

# **Pedagogy of History**

## **UNIT I**

- Concept of History**
- Meaning, Nature and Scope of History**
- Co-relation of History with Arts, Literature, Geography, Economics, Civics and Science**
- Aims and Objectives of Teaching History at secondary level**

### **Introduction**

History is the study of life in society in the past, in all its aspect, in relation to present developments and future hopes. It is the story of man in time, an inquiry into the past based on evidence. Indeed, evidence is the raw material of history teaching and learning.

It is an

Inquiry into what happened in the past, when it happened, and how it happened. It is an inquiry into the inevitable changes in human affairs in the past and the ways these changes affect, influence or determine the patterns of life in the society. History is, or should be an attempt to re-think the past. Collingwood (1945) is particularly interested in this concept of history. History aims at helping students to understand the present existing social, political, religious and economic conditions of the people. Without the knowledge of history we cannot have the background of our religion, customs institutions, administration and so on. The teaching of history helps the students to explain the present, to analyze it and to trace its course. Cause-and-effect relationship between the past and the present is lively presented in the history. History thus helps us to understand the present day problems both at the national and international level accurately and objectively.

In this unit we will be dealing with meaning, nature and scope of history, aims and objectives of teaching history at secondary level and values of teaching history.

## **Concept of History**

History is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit, and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs, and paintings. Historians are trained in the methods of discovering and evaluating these sources and the challenging task of making historical sense out of them. History is a means to understand the past and present. The different interpretations of the past allow us to see the present differently and therefore imagine—and work towards—different futures. It is often said to be the “queen” or “mother” of the social sciences. It is the basis of all subjects of study which fall under the category of Humanities and Social Sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

## **Defining history**

The origin of the word History is associated with the Greek word ‘Historia’ which means ‘information’ or ‘an enquiry designed to elicit truth’.

History has been defined differently by different scholars. Following definitions indicate the meaning and scope of History.

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

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

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

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

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.”

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.”

The above definitions explain History as a significant records of events of the past, a meaningful story of mankind depicting the details of what happened to man and why it happened. Mainly it deals with the human world.

### **Nature of History**

1. *A study of the present in the light of the past:* The present has evolved out of the past. Modern history enables us to understand how society has come to its present form so that one may intelligently interpret the sequence of events. The causal relationships between the selected happenings are unearthed that help in revealing the nature of happenings and framing of general laws.

2. *History is the study of man:* History deals with man’s struggle through the ages. History is not static. By selecting “innumerable biographies” and presenting their lives in the appropriate social context and the ideas in the human context, we understand the sweep of events. It traces the fascinating story of how man has developed through the ages, how man has studied to use and control his environment and how the present institutions have grown out of the past.

3. *History is concerned with man in time:* It deals with a series of events and each event occurs at a given point in time. Human history, in fact, is the process of human development in time. It is time which affords a perspective to events and lends a charm that brightens up the past.

4. *History is concerned with man in space:* The interaction of man on environment and vice versa is a dynamic one. History describes about nations and human activities in the context of their physical and geographical environment. Out of this arise the varied trends in the political, social, economic and cultural spheres of man’s activities and

achievements.

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5. *Objective record of happenings*: Every precaution is taken to base the data on original sources and make them free from subjective interpretation. It helps in clear understanding of the past and enables us to take well informed decisions.

6. *Multisided*: All aspects of the life of a social group are closely interrelated and historical happenings cover all these aspects of life, not limited only to the political aspect that had so long dominated history.

7. *History is a dialogue between the events of the past and progressively emerging future ends*. The historian's interpretation of the past, his selection of the significant and the relevant events, evolves with the progressive emergence of new goals. The general laws regulating historical happenings may not be considered enough; attempts have to be made to predict future happenings on the basis of the laws.

8. *Not only narration but also analysis*: The selected happenings are not merely narrated; the causal relationships between them are properly unearthed. The tracing of these relationships lead to the development of general laws that are also compared and contrasted with similar happenings in other social groups to improve the reliability and validity of these laws.

9. *Continuity and coherence are the necessary requisites of history*: History carries the burden of human progress as it is passed down from generation to generation, from society to society, justifying the essence of continuity.

10. *Relevant*: In the study of history only those events are included which are relevant to the understanding of the present life.

11. *Comprehensiveness*: According to modern concept, history is not confined to one period or country or nation. It also deals with all aspects of human life-political, social, economic, religious, literary, aesthetic and physical, giving a clear sense of world unity and world citizenship.

### **The modern concept of history**

Modern history has gone beyond the traditional status of an antiquarian and leisure time

pursuit to a very useful and indispensable part of a man's education. It is more scientific

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and more comprehensive. It has expanded in all directions both vertically and horizontally. It has become broad-based and attractive. 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 and 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 failures. It is not only the individual but the communities and the societies are the subject of study of history. Study of history deepens our understanding of the potentialities and limitations of the present. It has thus become a future-oriented study related to contemporary problems. For all these reasons, history has assumed the role of a human science.

### **History-a Science or an Art**

Opinions are very much divided on the question whether history is a science or an art. History is a science in the sense that it pursues its own techniques to establish and interpret facts. Like other natural sciences such as the Physics and Chemistry uses various methods of enquiry such as observation, classification, experiment and formulation of hypothesis and analysis of evidence before interpreting and reconstructing the past. History also follows the scientific method of enquiry to find out the truth. Though historian uses scientific techniques, experiment is impossible since history deals with events that have already happened and cannot be repeated.

### **Arguments against History as a science**

1. *No forecasting*: Rickman has rightly said, "History deals with sequence of events, each of them unique while Science is concerned with the routine appearance of things and aims at generalizations and the establishment of regularities, governed by laws." A historian cannot arrive at general principles or laws which may enable him to predict with certainty the occurrence of like events, under given conditions. A scientist on the other hand, looks

at knowledge from a universal angle and arrives at certain generalizations that help him to control the present and predict the future.

2. *Complex*: The facts of history are very complicated and seldom repeat in the real sense of the term.

3. *Varied*: The underlying facts of history have wide scope. They are so varied that they can seldom be uniform.

4. *No observation and experimentation*: Historical data are not available for observation and experimentation.

5. *No dependable data*: Historical data are the products of human thoughts and action which are constantly changing. They therefore cannot provide dependable data for the formation of general principles and laws.

### **History is both a Science and an Art**

History is a unique subject possessing the potentialities of both a science and an art. It does the enquiry after truth, thus history is a science and is on scientific basis. It is also based on the narrative account of the past; thus it is an art or a piece of literature. Physical and natural sciences are impersonal, impartial and capable of experimentation. Whereas absolute impartiality is not possible in history because the historian is a narrator and he looks at the past from a certain point of view. History cannot remain at the level of knowing only. The construction and reconstruction of the past are inevitable parts of history. Like the work of art, its wholeness, harmony and truth are inseparable from a concrete and vivid appreciation of its parts. History, in fact, is a social science and an art. In that lie its flexibility, its variety and excitement.



## **Scope of History**

The scope of History is vast; it is the story of man in relation to totality of his behavior. The scope of history means the breadth, comprehensiveness, variety and extent of learning experiences, provided by the study. History which was only limited to a local saga, has during the course of century become universal history of mankind, depicting man's achievements in every field of life-political, economic, social, cultural, scientific, technological, religious and artistic etc., and at various levels-local, regional, national, and international. It starts with the past; makes present its sheet-anchor and points to the future. Events like wars, revolutions, rise and fall of empires, fortunes and misfortunes of great empire builders as well as the masses in general are all the subject matter of history. History is a comprehensive subject and includes-History of Geography, History of Art, History of Culture, History of Literature, History of Civilization, History of Religion, History of Mathematics, History of Physics, History of Chemistry, History of Education, History of Biology, History of Atom, History of Philosophy-in fact history of any and every social, physical and natural science we are interested in. History today has become an all-embracing, comprehensive subject with almost limitless extent.

### **Correlation of History with other Subjects**

Chatham once remarked, "Have learnt all my English History from Shakespeare's plays" this statement refers to unified and integrated knowledge rather than disconnected and isolated facts. It will be meaningful and effective for the students. It is to establish the reciprocal relationship that exists among different subjects. Imparting knowledge as an organic whole makes it interesting, natural and easier.

## **Views of some eminent scholars on correlation of history**

**Trevelyan:** “History is not a subject at all but a house in which all subjects dwell”.

**Firdausi:**”Poetry paints what history describes”.

**Vives:** “History is the one study, which gives birth or nourishes, develops and cultivates all art is collected from history, moral philosophy is built upon history, the whole law flows out of history and a great part of theology is history”.

**Prof.Johnson:**”History with or without the name certainly has been and is a background for other social sciences. History may indeed be regarded as the only field in which all other social sciences are present”.

**Koernar:** “Occupying as it does an intermediate position between the humanities and the social science”.

From the aforesaid views expressed by some eminent scholars, it is sufficiently clear that history is a junction where all other subjects meet. Through correlation, while teaching history, we teach something of literature and art, something of politics, social behavior, economics etc. therefore, school plans should be arranged in such a way that the various subjects will not be taught in watertight compartments but will be linked up with one another.

## **Classification of correlation**

Correlation, which links up different subjects, can be classified as incidental Correlation, and Systematic Correlation.

## **1. Incidental correlation**

When the history teacher gets an opportunity to establish correlation of a particular topic of the subjects it is called incidental correlation. It is not a planned one. For this, previous preparation is not essential. When he refers to an allied subject, he explains the portion that he teaches properly. A teacher, who is studious and learned, can follow this method.

### **1. Systematic correlation**

The teacher at the beginning of the session should carefully plan correlation. Allied subjects should be grouped together to provide an opportunity for systematic correlation. As geography is the allied subject of history, so they should be grouped together. The specialist teacher should see that no subject is sacrificed. His planning should do full justice to his subject.

There is a possibility that correlation may influence other subjects. When the teacher becomes successful in achieving his goal without neglecting any other subject, correlation becomes successful. For the teacher, preparation of syllabi of different subjects is important. Points common to all subjects should be selected. Such a syllabus will definitely facilitate a history teacher teaching Indus Valley civilization, as he has to explain the climate and effect of the climate on the civilization, before he can talk about the rise and fall of the civilization.

History can be correlated with subjects like-literature, geography, political science, economics and handwork.

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Before connecting history with literature, first we should understand what we mean when we speak of the history of any national literature-of the history of Vedic literature, which throws interesting light on the social, religious and economic life of the times, or of Greek, of Roman, of French or English literature. The ordinary textbook may perhaps give us the impression that we mean only a chronological account of the men who wrote in these languages, and of the books they produced, with critical analysis of their merits and defects, and some description of literary schools and traditions and of fluctuations in fashions' and tastes. But in reality we mean much more than this. A nation's literature is not a miscellaneous collection of books which happen to have been written in the same tongue or within a certain geographical area. It is the progressive revelation age by age, of such nation's mind and character.

The history of any nation's literature, is the record of the unfolding of that nation's genius and character under one of its most important forms of expression. In this way, literature becomes at once a supplement to what we ordinarily call history and a commentary upon it. History deals mainly with the externals of a civilization, portrays the outwards manner of their existence, and tell us what they did not or did not in the work of the world.

We thus come to a singularly interesting and fertile line of enquiry the study of the literature of an age is the function of history. We take the help of history, when we investigate the origin, growth and decay of literary fashion and tastes, the rise and fall of critical standards and ideas, the influence of personalities in including fresh tendencies and giving a new direction to literature and so on.

### **History with language**

Before we can show how history and language are correlated, we need to try to

refine our notion of what language is. In the first place, it is a means of

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recording, expressing or communicating ideas. Speaking and writing are clearly vital both in expressing oneself and in communicating with others. While teaching history, the teacher takes the help of language for discussing, debating, speaking and narrating his experience, and in writing. Students are also asked to write essays on historical themes, besides reading and writing on historical events. Within such a range there is correlation between history and language.

### **History with geography**

There is, perhaps, no difficulty in correlating history with geography, because they are allied subjects. Geography prepares a stage, where the drama of human life is staged. Man creates his physical environments, and geography describes this environment along with the work of men. Therefore we think of history without geography and vice-versa. Right from the 17<sup>th</sup> century, correlation between these two subjects has been emphasized.

