



**CHETANA**  
International Journal of Education (CIJE)

Peer Reviewed/Refereed Journal  
ISSN : 2455-8279 (E)/2231-3613 (P)

**Impact Factor**  
**SJIF 2024 - 8.029**



**Prof. A.P. Sharma**  
Founder Editor, CIJE  
(25.12.1932 - 09.01.2019)

### **Study of indigenous and western Contents from cultural perspective at Secondary level**

**Dr. Ramawatar Godara**

*Assistant Professor,*

*Department of Education*

*Institute of Advanced Studies in Education*

*GVM, SardarShahar (Churu)*

*Email: ramawatargodara@gmail.com, Mobile-9351046609*

First draft received: 20.09.2024, Reviewed: 23.09.2024, Final proof received: 27.09.2024, Accepted: 29.09.2024

#### **Abstract**

*Man is just a living being at the time of birth, he gradually develops in different dimensions and a newborn grows from his infancy to childhood, youth, adulthood and further stages, but alone in the path of these stages. Life is not going to be accomplished by wandering alone. A child should become a refined person with proper values for the society. While presenting new products to the society, he should keep his heritage culture and civilization in mind so that he can become a source of inspiration by becoming an ideal person for the society. The plan of preparing citizens as per the aspirations of a society is implemented through the education system. Through the education system, a plan is implemented to prepare citizens as per the aspirations of a society. For that, a guideline is required; this guideline is the content/curriculum of the present desired social-norms keeping in mind the future aspirations. These norms are- culture and conduct.*

*Education and content/curriculum is a process connected with various aspects of human life, because at the time of birth every person is just a living being, gradually his physical, mental, social and emotional development takes place and he learns the cultural values and norms as per the society. In the education system, the curriculum is determined as per different age and level and it is taught.*

**Keywords:** *Culture and conduct, indigenous and western contents, education system, clergy and elite class, colonial power, forest society, farmers and herders etc.*

#### **Introduction**

Man is just a living being at the time of birth, he gradually develops in different dimensions and a newborn grows from his infancy to childhood, youth, adulthood and further stages, but alone in the path of these stages. Life is not going to be accomplished by wandering alone. A child should become a refined person with proper values for the society. While presenting new products to the society, he should keep his heritage culture and civilization in mind so that he can become a source of inspiration by becoming an ideal person for the society. The plan of preparing citizens as per the aspirations of a society is implemented through the education system. Through the education system, a plan is implemented to prepare citizens as per the aspirations of a society. For that, a guideline is required; this guideline is the content/curriculum of the present desired social-norms keeping in mind the future aspirations. These norms are-culture and conduct.

Education and content/curriculum is a process connected with various aspects of human life, because at the time of birth every person is just a living being, gradually his physical, mental, social and emotional development takes place and he learns the cultural values and norms as per the society. In the education system, the curriculum is determined as per different age and level and it is taught.

Today, society is established on a common platform at the global level, and by mutual agreements between the western and eastern nations, a curriculum is determined in the school and higher education system of every society to understand the present by knowing the past and to set future aspirations with the help of future-oriented curriculum and syllabus through education in every dimension of lifestyle, so that the rituals of the present generation and the culture of the civilization can be refined. Man lives in any era, country and civilization, but multi-cultural dimensions and factors influence him in his life journey.

Due to which he refines himself and generalizes good rituals in his behavior. These rituals are transferred to the coming/next generations, and become a series are published/displayed in the cultural dimensions of a particular civilization. The indigenous society has seen many ups and downs in civilizations from ancient times to the present. Civilizations have vanished but cultural dimensions have been becoming increasingly excellent. Today, in order to fulfill the aspiration of preparing cultured future citizens through content/syllabus in the indigenous society, various cultural dimensions have been mentioned in the syllabus of the currently prevalent secondary level social-science subject, in which indigenous and western syllabus are prominent.

#### **Need and Importance**

The need for this research work was felt that when the education system in the indigenous society has been changing from the Vedic era till today, due to which subtle changes have been taking place and how and to what extent these changes have affected the cultural heritage of the society?. And to know what was the form, structure, administration and curriculum of schools in the systems prevalent during the period of influence and change? And what was its utility in the current circumstances? When any government wants to spread its ideology in the society, what kind of curriculum does it implement?

The destructive nature of the Mughal's was enhanced by the British and the cultural heritage of the indigenous society was pushed into the abyss. To know this and to analyze the subject matter which is being included in the education system by the curriculum makers in its silent form even in the present context, which is inappropriate from our cultural point of view, this research work was felt to be necessary.

