

to the young person with that basis of public knowledge and orientation of study, his personality denied the means of integration, his interests left unstirred and his energies untapped. It includes matter which reveals to the child where he is in time, space and society.

Social Studies traces for the children the fascinating story of how man has developed through the ages; how his life has been influenced by the environment; how he himself has influenced the environment; how our institutions have grown out of the past; how man has struggled with his environment in the past; how he is struggling today; man's use or misuse of his powers and resources and above all the essential unity of civilization.

Social Studies aims at breaking the habit of putting knowledge into watertight compartments, labelled History, Geography Civics Economics etc.

Social Studies includes that material which is conducive to the development of a well informed, intelligent person who is capable of comprehending properly the current problems, is keen to accept responsibilities as a citizen for the welfare of all and has developed insights, skills and moral qualities which are so essential and desirable in a democratic society.

Meaning of Social Science

According to *Charles Beard* Social Sciences are a body of Knowledge and thought pertaining to human affairs as distinguished from sticks, stones, stars and physical objects. *James High* defines the Social Sciences as those bodies of learning and study which recognise the simultaneous and mutual action of physical and non-physical stimuli which produce social reaction.

Thus, the term social sciences may include any disciplined knowledge which deals with people and utilises a scientific method.

Social Sciences include history, geography, political science, economics, anthropology and sociology which represent man's fundamental needs : the human record, habitat, political structure, subsistence, human derivation and social organisation. Human or cultural geography and psychology account for human needs of acceptance and personal adjustment. Social Sciences may also

include social biology, ethics, philosophy, jurisprudence, statistics, linguistics and education, and even rhetoric, logic and grammar.

Definition of Social Studies

(1) "The Social studies are understood to be those whose subject-matter relates directly to the organisation and development of human society and to the organisation and development of human society and to man as a member of social Groups." Commission on Reorganisation of Secondary Education of Associations, USA.

(2) "What we study in Social Studies is the life of man in some particular place at some particular time. We, therefore, use every possible 'subject' to help us understand his problems and how he dealt or deals with them man's struggle with environment yesterday and today, man's use or misuse of his powers and resources, his development, the essential unity of civilization-these are the main themes of Social Studies. "Social Studies for Schools" Social Studies Committee of Schools Board, Victoria.

(3) "The Social Studies are concerned with man and his interaction with his social and physical environment; they deal with human relationships the central function of the social studies is identical with the central purpose of education-the development identical with the central purpose of education-the development of democratic citizenship."

—John V. Michaelis

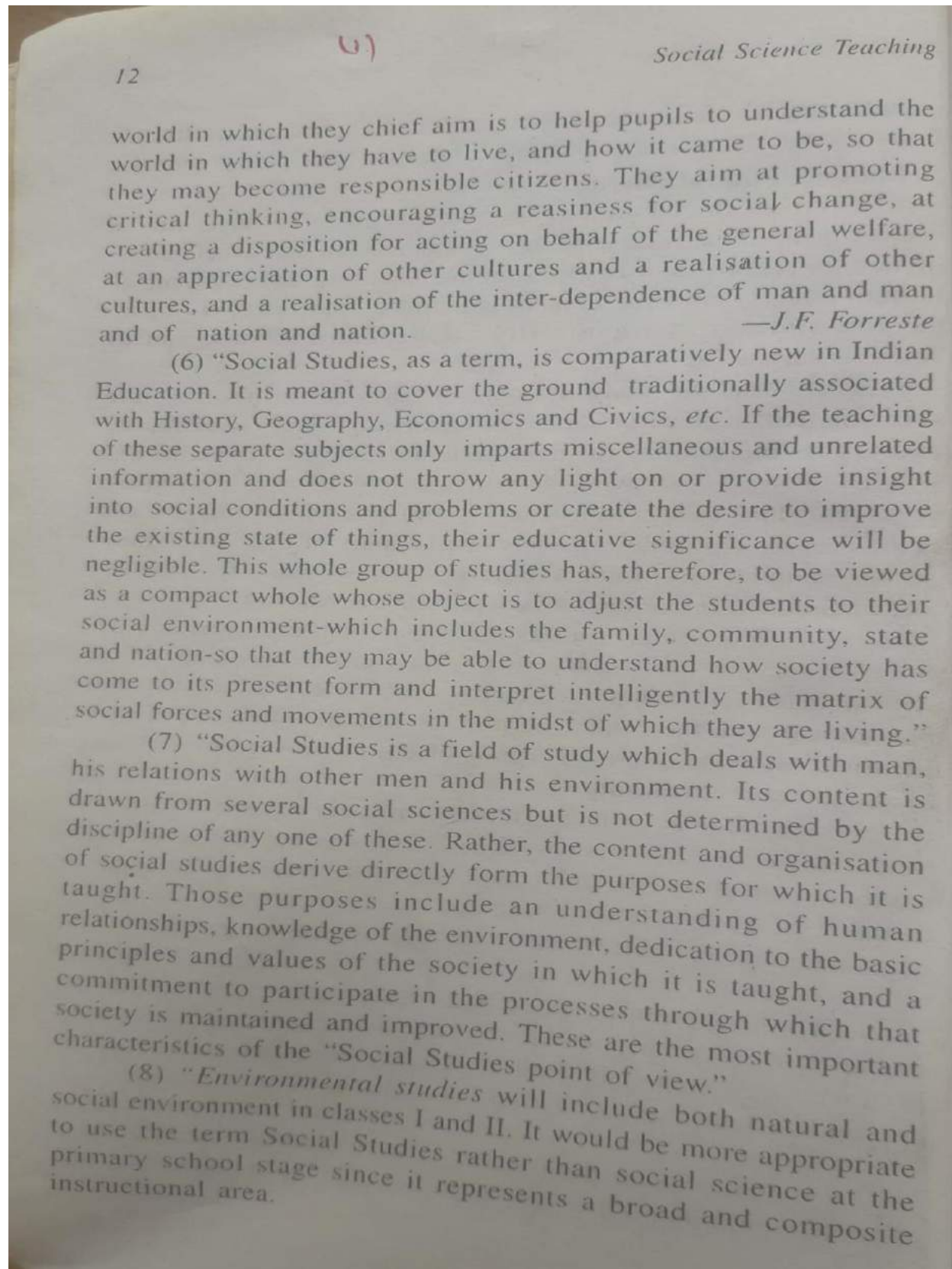
Social Studies includes "those portions of the Social Sciences Selected for instructional purposes", may be applied to include anything pertinent to the immediate purpose of learning and adapted to the level of comprehension of the student: in short, absorption of as much or as little of man's heritage as may be decided."