Discovery of different countries of the world and colonization helped people to change the world to suit their purpose. Development of science, industries and commerce is also determined by all these changes. Hence, when we read the history of the world, of human life and activities, at the same time we also study which geographical of man is determined by geographical conditions. Thus children can learn history along with geography.

History enables us to know how the present life began and from whom we inherited it. On the other hand geography enlightens us about the earthly factors that condition the conduct of human beings. The evolution of man is also affected by the geographical factors of the world. The way of life, dress, habit of talking, food, shelter, earning etc. are all determined by geography.

Hence, history and geography are interrelated.

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If we study the past history, we learn how history and geography are interrelated. The history of a country to a great extent is influenced by the sea, mountains, rivers, deserts, plain lands etc. The characteristics of people of different states of India are conditioned by geographical factors. Because of this the characteristics of the Oriyas differ from those of the Bengalis, those of Bengalis from the Gujuratis and those of the Gujaratis from Telugus. The three famous battles of panipat decided the fate of India, because of geographical reasons. Napoleon was defeated in his Russian expedition because of geographical reasons. From these examples we can conclude that history and geography are interrelated.

Past experiences prove that the human will is more powerful than geographical factors. One shivaji could defeat the Mughals; Napoleon and Hitler could become world famous heroes, not because of the geographical factor, but because of their strong will and confidence could make them so. Therefore, we cannot think of geography, without the history of man.

The foregoing discussion proves that history and geography are interrelated. It should be the responsibility of the history teacher to correlate geography with history, while teaching history in the class. He should use maps; atlases, globes and other teaching aids to make his teaching successful through correlation.

### **History with political science and civics**

While discussing the relationship between history and political science, prof. Johnson said, "The study of history in schools has from the beginning in large part been a study of the forms of government, of change in government, and of action in government. From the study of political science, we know of the changes in the administrative structure of a country at different ages. The

relationship between history and political science is just like the relation of feathers to birds, fragrance to flowers, flesh and blood to skeleton and botany to plants.

Johnson seeley says, "Political science without history has no root" and "History without Political Science has no fruit".

History is a laboratory where all the political science the committee of seven in America opines," Much time will be obtained, if history and civil government be studied together, as one subject rather than two distinct subjects."Therefore the history teacher should correlate history with political science, while teaching a lesson in history.

### **History with economics**

Economics deals with production, distribution, consumption and exchange of wealth. The aim of teaching economics will fail without the knowledge of history of mankind. While history gives an account of the events and experiences in the life of man, economics describes the activities of production and consumption of wealth by man. All the economic activities undertaken by man in the past are found in the pages of history. From the study of history, we know how in different periods of history men under different vocations to increase productivity, Thus the history of economics influences the present economic policies and this in turn help us to formulate economic theories.

Economic factors in the past created a golden age waged a number of wars. We also know, how at different stages of history, India was under the foreign yoke, because of her economic prosperity. Hence history and economics are interrelated.

**History with handwork**

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Children have an instinct of constructiveness. They take interest in constructing things by their own hands. Therefore, the history teacher should provide teacher should encourage he students to colour outline pictures of persons and events in history.

The history teacher should encourage the students to draw the picture of Buddha, Ashoka, Sankaracharya, Christ, Mohammad, Confucius etc., and narrate to the students their contributions. Students should be asked to prepare time-lines, maps, charts and other teaching aids for the teaching of history. The history teacher, with the help of the handwork teacher, should provide opportunity to construct these things, and promote the creativity of the students. These activities should be exhibited in the history classroom and history museum.

### **History with science**

The story of Archimedes and the king of Syracuse is a very popular story. Archimedes discovered the solution to a problem, when he was asked by the king to test the purity of his crown. For his wonderful achievement, he got royal patronage. Not only Archimedes, but scientists like Newton, Aristotle etc., got royal patronage. But another famous scientist Galileo had to face quite the opposite situation. In order to discover scientific principles, scientists in the past had to work against the prevailing social trends. The events of history, when connected with the contemporary scientific discovers, make the learning of science more interesting. The events of the First World War may be connected with the leadership of Germany in the field of scientific achievements. Historical evidences prove that many scientific feats and principles are linked with the reign of some kings.

To understand the impact of science on society, history plays an important role. History of science is the history of civilization itself. The history of science is a subject that interests both the scientists and the lovers of history. History is also related to science, when we read the books like History of Man, The story of the moon, the story of the Earth etc., the outstanding achievements of science is known through the study of history. Thus history and science are closely related.

### **History with social studies**

The social studies program contains much materials from history, changes in family life from ancient time to the present, growth of community and the states. The history of India and selected historical developments in other countries are usually included. The bulk of conceptual components of history are drawn from other disciplines and used to interpret past human events. For example, role, division of labour, resources and borrowing of ideas may be used to explain changes in family life, communities and nations in different periods of time. Yet, time process, and organizing concepts are widely used in historical materials

### **Aims and objectives of teaching History at secondary level:**

The aims and objectives of teaching history have undergone changes with the shift in the philosophical thinking of the time and changes in the social and political practices. Education is the process of bringing about desirable changes in the behavior of pupils. The idea of the desirable changes has varied at different times in accordance with the dominant philosophical creed of the society and prevalent social and political practices.

Determination of aims and objectives is necessary to point to the broad ideals and to enable us in selecting significant and meaningful content, teaching methods and techniques. Aims are a true compass to make our journey safe and secure in the pedagogical sea. They are the crux and the key of the entire process of teaching and learning.

The aims of teaching history will have to be in consonance with the broader aims of education and the objectives, which teachers should view while teaching the subject, have to be precise and definite. Aims refer to general and long term goals whereas the Objectives indicate immediate, specific and attainable goals.

### **General Aims of Teaching History**

1. *To promote self-understanding:* History needs to be taught to promote self-understanding. Everyone has a heritage which is uniquely his, a combination of racial, national, family and individual traditions which are woven into his very being. Without enquiry into these historical factors, man will remain a stranger to himself. Similarly in the absence of historical study, groups and persons will fail to comprehend their own identity. Being a key subject, history provides useful information necessary for understanding the common allusions in daily reading-names, places, dates and events etc. Thus the knowledge of history is a part of the self-awareness and realization of our environment.

2. *To give proper conception of time, space and society:* History gives a proper understanding of the concept of time, space and society. It reveals the relationship of the

present with the past, the local with the distant and personal and national life with the lives

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and the cultures of men and women in other countries, in time and space. History is a link uniting each of us as an individual with a whole greater than ourselves.

3. *To enable the pupils to assess the values and achievements of their own age:* History provides the youths the standards of reference against which they can measure the values and achievements of their own age. This enables them to have an enlightened awareness of the problems of modern communities, political, social and economic.

4. *To teach tolerance:* History teaches tolerance- tolerance with different faiths, different loyalties, different cultures, different ideas and ideals.

5. *To develop right attitudes:* Development of right attitudes is based on an appreciation of things which are worth-while in life. Attitudes depend upon intellectual and emotional factors. Scientific attitude is intellectual, like, judgment based on facts are unaffected by personal feelings. The teacher has to help his pupils in building up the right attitudes. But before being able to develop desirable attitudes among his pupils by his own example, he himself must exhibit self-control, patient, sympathy and self-respect.

6. *To foster national feelings:* An important objective of teaching history is the emotional and national integration of Indian people. Emotional integration is a feeling of oneness among the people of different cultures, religions, castes and languages. It is the sharing of certain common objectives, ideals and purposes and giving them high place over smaller and sectional loyalties. History can play a very important role in realizing this aim.

7. *To develop international understanding:* The swift growth of means of communication among various nations has hastened the exchange of ideas and dependence on each other on various aspects of life. History is one subject that can promote international understanding in the best possible way. It can destroy prejudices existing among nations; it can also overplay the fundamental unity and interdependence among nations and underplay the sources of disunity.

8. *To give training for handling controversial issues:* Teaching history helps pupils to handle controversial questions in a spirit that searches for truth-insists on free discussion



and permits compromise. It can expose the pupils to a vast knowledge which will enable them to tackle controversial issues objectively.

9. *To impart mental training:* History can stimulate thought, judgement and discrimination and create a scientific attitude in the adolescent as a counterbalance to his emotional instability. It trains the pupils to be accurate in comprehension and expression.

10. *To teach moral principles:* History teacher is in an excellent position to inculcate moral values in pupils' mind. Life stories of great saints, heroes and reformers, like Shankracharya, Buddha, Rama, Maharana Pratap, Guru Nanak, Swami Dayananda, Swami Vivekananda and Mahatma Gandhi, etc. encourage pupils to be truthful, courageous, just and selfless.

11. *To help resolve our contemporary social and individual problems:* History helps in resolving our contemporary social and individual problems and developing mature judgments on immediate social issues, trends and prospects in the field of commerce, industry, international affairs, regional politics and other aspects of the contemporary society.

12. *To promote socialization among pupils:* An important aim of history teaching is the socialization of pupils in order to make them well informed and enlightened citizens, capable of promoting common welfare. Socialization awakens a sense of developing confidence, courage and happiness within oneself. It develops individual and social virtues of initiative, thoughtfulness, righteousness, constructive thinking, critical judgment, justice, tolerance, co-operation, fellow feeling and sacrifice etc.

### **Aims of Teaching History at Secondary Stage**

The intellectual maturity of pupils at this stage reaches almost adult standards. The main focus at this level is on the stages in the growth of human civilizations and the evolution of social systems and on cultural and scientific development.

The main aims of teaching history at this stage are:

1. *To promote an understanding of the process of change:* History is the only subject that can unfold the process of change and development through which human societies have evolved to their present stage of development.

2. *To acquire knowledge of significant world events:* The pupils through the learning of history get the 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 French revolution, the Industrial revolution, etc.).

3. *To promote an understanding of the common roots of human civilization:* All major civilizations of the world have common roots, leaving aside some major local characteristics; most of them have common features which point to the basic unity of mankind. One of the important aims of history is to point to this basic unity.

4. *To develop an appreciation of the contributions made by various cultures:* The cultures of different countries have contributed in one way or the other to the total heritage of mankind. History can bring this to the knowledge of the pupils and that is to be understood and appreciated.

5. *To develop an understanding of causal relationships:* 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, from the facts studied in history regarding the French Revolution they may be able to conclude that other things being equal, when the social, political and economic frustrations 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.

### **1.4.3 Objectives of teaching History at Secondary Stage**

1. **Knowledge:** The pupil should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, personalities, chronology and

generalizations, etc. related to the study of history. The pupil should be able to:

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- Recall facts, terms, concepts, events, etc;
- Recognize facts, terms, concepts, events, etc;
- Show information on maps, charts, diagrams, etc;
- Read information presented in various forms.

2. **Understanding:** The pupil should develop understanding of terms, facts, principal events, trends, etc, related to the study of history. The pupil should be able to:

- Classify facts, events, terms, and concepts, etc;
- Illustrate events, trends, etc., by citing examples;
- Compare and contrast the events, trends and concepts, etc;
- Explain events, terms, and concepts, causes and effects, trends, etc;
- Discriminate between the significant and insignificant, important and less important causes, effects events, etc;
- Identify relationship between cause and effect, means and ends;
- Arrange facts, trends, etc., in a particular known order;
- Detect errors in the statement and rectify them;
- Interpret the maps, charts, etc. and
- Extract from the different courses of history.

3. **Critical Thinking:** The subject should enable the pupils to develop critical thinking.

The pupil should be able to:

- Identify the problems;
- Analyze the problems;
- Collect evidence;
- Sift evidence, facts and opinion;
- Select relevant evidence and facts and weigh them;

- Establish relationship and marshal facts;
- Draw conclusions;
- Advance arguments in support of his contention;
- Verify the interferences.

4. **Practical Skills:** The subject should enable the pupils to develop practical skills helpful in the study and understanding of historical facts. The pupil should be able to:

- Draw maps, charts, diagrams, etc;
- Prepare models, tools, etc.

5. **Interests:** The subject should enable the pupil to develop interest in the study of history. The pupil, on his own, should be able to:

- Collect coins and other historical materials;
- Prepare illustrative material aids;
- Participate in historical dramas and mock sessions of historical events;
- Visit places of historical interests, archeological sites, museums and archives;
- Read historical documents, maps and charts;
- Write articles on historical and other related topics.

