

**INTERNATIONAL JOURNAL OF LAW
MANAGEMENT & HUMANITIES**

[ISSN 2581-5369]

Volume 4 | Issue 4

2021

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Printed Ideologies History Textbooks in Modern Era

MANVEE SHARMA¹

ABSTRACT

This research paper basically deals with learning and teaching of history in schools as a subject of curriculum. It highlights the scope of history as a subject and the sheer need of teaching it to students. There have been various criticisms regarding teaching history as deals with the past that has no use in the present. Indeed, it talks about past events but it relates them with contemporary ones. It teaches us to learn from the mistakes that our ancestors have already committed so that they we can avoid the worst consequences of those events, if any.

This research paper also presents a vision as to what is expected from history teachers, how the school curriculum of history textbooks should be designed so that it is sounds more interesting to students and what all qualifications history teachers should have and goals that history should strive for.

I. INTRODUCTION

History is the study of human life considering the events that have happened in the past, in relation to the contemporary developments, accordingly improvements and future expectations are laid down. It is the story of a man and a probe into the past which is depended on evidence.²

"Without a doubt, proof is the raw material of history educating, learning and teaching."³

"It is an evaluation of what happened in the past, how did it happen, when it happened. In fact, History is, an attempt to reconsider the past."⁴

The major aim of History is to assist students in understanding the existing religious, political, social and economic conditions of people. Without basic knowledge of History, we cannot have the foundational knowledge of our religion, customs, establishments, organization, etc. Learning history helps a child to understand the present, to investigate it, and to follow its

¹ Author is a student at Rajiv Gandhi National University of Law, Punjab, India.

² Jennifer Llewellyn & Steve Thompson, *What is History*, ALPHA HISTORY, (July 1, 2020, 10:05 A.M.), <https://alphahistory.com/what-is-history/>.

³ Pallavi Talekau, Dr. Jyotrimayee Nayak & Dr.S.Harichandan, *History*, (July 1, 2021, 10:20 A.M.) https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf.

⁴ Leon J. Goldstein, "Evidence and Events in History, 29, PHILOS. SCI., 175, 175 (1962).

course. “Cause- and- effect connection between the past and the present is exuberantly present in history. History accordingly causes us to comprehend the current day issues both at the public and global level precisely and objectively.”⁵

(A) Concept of History

History is an enquiry into the human past that analyses the past events carefully and warns us against certain drastic events which could lead to the end of humanity or which could be disastrous. It is an investigation into the matter as to how individuals have evolved over a period of time.⁶ Historians use all sort of historical artifacts, buildings, tools or instruments to rework the past, decipher their usage and make a sense out of them. They even involve written documents and oral commentaries. Historians are well acquainted with the ways to discover these sources and to evaluate them.

“It is often called the “mother” or “queen” of the social sciences. It is the premise of all subjects of study which fall under the classification of Social Science and Humanities. It is also the premise of the study of economics, politics, philosophy, and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.”⁷

(B) Defining History

The word “History” originates from the Greek word “Historia” which means examination or inquiry intended to evoke truth.⁸

It has been defined in a number of ways by different scholars.

“**Burckhardt**”: “History is the record of what one age finds worthy of note in another.”⁹

“**Henry Johnson**”: “History, in its broadest sense, is everything that ever happened.”¹⁰

“**Smith, V.S**”: “The value and interest of history depend largely on the degree in which the present is illuminated by the past.”¹¹

“**Rapson**”: “History is a connected account of the course of events or progress of ideas.”¹²

⁵ Id

⁶ *B.A. History-III Year*, MANONMANIAM SUNDARANAR UNIVERSITY DIRECTORATE OF DISTANCE & CONTINUING EDUCATION TIRUNELVELI 627012, TAMIL NADU, (July 1, 2021, 11:17 A.M.) <https://www.msuniv.ac.in/Download/Pdf/434323174f3343a>.

⁷ SK KOCHHAR, *TEACHING OF HISTORY*, 1, (Sterling Publishers Pvt. Ltd; Revised Edition, 2013).

⁸ Id.

⁹ Id.

¹⁰ Id.

¹¹ Id.