—Edgar B. Wesbey

(4) "Most simply stated the social studies are the school mirror of the scholarly findings of the social sciences. Such data, as Social Scientist may gather, is integrated and simplified to appropriate levels of expression for children in all the grades."

—James High

(5) "The Social Studies are, as the name suggests, studies of society, and their chief aim is to help pupils to understand the



(9) The Secondary Education Commission of the National Education Association USA has defined Social Studies, in these words- "Social Studies are understood to be those whose subject-matter relates directly to the organisation and development of human society and to man as a member of social group."

(10) According to *M.P. Muffatt* is of opinion that a person may be learned in Chemistry or Mathematics, he may be a skilled technician, but if he is short-sighted in his attitude to his fellow-men, he is unsocial and perhaps ill-adjusted in many other ways. The art of living is a fine art to which Social Studies contributes understanding.

(11) The framers of the Report of Secondary Education Commission in India, realising the novelty of the subject have clearly stated- "Social Studies, as a term is comparatively new in Indian Education. It is meant to cover the ground, traditionally associated with History, Geography, Economics, Civics *etc.* This whole group for studies has therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment which includes the family, community, state and nation so that they may be able to understand how society has come to its present form."

(12) An NCERT publication entitled 'National Curriculum for Elementary and Secondary Education' (1988) has used the term Social Studies. It has observed "Social Sciences is perhaps the singular curricular area which can prove to be the most effective tool for providing education in the context of all the core components indicating in the NPE (National Policy on Education) 1986." The common core envisaged by the NPE comprises (i) History of India's freedom movement, (ii) Constitutional obligations, (iii) Values such as India's common heritage, (iv) Egalitarianism, democracy, secularism, (v) Equality of sexes (vi) Protection of environment, (viii) Small family norms *etc.*

Main Features of Social Studies

The main features of Social Studies have been given in the following paragraphs :

(1) **Compound Rather than Mixture** : Social Studies is a compound rather than a mixture in which the ingredients lose their identity and something new emerges out of the combination. Social

studies differs from teaching of History, Geography, Economics, Civics, etc. The subject areas which constitute it, acquire a new meaning and assume a new dimension.

(2) **Socio-Economic Central Theme** : The central theme of Social Studies is socio-economic and occupational usefulness. Its main object is to prepare the child for wholesome social living. The child begins to appreciate the geographical elements of his environment and to understand how the gifts of nature are processed to produce goods for serving the various needs of man. He gets an idea of the social and cultural life in different parts of the country and the world. He gets opportunities to develop socially desirable habits, attitudes and values and becomes broadly acquainted with the functioning of political and social institutions.

(3) **Study of the Web of Social Relationships** : It is the study of the web of relationships that develop between and among people and between people and their environment. It deals with individuals only for the purpose of securing additional light on the larger social realities, classes, groups, institutions, traditions and organizations. Intellectual and social skills and attitudes relevant to the understanding of some aspects of social living are developed. Social Studies seeks to describe and analyse the effects of Work in mines, in factories, on farms and on people living on a mountain, a sea and a desert.

(4) **Realistic Course** : Real life situations are the laboratories of such social studies concepts as interaction, cooperation and inter-dependence. In studies the problems and processes man faces as he carries on his basic activities.

(5) **Inter-disciplinary Social Science** : Social Studies is a broad and composite inter-disciplinary social science which draws its information from different social sciences to unfold the total environment of the child with special reference to the physical, social and cultural elements. It helps in the study of historical, geographical and local relations and inter-relations.

(6) **Human Study** : Social studies focus on folks, not on the technical processes or the machines. For example, in order to study Man's increasing control on power resources takes his class to visit a Power Project. Here, eh will explain the likely effects of

bringing electricity to the village on the lives of his pupils and their parents. This is because social studies deal not with machines or technical processes but with people, men and women, boys and girls and their inter-relationships.

(7) **Commitment to Action** : Through their content and teaching methods Social Studies help the student to learn the processes of individual and group action of citizens in a democracy. Through participation in class, school and community activities, students learn how a democratic society functions. Learning the skills and behaviour patterns required in a democratic situation, they develop a commitment to democratic means for solving problems.

Characteristics of Social Science / Social Studies

The above definitions Indicate the following Characteristics of Social Science.