6. **Attitudes:** The subject should enable the pupil to develop healthy social attitudes. The pupil should:

- Possess the sense of patriotism;
- Show respect towards other people's opinion, ideas, beliefs and ways of life;
- Read about other faiths and religions;
- Establish friendship with pupils of other communities and faiths;
- Practice the spirit of noble ideal;
- Cooperate with others in the social and civic activities;

**Informative value:** History is a wonderful treasure-house of information and can offer guidance for the solution to all human problems pertaining to science and art, language and literature, social and political life, philosophical speculation and economic development. History shows us the roots without uprooting the tree. A mere emotional attachment to our past can do us little good, unless it is accompanied with a sober, matured and rational assessment of the values involved. History is a path finder of man's future.

**Cultural and social values:** It is essential that one should understand the importance of his/her own cultural and social values. We should also develop attachment towards our cultural heritage. History makes us able to understand our present culture. It expounds the culture of the present time by describing the past. It explains the origin of existing state of things, our customs, our usages, our institutions. It enables us to understand that the transformations in human history were brought about by change of habits and of innovation. One of the main motives of history teaching has been to convey to the pupils the rich heritage of the mankind. It develops an understanding of the different forces which have shaped the destiny of man and paved the way for his development in society.

**Political values:** History is regarded to be the past politics. According to T.S. Seeley, "The historian is a politician of the political group or organization, the state being his study. To lecture on political science is to lecture on history." History stands as a beacon of hope when some nation is overcast with dark clouds. History is extremely necessary for completing the political and social sciences which are still in the making. History supplements them by a study of the development of these phenomena in time.

*Nationalistic value:* History teaching renders an effective service in imbibing the young minds with a sense of patriotism. It is through history alone that an Indian child comes to know of the various deeds performed by such patriots as Shivaji, Rana Pratap, Guru

Gobind Singh, Rani Lakshmbai, Bhagat Singh, Gandhiji, Nehru, etc. By reading their

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great lives and deeds, the child can easily be inspired to emulate them. A proper teaching of history can prepare the way for sober nationalism.

**Internationalistic value:** History shows the dependence and interdependence of nations which is the root of internationalism. The domain of history is very extensive and wide. Through a survey of world history, the young learners will come to realize that although different peoples had and still have different customs, habits, laws, and institutions; they have been striving towards the same end. The realization of essential unity of human race is the first step towards fostering universal understanding based on the virtues of tolerance, kindness, love, sympathy, and goodwill.

**Educational value:** History has unique value and importance because it is the only school subject which is directly and entirely concerned with the behavior and action of human beings. The imagination of the children is developed through the teaching of history. It is logical to treat history as a temporal canvas against which the facts learned in other subjects can be arranged. History is a veritable mine of stories-stories can illustrate even subject of curriculum- the only condition is that the teacher should know enough stories and should know how to narrate them.

**Intellectual value:** A large number of intellectual values accrue from the teaching of history. It sharpens memory, develops the power of reasoning, judgement and imagination. It cultivates the qualities of reading, analyzing, criticizing, and arriving at conclusions. In historical writings our past is alive and treasured in the form of chronicles, biographies, stories and other forms of literary tradition. Once the pupils' curiosity is aroused and interest awakened, he can easily browse the vast pastures of historical knowledge.

**Ethical value:** History is important in the curriculum because it helps in the teaching of morality. Through it a child comes close to the valuable thoughts of saints, reformers, leaders, important persons and sages. The children get inspired by the life stories of these



great leaders. There are other arguments that go against this notion that history gives ethical teaching.

- Truth or virtue does not always have the victory and falsehood or wickedness does not always come to grief. Many times it has been seen that honest and truth-loving man faces difficulties throughout the life and wicked and liars succeed in life.
- On the basis of experience and observations it has been seen that students do not take any interest in the work and life of saints and holy persons. They take more interest in the deeds of warriors and they almost worship them.
- One more argument is that the lives of great men are full of complexities. Both good and evil are present in their characters. It would be unscientific if only their goodness is described. It is possible that students may emulate evils from the characters presented if both the elements are presented.

Above given arguments are quite convincing. Teachers should be given this suggestion that in teaching history they should impart the ethical teaching not directly but indirectly.

*Vocational value:* History has its vocational value. There are several openings for persons well qualified in the subject. They can get jobs of teachers, librarians, archivists, curators of museums, secretaries of institutions, social service workers, and political journalists etc.

- Show respect towards other people's opinion, ideas, beliefs and ways of life;
- Read about other faiths and religions;
- Establish friendship with pupils of other communities and faiths;
- Practice the spirit of noble ideal;
- Cooperate with others in the social and civic activities;

**Informative value:** History is a wonderful treasure-house of information and can offer

guidance for the solution to all human problems pertaining to science and art, language

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and literature, social and political life, philosophical speculation and economic development. History shows us the roots without uprooting the tree. A mere emotional attachment to our past can do us little good, unless it is accompanied with a sober, matured and rational assessment of the values involved. History is a path finder of man's future.

**Cultural and social values:** It is essential that one should understand the importance of his/her own cultural and social values. We should also develop attachment towards our cultural heritage. History makes us able to understand our present culture. It expounds the culture of the present time by describing the past. It explains the origin of existing state of things, our customs, our usages, our institutions. It enables us to understand that the transformations in human history were brought about by change of habits and of innovation. One of the main motives of history teaching has been to convey to the pupils the rich heritage of the mankind. It develops an understanding of the different forces which have shaped the destiny of man and paved the way for his development in society.

**Political values:** History is regarded to be the past politics. According to T.S. Seeley, "The historian is a politician of the political group or organization, the state being his study. To lecture on political science is to lecture on history." History stands as a beacon of hope when some nation is overcast with dark clouds. History is extremely necessary for completing the political and social sciences which are still in the making. History supplements them by a study of the development of these phenomena in time.

**Nationalistic value:** History teaching renders an effective service in imbibing the young minds with a sense of patriotism. It is through history alone that an Indian child comes to know of the various deeds performed by such patriots as Shivaji, Rana Pratap, Guru Gobind Singh, Rani Lakshmbai, Bhagat Singh, Gandhiji, Nehru, etc. By reading their great lives and deeds, the child can easily be inspired to emulate them. A proper teaching of history can prepare the way for sober nationalism.

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## **Conclusion**

History is the basis of all subjects of study which fall under the category of Humanities and Social Sciences. It is often said to be the “queen” or “mother” of the social sciences. History is considered an indispensable subject in the complete education of man and it has been defined differently by different scholars. According to modern concept, history does not only contain the history of kings and queens, battles and generals, but also the communities and the societies are the subject of study of history as well. History is a unique subject possessing the potentialities of both science and art. As an enquiry after truth, history is a science and as a narrative account of the past, it is an art or a piece of literature.

History is a study of man. It is concerned with man in time and space. It explains the

present in the light of the past. Continuity and coherence are the necessary requisites of

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history. The scope of history is vast; it is the story of man in relation to totality of his behavior. It starts with the past; makes present its sheet-anchor and points to the future.

The aims and objectives of teaching history have undergone changes with the shift in the philosophical thinking of the time and changes in the social and political practices. Determination of aims and objectives is necessary. Instructional objectives need to be clearly defined. The pupils should acquire knowledge, should develop specific understandings, attitudes, interests and appreciations, relevant to history.

History is valuable as a study in more ways than one. The values of teaching history are-disciplinary, informative, educational, ethical, cultural, intellectual, political, nationalistic, internationalistic and vocational.

## **UNIT-II**

### **Methods and Techniques of Teaching History**

#### **Introduction**

Correct history teaching means not only providing the pupil a background of historical knowledge but also an insight into the meaning and significance of history and the ability to continue his studies for himself.

The Secondary Education commission has rightly observed that “Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching by the right kinds of teachers.

There is no single method to successful teaching. The choice of a suitable method by a teacher depends upon many factors such as the learner, the nature of the subjects ,the facilities available and above all the attitude of the teacher.

A method of teaching arises out of the needs of the learner and learning situations. Therefore the same methods of teaching can not be same for all time and all situations. Even it can not be same for all teachers and all subjects.

Traditionally when we talk about methods of teaching we mean that what a teacher does in the class room to teach the students. But now the scene is totally changed. Methods of teaching are now associated with the learning activities of the students. For Example discussion method, project method, Laboratory method, source method, constructive approach, Inductive method, deductive method, co operative learning, communicative approach, narration, dramatization, storytelling method etc. So these are various methods, approaches and techniques use for teaching. The role of teacher is to select his own method of teaching according to his subject and students. There is no method which is universally applicable. In this unit we will discuss various methods which are used in teaching of history.

### **Narration cum Discussion method.**

You know teaching should be a two way process in order to be successful. So the narration method & storey telling methods are not fulfilling this objective. Students are not getting opportunities to actively participate in this process of teaching. But this cannot be totally revamped from our teaching process. Therefore the narration cum discussion method originated which will be more beneficial than only individual methods of teaching.

The narration cum discussion method provides dual benefits of listening to teacher as well as participation of students. This method provides adequate scope for student's participation in the selection of topic or problem presenting ideas, analyzing ideas through exchange of ideas and taking decision with suitable support material. Discussion is almost equally shared by pupils and teachers.

On the whole, truth is searched and conclusions are drawn through free exchange of opinions. Narration cum discussion is a group activity and a process of collective decision making.

### **Steps and procedures**



Teaching of History through this method calls for systematic planning. The entire teaching – learning process is carried on mainly through three steps (1) Preparation (ii) Conduct of discussion and (iii) Evaluation.

**1. Preparation** It is an important step in planning. The topic must be carefully selected and the teacher must be confident of the details of the theme. Points to be discussed should be informed to students earlier. The topic and questions may be written on the black board for this purpose. Both the teacher and students should be prepared for taking active part in the discussion.

### **Conduct of Discussion**

This steps is the most significant part of teaching; it includes arrangement of seats, maintenance of discipline, initiation and presentation of the topic, students participation in a relaxed, free and informal atmosphere. All students should be encouraged to participate in the discussion and express their own points of view without any hesitation and reservation. Such discussion will be a process of loud, as well as silent thinking, it is an experience in cooperation, not in competition.

### **Evaluation**

This steps on discussion and narration aims at providing information, facts figures, removing doubts and difficulties, changing attitudes, developing interests and good qualities that are necessary for effective citizenship. All these objectives are evaluated at this stage and measures are taken for making up the deficiencies, if any.

**Role of Teacher** The teacher has to play an important role in this teaching – learning process. He has to take initiative and all the steps that are found necessary for encouraging student's participation. Success of this method largely depends on the better qualification, wide knowledge, varied skills, ample resourcefulness and favourable attitude of the

teacher. The teacher has to direct all the activities of the class and co-ordinate their

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opinions and views express there on the topic. He has to bring about solution of the problems faced and truth out of all controversial arguments and counter arguments. He is required to play the role of a director or manger of the whole show and take all the steps for ensuring realization of learning experiences.

### **Advantages**

- 1) This method of teaching is very suitable for higher classes.
- 2) It discourages rote– learning and encourages understanding and critical thinking
- 3) It enables students to discover facts, collect relevant information and clarify doubts.
- 4) It promotes academic work through joint and cooperative efforts.
- 5) It facilitates pupil’s participation and individual initiative.
- 6) It enables the teacher to identify potentiality of the students and provide favorable scope for its development.
- 7) It enhances attentiveness, interest speaking, capacity and self–evaluation.

### **Limitations**

- 1) This method is not effective for junior class students.
- 2) It calls for immense earlier planning and preparation, which most of the teacher do not afford.
- 3) Without proper control & co-ordination over the discussion, it will be difficult to arrive at conclusion and may lead to wastage of time and energy.

Students gain sufficient knowledge through narration. The main aim of narration is to provide knowledge to students of indirect things where as discussion is an educational group activity in which teacher and the students talk over some topic. Narration cum discussion method provides knowledge about a problem or topic in which the students are

actively involved and clarified about the topic.