¹² Id.

“**NCERT**”: “History is the scientific study of past happenings in all their aspects, in the life of a social group, in the light of present happenings.”¹³

“**Jawaharlal Nehru**”: “History is the story of Man’s struggle through the ages against Nature and the elements; against wild beasts and the jungle and some of his own kind who have tried to keep him down and to exploit him for their own benefit.”¹⁴

The above definitions clarify History as a critical record of occasions of the past, a significant story of humankind portraying the subtleties of what happened to the man and why it occurred. Primarily it is associated with the human world.

(C) The modern concept of history

Modern history has gone past the conventional status of a historian to a helpful and vital part of a man's understanding. It is more logical and complete. It has extended every which way both vertically and on a level plane. It has gotten wide-based and appealing.

“According to modern concept, history does not contain only the history of kings and queens, battles and generals, but the history of the common man - his house, clothing, his fields and their cultivation, his continued efforts to protect his home and hearth, and to obtain a just government, his aspirations, achievements, disappointments, defeats and failures¹⁵.”

It isn't just the individual but the societies and communities are also the subjects of investigation of history. Investigation of history extends our comprehension of the possibilities and impediments of the present. It is in this way a future-arranged examination identified with contemporary issues.

History is different from its sister disciplines by its way of collecting information. As per custom, historians deal with chronicles, political scientists conduct surveys and sociologists do research. Thus, for instance, on the midnight of 14-15th August, 1947, India was independent and divided. “History ended, and Political Science and Sociology began.” The British rule was finally over thus, it had become a “history.”¹⁶

“The new country was being made; its making (and un- making) could be productively studied through the participatory strategies of the ethnographer and the political scientist. However, as the 1950s offered route to the 1960s and the 1970s, the division made less reason.¹⁷ Still, it has

¹³ Id.

¹⁴ Gauri Dushi, *The following are some of the important definitions of History*, PRESERVEARTICLES.COM, (July 3, 2021, 12:21 P.M.), <https://www.preservearticles.com/history/the-following-are-some-of-the-important-definitions-of-history/18120>.

¹⁵ SK KOCHHAR, *TEACHING OF HISTORY*, 1, (Sterling Publishers Pvt. Ltd; Revised Edition, 2013).

¹⁶ Ramachandra Guha, *The Challenge of Contemporary History*, 43, EPW, 192, 192 (2008).

¹⁷ Id.

endured. Indeed, even now, 60 years after Independence, August 15, 1947 remains a "lakshman rekha" noticed steadfastly on one or the other side of the separation. Indian Historians don't violate past that date. Sociologists and political researchers don't think back before that date."¹⁸

(D) Scope of History in India:

History as a scholarly subject manages the investigation of social orders and culture of a specific time span or significant stretches of time, to upgrade our comprehension of the past.

When we fly in an airplane, we can't help thinking about how planes are flown, we are generally intrigued by our environmental factors. However, when we go to museums or historical places, I doubt if anybody of us even question how they managed or controlled.

Quite a while back according to our societal customs students deciding on Arts or History as a subject were consistently viewed as weak in studies, yet it's false, selecting history as a subject with the point of clearing any competitive test, which has kept history alive as a subject of choice. However, not many would realize that historical information is likewise one of the vocation alternatives accessible. As of late history has arisen as a lifelong alternative for the youthful age, who at any point have been fond of adventure.¹⁹

1. Specialisation in History

History can be divided into three significant specializations - prehistoric studies, museology, and documented investigations. In the wake of having a degree in history, you can have some expertise in these fields. "At the postgraduate level, the greater part of these courses is offered across the country. Henceforth, a history degree, sponsored by specialization at the Masters level, can lead to various professions."²⁰

- **Archaeology**

"The work of an archaeologist can be research-based or field-related. It incorporates excavation, however, that is just a single part of archaeology. You are allowed to work specifically on objects of study. For example, you can be a specialist on coins called a numismatist, or an epigraphist who interprets engravings." (ASI recruits' archaeologists, who are entrusted with the support of 3,600 monuments, state branches of antiquarianism of various state governments, heritage bodies, galleries, and other exploration establishments.

