

Impact of Education in the Light of History Subject

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CHAPTER

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Abstract:

According to the Kothari Commission (1964-66), commonly referred to as history isn't only an object of human interest yet a wellspring of passionate security that gives development, soundness and self-confidence. Modern social scientists and progressive

thinkers think that history is a recorded script in which human life and society are related and includes all the changes human society has gone through, all the ideals that have controlled and affected human activities, and the real facts that affected human advancement. Students can gather knowledge about society and country from the study of history. It irradiated the narrowness of the mind and expanded our views. Therefore, the inclusion of history in the school-level curriculum is very apt. According to the National Curriculum Framework 2005, education will be learners oriented, and the teaching process will be constructive. The learners will develop their knowledge by active participation in classroom teaching, where they can amalgamate their previous knowledge and experience with the new learning situation. By this way, they can create new knowledge. History is the memory of the human experience. History is not a separate individual subject. Every subject of the contemporary educational curriculum- literature, different sciences, religion, philosophy, Political Science, Sociology, Education, Economics, Geography, Mathematics, Medical Science, Technology, Agriculture, Industry etc. is included in History. No subject can develop continuously if it excludes history. All didactic subjects are connected with history from the beginning, and history is the mother of all subjects.

Introduction:

From time immemorial, studying history has been a summary of mythmaking episodes and heroic deeds of warriors and rulers. Thus, history as a royal subject has guaranteed its proper place in different curricula from juvenile to higher studies. History creates an urge to know the unknown, to compare the past with the present and then to understand the future will. History is not merely a totality of ups and downs of kings and queens and kingdoms or annals of warfare or aggrandizement of territorial expansion. It is the leading mouthpiece of human progress, culture and civilization too (Andrews et al., 2010). Reading or studying history will be set at naught if it fails to us her inquisitiveness in the mind of the History learners how the historical development in various aspects has occurred in different countries, how the great historical personalities are still memorable, how they have fought for social, cultural, economic justice for their countries and people of their own (Haydn, 2012).

Now-a-days people are giving much more importance to many other subjects for building our career than studying history as a core subject for the betterment of our life and livelihood. Perhaps the necessity for creaming history to pass the examination stands in the way of honoring history as a subject. Another aspect to the contrary is the sentiment mentioned that the process of teaching history at present fails to copy with prevalent progress and need of society in so far as its democratic aspect is conserved. History students need behavioral and scholastic change, but history education is currently below the rank and fails to build their career as good citizens or help a country's smooth functioning with overall democracy (Nyamwebe et al., 2013).

In fact, the history curriculum and the method of teaching history in all stages of education are poles asunder and be changed root and brunch under the rapid growth of dialectical democracy. It should be borne in mind that every other subject, technical or non-technical, must have a history of its own and that part of history is also the academic course of history enlarge our historical knowledge not as bare facts but as a part of our life and livelihood (Olutayo, 2015). Moreover, the subjectivity of literature and objectivity of science and technology jointly will have to reshape the content of history as a cosmopolitan subject.

Concept of History

Latin 'Historia', French 'Historic', and English 'History' means 'investigation.' Later, the Greeks think that history is a record or narration of the result of the inquiry. So, history is both the process of investigation and recording the information and knowledge received through investigation. Herodotus, the father of history, first used the term History (Human story), which means tradition or past incidents. Herodotus glorifies history as an independent field of study (Williams, 2016).

History is being recorded from ancient times. But up to the early 19th, only political up downs were considered the material of history. Even royal myths and stories of wars were considered history. In the early 19th German historian Ranke protested against it and started modern history. Gradually history became data-based and scientific. The span of history expanded along with political events, and social, economic, and cultural history was also written. Psychology, environmental study, women's study etc., have been acknowledged as the theme of history. The subaltern study is now the main theme of history. History's function is the analysis of public life. Dr. Henry Jonson thinks that history means the history of human life. The subject of history is the evolution of human society and civilization. Therefore English Historian Metland said history is what man has done, told and thought about in the past. In the process of evolution, through centuries, the development of human society is the content of history. Man is the focus of history. Rabindranath Tagore says, 'There is only one history – the history of man'. Historian Mark Blok thinks history is the story of the man in the boundary of place and time.