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## **Project Method**

### **Origin and Significance**

Project method is a natural, whole-hearted, problem solving and purposeful activity carried to completion in a social environment. It is the practical outcome of the pragmatic educational philosophy of John Dewey, a well-known American philosopher and educationist. It was developed and perfected by William Kilpatrick of the University of Columbia. It is a revolt against the traditional, bookish and passive environment of the school wherein children as obedient masses are carefully drilled and spoon-fed with unrelated and disconnected facts, watertight compartments and pigeon hole time-tables.

### **Definition of the Project**

1. Ballard: A project is a bit of real that has been imported into the school.
2. Burton: The problem is a project which results in doing. The motor element is not what makes the activity a project, but the problem solving of a practical nature accompanying the activity.
3. J.A. Stevenson: A project is a problematic act carried to completion in its natural setting.
4. Snedden: Project is a unit of educative work in which the most prominent feature is some form of positive and concrete achievement.
5. W.W. Charters: In the topical organization principles are learned first while in the projects the problems are proposed which demand in the solution the development of principles by the learner as needed.

## **Characteristics of a project:**

A project has the following characteristics

1. Problematic act.
2. Purposeful activity.
3. Whole-hearted activity
4. Activity in a natural setting.
5. Activity in a social environment.
6. Bit of real life introduced in school.
7. Problem solving of a practical nature.
8. Positive and concrete achievement.
9. Activity through which solutions of various problems are found out.

## **Principles of Project method**

In project method one should follow the following principles:

- 2. The principle of purpose:** Knowledge of purpose is a great stimulus and motivates the child to realize his goal. The child must have an idea 'why is he doing certain things?' Purpose motivates learning. Interest cannot be aroused by aimless and meaningless activities.
- 2 The principle of activity:** Children are active by nature. They love activity. The instincts of curiosity, construction, pugnacity and herd make them active by nature and learn things by doing. Physical as well as mental activities are to be provided to them.
- 3 The principle of Experience:** Experience is the best teacher. What is real must be experienced. The children learn new facts and information through experience.
- 4 The principle of Social experience:** The child is a social being and we have to prepare

him for social life. Training for a corporate life must be given to him in his childhood. In

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the project method, the child works in groups. The project method is a method of educating the child and therefore it must also be real. Real life situations should be presented in the life of the school.

**5. The principle of freedom:** The desire for an activity must be spontaneous and not forced by the teacher. The child should be free from imposition, restrictions or obstructions so that he may express himself fully and freely.

**6. The principle of reality:** Human life is itself a big project. Since education is a preparation for life, we must create real life situations in the school. In Project Method the pupils are provided with opportunities to exercise their powers in real life situations. Hence, they feel genuinely interested in such activities.

**7. The principle of utility:** The knowledge gained through activity must be useful and practical. Experiences obtained through projects ensure utility because they are carried out under natural conditions. As the method gives useful training and full satisfaction to pupils they feel that their efforts have not gone wasted because their activity must end in something concrete which is useful from educational point of view.

### **3.3.2 Steps in the Project Method:**

The teacher & students should follow the following steps in the project method.

**1. Providing a situation:** A project should not be forced upon pupils. The teacher should provide a situation according to the interest and aptitude of the pupils which may give them a spontaneous urge to carry it out. Situation may be provided by conversation on different topics, discussions on pictures, buildings or cities, by telling stories or taking out children on excursions and educational tours and trips.



**2. Choosing a Project:** Only such a project should be selected as may satisfy some real need of the pupils and is for the good of all of them. They must feel that the project is their own. In the words of Dr. Kilpatrick, “The part of the pupils and the part of the teacher in most of school work depends largely on who does the purposing. It is particularly the whole thing.” The project must be chosen according to the capacities of pupils and the expenses involved.

**3 Planning:** After a good deal of discussion planning is to be done by the pupils under the guidance of the teacher, who offer suggestions. The entire plan should be put in black and white by the pupils in their project book before working on that plan.

**4. Executing:** Now teacher should encourage the pupils to put it into practice. He should ask the pupils to assign duties and distribute work among themselves, according to their individual interests and capacity. Each child must be given some work to do, for the successful completion of the project. They should be asked to work in cooperation with one another till the project is complete.

**5. Judging or Evaluating:** After the completion of the project, the students should be asked to review their work. They should note down their mistakes, if any, and see whether they had proceeded, according to the plan. It is sort of self-criticism which is a very important form of training and should never be neglected.

**5. Recording:** The pupils should maintain a project-book to put down a complete record of all the activities, connected with the project. This record will include the choice of the project, its planning, discussions held, duties assigned, references and books consulted, information gathered, difficulties felt, experiences gained, guidance sought etc. Important points for future reference and guidance are also to be noted down.

**Characteristics of a Successful Project:**

- 1) **Usefulness:** It must be individually and socially valuable and must have a practical aim.
- 2) **Maximum Activities:** It should provide activities of various types suitable to pupils undertaking the project. It should be able to draw the best from them.
- 3) **Availability of Resources:** The material connected with the project, should be readily available in or in the neighborhood of the school. The pupils should be able to handle it without difficulty.
- 4) **Economy:** The project should give the best of results in the shortest possible time and with the least possible expense. It should not be expensive.
- 5) **Best Experience:** The project must fulfill some educational purpose. It should provide experiences of a very high standard, including social.

### **Example of Project in History**

A Unlimited number of projects may be used in teaching history including field trips, school elections, making card-board, clay or wood models of various objects, writing play based upon a period of history, preparing scripts for radio programmes, writing a song or a poem inspired by a historical event, dramatizing events, making displays for the bulletin board, preparing pageants, arranging community surveys and starting a collection of old coins, stamps, specimens and other such things for the scrap-books and for the school museum.

### **Advantages of Project Method.**

- 1) **Based on the laws of learning:** Project method works in accordance with the psychological laws of learning, such as the law of readiness, the law of exercise and the law of effect.

i. **The law of readiness:** It requires the child's mind to be ready for acquiring knowledge. The planning and selection of the project, prepares the child's mind for the work, he is about to do.

ii. **The law of exercise:** It requires the child to practice what he has learnt.

iii. **The law of effect:** It requires that learning should be accompanied by happiness and satisfaction.

2) **Learning by living:** Project method is based not only on learning by doing but also on learning by living. The actual doing of things gives effective knowledge. By actually doing and achieving things in the project, the child gets pleasure and satisfaction. All this makes the study of history interesting and effective.

3) **Economical:** As the project is of the children's own choice and interest, it is completed speedily. It gives best of results in the shortest possible time and with the least of wastage of money and energy.

4) **Training for democratic way of life:** As the pupils work in co-operation with one another for a common purpose they acquire foresight, power of judgment, independence of thought and action, initiative, responsibility, resourcefulness, tolerance, self respect, etc. These useful social habits lead to real training in citizenship and a democratic way of life.

5) **Dignity of labor:** Project upholds the dignity of labor as pupils are required to do all types of work with their own hand, including manual work.

6) **Correlation:** Knowledge gained as a whole in its natural setting. All the subjects are correlated and there is no isolation of learning in water-tight compartments.

7) **Education according to real conditions of life:** The projects are related to everyday needs and experiences of the child. As various subjects are taught to the extent, they are applicable in practical life knowledge gained is real, practical and useful, leading to the formation of proper habits and attitudes.

8) **No cramming and memory work:** Learning is effective as it does not come as the

finished thought-product of the teacher. It comes as a by-product of useful activity.

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Children learn by doing things themselves. They learn the problem solving attitude and exercise thinking and reasoning power.

9) **Arousing individual interests and skills:** Project activities have very broad range. Every pupil finds a challenge somewhere for himself.

10) **Individual learning:** As the project is pursued by the pupil a lot of incidental learning takes place. To attain fair accuracy and success in the project, the pupils seek answers and solutions to many questions and problems which are covered in a text book.

### **Limitations of Project methods.**

1) Expensive: For its successful completion project requires a lot of material, which may not be easily available locally. Therefore, ordinary schools cannot afford to adopt this method as they are not in a position to spend so much project requires a lot of money material and time, which can be seldom snatch out of busy school programme.

2) Haphazard and scrappy knowledge: The project method disturbs the essential logical and chronological arrangement of teaching history. Loose ends of knowledge are left here and there, if work in different subjects is done according to this plan. Certain portions of the subjects do not come into the project at all. Therefore, this method may be taken up only occasionally.

3) Too much strain on the teacher: Project method expects too much from the teacher. Every teacher cannot be efficient in all subjects, nor as intelligent and resourceful as to suggest suitable projects and impart knowledge through them in a correlated manner.

4) Lack of suitable text books: Suitable text books of history written on project method lines are also not available. This adds to the difficulties of the teacher.

5) Disrupting school work: If the school is to be run on project method is not possible to

follow any fixed time table. In the absence of any fixed curriculum, the prescribed

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syllabus in various subjects is seldom finished in time. It is possible only if usual procedure of teaching is followed.

6) No Balanced learning for all pupils: Some more developed and capable children are inclined to take all the responsibility upon them. Keeping others in the background they want to do all the work. This provides ample opportunities to students to look on and do very little. All the pupils are expected to engage themselves in activities with equal seriousness and zeal.

### **Suggestions for use.**

However, most of the disadvantages of project method would disappear, when modern concepts are accepted. Pupil's growth and development are much more important in the educational process than the memorization of facts, forgotten too soon. In the project procedure, pupil's co-operation in planning and execution is almost secured. Both the individual and the group enjoy an immeasurable satisfaction and pleasure, at the successful conclusion of the project. If utilized in accordance with class desires and teacher's aptitude and interest, this method gives excellent results. However, method is not an educational panacea. The projects are rich in possibilities for teaching only when combined with direct learning. Systematic study, demonstration experiments and discussion on development of subject-matter. It should be used as a supplement to classroom teaching. The projects may be carried on for half the day and for the remaining half, there may be class-teaching in essential subjects. Home projects may be given to individual students or groups of students, living in the neighbourhood. The teacher may complete the first two steps and the last step in the class. Execution may be done at home.

### **3. Source Method**

The study and use of original material and original sources called the Source Method of teaching and learning give a much better understanding of history than any other method.

**Classification of sources according to traces.**

Historical sources are “traces” left behind in the past. A historian tries to construct a systematic account of the past event with the help of historical sources classified as follows:

1. Archaeological sources
2. Literary sources
3. Oral tradition.

### **1. Archaeological Sources:**

**(i) Monumental Finds:** Building images pottery and terracotta figures and other antiquities are monumental finds. Ancient buildings, sculptures, paintings, potteries and terracotta figures, throw light on the type of civilization of the period, to which they belong. The Archaeological Department of the Govt. of India has excavated a large number of sites at various places in India, which provide considerable material of historical value. With the help of this material, the historians have reconstructed the history of ancient and medieval India.

**(ii) Epigraphics:** India is very rich in such authentic sources. Consisting of inscription of stones, pillars, rocks, copper-plates bricks, seals, terracotta and images. Epigraphic give us concrete evidence for the various phases of Indian history.

**(iii) Numismatics:** Old coins are very helpful in constructing ancient history. The extent of the kingdoms of particular ancient Indian kings, the length of their regions and the succession of different rulers of the same dynasty, are known through these sources. Coins also throw light on the economic and religious conditions of their times. They also



illustrate political and commercial relations with neighbours in the past.

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## **2. Literary Sources:** These are as follows:

**(i) Sacred or religious literature:** In India this includes the four Vedas describing social and political life of the Indo-Aryans. The Kalpasutras are manuals of rituals throwing light on the development of sciences of Geometry and Architecture in ancient India. The Ramayana and Mahabharata and the Puranas throw light on the social and political conditions of the Aryans settled in northern India as well as the history of several dynasties. The sacred literature includes the Tripitakas, the Buddhist and the Jain canonical literature.

**(ii) Secular literature:** It includes novels, dramas, poems, books on medicine, grammar and astronomy, biographies, autobiographies, travellers' accounts, personal diaries and official orders and despatches. Indian examples are Shakuntala of Kalidasa, Mudra Rakshasa of Visakhadatta, Artha-shastra of Kautilya, Ashtadhyayi of Panini, Babar Nama of Babar, Tuzak-i-Jahangir; of Jahangir, Akbar Nama of Abul Fazal, Queen's Proclamation of 1858 and official despatches of various Governors and Viceroys, treatise and official reports.