¹⁸ Id.

¹⁹ Abhishek Porwal, *A career option in Museology to students*, MEDIUM.COM, (July 3, 2021, 1:23 P.M.), <https://medium.com/@abhishekorwal87/a-career-option-in-museology-to-students-69d33165dff1>.

²⁰ *8 Interesting Career Options if you have a History Degree*, INDIA TODAY, (July 3, 2021, 4:05 P.M.), <https://www.indiatoday.in/education-today/jobs-and-careers/story/8-interesting-career-options-if-you-have-a-history-degree-1263324-2018-06-18>.

Archaeologists need to travel broadly all over the country starting with one excavation site then onto the next. They likewise get the chance to deal with global excavation projects as required. They additionally even have the scope to take up stable positions like teachers, museum curators, educators, conservators, etc in foreign nations according to their experience and zone of specialization.²¹

- **Museology**

Museology basically means museum education that is, when you learn about museums. It educates us how to deal with the museums and the belongings that it possesses. It additionally incorporates how to safe guard the substantial and elusive legacy of the general public that is losing its reality.²²

“Muse ologists or the experts in museology are the ones who manage the plan, association, and exhibition halls. Their work is loaded up with exploration, organization, and advertising.”²³

- **Museum Curators**

They specialise in textiles, metals, terracotta, natural history, paintings, artistic creations etc. The field requires an imaginative and aesthetic bend of psyche alongside authoritative abilities. It additionally incorporates upkeep of records of everything, for example, from where it has been found or gained, its assessed age, protection treatment, and such subtleties.

- **Historians**

A historian’s work is to research and study history, and convey it through-composed or published works. He analyses the information about historical data based on artifacts, and other types of evidence that are available to him. He then, evaluates and interprets this information in the light of the present facts and whatever concludes is backed by proper reasons. He often makes reports to back his findings, providing the relevance of his study to the contemporary society. ²⁴ “The requirement for becoming a historian is a Bachelors certificate in history followed by a Masters in explicit zones like military history, political history etc”²⁵.

²¹ *Archaeology as a Career*, JAGRAN JOSH, (July 4, 2021, 8:05 A.M.), <https://www.jagranjosh.com/careers/archaeology-1286449674-1>.

²² Abhishek Porwal, *A career option in Museology to students*, MEDIUM.COM, (July 4, 2021, 1:23 P.M.), <https://medium.com/@abhishekiporwal87/a-career-option-in-museology-to-students-69d33165dff1>.

²³ *8 Interesting Career Options if you have a History Degree*, INDIA TODAY, (July 4, 2021, 4:05 P.M.), <https://www.indiatoday.in/education-today/jobs-and-careers/story/8-interesting-career-options-if-you-have-a-history-degree-1263324-2018-06-18>

²⁴ *What is a Historian and how do you become one*, NORWICH UNIVERSITY ONLINE, (July 5, 2021, 9:19 A.M.), <https://online.norwich.edu/academic-programs/resources/what-is-a-historian>.

²⁵ *8 Interesting Career Options if you have a History Degree*, INDIA TODAY, (July 5, 2021, 10:23 A.M.), <https://www.indiatoday.in/education-today/jobs-and-careers/story/8-interesting-career-options-if-you-have-a->

- **History Experts**

There is a gigantic demand for History specialists in the film houses who could embrace research work for outfits, adornments, film sets. These specialists work intimately with both the chief and the cinematographer. A set of experiences master can go for a creation house as an exploration investigator also.

- **History Teachers**

Those who are interested in teaching can share their insight by turning into an educator either for schools or for colleges. To be an educator you need to have sought after history in your graduation and ought to have sought Bed. In the event that you wish to educate at the college level, you should finish your Masters certificate and afterward clear the NET assessment.

- **Civil Services**

History has consistently been a most loved subject for the Civil Services test, especially the primary test.

Albeit huge, the prospectus offers numerous benefits like better comprehension and assimilation, no shortage of study material, and it covers a vital fragment of the General Studies paper.