#### **Rationale of the study**

School, curriculum and teacher are the three heads in an education system, in whose sphere of influence the refinement of values keeps taking place and a new cultural form keeps getting created in the society. The education system in the indigenous society was fixed since the Vedic-era, and there was a definite format for imparting education of various dimensions. Although students received residential education in Guru-Ashrams, education was imparted there keeping in mind social-customs. The syllabus prescribed for education as per a particular age and stage, in which the rituals were prepared as per the aspirations of the indigenous society.

From the Vedic-era onwards till the Buddhist-era, the Jain-era, the structured form of education was for propagating the Indian cultural ideology, education continued to spread to distant countries, but the attack of foreign-invaders and empire-expanders on the indigenous society and establishment of power over them affected and tortured the psyche of the people in the indigenous society.

"Because a complete view of life has been established in the indigenous culture, which is not an ideology of dividing the society into various parts and then uniting them again, but it is a complete and unbroken view, which stresses on the unity of all living beings and clearly declares.

*Ayam Nijah Paraveti Ganana Laghuchetsam.*

*Udaar charitanam tu vasudhaiva kutumbakam.*

#### **Problem Statement-**

Study of indigenous and western content from cultural perspective at secondary level.

#### **Objectives of the research**

1. To study the secondary level curriculum.
2. To study the secondary level curriculum from a cultural perspective.

#### **Explanation of the terminology used:-**

##### **Secondary level**

In simple words secondary education means the education which is given in the second or secondary stage. The school education of a child is divided into three parts-(a) Pre-primary education. (b) Primary education. (c) Secondary education.

##### **Culture**

Culture is a Sanskrit word formed by adding the prefix 'sam' and suffix 'kitna' to the root 'kri'. Its literal meaning is- to refine/refined.

##### **Contents**

Through which social-objectives are achieved. There are three poles in the education process- student, teacher and Contents (curriculum).

##### **Research method used**

The researcher has used the content analysis method to study the subject matter. The research findings and conclusions have been obtained by logically analysing the cultural dimension of the subject through content analysis. The researcher has indirectly used the philosophical and observational method to complete the research.

##### **Population**

In the presented research work, the curriculum prevalent in all the education boards at various secondary level has been included as the population, from them the content of the social science subject has been selected as the sample

##### **Delimitation**

The indigenous and western syllabus from the secondary level social-science syllabus will be analyzed from cultural perspective.

##### **Study and review of related literature**

In the present chapter, a review of research done in India and abroad has been done, such as-

**Sharma, Kanchan** (2015), in the conclusion of her project level research work on "*Education and culture of adolescent students of forest area: A study*" found that- 1. The percentage of education and culture of adolescent students of government and non-government schools of forest area was found to be of high level. 2. As education progresses, values also increase. 3. The impact of government and non-government schools on the education and values of students is not visible.

**A. Allin** (2010) did his Ph.D. on "*Social Harmony, Multiculturalism and Globalization*". Did high level research work. As a conclusion of the research, it was found that the main facts of social harmony and multiculturalism were considered to be pluralistic form (majoritarian) democracy, state of law, human rights etc. In recent years, the concept that social harmony has an important role in multiculturalism has been especially discussed.

**Vladislav Dekalov, Grigoryeva Kristina & Uskova Dinal** (2017) "*Cultural Experts and Communicative Capitalism: Transformation of Communicative Practices*". **Conclusion-** Cultural experts become independent actors on the Internet

and take part in attention distribution processes, which determine communicative practices applied.

**Study of secondary level curriculum-**

Society		
First Estate	Second Estate	Third Estate
Aristocratic class	Clergy	Businessmen, traders, courtiers, employees, lawyers, farmers and artisans.  (Small farmers, landless laborers, servants)

1. In France, the people of the society were divided, as a result the economic levels were also different, the clergy and aristocrats of the First Estate were rich and had privileges, on the contrary, the people of the Third Estate had to pay many taxes, due to which His financial condition was getting worse.
2. Due to the tax system, the economic situation was not strong and everyone was afraid.
3. The upper class was gradually being proletarianised.

**Study of text from cultural perspective**

Name of Textbook	Name of Unit/Subunit	Dimension/Component of Study
India and the Contemporary World-1	1. French Revolution 2. Socialism in Europe and the Russian Revolution	geographical  historical

1. Despite feudal rule and exploited life, the intellectual class had protection and philosophers were respected.
2. Farmers and laborers were being exploited by feudal lords, agricultural land was being converted into industrial land.

**Study of indigenous syllabus**

	Indigenous Syllabus
Geographical	1. Nationalism in India, Trade Routes, International Routes 2. Forests of India and Colonial Forest Management

1. In ancient times, spices, silk-cloths, muslin, wool and other useful goods were exported from India to western civilizations.
2. Due to the establishment of colonial rule, forests and agriculture activities were controlled due to which the tribal society, farmers and shepherds had to face the problem of livelihood.

**Study of western curriculum**

Dimensions	Western curriculum
Geography	1. Geographical form of Europe, France, China, Portugal, Russia. 2. International Silk Road.