**(iii) Foreign Accounts:** The accounts of foreign travellers to India include the accounts of Greek writers like Herodotus, Nearchus and Megasthenese, the Chinese pilgrims like Fa-hien, Hieun Tsang and Itsing and the Arab scholar, Alberuni. These form an important source of Indian history.

**3. Oral Tradition:** The noble deeds and heroic exploits of local heroes may not be mentioned in a general history of India but they live on in the oral form. Tod's Annals of Rajasthan, are mostly based on the local tradition. For the reconstruction of the earliest history of India, one has to depend on the tradition of the ancient tribal people found only in oral form.

## **Classification of Primary and Secondary Sources according to data**

**1. Primary sources:** Also called original sources these include primary data, the accounts prepared by persons directly connected with an event or the eye-witnesses to it, like official orders, treaties, laws, autobiographies and personal memories.

**2. Secondary sources:** Known as secondary data these are prepared by those persons who were not directly connected with the actual happening but -who prepared their accounts with the help of eye-witnesses, like standard historical works, based on original accounts. The teacher should select and use them very carefully for class-room purposes. As some of these might have been based on personal prejudices or bias. He should use only reliable and authentic sources.

### **Methods of Utilizing Sources.**

**1 Demonstration:** A teacher can best convince his pupil's sources by giving a demonstration of how to utilize. By reading a particular passage from the original source, supporting or illustrating his point or throwing additional light on his opinion he should make it clear to his pupils that source material is to be employed at appropriate times. This will motivate his pupils to go through some such sources for clarifying certain controversial issues or for arriving at truth about a certain point.

**2. Assigned reading:** The teacher can introduce the use of source by assigning selected passages to be read by selected students, selected passages should be interesting and immediately connected with the topic in hand.

**(iii) Foreign Accounts:** The accounts of foreign travelers to India include the accounts of Greek writers like Herodotus, Nearchus and Megasthenese, the Chinese pilgrims like Fa-hien, Hieun Tsang and Itsing and the Arab scholar, Al-beruni. These form an important

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4. **Problem solving:** Problems can best be solved with the help of sources. The pupils discover and correct errors in the text-books and in other secondary accounts if any. Thus, sources can be utilized in the beginning of the lesson, during the course of the lesson as well as after finishing the lesson. Certain useful extracts from the original or secondary sources may be selected for introducing or developing the lesson. Students may also be asked to write answers to some questions, based on those sources. The main aim is to help students to cultivate a proper skill for their use and to develop the habit of self-study.

### **Difficulties in utilizing original sources**

1. **Sources of real value are not available:** In India original sources of real worth, suitable especially for school students, are too scanty and too disjointed. Efforts have not been made to edit and compile source books, suitable for school students.

2. **Difficulty of language:** Almost all the original sources of historical or cultural value are in foreign languages. School children cannot be expected to deal with long passages in English, Sanskrit, Pali, Arabic or Persian, the languages in which most of the original sources are available. Relevant and short extracts from contemporary documents in the pupils' mother tongue alone serve the desired purpose and these are seldom available.

3. **Conflict among contemporary writers:** Like all other writers, source writers also have their own prejudices, faults, preference and Limitations. According to their own points of view authors of different sources give different account of events or movements

during the same period. Lost in the maze of conflicting views about the same event or movement, the students feel that they cannot solve all the problems through the source method.

### **Advantages of Source Method**

- 1. Gathering reliable evidence:** Students using source, realize the difference between a guess and assertion, between the exact words, spoken or written by a person and what someone else has said about that person's statements. Thus, they gather reliable evidence.
- 2. A sense of reality:** The use of sources gives a sense of reality if properly handled and utilized. Source accounts enrich and supplement the text book account.
- 3. Training in reasoning and judgment:** The use of source develops one's critical faculty of reading, thinking, reasoning and judgment. It teaches a person to examine carefully before arriving at final decision. Its application can be transferred profitably to other situations in one's life.

**4. Functional Knowledge:** Learning becomes interesting and functional in this method. Dramatization is one of the most important tools in the teaching of history. It is not only a co-curricular activity but also a very useful teaching device. The introduction of this device in teaching is useful due to the following reason.

#### **1. Gives Reality and Concreteness to the Learning Situation**

It makes the abstract ideas concrete and real. The story of Rana Pratap told verbally does not make such a lasting effect on the mind as when it is presented to them in the form of a living drama. In that case, a Rana suffering and sacrificing, struggling and striving for a very high ideal is just before the pupils and his every action is concrete and real.

#### **2. Serves as an Audio-Visual Aid**

A drama is just like an audio-visual aid. The learners visualize the learning situations and hear about it at the same time. As many sense organs cooperate in receiving the

impression, therefore, the effects are deep and lasting.

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### **3. Selected Learning Situations**

A drama in teaching presents selected learning situations which are more valuable than ordinary episodes which we see every day. The life in itself is a drama and all the people around us are actors in this big play. But all the actors in this drama may not have an educative value for children while some of them are definitely undesirable in their effects. But in our planned educational dramas we present the most desirable things only.

### **4. Concentrated Effect**

The movements in a drama are very quick. Something good of the whole life of somebody may be put before the audience in a short time of three hours. Good things come swiftly one after the other in a concentrated form and therefore the effects are also very quick and deep.

### **5. Opportunity of Expression**

The urge of expression is very strong in childhood and even afterwards. Dramatization offers opportunity to the children for this purpose.

### **6. Training of Organization**

Children organize such activities themselves and therefore they are trained in the traits of leadership and responsibility.

### **7. Development of Social Virtues**

Children learn to co-operate and work for others in such activities.

**8. Motivations for learning** Children are motivated to learn effectively. They prepare their own parts allowed to them in the drama thoroughly. They study the parts of others also to be able to give continuity to the story. In this way every actor prepares the whole study thoroughly. On the other hands, the audience also hear and try to understand everything spoken with a great interest.

### **9. A Boon for the Withdrawn**

Dramatization overcome his feelings of inferiority is a boon for the shy and withdrawn child. He gets opportunities to come up and to overcome his feelings of inferiority



## Story telling Method

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By nature children are fond of stories. Children have genuine interest in listening to stories. History was originally presented in stories and it is felt that students, particularly at the early school stage, should be taught history through a series of stories. Stories can give them immense pleasure, extend their imagination and develop their creative powers. There are mainly three types of stories: (1) True stories, (2) Myths and (3) Legends.

### **(1) True Stories**

Stories based on real facts and figures are included in this category. Such stories are interesting presentation of the actual events and activities of the great personalities. These stories are the sources of history and contribute greatly to the teaching of history.

### **(2) Myths**

These are purely imaginary stories and have no historical basis. These are usually fairy tales and deal with supernatural elements. Since these stories have no truth, these cannot be used for teaching history.

### **(3) Legends**

These are in between true stories and myths. These stories have certain elements of truth. The incidents narrated in the myths are not true nor are the details accurate. Since these stories are generally interesting, these can be used for teaching history in a lively manner.

Thus the stories are the rich sources of history and are interesting. History is taught to the children through the stories with much satisfactory result. However, truth cannot be sacrificed for the sake of teaching history interestingly. Hence the true stories or the stories having elements of truth can be utilized for teaching history. It is, therefore, imperative to select suitable stories for the purpose.

Story-telling is an art and this method is a skillful teaching process. Success in this method mostly depends on the competence of the teacher. Both selection of suitable

stories and their presentation in the classrooms are important. The former depends on the

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teacher's knowledge as well as understanding and the latter depends on his skill in story-telling as well as dramatization.

### **Advantages**

- (1) Story-telling method creates immense interest in the class room.
- (2) It develops the power of imagination.
- (3) It promotes the growth of pupils' creative talents through story-writing, designing, drawing pictures, making models etc.
- (4) It inculcates virtues in the young students.
- (5) It helps in understanding and remembering historical facts easily.

### **Limitations**

- (1) It usually encourages exaggerations of facts which create misconception and wrong ideas in the pupils.
- (2) It sometimes minimizes the importance of personalities and shows even the historical characters as mythical and frivolous.
- (3) The story-telling method is not found suitable for teaching history to the students of higher classes.

### **Teachers**

As already been discussed, success of this method largely depends upon the teacher. He must be a good story teller and imaginative, as well as resourceful actor. He must be a knowledgeable person with deep historical background, as well as a keen sense of honor and sympathy. Ghate has aptly remarked, "Story telling is an art and probably a real story-

teller like a poet, is born, though unlike a poet, he can also be made by effort. The history

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teacher in charge of little children should try, by all possible efforts, to become a good story-teller.

Describing the requirements of a good story-teller, Ghate has rightly suggested that first, he should enjoy telling stories and the children must feel that he enjoys telling them stories. You cannot enjoy doing a thing unless you get rid of self-consciousness. If you love children, you must try to be on with them, learn to laugh with them and enjoy a joke with them. Secondly, the history teacher must possess wide and deep sympathies for the persons about whom he is talking. Now in order to be able to sympathies with persons, who lived in the past, you must be able to understand their way of life, their feelings etc.

The history-teacher should have knowledge of the past accurate and wide. He cannot love or enter into the feelings of a person unless he knows and understands him. He must also be a good actor and able to modulate his voice, create humor at times and introduce lively description through actions and gestures. It is thus hard to get a real story teller and a scholarly teacher in the same person.

**Devices and Techniques of Teaching: Narration, Explanation, Dramatization, Description and Field Trips:**

**Explanation method /Lecture method :**

### **Definition of Lecture/Explanation Method of Teaching**

Lecture method of teaching is the oldest teaching method applied in educational institution. This teaching method is one way channel of communication of information. Students' involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the [lecture](#), combine the information and organized it.

One of the problems in this method is to grab the attention of students in class room. Another big problem is that many students in the class cannot follow the theme. Learning has a strong influence on method of teaching.

## **Advantages and Disadvantages of Lecture Method**

### **Advantages of Lecture Method of Teaching**

1. In this teaching method a large amount the topics can be covered in a single class period.
2. Using of this method exclude the using of any equipment or Lab.
3. Learning material is not required.
4. Student listening skills developed.
5. Logical arrangement of the material in order to present it orally
6. Help to learn languages

### **Disadvantages of Lecture Method of Teaching**

1. Psychologically this method is acceptable because individuals are not alike. Teacher delivers the same lecture to both students without recognizing the individual differences.
2. Learning is an active process thus study should encourage to actively participate in the class room instead of just listening the teacher.
3. Language using in the lecture is above the standard of the students. They are not able get full advantage of the lecture.
4. Lecture are often forgotten by the students soon after while learning is retained if activities are experienced.
5. Attention level is not the same while student listening the lecture.

### **Dramatization:**

Dramatization method is very useful for teaching some subjects like language & History. It is also a training device of simulation. This method is also termed simulated social skill training or teaching.

Objectives:

1. To develop the social skills for playing the roles in the situations.
2. To develop the tendency and interest for healthy enjoyment and recreation.
3. To develop the skill of effective conversation.
4. To provide the understanding of real life-situations.

**Structure:** It is a dramatic strategy. The student-teacher has to play the role of student and teacher both. The student-teacher has to teach a small lesson to his class-mates assuming that they are his students and he is their teacher. Every student has to teach a lesson in this manner by rotation. The teaching is followed by discussion and suggestions.

**Principles:** This method is based upon the following principles.

- 1 Learning by doing
- 2 Principle of immediate reinforcement
- 3 Rehearsal before the actual task
- 4 Social skills through group work

### **ADVANTAGES OF DRAMATIZATION**

Now a question arises as to -why do we use dramatization in our teaching? The answer to it is that there are many advantages of it.



**1. Development of Memory** – Psychologically it provides a mental exercise and thought power of memorization is developed because dialogues are sharp to be memorized by the students and in this way is apt to form this habit.

**2. Helpful in developing Interest** – There wily hardly is any interest if a child always studies a history book or keeps on writing the answers of questions. Dramatization method is quite helpful from the change point of view because. It is only through the change that the interest can be created. The child never feels exhausted and fatigued through this method of change. The problem of indiscipline can also be sorted out through this. The problem of indiscipline begins the moment a child loses interest in the lesson.