II. “WHY SHOULD SCHOOLS TEACH HISTORY?”

History is a vital subject. In spite of the fact that there has been a debate over the course of the years about whether to eliminate History as a central subject in secondary school, this has not yet occurred. It is important to teach history in schools as it is motivational, improves insight into the past, and provides a wide scope of subjects, including insight into current issues. Nonetheless, as per a survey directed on debate.org, just 51% of individuals accept that history should keep on being educated in schools.²⁶

History is a subject that centres around the past, however can likewise give us knowledge into the present, and how to manage conditions that bear a huge similarity to those of many years or hundreds of years prior. For instance, the current recession has been contrasted with the Great Depression starting in 1929. The rule of Elizabeth II has additionally been contrasted with that of Elizabeth I in the late sixteenth-century as a Golden Age.²⁷

history-degree-1263324-2018-06-18

²⁶ *Should history be taught in schools*, DEBATE.ORG, (July 5, 2021, 11:05 A.M.), <http://www.debate.org/opinions/should-history-be-taught-in-schools>.

²⁷ Helene Harrison, *Why Should Schools Teach History*, TUDORBLOGGER.WORDPRESS.COM, (July 6, 2021, 8:03 A.M.), https://tudorblogger.wordpress.com/2013/03/27/why-should-schools-teach-history/#_ednref1.

Researchers say that instructing history to kids has numerous significant advantages. History gives personality. Considering history improves our judgment and decision-making.

History shows us the paradigm of good and capable citizenship. History additionally shows us how to gain from the slip-ups of others. History encourages us to understand change and the cultural turn of events. History gives us a setting from which to understand ourselves as well as other people.'

This is significant on the grounds that individuals are changing unbelievably rapidly especially on account of natural elements like schools and nurturing. Rules and guidelines have become less significant for society; thus, it is considerably more essential to demonstrate to our kids exactly what is significant and what keeps a general public working.

On the off chance that history education isn't being given from an early enough age to draw in youngsters with the subject and with the past then there is close to no way of them taking the subject sometime in the future. 'In many schools, the normal 13-year-old is fortunate to get one hour of history in a week, making it hard for even the most talented study performer to build up a solid account.

Teachers are especially significant in the primary long stretches of a kid's school life and assuming the educators fall flat there, it is minimal that instructors, later on, can do. Invest resources into elementary teachers and you might have the option to urge the cutting edge to take on the significant subject that is history.

(A) Values of teaching history

An enormous number of values arise out of educating History. These depend on the real world and are the result of the lessons of History through ages. The instructor of History ought to be aware of these qualities and attempt to acknowledge them through his initiatives in the study halls.

- **Pedagogical Value**

History is the Science of human advancement and improvement. Its scope is tremendous and enfolds all subjects in a single form or other. Geology, Arts, science, mathematics, literature, and geography all have chronicled foundation and endeavours are made to relate the current conditions just as the status of these subjects with the past improvements while teaching the subjects.

As per this principle, every one of the subjects is connected and History can undoubtedly be treated as the focal or central subject. History is the rich store of fascinating and enlightening

stories in various subjects and can adequately be used in the study halls for instructing different subjects.²⁸

- **Information Value**

History is known as "a veritable mine of experience" and "a storehouse of information". It portrays the source and improvement of various human advancements and culture. It contains helpful information with regards to craftsmanship, science, engineering, instruction, industry, etc.

It records the life and battles of various people groups of the world through ages. This data helps people to tackle the issues faced from time to time. Bacon has, accordingly, properly said, "Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend."²⁹

- **Ethical Values**

History is loaded with living models. It is said "examples are better than precepts" and "history is theory teaching by examples". These examples uncover the tales of incredible characters who forfeited their lives for truth, equity, and uprightness.

History has recorded the commendable activities and accomplishments of the people who experienced untold sufferings for the grandiose beliefs and extraordinary virtues. Students are enlivened to carry on with an existence of truth, equity and penance and spurred by the brilliant instances of history.

- **Nationalist Values**

The historical backdrop of one's nation is the narrative of its national development. It portrays the existence of martyrs and heroes who languished and forfeited over the purpose of their motherland either for relying upon their country or for battling out their adversaries. Love for one's own nation is virtuous and ought to be cultivated through the investigation of history. However, dazzle love and one-sided disposition towards one's nation is awful and to be discouraged.