- (1) Social Studies deals with the inter-relations that develop between and among people and those that develop between people and their environment.
- (2) Social Studies is a broad and composite instructional area which draws its contents from different social sciences.
- (3) Social Studies is a compound rather than a mixture where the ingredients lose their identity and something tangible and worthwhile emerges out of the combination. It differs from the teaching of History, Geography, Civics, Economics *etc.* in the same sense in which the taste of ice-cream differs from that of its ingredients like sugar, cream, milk *etc.*, tasted in isolation.
- (4) Social Studies aims at enabling the students to adjust to their social environment which includes the family, community, state and nation and in fact the entire humanity.
- (5) Social Studies deals with the art of living.
- (6) Social Studies deals with those areas of curriculum that enable the students to interpret intelligently the matrix of social forces and movements in the midst of which they are living.

to develop the attitudes and skills of social mindedness, cooperation and tolerance. A course in social studies offers such opportunities.

Place of Social Studies in School Curriculum

Social studies finds an important place in the school curriculum as :

- (1) It helps the child to acquaint with his past and present cultural, economic and social environment.
- (2) It helps the child to appreciate his rich cultural heritage.
- (3) It helps the child to get rid of what is undesirable and antiquated especially in the context of social change.
- (4) It helps the child to acquire right attitudes, knowledge, understanding and competence needed for adjustment with the environment.
- (5) It helps the child to gain insight into spiritual, economic and political values.
- (6) It helps the child to use his leisure properly.
- (7) It helps the child to develop democratic citizenship.
- (8) It helps the child to increase social competence.
- (9) It helps the child to increase social competence.
- (10) It helps the child to foster national outlook.
- (11) It helps the child to foster international understanding.

The Scope of Social Science

The scope of Social Studies is very vast and wide and in fact, as wide as the world itself and as lengthy as the history of man on this earth. It includes the millions of years prior to recorded history and also the foreseeable future. In the words of *John O. Michaels*, "The breadth of Social Studies programme should provide for a variety of experiences so that the child's learning will be well-rounded and well-balanced. It should also be possible to draw upon other field of learning so that significant problems can be considered in the light of their ramifications; a narrow compartmentalized programme limits social learning."

It draws material from all the social sciences relating to the study of human relations, human institutions and human behaviours. In doing so, undue emphasis is not laid on any one subject or part, at the cost of another.

It is true that the scope is very vast and wide but this does not mean that the course in Social Studies is limitless and fathomless ocean and that it knows no ends. Its frontiers have to be encompassed so as to provide an overall integrated outline of 'Minimum Essential Functional Knowledge' form various disciplines.

(1) Study of Human Relationship : Human relationships form the nucleus of social studies. These relationships may be studied under four main heads; (i) People and People, (ii) People and Institution, (iii) People and Earth, and (iv) People and Goods. Thus, Social Studies includes the study of those social sciences and humanities which can be applied for a practical understanding of human relationships. These are history, geography, economics, civics, sociology, literature, religion and psychology. But Social Studies views these social sciences as a compact whole. Their limitations are the process of synthesising these subjects into a new field, blending them together, making it a compact and coordinated whole removes. While humanities tend to make man, a man or humanize him. They describe the entire range of human history, from the earliest time down to the latest moment and the widest reaches of contemporary society.

(2) Functional study of natural sciences : Social Sciences and natural sciences are inter-related. Recent advances in the fields of physical sciences, industry and technology have extended man's vision from family to neighbourhood, from neighbourhood to town, from town to region, from region to nation and even beyond expanding the area of human relationship form local, regional and national level to international level. Therefore, the functional study of natural and physical sciences like physics, Chemistry, Botany, Zoology and physiology *etc.* is an important part of social studies programme. For example, while chemistry has helped to eradicate various diseases, history has helped chemistry in providing past human experiences dealing with those diseases.

(3) Functional study of fine Arts : Instructional programme of Social studies also includes the functional study of fine arts like drawing, constructing, painting, music, dance and dramatization.

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These provide the content needed for a better understanding of people and the world. The functional approach of studies means that whatever factual material is obtained from various fields, should have immediate relationship to the needs and interests of children. Social Studies includes something happening to pupils and teachers and not merely something studied by them.

(4) Study of Current Affairs : Current affairs include those events which deal with the present problems and issues. As every current affair finds its background in the past it provides a great source of both historical and geographical learning. As important elements of social studies current affairs make our historical and social learning concrete. They make us think about the social structure of the community and the effects of social forces in their making. "Current affairs are of great significance in Social Studies as they are of great value to represent an extension and exemplification of the major topics of the curriculum."

(5) International Understanding : Social Studies seek to promote international understanding of man. Narrow sectional, communal, religious and national claims should be discouraged. Its special purpose in Indian schools to spread a clear understanding of democracy and to secure the whole-hearted acceptance of the values on which it is based. Through a unified course of Social Studies Indian children must learn "Brotherhood of mankind". Even individual has to act, react and interact in a social group, under social pressure and according to social practices. Therefore, a child must be made familiar with his own needs, the needs of his society and the part he is expected to play. He must be familiar with the significant problems of living together in the modern world. These problems range from the student's inter-personal problems to the inter-group, inter-provincial and inter-national relationship.

(6) Practical Study of Different Resources : The Social Studies instructional programme also includes new elements like character education, civil rights, co-operatives, social behaviour, inter-cultural relations and planning. For this purpose, Social Studies must provide excursions and visits to different towns and places

of historical, importance, utilization of library and community resources, art, and social service activities, debates and dramatization *etc.* Thus, the field of Social Studies includes the period prior to recorded history and also the foreseeable future. It draws its material from all social sciences, fine arts and religion.

Thus, Social Studies provides a wide range of materials involved many skills and leading to generalisations. In the words of Ohicholson and Wright "Its scope is really very wide and its theme is the present social life of man, the world over." But Social Studies course is not a limitless and fathomless ocean. It provides only an over-all integrated outline of essential common knowledge so it draws only the functional knowledge from various subjects avoiding the material which has no-bearing on social context. Its subject-matter consists only of very simple and reorganised items of information and experience from various fields having a practical value in the daily lives of children.)