Some historians think a man is the center of history or creates history. Historian Ramesh Chandra Majumder thinks man and the correlation between human beings, the interaction

between different communities, their strife and assimilation leads to the gradual development of greater human society and its chronological description is History. But this 'man' means not only the royal or aristocratic persons but the mundane people also. Eminent English philosopher and historian Thomas Carlyle once said that history is the biography of great people. But he otherwise acknowledged the role of common people in history. It should be admitted that the great persons of history have influenced national life and contemporary history with their achievements and ideals. But mundane, common people have been leading in constructing society or changing the flow of history. Eminent modern historian E. H. Carr thinks the history culture centered around the royal persons is now invalid. In fact, though it is quite necessary to know the royal, aristocratic persons or generals, the explanation of the change and evolution of the larger community of common rustic people that live outside the royal court is history.

Historian Ramesh Chandra Majumder thinks the content of history is the reality of the past. Historian Trevor Roper supports him and thinks that historian should love the past. Dr. Ramesh Chandra Majumder says history is the chronology of the previous activities of human society. English philosopher and historian Thomas Carlyle thinks history is hero worship and the activities of great people of a country behind its social advancement are very important. So, R. W. Emerson says, "There is properly no history but only biography." But some historians like Voltaire, Gibbon, and Joyce think otherwise. Voltaire says history contains only serial crime and misfortune. James Joyce thinks history is a nightmare from which I am trying to awaken. E. H. Carr says that historians and historical information are two important matters in writing history. History is a continuous interaction process between a historian and his information and an endless dialogue between the present and the past.

Nature of History (Science of Arts)

Since the age of Herodotus, history was a sophisticated literature full of records. But in the nineteenth century, this view changed and history started to be established as a scientific subject (Ishak and Awany, 2017). As well as in other branches of knowledge, in the field of history, scientific analysis, exercise and initiative started. Voltaire was the pioneer in treating history as a science. English historian Gardiner, Stubbs etc., tried to write history scientifically and establish history as a field of science. After analyzing historical information, Komte and Barkle found some common rules and proved that history and science are identical. German historian Ranke incorporated a scientific style in writing history in the nineteenth century. Science is based on some rules, and these rules can explain different scientific matters that explain historical events and lead society and the state to the right path.

Aims and objectives of history at the secondary level

History is one of the most important subjects in the Madhyamik school curriculum. Like others, one can learn many experiences and knowledge through reading history. Educationists

express many opinions about the aims and objectives of history. After displaying a subject to a student, the desired change in behavior is pre-defined.

Inspiration of discovery of truth: By reading history, students can get inspiration for the discovery of exact truth. Prone to the truth and dedication are created, false presentation and exaggeration and controversy are created, which are the aim of history reading.

Love for the country: History plays an important role in love for the country. Through the reading of History, the student becomes respectful of his country.

Preparation of Lifestyle: History students know the definition, duty, civil life citizenship, and their basic rights.

Progress of Man and Society: History may be regarded as society's mirror.

Within history, a complete picture of society is displayed, and within the scope of society, the proper development of men is done.

Humanism development: Human civilization and culture are an international wealth. To get this wealth, the creation of humanism is earnestly needed. Throughout history, one can be respectful and tolerant of humans.

Know the Present: History reading aims to know the present and analyze the present with the help of past experience. Present social, cultural and economic perspectives are conceptualized.

Mental strength and development: Through reading history, students can analyze and make decisions, and the field of memory judgment and power of debate is developed. **Consciousness to time:** History is related to the past in dents and places, so there is work reason relation. The students can teach those time and geographical positions.

Respect for Constitution: History helps to respect the national song and the country, including the democratic structure and national institution. On the other history teaches us to respect our constitution and its important value.

Universal Conception: Not nationalism, but universalized history is the utter truth.

Students can conceptualize the bigger world that is present behind their country. History should not be marginalized. The students become aware of the progress of human development. Through the study of history, universal cooperation and resilience should be maintained. For this, a peaceful and cooperative world can be opened to the students, creating a beautiful world.