- **Intellectual Values**

It's implied that educating History improves the kid's powers of a creative mind, thinking and judgment. It encourages his ability of gathering data, investigating, deciphering and coming to

²⁸ Jay Prakash, *Notes on the Values of Teaching History*, PRESERVEARTICLES.COM, (July 7, 2021, 7:30 A.M.), <https://www.preservearticles.com/history/values-of-teaching-history/5363>.

²⁹ Francis Bacon *Quotes*, ALLAUTHOR.COM, (July 7, 2021, 9:07 A.M.), <https://allauthor.com/quote/159874/>.

end results. All these advance the scholarly turn of events and discipline of the child.

III. CURRICULUM, INSTRUCTION AND THE TEACHER

What history ought to be taught? What content ought to be accentuated in history educational plan? How could history educational programs be created? What is the job of educators in educational program advancement and execution? How could history instructors approach planning, executing, and surveying curricular and instructional exercises? What strategies are more proper and valuable to achieve the objectives of instructing history?

These sorts of open-ended and value loaded inquiries concerning history curriculum warrant satisfactory consideration that is integral to the worthwhile history instructing and learning.

(A) History Curriculum in School

History, being the study of the past is made of immense data. It is so colossal that it is practically not feasible to teach students everything about the past. History has been receiving repeated attention in schools and colleges as a subject over the past few years.

The topics that are inculcated for history textbooks need to be carefully selected. These topics should be chosen according to their capability to advance students reasoning abilities and to increase their understanding of the social world and their role in it. The topics selected should be made open to public debate so that if there are any changes, or revision, they can be done.

³⁰The major aim of history is to:

*“To further develop the potential of the individual in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high moral standards.”*³¹

“As per a survey by the Woodrow Wilson Foundation, students in the US are feeble on their insight into American history. The authors note that history instructors "have the proper qualifications", yet blame an awful educational plan, which they consider incapable.”³²

“What our study demonstrates is that students are contemplating history and their instructors are able to teach it. The American history educational program, presently in transition, has truly

³⁰ Kaya Yilmaz, *A Vision of History Teaching and Learning: Thoughts on History*, 92, HIGH SCH. J., 37, 41 (2008).

³¹ Mohamad Johdi Salleh, Baharom Mohamad & Abdul Said Ambotang, *The Significant of History Curriculum in the Development of Active Citizen: A Critical Analysis of the ICSS History, Malaysia*, 3, INT J. SCI. RES., 1, (2013).

³² *Should we rethink how history is taught in schools?*, STUDY INT. COM, (July 8, 2021, 1:07 P.M.), <https://www.studyinternational.com/news/should-we-rethink-how-history-is-taught-in-schools/>.

focused on retaining names and dates, and Americans have consistently fared badly on tests about names and dates,” it said.³³

Thus, the national history curriculum ought to be designed to fit societal needs and conditions so that students find it applicable to their lives. Besides, being socially comprehensive and sensitive to variety, the content of history ought to have an association with the reality outside the school.

History educators' experiences, voices, and points of view should be integrated into the plan to design the curriculum. As past examinations have demonstrated, one reason why school reform developments have reliably fizzled has to do with the way that educators' perspectives and instructing encounters were neither esteemed nor consolidated into the educational program reform endeavours, because of which most instructors got displeased and were dubious of what was forced upon them.³⁴

To try not to rehash a similar blunder, history instructors ought not to be viewed as simple specialists of the educational programs. Instead, when building history educational programs, experiences, and academic aptitude of history instructors also ought to be taken into consideration, esteemed by giving them voice at both local and national levels.

(B) What is expected from teachers?

The failure or success of students is completely dependent upon the teacher. It is the teacher who uses various aids, plans and tricks to help students better understand things. It is in the hands of the teacher to assess how the aims and objectives are to be accomplished. A history educator not just deals with the battles, wars, deaths, successes, or failures but also to the current occasions and happenings of the universe.³⁵

The instructors are supposed to have a good comprehension of the applied foundations and concepts of history. A comprehension of the essence of history as a domain of information or a discipline is important if history instructors are to help students appreciate understanding the various parts of the subject, dealing with complex human encounters before.