Learning Exercise

1. Explain the term 'Social science and indicate its need in our school curriculum. Differentiae between social science and social studies.
2. Enumerate the components of social science. Give the retainable for integrating term into an unit. Describe its scope in school curriculum.
3. Enumerate the assumptions of social science and indicate its main features.
4. Indicate the importance of social science and establish its relation with other school subjects.
5. Social science is a division of human knowledge like- physical science and Bio-science. It is not an independent subject.

Short Answer Type Questions

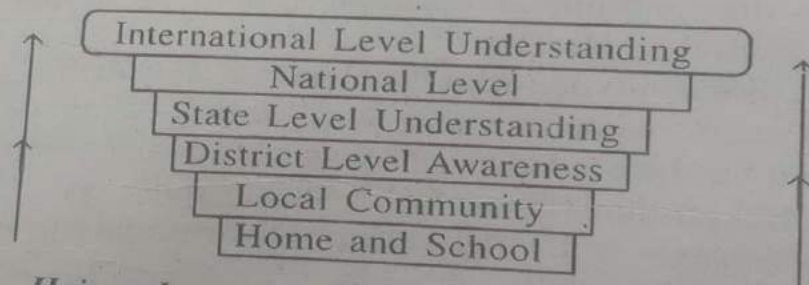
1. Differentiate between division and filed of study.
2. Indicate the need of social science.
3. Enumerate the components social science
4. Enumerate the characteristics of social science
5. Indicate the importance social science subject at school education.



Contents of Social Studies

- (1) A study of relationships, *i.e.*, relationships between man and man, relationships between man and institutions, relationships between man and earth and relationships between man and goods.
- (2) A functional study of natural sciences and arts *e.g.*, study of that part of chemistry which has helped a lot in the eradication of various diseases.
- (3) A study of current affairs which make us think about the social structure of the community or the society and the effects of social forces in their making.
- (4) A study of international affairs for promoting brotherhood of mankind.
- (5) A study of the actual working of social institutions like the Village Panchayat, State Legislature and Parliament *etc.*

The vastness of the scope of Social Studies may be explained with the help of a diagram as given below :



Hierarchy of Social Science Development

The Secondary Education Commission (1952-53) has observed, "It is not often realised that the complaint of overcrowding is largely due to the multiplicity of subjects, presented as separate entities, without bringing out their organic inter-relationship. So in framing the curriculum an attempt should be made to see whether certain subjects can be grouped in large, organically related units dealing with certain broad areas of human knowledge and interest. Thus, it is psychologically preferable to present subjects centering round the study of the social environment and human relations under the comprehensive



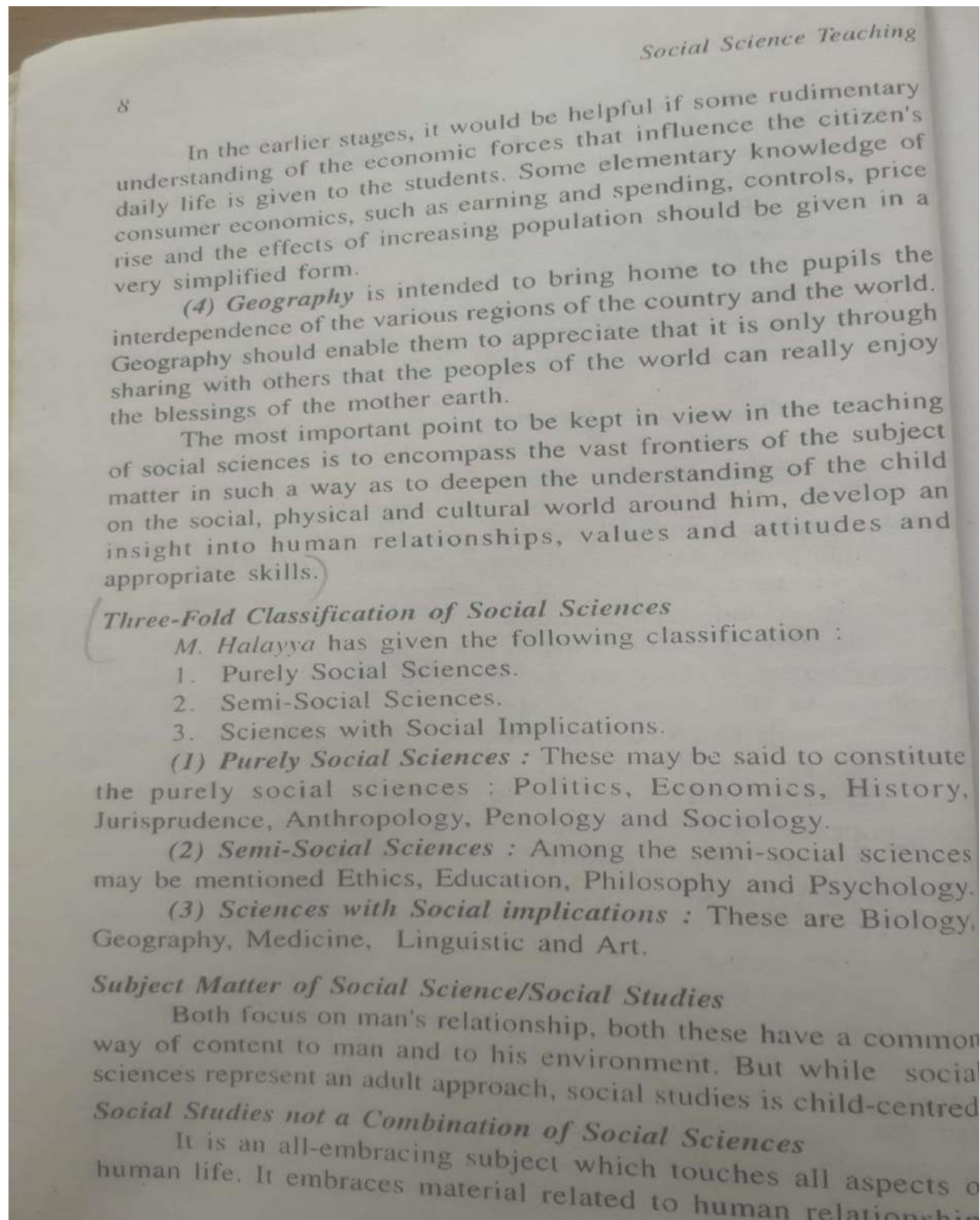
heading of "Social Studies" than to teach a number of separate subjects like History, Geography, Civics and Economics in water-tight compartments.