Aims of teaching history at the higher secondary level

The aims of teaching history at a higher secondary level are highlighted in the following points:

- 1)** Aims study of any subject is to create interest in that subject. The interest created at primary and secondary levels is more deep and strong at higher secondary levels.
- 2)** History analyzes past social life activities from the perspective of place and time. History at the higher secondary level strengthens the conception of place and time more deeply.
- 3)** History reading aims to make learners more attentive to analyses and judgment through progressive debates.

- 4) History makes a performance of criticism and scientific attitude and quality. History helps the learners observe and analyze the present regarding high past incidents or history.
- 5) Despite all, present-to-present and present-to-future relations are the chief aims of history. World culture is the gift of its residents. Each country is, directly and indirectly, dependent on its culture, and the world culture is reacted by the mutual exchange of thoughts, habits, traditions and deeds in a social scenario. History reading aims to inform learners about present social, political, and religious problems and make them efficient in solving these problems through their past experiences. History is the flow of the evolution of socialized men.

So, the aim and objectives of the history study are to co-relate its learners with civilization and cultural perception.

Values of history subject

The concept of history is that history has a dark and light side. If there are negative concepts about history, there are also about science people do not know that history has changed its colour of the political dress with time. History is an encyclopedia of human society. So, without history, knowledge about life is incomplete. Historian K. D. Ghosh says – It is no exaggeration to say that from long being the Cinderella of the curriculum, she bids fair to be its queen.

Development of morality and values: A large part of history discusses great man's life and their ideology, bravery, dedication and extraordinary qualities.

Curious and imaginative: History is the story of human civilization's continuous progress. This story makes the learners curious and imaginative.

Makes Scientific Out Look: There are many controversial matters in history. After analyzing the matter, the learners come to the discussion which makes the learners thoughtful, national, scientific and neutral outlook.

Make Aware of Folk Culture : History deals with folk, folklore, local handicraft and folk song dating with ethnicity. With the help of it, we can idealized basic social life and moral conduct. History is solely related to temples, cities, peoples, Rajas Zamindars and their ancestors.

Training of Leadership: History is past politics. So through the reading of history one can train leadership. It creates philanthropist and universal conception.

Importance of history as a discipline

Development of knowledge: History is a storehouse of knowledge. It deals with the evolution of human beings, the rise and fall of monarchy's politics, economics, society, culture, revolt, revolution, movement and thoughts of the great statesman.

Pillar of Present: History is the witness of the past, and after crossing such a long past people have reached to present. So, truly we can say that the present is on the stand of the past, i.e., History.

Political and Administrative Development: From History we can learn about the states and administrative and political structures governed and maintained by kings. The real and good side of the amendment and political and administrative implementation rectification are known.

Cultural Development: One of the parts of History deals with the cultural life of human beings. Through History the evolution of socio-cultural aspects has been upheld.

Helps to Develop Nationalism: Nationalism means love for countrymen and sympathy for all inhuman creatures and organizations, including respect for all national values. Nationalism helps to make love to culture and tradition. It inspires the people to protect themselves from external attack, aggression, suppression, and brutality or torchers.

Religious Tolerance: Religion is a big part of human life because it is related to baling and practices. From many history incidents, we can learn about the result of conservative and orthodox tendencies toward religion. So, history makes us more liberal in religious tolerance.

Universalization – External affairs of state is one the major part of history. We can learn about the progressive and degrading condition of the state by studying history. It helps us establish universal harmony, peace, and love and discard all faults and enmity.

Place of history in the curriculum at the school level

Though comparatively, history is less important than the study of science and technology, history is included in the curriculum of almost every school in every country. Prot K. D. Ghosh has aptly said, “History has not only a fundamental place in the curriculum today but has her needs ministered to by such subjects as geography, literature, handwork, arts and music.” For such acknowledgment of history many philosophers, historians, scholars and teachers like Cald Well Cook, Helen Parkhurst, Haphold, Cousinet, Thomas Arnold, Vives, Ranke, Karl August Muller etc., have contributed a lot.