Consequently, instructors ought to have a palatable information on and abilities in the syntactic and substantive components of history; i.e., knowing the basic edifice of history, its various

³³ Ibid.

³⁴ Kaya Yilmaz, *A Vision of History Teaching and Learning: Thoughts on History*, 92, HIGH SCH. J., 37, 41 (2008).

³⁵ Mamta Aggarwal, *Successful History Teacher: Qualities, Qualifications and Characteristics*, HISTORYDISCUSSION.NET, (July 8, 2021, 3:07 P.M.), <https://www.historydiscussion.net/history/successful-history-teacher-qualities-qualifications-and-characteristics/496>.

methods of historical clarifications, also, the authentic systems and abilities expected to build explanations about the past.

Without significant comprehension and knowledge of the ideas, techniques, and abilities, instructors may not be able to fulfil the objective of aiding students to develop "history's habits of mind" like the procurement, practice of recorded bits of knowledge, points of view, understanding, and insightful judgment beyond more conventional abilities of basic reasoning. It is, therefore, fundamental to use the disciplinary way to deal with history education in schools.

Scholars emphasize that if the objectives for instructing history are to be acknowledged, it is imperative for educators of history to comprehend the nature and context of the discipline.³⁶

“Drawing on the insights that historical frameworks provide is crucial not only to arrive at a rational way of teaching history but also to adequately address the fundamental issues in history education.”³⁷

So, history instructors ought to have a good understanding of the syntactic and substantive dimensions of history. They need to have a knowledge of the authentic information and should try making the subject interesting for students rather than asking them to merely memorize everything.

The idea that an educator is very much trained and knowledgeable in history doesn't mean or gives any assurance that the individual in question can successfully teach the students effectively.

History instructors need to know the relationship among historical concepts and ideas and teach them appropriately to shun fragmented understanding of the subject and to help students develop a more complex understanding of the past and the present.

IV. POLITICS OF HISTORY TEXTBOOKS IN INDIA

Few years back, the Maharashtra government made some changes in the history syllabus for classes VII and IX students. It said the “History of Mughals and Western Countries” are of no relevance for the local students of Maharashtra. The changes were justified by Sadanand More, “Chairman of the History subject committee of the Maharashtra State Bureau of Textbook Production”.

“For what reason should we not change? We have taken a gander at history from a Maharashtra-

³⁶ Supra note 33.

³⁷ Supra note 33.

centric perspective. Regardless of whether it is the Mughal rule or Delhi Sultanat, we have kept Maharashtra at the spotlight. What's wrong in that?"³⁸

Akbar has been renamed as the ruler who "attempted to bring India under a central authority" from a "liberal and tolerant administrator". While Shivaji is now "An Ideal Ruler" from "People's King" under the amendment.

Other Controversial changes or findings:

(A) Textbooks in Rajasthan

A few years back in Rajasthan, a controversy erupted regarding the changes in the history textbooks of the state. The amendment precluded figures such as first PM Jawaharlal Nehru and other Congress pioneers, disregarded the mentioning of Mahatma Gandhi's execution by former Hindu Mahasabha and RSS member – Nathuram Godse.

“Government officials responded by claiming that textbook material is decided by an autonomous body and has no state oversight.”

“The plan of amending history goes back to Hindu revivalist developments during the colonial time, with a nostalgic longing for a celebrated Vedic period, or Hinduism's 'golden age. Highlighting 'tyrannical Muslim rule' under the Mughal realm continues to serve as successful us versus them advocacy for Hindu patriots today.”³⁹

In fact, the BJP has used its influence in government by delegating some of its allies to different instructive bodies and advisory groups. In 2002, the Delhi Historians' Group produced a report named 'Communalisation of Education', in response to a similar history course book discussion. At that point, the BJP, in alliance with the NDA, drove a policy to change school textbooks through another National Curriculum Framework to raise a support Hindu profile. The Delhi Historians' Group featured that in spite of past intercession endeavours by the RSS and BJP in cultural activities, this was the first important endeavour to use government establishments and state power' to advance a Hindutva plan.