**3. Educative Value** – According to Froebel dramatization adds to the educative value of facts. Education is now no more abstract and clumsy. The activity that is created by dramatization is educative because for Froebel all activities are educative. It is believed that learning takes place best in an emotional situation and dramatization provides for such situation. The word 'Drama' comes from Greek and means 'to act or to do' dramatizing one attempts to act or to do as somebody else has acted or is expected to act at a certain time in a certain place and situation.

**4. To provide opportunities for learning by doing** – Dramatization amply provides opportunity to learn by doing.

**5. Development of Imagination and sympathy** – imagination of a child can be developed through dramatization. This helps students develop awareness of different activities of different states. They develop sympathy for the people whom they come to know. Their attitude also changes.

**6. Sensory Training** – The art of dramatization educates senses of children. Ears, eyes and hands are trained through it. It attracts our intelligence and emotions.

**7. Helpful in providing recreation** – Normally everybody is fond of drama Therefore drama entertains as well as educates, Teaching through drama gives entertainment as well as it provides opportunities for memorizing historical events.

### **Concepts of Field Trip strategy :**

It was introduced in 1827 by George Shillibeer for a Quaker school at Abney Park in Stoke Newington, London, United Kingdom.

A field trip is a visit to a place outside the regular classroom which is designed to achieve certain objectives, which cannot be achieved as well by using other means. For example if the lesson is on “making cheese”, and if there is no hand on experience it is very difficult to achieve the objectives. In such a lesson this strategy is required. Field trips give opportunity for a students a to get out of the classroom and experience something new. The located place for field trip can be zoos, collages, museums, theater and schools.

### **Features of field trip**

1. Facilitate the learning of abstract concepts. Taking students on a field trip makes learning more effective as they will be able to gain vast ideas on the topic.
2. Motivate students through increased interest and curiosity. Field trips can add variety to the regular classroom instructional program and they tend to be special and enjoyable learning experiences. As a result, students will develop positive attitudes in students toward related classroom activities.
3. Increases student-student and student-teacher social interaction. Field trips provide an opportunity to involve students, parents, and the teachers in the instructional program. Students can select the place to be visited, developing questions to ask, writing reports or thank you letters after the trip, or evaluating the experiences. Since parents must give their

permission, a letter sent home with the permission form explaining purpose of the trip is a

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good way to arouse their curiosity and encourage them to ask the student or teacher about the trip. The parent guides their child in order to make sure that they do not come to any harm. This role allows the parent and teacher to establish a much closer relationship. The interaction between students within themselves will also be increased when they work in groups. Moreover, the interaction between the students and teacher will enhance as the students will have to discuss to the teachers when they have doubts.

4. Develops social awareness. Field trips make students aware of learning activities in everyday life. For instance, visits to supermarkets or shopping malls are typical field experiences, which teachers may fail to notice. A well-organized trip to a "normal" place is an excellent method of teaching students to observe, ask questions, and learn in the large classroom.

### **Purpose of Field Trip**

1. It enhance the curriculum. Field trips are rich in educational possibilities as students learn from actual hands-on experiences, rather than by simply reading or hearing about something. Involvement in a real world experience makes learning more meaningful and memorable comparing to regular classroom instructional programs.
2. Give students experiential learning experiences. Involvement in a real world experience makes learning more meaningful and memorable. As a result the students will have more concept of the topic as they have learnt through their hand-on experiences.
3. Concrete skills such as note taking. Students have to develop questions to be asked, write reports or thank you letters after the trip, or evaluate their experiences. By doing such activities, students will develop various skills such as note taking skills, speaking skills, writing skills will enhance.
4. Involvement in a real world experience makes learning more meaningful and memorable.

5. Field trips can add variety to the regular instructional program; they tend to be special and enjoyable learning experiences, ones which develop positive attitudes in students toward related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something.
6. Field trips help the students appreciate the relevance and importance of what they learn in the classroom. For e.g. determining blood type is a skill, which can be learned in a school laboratory setting, but students may not learn the importance of this skill until they observe what goes on in a real hospital where life and death of real patients may depend on this skill.

### **Types of field trips:**

#### ***1. Instructional trips***

An instructional trip is a visit by a class or group of classes to a location outside the regular classroom, which is designed to allow the students to achieve specific course objectives, which cannot be achieved as efficiently by other means. An example of an instructional field trip is a visit to botanical garden to study about different kind of flower.

#### ***2. School contests or festivals***

A school contest is an extra campus activity, which provides an opportunity for students to demonstrate knowledge and skills developed through subject area instruction. Contests, competitions, festivals, or evaluations may involve teams of students from more than one class or subject. An example of a school contest, festival, or evaluation is the school level essay competition.

#### ***3. Motivational trips***

A motivational trip is an extra-campus activity, which is not a part of a scheduled class. It provides a motivational incentive for the school, club, group, or class and is related to improving the school climate. The procedures in this guide are for instructional field trips. If you are planning a motivational trip, please note that this requires approval from the General Area Director.

An example of a motivational trip is an end of year visit to Buddha point by a student body. First a teacher must choose the kind of trip to take and then decide on a general location for the trip.

### **Step involved in conducting field trip.**

#### **1. Trip Selection.**

- Identify objectives and plan of evaluation for the field trip.
- Select site to be visited and arrange date and time.
- Conduct pre-visit to familiarize yourself with the major features of the field and obtain address, directions, contact person and mobile numbers.

#### **2. Logistics Planning**

- Apply for administrative approval and file requisition for transportation.
- Make arrangement for meals and develop schedule for the day.
- Arrange special equipments like cameras and collect money for admission fees if the site demands.
- Inform parents about the trips.
- Create a list of student names and home phone number for emergency.

### **3. Field Trip Preparation/Pre-trip discussion**

- Discuss the purpose of the field trip.
- Show photographs or posters of the site.
- Set a standard conduct and discuss money usage, lunch plans, dress code and other necessary things.
- Discuss how to ask good questions and make a list of open-ended observation questions to gather information.
- Overview the field trip schedule.

### **4. The Field Trip**

- Let students to sketch if it is necessary.
- Ask prepared questions and note the answers.
- Do things that you have planned.

### **5. Post-field Trip**

- Let student to share their observations and reactions to field trip experiences.
- Create classroom bulletin board displaying materials collected while on field trip.
- Let class to compose thank-you letter to those who helped during the field trip. Include special information learned.

### **6. Evaluating Field trip**

- What was the unique educational value in this trip?

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- Did students meet the objectives?
- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to be better?
- What points to be emphasized next time?
- What problems should be addressed in the future?

### **Advantages**

**Real-world experience.** It allows students to have a real-world experience. For example, a textbook lesson on the domestic animals can be enhanced by a trip to a local farm where the students can clearly see the domestic animals.

**Increase in quality of education.** For example, a biology field trip could take kids on a hunt for bugs or certain types of flowers. In this case students can learn more. Hence it improves the quality of education.

**Improvement of the social relations.** It is a way to bring the students closer together. Many field trips combine educational content with team-building activities, such as working together to clean a stream that has been polluted. In fact, it is often a good idea to go on a field trip to help create a bond between the students.

### **Disadvantages of field trip**

**Time considerations.** Difficulty in preparation (getting approval from various head of administration) and fitting the trip as per the school timetable which takes more time.

**Lack of support from school administrations for field trips.** It means school can't afford the materials and sometime can't provide financial also where student have to search their own ways.

**Poor student behavior and attitudes.** Means loss over students like sometime some students they don't listen to the teacher showing their ego attitudes and doing the things on their own ways which cause trip to be unsuccessful where it affects the other students and the relation between teacher and students because of the bad attitude.

**Shortage of resources and choice of venue.** Means sometimes school can't provide the materials and teacher also can't have the correct materials for the trip which causes shortage of resources. And some time student can't have the choice to pick their own place and they have to agree with the teacher choice which shows student doesn't have the choice to select the venue.

**Medical risk.** For example like while travelling via vehicle some children gets motion sickness.

### **Planning a Field Trip**

Good planning must precede field trips. Careful attention should be given to trip selection, previsit preparation, the trip itself, appropriate follow up, and evaluation. When considering a field trip, teachers are advised to first consult with their administrator regarding existing school policies and follow those recommended procedures in planning a field trip.

#### **1. Trip Selection**

- Identify the rationale, objectives and plan of evaluation for the field trip.
  - Select the site to be visited. Contact the educational coordinator for the site and

arrange the date and time. Obtain the pre-trip information package if one is

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available. Record addresses, directions, contact persons, phone numbers, email addresses, etc.

- Conduct a pre-visit to familiarize yourself with the major features of the field trip. Purchase postcards and posters. Take photographs to share with students prior to the visit. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.

## **2. Logistics Planning**

- a. Apply for administrative approval from the head of the school.
- b. File requisition for bus transportation if the school has any or seek administrative support for arranging transportation if the school does not have the facility
- c. Make arrangements for meal or sack (pack) lunch if needed
- d. Develop schedule for the day
- e. Arrange for special equipment -supplies, film, video camera, digital camera if needed
- f. Collect money for admission fees if the visit site demands
- g. Inform the parents (in case of day school) about the following things:
  - Date and location of field trip and transportation arrangements
  - Educational purpose of field trip
  - Provision for special needs students
  - Cost
  - Clothing for the trip
  - Lunch arrangements
  - Money needed
  - Trip schedule
  - Whether a child will need prescribed medication administered
- h. Provide alternative arrangements for pupils who will not be going on the trip.
- i. Submit a list of students who will be attending the field trip to other teachers if their schedules will be affected.

- j. Create a list of all student names and home phone numbers for use in an emergency.

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### **3. Preparing Students before the Trip / Field Trip Preparation/Pre-trip discussion**

- a. Discuss the purpose of the field trip and how it relates to the current unit of study.
- b. Introduce vocabulary words that will be used by field people during the tour.
- c. Show photographs or posters of the field trip site or related to exhibits that will be viewed.
- d. Assign students "specialists" roles in one aspect of the topic that they will be studying during the field trip. Students could be grouped in different subject areas related to the field trip topic to research (e.g., history, art, religion, science, environment, etc).
- e. As a class brainstorm a set of standards of conduct for the trip and discuss suggested spending money, lunch plans, appropriate clothing to wear for the trip including gear for rainy weather.
- f. Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit. Record questions on chart paper or in student field trip journals.
- g. Overview the field trip schedule.

### **4. Final Planning / the field trip**

Check all permission slips the day before the field trip.

#### **Activities that will occur during the Field Trip**

Plan activities that allow students to work alone, in pairs or small groups. Activities might include:

- Sketch pages with partial drawings of objects found in the exhibits for students to complete the drawings based on their observations
- Peepholes in construction paper - cut different sized round holes in construction paper and have students view a part of the exhibition through the peepholes. Ask them to describe what they see, what they notice now that they missed before, and how their perspective changes with each new view
- Field notebooks for recording answers to prepared questions based on clues
- Hand drawn postcards to write near the end of the tour that will summarize the field trip visit

Provide time for students to observe, ask questions, and record key words, ideas and phrases as journal entries in their Field book after viewing each exhibit

Ask follow-up questions as students make observations and listen to presentations.

- How are these two objects different from one another?
- What clues does this artifact provide about the topic?
- In what ways do these two objects relate to one another?
- If you could change one thing in this exhibit, what would it be?
- Pretend you are an archaeologist in the future who is observing this object. What would you be able to conclude about the culture of the past?
- Describe the setting in which you might have found this object.
- Which object will be of greatest value in a hundred years? Why?
- Which object took the most time and effort to produce?

- Pretend you are a character in this exhibit. Tell us as much as you can about your life.
- What does this object tell us about the person's attitude toward...?

Schedule a particular segment of the field trip for a scavenger hunt where students look for particular objects and record them in their Field book or on an observation sheet.

Provide time for students to work in their Field Book writing questions, describing favorite displays or making sketches of artifacts, structures, scenery, etc. If they cannot complete their sketches, encourage them to label them for future completion as to color, detail, etc.