"Social Studies" as a term is comparatively new in Indian education; it is meant to cover the ground traditionally associated with History, Geography, Economics, Civics *etc.* If the teachings of these separate subjects only imparts miscellaneous and unrelated information and does not throw any light on, or provide insight into, social conditions and problems or create the desire to improve the existing stage of things, their educative significance will be negligible. This whole group of studies has, therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment—which includes family, community, State and Nation—so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living. They help the student to discover and explain how this adjustment has taken place in the past and how it is taking place today. Through them, the students should be able to acquire not only the knowledge but the attitudes and values which are endeavour to give the students not only a sense of national patriotism and an appreciation of national heritage, but also a keen and lively sense of obvious fact that these are but the formulation of the aims which have to be achieved; their translation into curricular terms will require careful thought and patient research."

Objectives of Teaching Social Studies

The Objectives of social studies are as follows :

- (1) Acquaintance with the environment.
- (2) Interest in socio-economic institutions.
- (3) Appreciation of cultural heritage.
- (4) Sifting of material.
- (5) Development of broad-mindedness.
- (6) Development of social commitment.
- (7) Faith in the destiny of nation.
- (8) Development of insight into human relations.
- (9) Effective participation in social affairs.



Concept of Social Science

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drawn from History, Geography, Political Science, Economics, Civics, Sociology, Social psychology, Philosophy, etc. Its functions material is sifted from all these and is fused and unified into one field called Social Studies. All these and in fused and unified into one field called Social Studies.

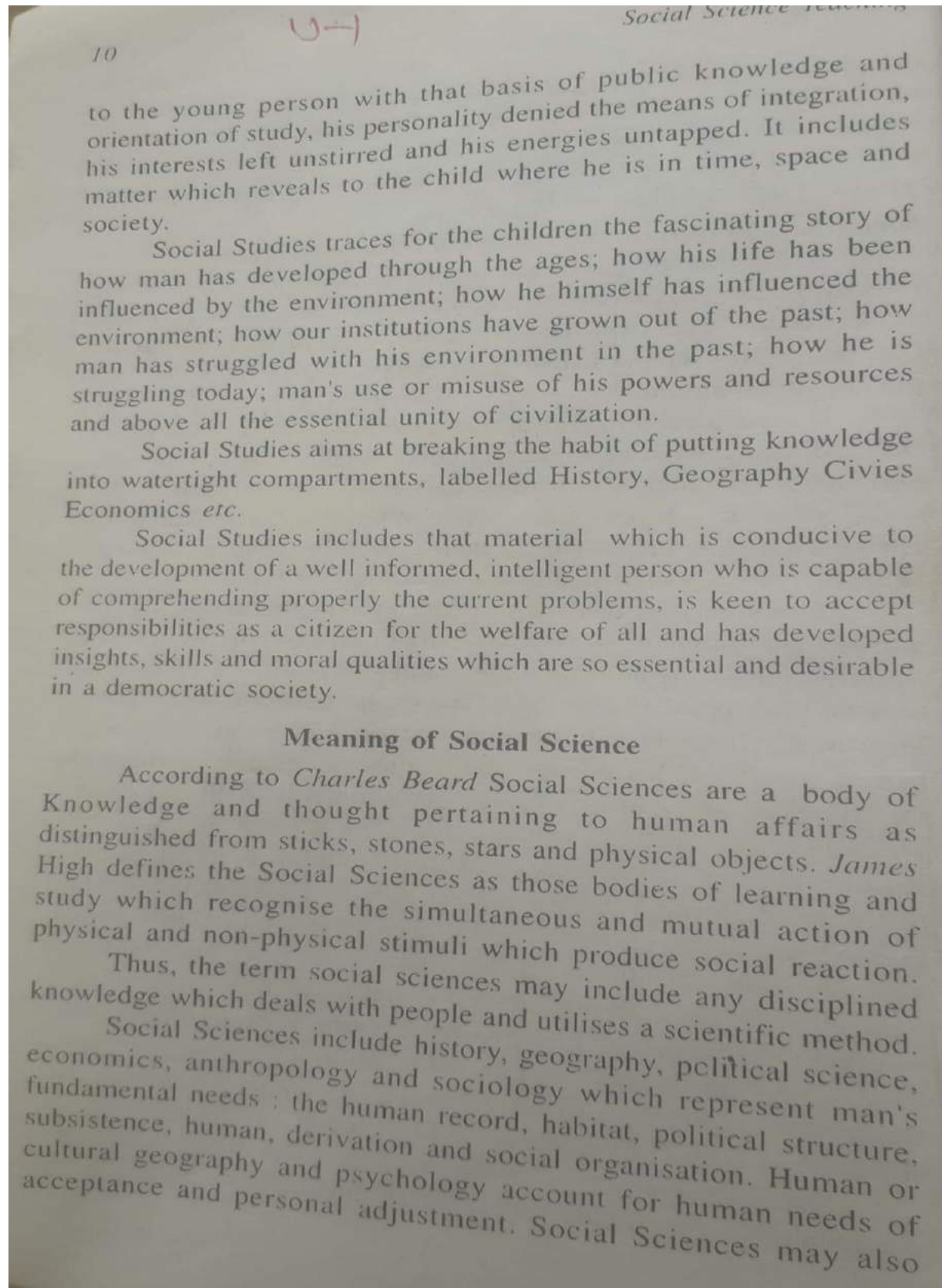
Social Studies not a Combination of Social Sciences