(B) Parsis, Christians, Muslims are “foreigners”

“After BJP pioneer Keshubhai Patel became the CM of Gujarat in 1995, the Gujarat State Board of School Textbooks released a Class IX social science book in which Parsis, Muslims, and

³⁸ 5 *Controversial Revisions or Findings in Indian School Textbooks That Caused an Uproar*, NEWS 18, (July 10, 2021, 7:05 A.M.), <https://www.news18.com/news/buzz/5-controversial-revisions-or-findings-in-indian-school-textbooks-that-caused-an-uproar-1486003.html>.

³⁹ Evaine Leidig, *Rewriting History: The ongoing controversy over textbooks in India*, SOUTH ASIA@LSE.BLOG, (July 10, 2021, 7:40 A.M.), <https://blogs.lse.ac.uk/southasia/2016/06/01/rewriting-history-the-ongoing-controversy-over-textbooks-in-india/>.

Christians were introduced as "foreigners". It was even written that "in the greater part of the states, the Hindus are a minority and the Muslims, Christians, and Sikhs are in a lion's share".

A Class VIII social studies textbook also included a highly derogatory description of Christian priests: "The accumulation of power and wealth in the hands of the priests resulted in a perversion of the religion. Some of the priests became pleasure-loving and badly behaved."⁴⁰

(C) Jesus Christ termed as "Demon"

In a humiliating blunder, a Class 9 Hindi coursebook of the Gujarat board alludes to Jesus Christ as evil spirit and proceeds to say that accounts of this 'devil' will be everlastingly recollected.

Acknowledging the blunder, the Gujarat Education Minister said that the blunder will be redressed soon. Authorities said that the error occurred due to a misprint.

The reference to Jesus Christ as evil is made in Chapter 16 of the book named "Bharatiya Sanskriti mein Guru-Shishya Sambandh". This means a "connection between a master and his pupils in Indian Culture."

"On page 70, the line alluding to Jesus Christ peruses – "Iss sambandh mein haivan Isa ka ek kathan sadaa smaraniya hain." Translated, it implies that in this context, an incident of devil Jesus will consistently be recollected."⁴¹

V. CONCLUSION

This research paper gives a glimpse about the concept of history, why should it be a subject in schools and what sort of curriculum is to be designed so that it covers the subject completely. It also discusses the controversies that have erupted due to amendments in the history textbooks and how every government tries to mould the things in its favour.

History talks about the past events that is, the incidents that have already happened and cannot be repeated again thus, it requires imaginative thinking to institute a relation between the historical facts and connect them to their context.

That's the reason why historian attempts to comprehend the past events by ability to see and pass judgment on the past in its own terms by endeavouring to observe the contemplations,

⁴⁰ Christophe Jaffrelot, *Why the BJP rewrites history*, INDIAN EXPRESS, (July 10, 2021, 8:10 A.M.), <https://indianexpress.com/article/opinion/columns/why-the-bjp-rewrites-history-textbooks-jawaharlal-nehru-aurangzeb-bala-gangadhar-tilak-aurobindo-2838231/>.

⁴¹ Aakarshuk Sarna, *Gujarat Textbook Calls Jesus Christ 'Demon', Minister says will Correct Error*, NEWS 18, (July 10, 2021, 8:27 A.M.), <https://www.news18.com/news/india/gujarat-textbook-calls-jesus-christ-demon-minister-says-will-correct-error-1426817.html>.

inspirations, qualities, and convictions behind the historical agent's activities.

History is completely subjective in its opinion which leads to reinterpretation of the past, keeping recorded information dynamic, provisional and subject to change. It is open to interpretation, and mirrors a specific judgement, remark and view.

History should not be merely taught in classrooms but students should be able to implement the concepts taught in real life. It should not be a mere rote learning but its practical implementation needs to be focused upon. It helps students to relate the present with past and helps them better understand the present in light of it. It should be used as a means to enhance student's ability to comprehend.

The main objective of teaching history ought to be to build up student's thinking skills, and dynamic abilities required in life outside the school and to develop their comprehension of the increasingly interdependent social world and their place in it.

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