## **5. Post-Field Trip Activities**

Just as quality pre-planning is essential to the success of a field trip, planning for appropriate follow-up activities will facilitate student learning and multiply the value of hands-on experiences outside the classroom. The following activities provide a general guide when planning for post-field trip classroom experiences.

- Provide time for students to share general observations and reactions to field trip experiences
- Share specific assignments students completed while on the field trip.
- Create a classroom bulletin board displaying materials developed or collected while on the field trip.
- Develop a classroom museum that replicates and extends displays students observed on the field trip. For example, if the field trip involved an art museum, develop a classroom art museum containing student artwork.
- Link field trip activities to multiple curricular areas. For example, students can



develop vocabulary lists based on field trip observations; record field trip

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observations in a classroom journal; complete math problems related to actual field trip budget planning; etc.

- Share and evaluate student assignments/activities from the Field Book.
- Have the class compose and send thank-you letters to the field trip site host, school administrators and other persons that supported the field trip. Include favorite objects or special information learned during the field trip.
- Create a short news report about what happened on the field trip. Publicize the trip via an article in your local newspaper, school bulletin board, trip presentation for parent's night, or school web page.

## **6. Evaluating the Trip**

Complete a "Teacher Journal" regarding the field trip. This will provide a good reference for future field trips.

- What was of unique educational value in this field trip?
- Did the students meet the objectives/expectations?
- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to make this an even better experience in the future?
- What special points should be emphasized next time?
- What special problems should be addressed in the future?
- What would improve a visit to this site in the future?

## **Problems in Exploring true historical facts and genuine records, Role of museums and monuments in teaching and learning history:**

**A historical fact is a fact about the past. It answers the very basic question, "What happened?" Yet beyond merely listing the events in chronological order, historians try to discover *why* events happened, what circumstances contributed to their *cause*, what subsequent *effects* they had, and how they were *interpreted*.<sup>[1]</sup> In an effort to get at what really happened, historians compare stories from a wide variety of sources, searching for common elements that corroborate a plausible account. Accounts are compared with archeological findings. Neither history nor archeology is an exact science, but technique and technology improvements over the years have enabled them both to make stronger and stronger cases for their accounts of the past.**

Yet historical accounts are subject to frequent disagreement. Much disagreement is due to the fact that accurate history is difficult to obtain, for a variety of reasons. Much information regarding the past has been lost. Many cultures have a rich oral history, but lack written documents. Oral accounts, or "[story telling](#)," suffer from an inherent loss of information. Each person in the chain will tend to "interpret" the story, presenting the opportunity to accidentally alter it, or worse, to slant the story to one's own tastes before passing it on. Written history before the age of copiers and computers had to be hand-copied, providing similarly easy opportunities for errors or exaggeration. Some material is simply propaganda, intentionally containing little or no truth. Even if authentic, the meaning of documents regarding the past can be highly unclear to any modern investigator, or can conflict with other sources. These factors and others result in quite a bit of uncertainty about historical accounts. This leaves room for parties to interpret history in ways that favor them, resulting in strong resistance from those on opposing sides.

## **Conflicts Involving Historical Facts**

Any conflict that goes on for a long time, as intractable conflicts do, will involve historical facts. For example, the ongoing environmental conflict regarding nuclear energy draws on the history of nuclear power accidents, including those at Three Mile Island and Chernobyl. Environmental activists interpret these incidents in ways that differ from those who promote nuclear power, reflecting the general fact that conflicting parties are likely to interpret the events of the past in different ways. Yet in this case, these facts are not crucial to the current arguments over safety. More important are concerns about current potential for accidents, waste disposal, and opportunities for misuse of nuclear material.

Historical facts do play a central role in other kinds of conflicts, for example, long-running international conflicts over territory. A clear example of this is the Palestinian/Israeli conflict. Each side holds its own version of the region's history, and the respective versions are reflected in each side's rhetoric. The historical rhetoric becomes a cyclical part of the escalating conflict -- each side holds its own biases; those biases affect the way each side interprets the past; these biased interpretations are repeated and circulated as if they were a fact, thus further feeding and strengthening partisan bias on both sides. In such a conflict it becomes increasingly difficult to uncover the *authentic* history due to the continual cycle of interpretation and propaganda. In this way, historical "facts" can add significantly to a conflict's intractability.

## **Constructively Addressing History**

When a conflict involves a debate over a historical fact, whether the debate be over an actual event or an interpretation of the event, it may be important to decide whether the debate is resolvable and whether resolving it will improve the situation. A [fact-finding](#) endeavor may indeed uncover important historical information, and that information may play a role in building consensus. On the other hand, the information may not have any real effect, either because those facts are rejected or because someone shifts tactics to avoid utilizing those facts. Even worse, fresh information may inflame the

conflict even more.

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Since historical research is not an exact science, historical fact-finding suffers from the problem of uncertain information. It may not be possible to uncover what actually happened, and giving parties the hope that it is possible can lead to disappointment and a hardened position. At some point, the best option may be for each side to simply set aside arguments about the past and work toward resolving the *current* situation. Conflicts have costs -- intractable conflicts usually significant ones -- in resources and human lives. Resources and human lives lost may not be reclaimed. On the other hand, future losses are avoidable, so shifting focus from the past to the future -- at least temporarily -- can sometimes be a good strategy for both parties.

Once settlement is reached, however, it is then often useful to go back and re-address past abuses, either through war crimes tribunals (which prosecute war criminals) or truth commissions, which attempt to document what happened, while granting amnesty rather than prosecuting the guilty. Both of these approaches enable parties to address the past, [reconcile](#) with it and with each other, and move forward into a more constructive relationship.

Also useful are joint efforts at history writing and/or storytelling, both as a conflict resolution and a [peace building](#) strategy after a settlement has been reached. The ICKB essay on narratives and storytelling describes several such efforts, which have had positive peacemaking and peace building effects.

Perhaps this is why an event that happened in the very recent past (like yesterday, or last week) isn't generally going to be considered "historical" -- not enough time has elapsed for it to be analyzed for context, cause, and effect.

### **Role of Museums:**

Museums with rich artifacts inside them set the stage for understanding culture, art and

history, therefore contribute for education. Instead of visiting like a spectator only,

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museums should be reviewed as locations to interact with items in display. Museums as being buildings rich in historical and cultural items where a community can display its past, culture and way of life, are new places that can be used for educational purposes.

Today, one of the main problems observed in the field of education is the inability to create the relationship between the human life and activities, stages and materials which take part in the education period. This affects, therefore, the life-learning education process of students; narrows the ways of accessing and using the information; and prevents the active and effective use of their skills, talents and creativity. In short, the schools are not the only source of learning and knowledge where the prepared information given as education is an effective and interactive process. Different learning environments such as museums, parks, exhibitions and art galleries and salons may ensure the permanence of the education taken by conversion of the institutional knowledge given by schools into activities. The importance of museums in education is emphasized by many theorists in the emergence of the concepts of efficiency in education, gaining experience, environment, interaction and constructivism; because the museum environment represents the extrovert and ideal place that can contribute to mental, physical, emotional, educational and social development of students by enabling them to practice and to experience. Museums help students to understand that they are members of that society and form the basis of personality and self-confidence construction by introducing the documents related to the culture within social interaction. Museums particularly in multicultural societies play an important role in integrating various groups together. 32 museums and historical sites affiliated with Directorate of Department of Antiquities and Museums exist since 2012. Four of these are Museum of Archaeology; other four are Museum of Ethnography; five of them are National Struggle and Military Museum; seven of them are Icon Museum and Church; one is Museum of Fine Arts; six are historical sites; five are forts and monuments. In 1986, the week between 18-24 May is declared as Week of Museums in TRNC and each year various activities are carried out in this regard. Thus; the importance of museums is conveyed to the community through the media .



Museums have been used in our education system as education tools since the old times. However, most of the time, museum visits have only been limited with a few quick glances onto the shelves. In particular, museums have been coded by the primary education students as boring places where many old and broken items are exhibited. Nevertheless, it is required to ensure that museums, the effective education tools that house so many prosperous materials are visited and experienced. Therefore; museum education has appeared with this aim. Today, museum education has brought the issue to a level higher than arranging guided tours for schools and has created a wider bunch of activities including exhibitions, workshops and publications not only aimed at students but also at families and adults. As today's understanding of education do not highlight the result but the skills, the activities, the experience and the creative potential leading to the result; timing in museums gains importance and education activities must be exploratory and experiential (Atagok,1999). Museum education should be given by the people who are educated on the subject and the cooperation between museums and schools should be put in action more seriously. Therefore; the teachers are the main responsible characters of the process. Their knowledge about museum education should be broadened which will result in more efficiently and consciously use of museums in education. One of the learning methods is the creative drama. Creative drama which is one of the methods that makes students in a group work learn efficiently as well as giving students the chance to find their knowledge by revising their observations, experiences, feelings and lives; it provides learning by experimenting and experiencing (San, 1990). Museums are places that serve different life experiences for the students. In this case, the compatibility of these two fields in learning process cannot be denied. In learning with creative drama, the imaginary and fictional reflection skills of the student are both used at the same time and the alternative world created by acting with the objects (historical artefacts) used while teaching the topic may provide with many opportunities. The fact that the material aspect of the items is real may provide more attention focus than the attention towards the written world. In this way, the student can better grasp the characteristics of the era via the items,

carry out detailed thinking about the events, evaluate the past with today's perspective by

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empathizing with people lived in that epoch, question the differences in people's perception of the world and evaluate the development of mankind in the historical process. The most important thing is to remove the student from the passive listener status and ensure the student reaches the information by his/her own experiences, enhance the potential creativity and enable the formation of good sense and appreciation (Greenhill, 1991). "The use of museums with drama method for education purposes" is the problematic sentence of the study.

### **Role of Monuments:**

One of the most important aspects of heritage education is experiencing our culture first hand by visiting a historical building. A historical monument is a rich source of History. It gives us a sense of wonder and makes us curious to know more about the past connected with it. The study of a monument helps the students construct History through observation. The activity generates interest in historical buildings and develops observation skills. It also develops their aesthetic sensibilities and instills an appreciation of elements of architecture and our cultural heritage.

The students will:

- Observe a monument and construct the history of the monument
- Demonstrate their appreciation of the architecture through a sketch
- Justify the need for preserving a historical monument
- Create a brochure on the monument , using their knowledge of History

### **Steps:**

**Step 1: Preparation**

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- Choose a monument in the neighbourhood that you would like the students to explore
- Visit the site beforehand to find out the scope of the study
- Think about what you can do at the site with your students
- Check for clearances and permission needed before the visit
- Check for entrance fees
- Check which days are best suited for school visits
- Plan for travel time to and from the site
- Design a worksheet based on the monument which helps the students to observe better and be actively involved in constructing the history of the monument.

### **Step 2: Exploring the monument**

With the help of the worksheet, allow the students to construct the history of the monument. A sample worksheet has been given to give an idea. Similar worksheets can be made on any monument that one wishes to study.

### **Step 3: Sketching the monument**

Ask the students to sketch the monument or a part of it that inspires them

### **Step 4: Creating a brochure**

Ask the students to make a brochure on the monument, using their knowledge of the history and the architecture connected with the monument. Ask them to justify the need for protecting the monument.

### **Assessment:**

Assessment will happen through the following activities:

- Observing a monument and constructing the history of the monument
- Demonstrating their appreciation of the architecture through a sketch

- Justifying the need for preserving a historical monument
- Creating a brochure on the monument , using their knowledge of History

### **History Curriculum at secondary and senior secondary stage- Features, Issues and Recommendations of NCF-2005**

GIVEN THE centrality of a curriculum for school education, the National Curriculum Framework (NCF) could have been more extensively discussed in public. A curriculum framework has to address educational programmes as well as acquainting society with what the next generation is being taught and why. At the present point in the history of India, this particular NCF has a more than routine relevance. It has to concern itself with how we can prevent the hijacking of the curriculum of the kind that we experienced under the previous government.