Objectives of Inclusion of History in School level Curriculum

Main objective of our education is to relate a child with their country, race and mankind of the world and in this respect, the value of reading history is undeniable. Through the study of history, a human being is altered into civilized person and also related to civilized life, institutions and responsibilities as a social being. History makes a man skilled in society in various respects. Through history study, one can understand and recognize society. Through history study, human beings can build their ethics and characters. We can understand the biography, motto and self. Sacrifices of many noble persons by reading history. History creates love for the motherland and is also the main propaganda for healthy patriotism. History study gives importance to social compactness and internationalism.

The present age is the time of specification. Special study erects its base upon general study. In this respect, history should be regarded as a compulsory subject. It is undeniable that we want an extensive study of history in college and university, so its base should be hand. A big objective of education is to build a scientific and bountiful aspect inside a student. The study of

history is one type of mental training and it creates analytic power, creative training, argumentative power etc.

Place of History in Curriculum at School Level :

In the past the subject 'History' could not settle its place in school, and then it was a medium of amusement outside the school for the students. But, gradually, history had included in the education system of schools.

History as a Textual Subject

During the middle Ages Christian saints thrived or attributed importance to the history for their ethical and religious education. In the 16th century, a German Scholar, Jacob Wimpheling, gave importance to the study of history to prove the greatness of German compared with Romans. In 1524, German religious reformer Martin Luther argued for history education at the secondary level of schools. In 1531 Spanish Scholar Juan Luis Vives said through the study of history, children acquire the experience of grey hair, and in its absence, old people become un-experienced children. Eventually, during the last episode of the 16th century (1580) in England, there raised a voice to include history as a compulsory subject in school.

But the development of history education came to light during the 17th century. In this period, a religious institution, 'oratorian' and Christian Wigie (1642 – 1708) recommended including history in school education. In the 18th century, with the help of Voltair, Gibbon composed a renowned historical book. Charles Rollin announced the importance of history in the realm of ethical studies. Then a democratic autocratic administrator Frederick the great, announced the history to be included in school education. In 1775, National Convention instituted a degree for studying history in three phases. During 19th century history studies developed in almost all the schools of Europe and they taught history and geography at the same time and in the same class. After Thomas Arnold's efforts in 1830, the Oxford and Cambridge Universities recommended the history as a subject of Examination in 1870. From 1900 onwards, the History became a compulsory subject. After independence (1776), America's actual study and culture of History started in 1815. History study started in primary Schools in 1820. During the ancient Indian period, History study was neglected. In the middle age, the study of history got admiration for Muslim patronage.

National Curriculum Framework, 2005 and History

After Independence felt the necessity of change in education, various committees, commissions, and institutions have constructed. Such a nationalized system is NCERT which is related to the school education system. NCERT took many reformation steps for education in 1975, 1988, 2000 and 2005. As a result, the national Curriculum Framework has been created with the leadership of Prof. Yashpal. In this National Curriculum Framework importance of History as a part of social science has been described.

National Curriculum Framework, 2005 and Objectives of Studying Social Science

To establish an ethical and peaceful society, social science knowledge is inevitable. Social science can expand men's social, cultural and analytical skills to cope with worldly factors serially. Analytical and creative skill is developed in various works with the help of social science. Social science builds a value of freedom, faith, diversity and homage in the students. They will become more practical and constructive. Social science comprises history, geography, political science, sociology, anthropology, economics, etc. Although we give less importance to social science than Natural science, its impact is very profound in building a peaceful society.

Outline of National Curriculum Framework, 2005 and Significance of History

History is one of the main subjects included in social science. In NCF, 2005, it was said, "History will take into account developments in different parts of other parts of the world". In the outline of the NCF, 2005, it has been said in relation to process – "The teaching of the social science must adopt methods that promote creativity, aesthetics and critical perspectives, and enable children to draw the relationship between past and present". For the context of Teaching Learning Material (TLM) and its importance, "Teaching should utilize greater resources of audio-visual materials, including photographs, charts, maps and replicas of archaeological and material cultures".

