



ORIGINAL RESEARCH PAPER

History

DYING OF HISTORY IN HIGHER EDUCATION

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ABSTRACT

History which is a Stand alone subject has a snag for its survival in the trends of the modern education system and world. This paper is an attempt to make out the reasons lying behind this notorious existence of this once hailed core subject. It paper reveals the parallel perspective of social studies with other disciplines with special insight to history, which actually leads light to groom the next generation by moulding future leaders at the arena of higher education. Crux of history equips and cultivates the ability to listen, express and reflect the hurdles and sufferings of the marginalized and hypocrisies of the powerful. Criticism has engulfed itself a dimension of history as a result of modernisation. The curiosity to study history is shrinking in India because of the crave over other newborn disciplines. The history as a subject which is hailed to be a preserver of our culture is being neglected and considered to be inferior to other subjects in the academic stream of higher education nowadays. Inclusion and preservation of history in higher education is an indispensable need to regain the diminishing human values in this techno- world.

Introduction

The philosophy of social science is consequently a metatheoretical endeavour—a theory based on the social life theories (Fay). It involves unearthing the conceptual tools of human endeavour. In simple terms it is an inquiry of human life encompassing the world human lives in. In addition to the core disciplines of economics, political science, anthropology, and sociology, the social studies also include such disparate disciplines as archaeology, demography, human geography, linguistics, social psychology, and aspects of cognitive science (Fay). Social scientists also map out the basic structure of society and decipher and import the realities with causal explanations. Thus, social science which is central to nation's civic, cultural, economic and diplomatic future is given as core subject at school level faces sagging fortunes at the tertiary level (Berrett, 2013).

History as a discipline

History is often referred as the “queen” or “mother” of social sciences. ‘Historia’ itself means “an enquiry designed to elicit truth”. It is an all embracing comprehensive discipline and considered to be an indispensable subject in the complete education of man (Kochar, 1984). History is a concrete science based on human experiences which could not be reduced to any single formula. Mirroring the past to improvise the wellbeing of human alike natural science forms the ideal of history. Excluding history makes it impossible to update the present status of any human endeavour. Thus, history of ideas and technology insure not going through the process of “re-inventing the wheel”.

History expands cultural references and enhances the understanding of human condition in the context of development of ideas. It wears the multidisciplinary attire to disclose and interpret the human condition. The result of extensive consultation with historians across the sector, it reconstituted the statement history is bundle of ideals to a declaration of ‘a deeply held view history a trainer of the mind (Fletcher, 1999).

Spirit of History

History emits mental and moral training for social elites to take up prominent role in administration, state and union level. Cultivation of moral character in an individual by inculcating values is a hidden benefit of learning history. It also promotes individual donors to maintain national excellence and achieve national goals.

Historical researches trains the mental abilities in the line to discover the truth and helps in revealing the hidden realities and reflects the austerity of time among the students. Learning of history emphasis the role of humanities and genuine tools for engraving leadership qualities in the interconnected world and extend international understanding for global citizenship.

The study of historical characters struggle for freedom helps to sculpt an intelligent citizen with cultivated patriotism and moral attachment towards the Nation. The subject focus is based on state of mind rather than mere organisation of knowledge. Historical knowledge bares the credit to understand the basic structure of the constitution and three dimensional panorama view of time, past- present-future. Growing need for character building and inculcating the value system had developed a good deal of consensus about the nature of a history.

How History fell behind: Endangered homeland study

History, the culture crop is harvesting criticism and dejection as it emulates negatives in par with constructive ideas. In fact the subject is been fundamentally criticised and included into accusation that the teaching of past cannot adequately explain the complex and risk of modern societies. This led a crash and disgruntle. People have minds that fallen prey to faulty behaviour to overlook the once lived bad condition and once they are enlightened, things would change.

Unlike other natural science disciplines academic forces of history have more frequently remained mired in their respective disciplinary obscurity. The threat created by the entrepreneur model in education had created waves of significant challenges to be faced by the history stream to produce innovations that improve human lives. The trend and period of transition pulled down the vitality of our knowledge on our golden past.

As per the Ministry of Human Resource Development, Government of India (2014-15) statistics it is revealed that enrolment in arts is high than science stream where as the applications to engineering has been overwhelmed. The undergraduate history courses flourished once in colleges which wore luxury of glorious past has removed the history course-the gem from its crown. This picturizes the miserable status of the subject which is hailed as core gem in other developed countries. The process for modernisation had taken firmer hold to put forth the professional and science disciplines to be apparent for the modern society and set up alarming calls to reorient history to suit the needs.

Change in Global trend

The rapidly changing political, social, and economic situation has made the pause to enable the individual as the most inadequate investment. Human capital in part correctly directed behind humanities. People's needs are changing from tangible to intangible. When nature no longer works as an inexhaustible treasury, efforts to maintain and raise the standard of living will increasingly depend on human values, attitudes, knowledge, and skills (Reijo Raivola, 2014). History education which provides base for influencing all of these properties could be revived.

Developed countries never forget to drive-in the historical perspective in the long and winding road to development. The homeland study has come in for a bash in the minds of the youngsters who prepare for administrative vocations. Looking back the history for its value possession is gaining back its glory.

Implications

History as a subject to fit in the new techno world has to reorient itself and makeup with colours and fragrance to prevent itself from getting vanished. Carving out niches of history may bring back the importance of subject once again with innovations. Revival of the curriculum with a vision to transform it appropriate to modernization is a need of the hour to prevent the subject from becoming and extinct concept in the history of higher education. Enrichment of the syllabus with new insights and supplementary informations' to support the modern trend may invite more of youth towards history learning. The history classes must put down the lecture compound and conducting discussions based on current issues and possible solutions and actions required to regulate government initiatives which involve interactions and active participation of student community. The curriculum must adopt comprehensive approach and upgrade the epistemological modification –sole and destiny. The link with community based facilities has to be integrated to add lively internship as like other disciplines. Engaged teaching and learning which embed with civil society organisation within, higher education teaching practice.

The Institutions geared towards success in competitive examination, ideals of independent thinking can lay roads for practice teaching and learning of history. Repaint the mindset of whole humanity with quality instead of quantifying based on capital earned.

Enabling students to take active roles as contributory to knowledge directly linked to civic societies needed through projects and dissertation will kindle the interest of students. Field work researches must be given priority and maintaining relationship with non academic organisations and NGO's to practice volunteering has to be included.

Citizenship education dimension of history to has to take roads in practical means. Bolstering the fortunes of history learning for a well rounded education remains sound.

Finally, History which is an unending dialogue between past and the present has to continue its conversation with our next generations too. So for it, the higher education should cage out history from getting endangered subject at tertiary sphere and to allow it to spread the wings of history and cherish its bloom for the future citizens.

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