

The NCERT publication describes these aims as given below:

1. Aims of History study at Primary Stage

It is an accepted principle to provide history study for at least three years (class III to V) at the primary school stage, but it may be extended to five years (class I to V). The intellectual maturity of the pupils at this stage is such that they are not expected to comprehend the abstract and to indulge in deep deductive reasoning. But at the same time, they are curious to find an explanation in their own way for most of the things around them. They have also strong story interests as these provide them with opportunities for identification and make believe. Formal education would try to utilize these natural tendencies of the child and would like to lay the foundations of a serious study of history in him in the future. Again, as schooling may cease with a good number of pupils at the end of the primary stage they should be offered the minimum historical knowledge to make them worthy citizens of the country. Considering all these we may tabulate the following aims for the study of history at the primary stage:

- (i) **Knowledge of why** : Knowledge of the 'why' of things in the local environment of the child in which he is particularly interested. For example, the child may be interested in a fair annually held in the village. He may be helped to know about the origin and development of the fair. Knowledge in regard to the origin and development of the fair would not mean anything more than the knowledge of the most important relevant events in their proper sequence, just like the events of a story, one following the other in a rational manner (as in a simple narrative).
- (ii) **Knowledge of Interesting Events** : Knowledge of interesting events (from the pupil point of view) in the life of a few great men or of true stories in regard to interesting things having historical significance in which the child may be interested through his local environment (observance of Shivaji's birthday in Maharashtra, Velu Thampy in Kerala

and Netaji in West Bengal) and which to a certain extent, may illuminate his state and national environment, in reference to past happenings.

- (iii) **World Events** : Knowledge of such happenings in world history which might interest the child and which might lay the foundation of international understanding in him by broadening his mental outlook.
- (iv) **Distinction between events described in history and those described in stories** : This may not be, considered as too difficult to be achieved by children of primary school stages if we follow the proper method. For example, the study of local history through the source method may lead to the development of the necessary insight.
- (v) **Development of interest in the study of history** : It should also be taken as one of the aims for history study at this stage. As our pupils are usually interested in examinations only and are not interested in any study for its own sake, this aim of the study of history deserves special emphasis and special efforts should be made to realize it.

2. Aims at the primary stage in terms of pupil behaviour

- (i) **The Why of Events** : The pupils should be able to tell the why of certain events in their social environment. In doing so, they should be able to narrate the past happenings, in their proper sequence (chronological and causal).
- (ii) **Why of other Events** : They should develop the same ability in regard to the significant events in the life of a few great men and in regard to true stories about certain interesting things having historical significance (as included in the syllabus).
- (iii) **Story and History** : The pupils, should be able to distinguish between stories and historical events, when placed side by side.
- (iv) **Collection** - The pupils on their own accord should collect in their scrapbooks, pictures and informational bits regarding historical events, their leisure time readings may include books related to historical events.

3. Aims of History Study at the Junior Secondary Stage

While trying to determine the aims of the study of history during the Junior Secondary stage, the most important thing to be remembered is that formal study of history might terminate with the majority of the pupils at the end of this stage.

- (i) **Knowledge of Proper Sequence** : If the study of history is to illuminate the most significant facts in the life of the social group to which the pupils belong, the aims of the study of history, at this stage, should be to know in their proper sequence the important events in national history which are causally related to important present events. In the case of Indian pupils, national history would mean Indian history and the following present events whose explanation may be sought by tracing their causal relationship to the remotest past, may be included for studying the Indian Independence and partition of the country (i) the democratic constitution of the country, (ii) the industrial revolution which is being worked out, (iii) the present system of education, and (iv) the classless society which is being evolved, etc.
- (ii) **Knowledge of Causal Relationship** : Certain facts of the state environment may also require special emphasis in the case of an Indian pupil, living in a vast country with great diversities as they might not have been properly illuminated through the study of national history. For example, past events relating to the growth of Oriya or Tamil art and architecture may have to be specially studied by the pupils of Orissa and Madras respectively, though they need not be given special prominence in the national history. Hence, knowledge of past events which are causally related to important facts of the present life of the people of a state should also be included within the aims of history study during this stage.
- (iii) **Comprehensive Historical Reasoning** : The pupils at this stage, are capable of comprehending historical reasoning. They should be able to examine the cause and effect relationships, existing between historical happenings. They should be able to develop simple general laws, which

may predict possible future historical happenings. Development of the ability to account for the most significant events of national history should be aim of history study during this stage.

