own.
- Arrange debates, group activities and individual activities so that child will learn to think differently.
- Skill based activities should be given to students. Skills in the field of interest are needed. But at present no guidance is provided for such teaching.
- Instead of management, consumer laws should be taught.
- There is a need to teach practical agriculture, it should be a part of curriculum.
- Students also should be introduced to market, trade, and management.

### IV. *Improvement in Assessment system:*

- 50% marks may be devoted for activities and rest of the 50% to be written exams. Reduce texts to their half size so that there will be time for implementing this system. Assessment should be based on children's understanding of the subject.
- There should be a committee to verify the marks given by the teachers which will consist of teachers from other schools, officials, parents.
- Written answers should be descriptive and in children's own language.
- There should be semester system in secondary education.

### V. *Teacher's training:*

- Teachers should be trained by respective subject experts, not by arranging general lectures.
- Training to teachers regarding the NEP is necessary.
- Teachers should be provided with activity based learning and practical training in pedagogy.

### VI. *Infrastructure:*

- Rural areas lack good buildings and classrooms.
- There is a lack of teachers in rural areas. Usually there are two or three teachers who teach all the subjects without having specialized knowledge in many of them.
- Skilled teachers in the fields of Yoga, Computer and Physical Education should be employed in every school.
- Government should provide extra grants to conduct practical and activity-based education.

### VII. *Views of stake holders on Education and society, personality building, national integration, aspirations of the constitutions. Etc.*

- Education should give importance to moral values which can be taught through traditional stories like Panchatantra.
- Social science should help children to know about their family, village, and nation.

- Children should be introduced to traditional practices and folklore so that they learn to enjoy them.
- Children should be taught about the festivals of all religions so that they know other religions also.
- Children should develop attachment to their nation, region, language, great personalities, freedom fighters, so that they develop patriotism.

**Table 1: Profile of Interviewed Schools**

S. No	Interviewers	Schools	Govt.		Aided		Non-Aided		Residential		Total
			Kan.	Eng.	Kan.	Eng.	Kan.	Eng.	Kan.	Eng.	
1	Prof. Rajaram Hegde (North Canara)	Primary	1	-	-	-	-	-	-	-	1
		Secondary	-	-	1	-	-	-	-	-	1
		P.U.C.	1	-	-	-	-	-	-	-	1
2	Dr. A Shanmukha (Shimoga and Chikkamagalur)	Primary	-	-	-	-	1	-	-	-	1
		Secondary	2	-	2	-	-	3	2	-	09
		P.U.C.	-	-	-	-	-	-	-	-	0
3	Dr. Shankarappa N.S. (Mysore and Bidar).	Primary	2	-	-	-	-	1	-	-	3
		Secondary	2	1	-	-	1	1	-	-	5
		P.U.C.	1	-	-	-	-	-	-	-	1
4	Dr. Lakshman M.Pujar (Haveri)	Primary	5	-	2	-	-	3	-	-	10
		Secondary	-	-	3	-	-	3	-	-	6
		P.U.C.	-	-	5	1	1	-	-	-	7
5	Dr. Chandrashekhar Damle (South Canara)	Primary	2	-	-	-	-	2	-	-	4
		Secondary	2	-	-	-	-	2	-	-	4
		P.U.C.	-	-	-	-	-	-	-	-	-
6	Dr. Veena E. (Gadag)	Primary	3	-	-	-	-	-	-	-	3
		Secondary	3	-	-	2	-	-	-	-	5
		P.U.C.	-	-	1	-	-	-	-	-	1
7	Dr. Ravindra Jain (Yadgiri and Kalburgi)	Primary	-	-	-	-	-	1	-	-	1
		Secondary	-	-	-	-	-	1	-	-	1
		P.U.C.	-	-	-	-	-	-	-	-	-
<b>Total</b>		-	24	1	14	3	3	17	2		<b>64</b>

**Table 2: Profile of the Respondents interviewed**

S. No	Interviewers	Students	Teachers	Parents	Librarians
1.	Prof. Rajaram Hegde	50	6	10	-
2.	Dr. Shanmukha A.	540	16	20	-
3.	Dr, Shankarappa N.S.	39	10	6	1
4.	Dr. Lakshman M. Pujar	200	30	20	-
5.	Dr. Chandrashekhar Damle	40	16	30	-
6.	Dr. Veena E.	750	12	10	-

7.	Mr. Ravindra Jain	60	6	--	-
<b>Total</b>		<b>1679</b>	<b>96</b>	<b>96</b>	<b>1</b>