Social Studies is not a combination of Social Sciences like History, Geography, Civics, Economics, etc. Though Social Studies draws its material from History, Geography, Civics, Economics etc., but it is not a part of History, Geography Civics and Economics, put together unrelatedly.

It is not a combination of many subjects. It is one independent field of study which provides a core of knowledge, experience and insight around which other subjects, may be built up in a coordinated way. It draws functional and practical knowledge from various social science. This is then properly integrated into one subject, called Social Studies.

Social Studies deals with man, his relations with other men and his environment. It, therefore, draws its contents form several social sciences to help us understand the problems of man and how he dealt or dealt with them. The main themes of Social Studies are—man's struggle with environment yesterday and today, man's use or misuse of his powers and resources, his development and the essential unity of civilization. The contents of Social Studies are drawn from several social sciences but are not determined by the discipline of any one of these. Social Studies is meant to cover the ground, traditionally associated with History, Geography, Economics, Civics etc. If the teaching of these subjects only imparts miscellaneous and unrelated information and does not throw any light on it or provide insight into social conditions and problems or create the desire to improve the existing state of things, their educative significance will be negligible. The whole group of studies has, therefore, to be viewed as a compact, whole whose object is to adjust the students to their social environment.

Social Studies includes the study of relationships and inter-relationships—historical, geographical and social so as to provide



Social Study and Social Science

David L. Sills in an article in *The International Encyclopaedia of Higher Education* (1977) has observed, "Although knowledge is often broadly divided into the social and behavioural sciences, the humanities and the natural sciences. There is no full definition of the social science that is generally accepted. Nor is there any consensus concerning which individual disciplines are properly included under the heading. Accordingly, each generation of social scientists uses a different implicit definition of the field, sometimes resulting in controversies among colleagues and between countries. In general, however, the social science and behavioural science include those disciplines that study social behaviours and social institutions."

Comparison Between Social Science and Social Studies

<i>Social Science</i>	<i>Social Studies</i>
1. It has wide scope and relevant field.	1. It has relatively narrow scope and limited field.
2. It has high intellectual level.	2. The content has limited to knowledge level.
3. It is included at higher classes and secondary level.	3. It is included at secondary classes for study.
4. It has wide scope for research studies.	4. It has the limited field for research work.
5. Its nature is highly theoretical and based on some basis assumptions.	5. Its nature more practical and informative.
6. Its relevance is for social and national utility to develop national integration and inter national understand.	6. Its relevance is for instructional purpose to develop time place and civic senses among the students.

International Encyclopaedia of the Social Sciences, edited by David L. Sills includes the following disciplines under Social Sciences:

(1) Anthropology, (2) Behavioural Sciences, (3) Economics, (4) Geography, (5) History, (6) Law, (7) Political Science, (8) Psychiatry, (9) Psychology, (10) Sociology, (11) Statistics.

The New Encyclopaedia Britannica gives the scope of social sciences as "The Social Sciences, which deal with human behaviour in its social and cultural aspects, include the following disciplines : Economics, Political Science, Sociology, Social and Cultural Anthropology, Social Psychology, Social and Economic Geography; and those areas of Education that deal with the social context of learning and the relation of the school to the social order. History is regarded by many of its practitioners as a social science and certain areas of historical study today are almost indistinguishable from work done in the social sciences."

Difference Between Social Sciences and Social Studies

- (1) Social sciences are the advanced studies of human society which are taught at the high school stage, higher secondary stage and at college stage. Social studies are simplified portions of social sciences selected for instructional purposes at the primary and middle stages.
- (2) Social sciences represent an adult approach while the social studies represent a child-centred approach.
- (3) Social sciences are the theory part of human affairs and social studies as the practical part of human affairs.
- (4) Social sciences lay more emphasis on knowledge and social studies on the functional part of knowledge.
- (5) Social sciences are concerned with the investigation of a diversity of human relations and pile up considerably more data than it is possible or desirable to include in social studies.
- (6) Social sciences aim at finding out how new truth about human relationship and social studies aim at guiding adolescents in their learning of selected portions of what has been discovered in social sciences.

Social sciences and social studies have many similarities. They are not only related generally but also share a common body of content. The social sciences are the parent disciplines. The centre of focus in social sciences and social studies is man's relationship

to man his environment and how he meets his needs. Human relationships are the common denominators. As a matter of fact there is no hard and fast line separating social studies in the primary and middle classes where gradual unfolding of the total environment physical, social and cultural -is needed. As the student gains more insight and becomes mature to interpret raw data at the secondary and higher secondary stages, he emerges from the social studies and enters into social sciences.

In a nutshell, social studies is the adaptation of the scholarly findings of the social sciences. It include those portions of social sciences

According to '*The Curriculum for Ten-Year School*' History Civics, Geography and Economics are to be taught in social sciences at middle and secondary stage of education, i.e., for classes VI to X. In view of the limited time that will be available for each of the branches, it would be desirable to integrate their teaching in a way that pupils develop a proper understanding of the facts and problems in their right perspective without causing any damage to the totality of individual discipline.