According to NCF, 2005 for the endowment of children's world and make it full of diversity, we should teach History. We should inspire students to read history to understand the profundity of social and economic challenges. We have to be aware of students to understand human rights and social values.

As per the recommendation of NCF, 2005, History will be included in the syllabus of upper primary and secondary sections. The subject matter would be the freedom movement and modern history. The main aspects of history should be contemporary Indian facts. According to NCF, 2005 we should be dealt with the change process, various discoveries self-control, comparative discussion and consistency of a child. We want to discuss contemporary historical facts. Then from women's point of view, we should discuss the female sex with the male sex to understand subjects. So the importance of learning history lies in making good civilization for the students, so NCF, 2005 recommended teaching political science with history simultaneously.

After Independence, history was set to be compulsory at the school level. To furnish the syllabus, the school Mudaliar Commission (1952–53) and Kothari Commission (1964–66) played an important role. According to Mudaliar Commission.

Secondary education should be divided into two stages – Upper Primary (VI–VII) and high and high and higher secondary education level (IX–XI) Mudaliar Commission commented not to teach history separately but to teach integrated with geography, economics and civics as a subject of social science. The syllabus of the higher secondary level is divided into two stages –

core subject and optional subject. In the optional stream, humanities are one of the seven streams, and among eight subjects, history is important.

Kothari Commission divided the school education system into four phases: Primary (I-IV), Upper Primary (V-VII), Secondary (VIII-X) and Higher Secondary (XI-XII). Commission recommended that sociology can be taught in the Upper Primary stage if there is an opportunity. Otherwise, history, geography and civics shall be taught. At the secondary level history, geography and civics should be read as a compulsory subjects, and the commission recommended history as an optional subject at the higher secondary level.

In independent India, Mudaliar Commission proved unfruitful and secondary and higher secondary education was furnished as the recommendation of the Kothari Commission (10+2 level). In 1966 the secondary and 1976 higher secondary education system was started in West Bengal as per the recommendation of the Kothari Commission. History is studied in (VI-X) as a compulsory subject and optional in (XI-XII) in West Bengal.

Principles of Framing Curriculum of History

National Educational Research, Study Council and Framing of Curriculum – the curriculum is the life of education. The quality of education majorly depends on the quality of the curriculum. Generally, the curriculum is framed based on some principles. As subject history has some specialties. So, to frame the history curriculum, some basic principles must be followed. The national council of education, research and training has mentioned some principles in framing the history curriculum. The principles are following -

- There will be central units and central themes in the whole curriculum.
- The curriculum must be well organized and whole.
- The curriculum's theme must vividly contain the combination of past and present.
- The curriculum will be free from aggressive nationalism, provincialism and communal thoughts.
- Through the curriculum, the idea about the life and occupation of man will be presented in a broader sense.
- The curriculum should have the necessary information about present life, country and the world to get the idea.
- The information of the curriculum must maintain age and class.
- The results of recent research must be reflected in the curriculum.

Principles of Framing Curriculum in the light of National Curriculum Framework, 2005

In the sketch of the national curriculum, importance has been given to the study of History as part of social science and it has been said - “History will take into account developments in different parts of India with sections on events or developments in other parts of the world” (NCF, 2005). Some subjective ideas should be introduced in the curriculum so that interrelations can be set up among subjects of social science- History, Geography, Political Science, and Economics and a basic concept can be formed. National Curriculum Framework,

2005 suggests studying political science with history. It also suggests teaching the country's history in the perception of world history and through the important incidents of world history the learners can be altered of human rights and values, and it is necessary to stress on framing curriculum of history. There is an important paternal attitude in the information of social study at present. In such cases, in any historical incident and to discuss contemporary matters women's attitudes must be mentioned in respect of gender equality.

Principles of Framing Curriculum of History

Principles of Co-relation History: History is one of the main parts of social science.

It is said in the National Curriculum Framework, 2005, that some proper subjective ideas should be introduced in the curriculum that makes co-relation among the subjects of social science history, geography, political science and economics.