1. People of European countries were in penury, so it was difficult to arrange food, clothes and shelter, so in search of new employment opportunities, they boarded ships and left for the eastern continents.
2. England also had a rural lifestyle before industrialization.
3. The modern concept of decentralization of power came in its present form after the French Revolution.
4. Africa, Indonesia and Vietnam were also colonies of the West like India.

**Acquisitions**

**In the** 18th century, French society was divided into three estates - all the people of the third estate had to pay taxes. John Locke in his 'Two Treatises of Government' refuted the theory of divine and absolute rights of the king and Jacques Rousseau in his 'Social Contract' proposed a government based on contract between the people and their representatives. Montesquieu in his work 'The Spirit of the Laws' divided power within the government between the legislature, executive and judiciary.

**From** 1918 to 1919, most parts of the Russian Empire were controlled by the Social Revolutionaries (Greens) and the Tsarist supporters (Whites). They were also getting support from French, American, British and Japanese troops. The socialist parties of Europe were not very happy with the system of governance of the Bolsheviks.

**During** the economic crisis, people were restless and fearful. The middle class and the wage earners feared proletarianization. Hitler, born in Austria in 1889, spent his childhood and youth in extreme poverty. Hitler's racial thinking was based on Charles Darwin's concept of natural selection and Herbert Spencer's 'survival' theory. Through the Nazi ideology, it was repeatedly made known that women are fundamentally different from men. The struggle for respect and rights between men and women is wrong. It will destroy society.

**Conclusion**

1. The people of the society in France were divided, as a result the economic levels were also different, the clergy and the elite class of the first estate were rich and had special privileges, on the contrary the people of the third estate had to pay many taxes, due to which their economic condition was getting worse.
2. The economic condition was not strong due to the tax system, all the people were afraid.
3. The upper class was gradually being proletarianised.
4. The wave of revolution against the autocratic and divine rule system spread in every village and countryside against the landlords.

**Suggestions**

**Suggestions for teachers**

1. Teachers should try to achieve the cultural objectives included in the curriculum.

2. Teachers should try to clarify the indigenous curriculum through their experience and compilation.
3. Teachers should try to clarify the curriculum through excellent language style.

#### **Suggestions for parents**

1. Parents should make every possible effort to develop cultural perspective in children.
2. Parents should provide proper opportunities to develop indigenous cultural perspective in children.
3. Parents should try to involve children in local and indigenous cultural occasions.

#### **Suggestions for students**

1. Participate in cultural festivals with parents.
2. Students should try to develop cultural perspective.
3. Students should try to understand the basic concepts of indigenous and western curriculum.
4. Students should try to understand various cultural dimensions.

#### **Suggestions for future research**

1. Study indigenous syllabus from cultural perspective at secondary level.
2. Study western syllabus from cultural perspective at secondary level.
3. Do comparative study of indigenous and western syllabus at secondary level.
4. Study content from cultural perspective at secondary level.
5. Study secondary level syllabus from cultural perspective.

#### **Reference Books**

1. Tyagi, G.S.D., Pathak, P.D. (2008). Contemporary Problems of Indian Education. Agra: Vinodpustaka Mandir.
2. Sharma, Sharda (2009). The growth of education in India. Varanasi: Ravi Publications.
3. Bhatnagar, Suresh. Kumar, Sanjay and Saxena, Anamika (2007). Development of education system in India. Meerut: R.Lal.Book Depot.
4. Agnihotri, Ravindra (2008). Modern Indian Education: Problems and Solutions. Jaipur: Rajasthan Hindi Granth Academy.
5. Shekhawat, Shyamsundar (2005). Development of educational system in India. Jaipur: Shri Kavita Publications. 06
6. Verma, Ajay Kumar (2009). The growth of education in India. Varanasi: Vijay Prakashan Mandir
7. Dixit, Somdutt (2015, September). Shri Guruji's shadow Pandit Deendayalji. Vidya Bharati Pradipika. New Delhi: Narayana Industrial Area Phase-1, Issue-04 39
8. Bhatnagar, Avnish (2014, December). How to free education from commercialization. Vidya Bharati Pradeepika. New Delhi: Narayana Industrial Area Phase 1 Issue-01 31
9. Indian Education Research Journal (2001, January-June). Lucknow: Niralanagar, Saraswati Kunj. Issue-01, 115-116
10. Adhyapak Saathi (2005). Vol. 1, 4, 32-40

11. Shikshak Antar Drishti (January-April 2015). Year-2 Issue 4-5 pp. 23-25
12. Shahi, Ashutosh Kumari, J.Ch., 10603, 171244, 247
13. Chaudhary, Radhakrishnan (1985) "Political and Cultural History of Ancient India", Patna. Bharatiya Bhavan