(1) **History** provides the youth an insight appreciation and understanding of how our present life has come into being. Emphasis in History is to be shifted from dynastic history and political details to social and economic conditions and the growth of various aspects of culture.

(2) **Civics** make an attempt at imparting training in civic life, development of civic competencies and civic abilities so that students eventually participate constructively in the life of the Community in the democratic way.

The NCERT in its documents on Curriculum 1986 and 1988 has used the term Social Sciences.

(3) **Economics** makes the child familiar with the current multifarious activities and issues that affect the every day life of the common man and of the society to which he belongs. The course is intended to throw some light on the potential resources and the performance shown so far and the future economic prospects of the country.

In the earlier stages, it would be helpful if some rudimentary understanding of the economic forces that influence the citizen's daily life is given to the students. Some elementary knowledge of consumer economics, such as earning and spending, controls, price rise and the effects of increasing population should be given in a very simplified form.

(4) *Geography* is intended to bring home to the pupils the interdependence of the various regions of the country and the world. Geography should enable them to appreciate that it is only through sharing with others that the peoples of the world can really enjoy the blessings of the mother earth.

The most important point to be kept in view in the teaching of social sciences is to encompass the vast frontiers of the subject matter in such a way as to deepen the understanding of the child on the social, physical and cultural world around him, develop an insight into human relationships, values and attitudes and appropriate skills.

Three-Fold Classification of Social Sciences

M. Halayya has given the following classification :

1. Purely Social Sciences.
2. Semi-Social Sciences.
3. Sciences with Social Implications.

(1) *Purely Social Sciences* : These may be said to constitute the purely social sciences : Politics, Economics, History, Jurisprudence, Anthropology, Penology and Sociology.

(2) *Semi-Social Sciences* : Among the semi-social sciences may be mentioned Ethics, Education, Philosophy and Psychology.

(3) *Sciences with Social implications* : These are Biology, Geography, Medicine, Linguistic and Art.

Subject Matter of Social Science/Social Studies

Both focus on man's relationship, both these have a common way of content to man and to his environment. But while social sciences represent an adult approach, social studies is child-centred.

Social Studies not a Combination of Social Sciences

It is an all-embracing subject which touches all aspects of human life. It embraces material related to human relationship

Unit-I

2

RELATION OF SOCIAL SCIENCE
(Components & Integration Approach)

One of the most significant developments of the twentieth century education is the emphasis on imparting unified, integrated and meaningful knowledge to the pupils. Imparting of fragments of knowledge, say in the form of isolated facts of history, geography, political science, economics, etc., is just obsolete ideology. It is believed that the child's mind is an integrated whole which welcomes experiences as a unity and not as a collection of separate unconnected fragments. The reciprocal relationship which exists among the diversity of subjects needs to be established. This relationship makes study easier, more interesting and more natural.

{1} Social Science and History

History provides a rich ground for correlation with different subjects. *Vives* felt that history is one study which either gives birth or nourishes, develops and cultivates all arts. He further stated in the context of concentration of studies that "....moral philosophy is built upon history, the whole of law flows out of history and a great part of theology is history." For *Ziller* and his disciples, history was the central subject round which all other subjects could revolve. Perhaps a similar view is also expressed by *Johnson* when he says, "History with or without the name, certainly has been and is a background for other social sciences. History may, indeed, be regarded as the only field in which all other social sciences meet." *Trevelyan* goes still further when he says, "History is not a subject at all the a house in which all subjects dwell." *Koerne* also says, "Occupying, as it does, an intermediate position between the humanities and the social science and employing both the qualitative approach of the humanist and the quantitative data of the behaviourist, it serves as a medium through which students

can learn something of literature and the arts on the one hand and politics, economics and social behaviour on the other."

Thus, history not only provides a common meeting ground for all these separate art disciplines, it gives them the best and most fruitful junction with the natural sciences also. It can, in fact, be treated as a temporal canvas against which the facts learned in other subjects can be arranged and made meaningful.

History has a close relationship with social studies is often taught as part of history course school, and sheltered under the wing of the more traditionally established subject. History plays an important role in the understanding of man in society and thus in the structuring of social studies courses.

History is concerned with primarily either with periods of time in the past or with themes running through centuries. Many historians claim that the main function of history is not to enable us to understand society as it today. This is the main function of social studies and in so doing, it must draw on history. Similarly, much of the material children study in social studies involves the concept of the significance of time, which can be used to bring an awareness of the need to see phenomena in terms of their place on a chronological scale. Here the best aspects of historical method can be used. This is certainly a good method of teaching children a sense of chronology and a sequence of events. Children can be encouraged to organise material to illustrate growth and change. Whether this occurs in the short span of plant or human life or the broader historical span of the development of building style and types in the locality during the past two hundred years or the vast scales needs for the study of rocks, landforms and evolution. Tables, maps, sketches and accounts can all be prepared in a time sequence, thus making a significant contribution to the development of one of the most difficult of concepts.

History provides a basis and perspective to the important topics in social studies such as education, population, war, trade union movement, towns and cities, customs and social moves etc. History, as a study of the origins of the present, must be an essential feature of any sound scheme of social studies.

History and social studies are interdependent. It is admitted that a study of contemporary society is incomplete without an account of its development in previous ages. Recent history, the immediate origin of the present, is an essential part of the explanation of the present. But by itself this picture is incomplete, for an account of the present use of this history is necessary for a balanced and true perspective. It would be extremely dangerous to attempt a study of recent history and the origins of the present without adding the perspective of social studies, that is what is actually happening today.