Principal of Holistic Approach: History is the narrative of above all progress of the life of social human beings in respect of time and place. History is comprehensive, so the curriculum of history will be wide and comprehensive. The history curriculum will reflect the complete form of human life and civilization.

Principles of Dynamic: The genre of History is always changeable. Dynamics is the force of History. Through the way of dynamics, civilization has reached the era of modern information and technology from the barbaric age.

Principles of Objectivity: Objectivity is the other side of cultivation History. The learning and teaching of history is a sensitive matter. That's why the presentation of history is much important. History must be biased less. The biased history causes fear. So special care must be taken to compose the curriculum of history.

Principles of Continuity: Inseparable continuity is a necessary part of history. The flow of history is like the current of the river. It is to be alerted in the time of framing curriculum that the continuity is not hampered in any way. The history theme will be framed into part of ancient, middle and current history.

Based on Aims and Objectives of Teaching History: There are some basic and proper and aims to teach history. A curriculum is a way to reach the aim. To compose the curriculum, the subjects will be framed to full fill the aim. There is a difference between the level and aim of education.

Principle of National Unity, International Understanding and Peace – Besides national needs, international needs will be considered when composing the history curriculum. The curriculums will emphasize revealing nationalism, forming national integrity, expressing internationalism and bringing the world peace.

Principle Social Relevance: The curriculum must consider individual and social needs. History is the incident of the up gradation of social man. The curriculum will have such experience that can satisfy the needs of social and national life.

Principles of Functional Relationship: The curriculum will be inseparable and undivided. It is an organic whole. There will be uniformity in the History syllabus of different levels (VI–XII). The subject matters must have a functional relationship.

Curriculum Should Not Be Free from Overloading: The curriculum will never contain unnecessary and excessive information. Only the legible, historically significant incidents will be in the curriculum. In conclusion, we should take past incidents in the curriculum. Beside information's will be taken from the present and the need of life, as well as the needs of future.

Criteria of Content for Selecting the History Syllabus at Secondary and Higher Secondary Level

The curriculum and syllabus are not similar. Basically, the syllabus is part of the curriculum. The topic of the curriculum is vast rather than the syllabus. The curriculum is a combination of more subjects. Like forming a curriculum, some principles are followed to select the topics. The principles are discussed following.

Learning history has some basic aims. The syllabus is framed on this basis. The subject of the syllabus must be in favour of earning the aim of learning history.

History is the changing course of general development.

The syllabus will become aware of the continuous development.

The syllabus will be composed regarding the level and ability of learners.

History is a major part of social science. So there will be social awareness and social development.

The syllabus will create awareness of history. There will be a central idea to select the topic.

The syllabus must be applicable in the classroom. The syllabus should be formed in a way so that both teacher and student can follow it easily.

History is universal. The syllabus will reflect the whole community of the world, a compact form of human culture.

The country's history will be presented based on world history that will vividly portray interrelation and effect. So national history and world history will not be in a separate way.

In some cases, the same topics are in the syllabus of different classes. So the syllabus's topic will be selected because it is not boring to the learners.

Evaluation of Existing History Syllabus at Secondary and Higher Secondary level in West Bengal.

Report of the Yashpal Committee (1989), the National curriculum framework, 2005, the Right to Education Act (2009) and the constructivism theory are the most important pillars of the modern education system. The reports of the Yashpal Committee emphasize learning without the burden and joyful learning. According to the national curriculum framework 2005, education will be learners oriented, and the teaching process will be constructive. The learners will develop their knowledge by active participation in classroom teaching, where they can amalgamate their previous knowledge and experience with the new learning situation. In this way, they can create new knowledge. The learners achieve the four learning abilities through

learning: knowledge, aptitude, application and skills. The learners can adjust to the environment and be the one of our society through the four parts of learning – i) Learning to know, ii) Learning to do, iii) Learning to live together, and iv) Learning to be. With the above-noted perspective, the West Bengal of secondary education starts a new curriculum and history syllabus in classes VI to XII. In 2007, a new syllabus was introduced step by step in ascending Order. In 2007 the new and concise curriculum was established at the Madhyamik level. In 2011, the History syllabus of class VII was renewed. In 2013-2014, class XI and XII's new and concise syllabus and curriculum started. At very present, the syllabus of classes IX and X is separated, and it has been decided to take the Madhyamik Examination based on class X.