- (iv) **Contribution of Great Men** : The pupils should also be able to appreciate the contributions of great personalities to the development of the nation.
- (v) **Chronological Sequence** : Knowledge of the chronological sequence of historical events and the significance of this sequence in causing the events may also have to be understood by the pupils.
- (vi) **Geographical Location** : Knowledge of the geographical location of historical happenings should be gained by the pupils they should also understand the causal significance of such a location.
- (vii) **Development of interest in the study of history** : This cannot also be left out of the aims for studying history even at this stage.

Subsidiary Aims and Objectives

History study, at this stage may also serve the following subsidiary aims and objectives:

- (i) Helping the pupils to develop a sense of national integrity,
- (ii) Helping the pupils to rise above communalism and linguistic prejudices,
- (iii) Helping the pupils to develop a sense of patriotism by taking pride in the culture of the country,
- (iv) Helping the pupils to develop an international outlook which neither or nor come into conflict with their national outlook.

4. Aim at the Junior Secondary Stage in terms of pupils behaviour

- (i) **Significant Happenings** - The pupils should know the most significant happenings in the past, which are causally related to the present happenings in the national and state life.
- (ii) **Casual Relationship** - They should also be able to determine the cause and effect relationships between them.

- (iii) **Critical Estimates** - The pupils should also be able to make critical estimates of the contributions of great personalities in the past and the present in terms of their influence over subsequent happenings in national and state history in specific fields.
- (iv) **Dates in Time line** - The pupils should be able to locate the dates of historical happenings (as studied) in the time line against appropriate happenings and vice-versa.
- (v) **Historical Places** - The pupils should be able to locate places of historical happenings (as studied) in maps.
- (vi) **Collection** - The pupils should collect in scrapbooks pictures and information relevant to history, their leisure time readings should also display their interest in the study of history.
- (vii) **Faith in unity** - The pupils should develop a strong belief in the unity of India, in spite of all its diversities.
- (viii) **Secularism** - They should also develop a positive attitude towards the members of other religions and linguistic groups.
- (ix) **National Pride** - They should take pride in the achievements of India in the past and the present.
- (x) **Cosmopolitanism** - The pupils should also develop positive feelings towards people of all nationalities.

5. Aims of history study at the Secondary and Higher Secondary Stages.

The intellectual maturity of the pupils at this stage reaches almost adult standards. Those offering history at this stage are expected to continue their study of history in college and university classes later on. Besides the aims suggested for junior secondary school stage. The following may be accepted as additional aims:

- (i) **Significant world events** - Knowledge of happenings outside the life of the nation which are significant to the life of the world as a social group or significant to some happening in the life of the nation (such as the French Revolution, the Industrial Revolution, etc.)
- (ii) **Historical Methods** - The pupils should develop some insight into the use of historical methods and they should

have some idea of how history may be constructed from original sources.

(iii) Causal Relationship - By the understanding of the causal relationship between historical happenings, pupils may be able to have some insight into the process of framing historical laws and utilizing them for prediction. For example, they should be able to draw the following conclusion from the facts studied in history regarding the French Revolution. Other things being equal, when the social, political and economic frustration of the general mass of people in a social group reaches an unbearable point, revolution is bound to break out. With this law as the basis the pupils may discuss, whether India has reached the point of revolution at the moment or not and what India might do to avert a revolution.

6. Aims at the Secondary and Higher Secondary in terms of Pupil Behaviour.

- (i) World History** - The pupils should know of the significant facts in world history (as included in the syllabus).
- (ii) Construction of History** - Given certain sources of history, the pupils should be able to construct history out of them.
- (iii) Historical Laws** - Given certain historical happenings of a similar type the pupils should be able to analyse their causes and should be able to develop historical laws from them. Believes in the equality of man irrespective of caste, creed, religion and colour.