The methods and perspectives of history and social studies, too, are complementary. This social scientist can learn from the historian to be more tentative in his generalisations and to test his hypotheses against the evidence from the past. The historian can learn to handle the techniques of quantification, and be more prepared to derive generalisations from his material.

Historian, in the present set. Up, should be seen not merely as a subject, but as a mode of thought. The social studies can be used as a way of articulating the historical mode of thought. At the secondary level, this can provide a firm supporting structure. In this way both history and social studies would enjoy the benefit. There is a need for the fusion of the two subjects: history could provide the colour of its narrative and particularly its biographical details, while the social studies can provide a coherent learning structure.

{2} Social Studies and Geography

Geography and Social Studies are inseparably connected. Social Studies includes the study of the living conditions of the people of various countries, their mode of living, their occupations, their standard of living, etc. All these are very much influenced by the geographical conditions of those countries. The location of the countries also has a great effect on the people living in those countries. England built a powerful navy and created great empire, mostly because of its geographical location. Geographical location and conditions of country have a tremendous effect on the social life of its people. Thus, Geography and Social Studies are intimately connected.

{3} Social Studies and Economics

Social Studies is incomplete without Economics. Social Studies seek to develop an individual into a good, independent and competent citizen. This is not possible without some knowledge of economics which constitutes an integrated part of Social Studies. Economics is a theoretical study, meant for the college or university students, whereas, Social Studies providing practical and functional knowledge, is meant for the school student upto the higher secondary classes. Social Studies draw from Economics some of the knowledge of the basic needs of the human beings, food, shelter, clothing etc. Therefore, Social Studies and economics are intimately connected.

{4} Social Studies and Civics

Social Studies Civics and Political Science. Civics and Political Science are intimately connected with Social Studies. Civics provides knowledge useful and essential for becoming a useful and proper citizen. It provides knowledge of the duties and responsibilities of a citizen. Political Science provides the knowledge of the various forms of government and how states are governed. Knowledge of issues like national integration and international understanding cannot be gained without the knowledge of Political Science. Civics and Political Science contribute such knowledge to Social Studies.)

{5} History and Political Science

History and political science have got close relationship with each other. Political science is a subject that deals with that branch of historical studies which mainly gives an account of the growth and development of administrative set-up of a country. The relation of government of administrative set-up of a country. The relation of government and history is also like the relation of botany to plants or zoology to animals. It is perhaps for this reason that *Freeman* said that history was past politics and present politics is the future history. *Sultan* aptly says "History is really the past tense of a subject of which political science is the present." *Johnson* also is of the same view when he says, "The study of history in schools has, from the beginning, in large part, been a study of the

forms of the government, of changes in government and of actions in government."

Political science is the science of citizenship. Citizenship in the modern set up involves a good knowledge of local, national and international affairs. This knowledge cannot be obtained without reference to history. "Political science has no fruit," so well said by *John Seeley*. Burgess writes, "Separate them and one becomes a cripple if not a corpse." Every political act is an outcome of a long history behind it. History reveals the roots. It is the great laboratory for political scientist where he learns not to repeat the mistake of others. Without historical foundations, politics tends to become merely speculative. Both history and political science aim at the welfare of man as a member of society. Man learns through his own experience and experiences of others. Experience produces good citizens in society which, in brief, is the function of political science. Both, thus, are inseparable and go hand in hand.

{6} History Details Progress of Human

History details progress of human ideas and institutions through the ages. It is history that provides us up-to-date knowledge about the origin, development and progress or decline of some of the social institutions. Again, as *Johnson* has said, "Civil government can best be studied as a part of history. To know the present of our constitution well one should seek not only whence they come and how they develop but also to show origins and developments. To history, one just sees these movements and knows the results." It is obvious that both are inter-related and the study of one reinforces the others.

Again history gives information about revolutions and political movements which help us in formulating our own theory and strategy of bringing the desired change. History thus is a searchlight of politics and lighthouse for political research. Not only that, history without political science is nothing but the story of kings and queens, battles and wars. History without a proper analysis of political events becomes simple fiction and cannot be used for furthering the interest of humanity. There is no doubt that political ideas, thought and motives have contributed a lot in shaping

- (7) Social Studies establishes relationships between present, past and future.
- (8) Social Studies integrates the knowledge of all social sciences and is, therefore, called 'Co-ordinated' and 'Co-ordinating.'
- (9) Social Studies is the applied branch of Social Sciences, introduced in the school curriculum with a view to developing proper attitudes, sensibilities and skills in future citizens.
- (10) The materials of Social Studies are useful for general education at School level, before collegiate education starts so that pupils can learn them with sufficient ease and interest.
- (11) The contents of Social Studies are continuously growing and changing with the changing social process. Hence, its contents will have to be revised periodically.
- (12) Social Studies Covers the study of communities at all levels, local regional, national and international with focus on man and his social environment.
- (13) Social Studies stresses contemporary human life and its problems rather than the past history of man.

Nature of Social Science

The Secondary Education Commission (1952-53) or Mudaliar Commission Recommended the course of Social Science/ Social Studies for secondary classes. It has emphasized the integration of social subjects history, geography, economics and civics. It is considered as an unit of teaching for secondary classes. The integrated content may provide the awareness and understanding of social environment as whole. It includes-family community, state, national environment. It may provide the knowledge of social forces and social changes.

In our school curriculum, an important place has been given. In the beginning it was accepted in the form of its components- history, geography, have included in the secondary course in integrated form. Now it is being accepted in the form of Social Science/Social Studies. It has the following main features :