Aim and Objectives of History at the Secondary Level :

From 2007, West Bengal of secondary education starts the new curriculum and syllabus of history for the Madhyamik level. According to the new syllabus of W.B.B.S.E, the aims of studying history at the secondary level are –

- To get an allover idea about the past development of human civilization.
- To realize the causal relationship of past and present activities in sight of the causal relationship of the various activities of the past.
- To get knowledge about the variety and characteristics of mankind of the oldest civilization.
- To get a clear idea about the process of transformation of civilization and the struggles and encounters between man and nature.
- To get an idea about the rise: Fall, and transformation of different countries of the world.
- To acquire general knowledge about the nature of the production system for creating wealth in human society and the position of the laboring community.
- To know the role of the great thinkers and the effect of religion, education and culture in the change of our society.

“History can't limit in the boundary of country” – This cosmopolitan's feelings have to arise.

Aim and Objectives of History at Higher Secondary Level in West Bengal

From the 2013-2014 academic years, the West Bengal council of higher secondary education introduces the new syllabus at the higher secondary level. This syllabus is divided into XI (History of India and World) and XII (Civilization and Country). It is decided that the evaluation process in higher secondary examinations emphasizes the syllabus of XII.

In West Bengal, school education is divided into three stages. These three steps are-

- i) Primary stage (I-VIII), ii) Secondary (IX–X), iii) Higher Secondary stage (XI-XII). The higher secondary level is called as 10+2 level. In West Bengal, History is mandatory in the syllabus of X. higher secondary level is specialization. At this level, history is additional. It is considered that most the students who read the history, most of them complete their higher studies in college and university. The average any of learners of this stage is 16–17. This is the pick level of cognitive development. In this stage, the learners can do inductive, deductive, and abstract thinking. So, the learners become mature.

- ii) It is essential to set the goals and aims of history reading at a higher secondary level by justifying these matters.
- iii) One of the most important aims of learning any subject is to create interest (in their own mind). So the aim of teaching history at prime and secondary levels is to go to its depth and make firm the interest created in their minds.
- iv) History interprets primitive peoples' activities according to time and place.
Two main eyes of history are time and place. Teaching history at the higher secondary level aims to strengthen and consolidate the conscience built in the primary and secondary levels.
- v) One of the principal aims of teaching history is to help pupils make decisions through argument, debate and analysis. Teaching history means building critical and scientific attitudes in pupils. Pupils should be made interested and forward-looking through old-age experiences and interpretation. Besides the relation between past and present, present and future should be set up.
- vi) Universal culture is the donation of human beings in our world. Every country in the world direct or indirectly depends upon the culture, and through the transaction of each other, the cultural society is built in this universe. So creating this concept in students' minds is one of the principal aims of teaching history.
- vii) Nothing comes out of nothing/there is no smoke without fire. There are many reasons behind every historical incident. Teaching/learning history aims to introduce students to the law of cause and effect.
- viii) Knowledge of social, political and religious problems in the present state should be provided to the pupils. Students must be taught how to obtain the skill of balancing the age-old experience and the possible solution to the present day's problems and to raise the conscience to progress our country.

History is indeed a gradual evolution of primitive people. That's why one of the main goals of learning history is to feed the knowledge of the gradual development of human civilization and culture.

Interrelationship between history and various subjects

Now-a-days no branch of knowledge is self-supporting. Rather, various branches are interdependent. This correlation nourishes each branch. As an approved knowledge branch, history is also intrinsically co-related with other branches. In this present age, it is obvious that if one wants to have a realistic concept about this society, he will not have it through individual discussion of various aspects of this complicated societal system. National Curriculum Framework 2005 says that to frame a holistic concept of society, the establishment of co-relation among social sciences such as history, geography, and political science and economics is essential. In fact, history is a special part of social science that deals with the total development of primitive social people. Naturally, history is closely related to other branches of social science (political science, geography, economics, education, anthropology, sociology

etc.) Raymont says, “no subject is ever well understood and no art is intelligently practiced in the light which the others studies can throw upon it is deliberately shut out.”

It can be concluded that history is not a separate individual subject. Every subject of the contemporary educational curriculum- literature, different sciences, religion, philosophy, Political Science, Sociology, Education, Economics, Geography, Mathematics, Medical Science, Technology, Agriculture, Industry etc. is included in History. No subject can develop continuously if it excludes history. All didactic subjects are connected with history from the beginning and are the mother to all subjects.

History and Geography

There is a close relationship between History and Geography- two important branches of Social Science. Essayist Pramatha Chowdhury says one must draw a history painting on the canvas of geography. A period cannot be described if it is limited within a span of the boundary of a country. The infinite sky is not limited to geography and continuous time is not limited to history. In fact, history is well established on the ground of geography. To write history script, especially military and diplomatic history, time awareness is as important as place awareness. Herodotus, a father of history, first emphasized the close relationship between history and geography. Eminent French historian Michella thinks history analysis is based on geographical data. He thinks human activities in History will be meaninglessly described if not based on geography. Hence, History, irrespective of time, is impossible as well as irrespective of place.

History and Political Science

There is a close relationship between History and Political Science. These two subjects are too much important and impressive branches of social science. Both deal with human life and various aspects of man’s social life. The concept of state has evolved with the evolution of ages. And this evolution has affected the flow of history. In this regard, John Seeley comments- history without political science has no fruit, political science history has no root. Political science affects history because political science affects and controls the path of history. History of any country cannot be complete without the statement of its people’s political science because the community's political activities are much more important than many activities.

Relation between Economics and History

History and economics are two important branches of social science. There is a close relationship between them. History deals with the gradual evolution of our forefathers' social, political, economic and cultural life. Economics deals with the nature and patterns of economic activity at various stages of economic development. Economic history is the common domain of history and economics. Professor Robbins think economics is concerned with the form and economic history with the substance. German Historical School and Karl Marx established the relationship between history and economics on a strong base. Economist Schumpeter emphasized especially the relation of economic history. Comfort thinks, “no theory, no history” i.e., history by economic theory; and economic theory by history. While discussing economic

data, theory and formula of a country, it is necessary to know the country's historical background. Similarly, one should have enough knowledge of economics to know economic activities, economic information and economic condition in different strata's of human development. It is individual's interpretation of those events. Primarily Cognitive theories are that anxiety is maintained by the mistaking of dysfunctional appraisal of some situation leading to the perception of danger.

Ellis (1976) believed that the primary reasons for human distress are some 'core irrational' beliefs. Ellis observed that an individual is happy when he can establish his aim in life and purpose, and then he actively pursues them.

This theory suggests that a faulty History curriculum lacks clear objectives, i.e., which fails to set a clear goal of learning History before the child and a faulty evaluation procedure which fails to make the child know how far he has proceeded towards and how far he is behind the goal, may make the child directionless and help to develop anxiety in History. This theory also suggests that encouragement from the part of teachers and parents to the children in relation to the activities of History may be effective for the betterment of performance and works as a preventive agent of anxiety in History.

Conclusion

History is an important subject at the higher secondary level in the discipline of social science. The present study is related to the attitude and achievement of rural and urban higher secondary school students of History: with special reference to the Midnapore District of West Bengal. It is a quantitative descriptive survey study to ascertain the present study. The researcher used self-made attitude scale toward History for the students to measure the attitude and achievement scores taken from the last board exam. The researcher collected data from class XI students, boys and girls, of rural and urban areas of Paschim Medinipur District of West Bengal and the sample size, was 400. From the findings of the present study, the possible future research directions are mentioned by the researcher regarding the present study. The present study has implications for students, teachers, curriculum developers, parents and administrators. Lastly, students have a positive attitude toward history and are interested in learning history. But there is a need to take positive attention from parents, teachers, and curriculum developers for joyful teaching, learning practice, and motivation.

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