Inasmuch as there has been a public debate on the NCF, the more widely publicized aspect has been on textbooks in history. This is a predictable continuation of the earlier debate on rewriting history. There has, however, been less concern with other constituent subjects of the social sciences, namely the input of geography, politics, economics, and sociology. Is this public apathy due to the social sciences being seen by the public as non-utility subjects, therefore less important than the sciences, which is the complaint of the NCF? That the approach of the social sciences is relevant to scientists as part of integrated knowledge needs emphasizing. In addition to textbooks, two other aspects of the curriculum require immediate attention — the training of teachers and the reorganization of the examination system. These are recognized in the NCF but in a somewhat limited manner.

Textbooks are not the only source of knowledge in school nor the only way of encouraging the development of a critical mind, although if sufficiently sensitively written (and this is rare), they can perform both functions. The accepted function of textbooks is to provide a framework for the student to access knowledge in a particular subject. We

generally don't remember textbooks triggering off creative ideas in our school-going youth. We do remember a particular teacher or a particular book outside the curriculum.

A textbook in history should provide the infrastructure of the subject: reliable information about the past, an explanation of how this information can be analysed, and what this tells us implicitly or explicitly about aspects of the society in which we live. The range selected would vary according to the syllabus requirement. As more data become available and causal connections are enlarged, the analyses can change.

The debate on history textbooks to be published by the National Council of Educational Research and Training (NCERT) has run into something of an impasse. Some are demanding a return to the original NCERT textbooks, published in the mid-1960s and later. Others favour the writing of new textbooks based on a different set of historical concerns from those incorporated in the old textbooks. The old textbooks are critiqued, as being heavy and dull and therefore diverting students from history, and for being concerned with developmental issues. Development as such may be out of fashion these days, but the issues with which these older textbooks were concerned are still with us. They will have to be addressed in whatever textbooks are used, issues such as the causes of economic inequality, the continuity of social privilege, the intervention of religious institutions in civic life, and the use of religious ideologies for political mobilization. Indian society in its history has experienced considerable achievements but has also had to grapple with inequality, injustices, and violence. These are of significance in understanding the present.

According to the NCF, the old textbooks should give way to books with a child-centred pedagogy. Textbooks should certainly be accessible to the young readers for whom they are intended. However, there is some fear that the emphasis on pedagogy may erode the disciplinary orientation of the subject. Each of the social sciences has its specific take on knowledge and students should be made familiar with these. To pose normative issues in the polity such as equality, justice, and dignity as alternatives to developmental issues

hints at avoiding the question of why poverty, illiteracy, casteism, and communalism have

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come about. How secularism, democracy, and human rights became a concern in Indian society are themes significant to the social sciences. If the argument is that all this is implicit in the NCF, then it needs to be made more visible.

The document says that the social sciences will explain diversities in Indian society with references to local conditions so that the existence of variants can be understood by children in their local context. One hopes that the social sciences will also explain how diversities came or come into being, why there is an inequality among diverse groups, and how attitudes supporting this inequality are constructed. Furthermore, how diversities can be a source of enrichment to some cultures, but can also in some other cases become agencies of oppression. Local conditions and surroundings can be more purposefully studied if they are also seen in the context of a larger national perspective. A 'national' framework assumes this perspective.

The impasse over the history textbooks can be resolved since historians work within the structures of the social sciences. Discussions among those who authored the original textbooks, those who are proposing to write new ones together with a few other historians and school teachers are in any case a necessary procedure. Such a group can either modify the old textbooks where possible or hammer out a new treatment in some other cases. Intensive discussion of a detailed syllabus will in itself be a helpful exercise, particularly in the debate on the structures of knowledge.

Textbooks should certainly be child-friendly but it is equally necessary that the schoolteacher should be made child-friendly. It is not enough to encourage participative discussions between teachers and students in class. An extensive programme of familiarizing schoolteachers both with changes in the methods and concepts of the social sciences and with child-centered pedagogy will help. Without this, there will be no essential change in either the approach to the subject or the pedagogy. Children will still be required to memorize sections of the new or old textbook and reproduce these for the exam. Instant workshops for history teachers are not going to make a dent. Teachers need

a more intensive exposure if they are to understand the concepts of the social sciences, the

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changes in data and methods that disciplines such as history have undergone in the last fifty years, and to realize the significance of critical enquiry to education, which is said to be the aim of the NCF.

Many universities now have refresher courses for teachers in under-graduate colleges. Similar courses, with minor adjustments, could be organised for schoolteachers. This is where further reading around the textbook can be discussed. Courses by the Open University on various subjects can be yet another source of orienting teachers to new knowledge. The creation of an educational channel on TV for both students and teachers remains an untapped resource for the social sciences.

The NCF favours a plurality of textbooks. We seem to forget that such a plurality already exists in the textbooks being used in state and private schools. The plurality runs the gamut from quality textbooks to a complete negation of quality. Currently being used as textbooks are the old NCERT history books, the BJP-NCERT books, the State Council of Educational Research and Training (SCERT) books in Delhi, the books used in the States such as those used in Gujarat, and the books used in a variety of private schools as well as mission schools, Madrassas, Shishu Mandirs, and such like. Some teach good quality history; others have replaced history by fantasy, with pernicious implications. If all these books claiming to be textbooks are currently prescribed, then who is to judge the legitimacy of these books, specifically as textbooks?

Clearly this needs a rational answer. Suggestions were made a while back that there should be a regular assessment of samples of textbooks in each category of schools. But we are still waiting to hear if this is being done. Can it be that there is a hesitation to intervene in private schools that have political clout? Is this matter already beyond redemption? The use of a single textbook does not preclude consulting other books. A quality textbook would suggest further reading. But books that claim to be textbooks, irrespective of who publishes them, if they are treated as reliable in the knowledge they convey, must be vetted by a committee of professional scholars in the particular subject

and such as are respected by their peer group. Such a committee would be responsible to

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the public and to the educational system for clearing the disciplinary content of textbooks. Otherwise, textbooks will become like the Internet where anything goes.

If the learning of sections of the textbook by rote and repeating the text in the exam are to be avoided, then the examination system needs to be revamped. This would begin with reorganizing the board of examinations as has been suggested in passing by the National Curriculum Framework. Paper setters and examiners will also have to be retrained to understand the changes required in setting and evaluating examination questions. Evaluating critical thinking and logic based on reading beyond the textbook at the high school level will need an altogether different training for examiners, used as they are to answers repeating what is said in the textbook. Examiners will have to judge whether an answer that differs from that of the textbook shows initiative and further reading, or merely reflects a lack of understanding the question, or worse. One has heard so often from school students about their anxiety as to which historical interpretation to quote in an answer to an examination question, the fear being that one does not know which view is favoured by the examiner. Critical thinking would make such a dilemma relatively redundant, but only if the examiner is sensitive to critical thinking.

All the material which has a direct bearing or can be any assistance in constructing the history of a particular period is called as historical facts or sources. The historical sources can be of two types, i.e. Primary and Secondary Sources. A primary source is the evidence of an eye witness or mechanical device which was present at the time of the occurrence of an event.

It is the work of the historian to convert the scattered difficult primary evidences into coherent, intelligible secondary sources.

The secondary source is the evidence of someone who was not present at the time of occurrence of the event e.g., books written by historians. The secondary source is also of great historical importance to the historians. Although secondary source is itself

dependent on primary sources.

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A primary source may contain secondary information e.g., news papers are usually considered primary sources but the information provided by news paper is not all based on primary sources. Such as certain incidents reported by the paper may be such which the correspondent saw or in he actually took part while certain offer information may be based on official information or sources considered reliable.

### **Primary Sources:**

**The primary sources can be classified into the following categories:**

#### **(1) Contemporary Records:**

These types of primary sources are in the form of the instruction documents, stenographic and phonographic records. The business and legal paper and autobiographies, etc. The instruction documents may be in the form of an appointment notification, and direction from foreign office to the ambassador etc. Generally such documents have very little chance of error but it is essential to ascertain their authenticity.

The Business and legal letters consists of the bills, journals, leases, wills, tax records which gives an insight into the working of the firms as well as the persons. The autobiographies are a credible source of history because they are very close to the events with which they deal and written by a person himself. These are non-prejudicial.

#### **(2) Confidential Reports:**

The confidential reports are not intended for general audience and are less reliable than the contemporary sources. These types of reports are generally in the forms of military and diplomatic dispatches, Journals, diaries or memoirs and personal letters.

#### **(3) Public Reports:**

The public reports are meant for general public and less reliable. There are three types of public reports and each possesses a different degree of reliability, such as— Newspaper reports and dispatches are more reliable which depends upon the agency from which it originated and the news paper in which it is published; Memoirs and autobiographies are

another public reports which are written for the public at the close of the life when the

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memoirs of author is fading and are therefore, not very reliable and the official histories of the activities of government or business house are also an important kind of public reports. They possess incriminating material and less reliable.

#### **(4) Government Documents:**

Numerous government documents are compiled which are also a source of vital importance to the historians such as statistics about fiscal, census and vital matters which can be made use of by the historians. All these reports have first hand importance, but require proper evaluation before the use.

#### **(5) Public Opinion:**

The public opinion as expressed in editorials, speeches, pamphlets, letter to editor are another important source available to the historian, But authenticity of this must be corroborated by other evidence because public opinion may not be always reliable,

#### **(6) Folklores and Proverbs:**

The folklores which reveal the stories of legendary heroes are also an important source of history. They tell us about the aspirations, superstitions and customs of the people among whom- the stories developed, e.g. "Alla-Uddal" the hero Rajputana.

To make the use of these folklores the historian should not only possess a thorough knowledge of the history of the period but also able to distinguish between the legendary and authentic elements. Similarly proverbs can give us an idea but scholar must have the thorough knowledge of the customs and traditions.

#### **Secondary Sources:**

The primary sources can be of great help to the historian if he has acquire thorough knowledge of the background through the study of secondary sources, i.e. the works of the great and important historians of the proposed area and period of research. On the basis of this knowledge, he can utilize the contemporary document at relevant place and can correct the secondary sources.

## **Criticism:**

As the historian draws his conclusions and generalizations on the basis of these documents and facts it is essential to check up the authenticity of the documents and facts. It is the duty of the historian to doubt every statement until it has been critically tested. This criticism can be of two types, i.e. External and Internal.

### **(1) External Criticism:**

The 'External Criticism' is of a less intellectual type of criticism of the documents. It includes examinations of document like manuscripts, books, pamphlets, maps, inscriptions and monuments. The problem of authenticity of document arises more in case of manuscripts than the printed documents because the printed document have already been authenticated by the editor.

Historian has to resort to a number of tests to determine the authenticity of a particular document in his proposed area of research such as— 'Authorship' the first question while examining the authenticity of a document is its author. Even the anonymous writings can provide us useful and important knowledge. But the discovery of a author's or writer's name adds the authenticity of the information because of the character, connections and trust worthiness of author determines the authenticity.

Secondly, "Date of Document", i.e. the time, place of publication of the document must be inquired to determine the authenticity of the document. In the modern publications year and place of publication is indicated on the book or document on the title page or back side (over leaf). However in old manuscript where the data and place are absent it can be found out from the language or from the date of birth and death of author.

Thirdly, the historian confronts with the textual errors which may be either unintentional or deliberately committed. Unintentional error can take place in the copies of the documents (originals are not available). These mistakes may be caused by the scribe, typist or printer.

An intention error may creep in when effort is made to modify, supplement or continue the original. This problem can be overcome through textual criticism. Under this technique effort is made to collect as many copies of dubious text as possible and they are compared.

If the ideas and style do not match or resemble the idea and style of the author it can be safely assumed that they were not parts of the original manuscript and were forged by the later ones. Further' more, the textual accuracy can be solved with the help of "sciences auxiliary" to history such as "Paleographers" have authenticated numerous documents of the medieval period by their handwritings and have published easily legible printed versions.

The "archaeologists" provides rich information to the historians, the "numismatists" by dating the coins, metals and deciphering their inscriptions render valuable assistance. Fourthly, after the confirmation of authenticity of the sources historians confronted with the different terms used in document.

The meaning of words often changes from generation to generation. Therefore historian must find out the meaning and sense in which it has been used in document. The misinterpretation of terms may lead to misunderstanding of the historical development.

In this way, even after the historian established the authenticity of the documents and discovered the meaning of the text his duty is not over. He is confronted with the another important problem the credibility of document.

## **(2) Internal Criticism:**

While collecting the material, it must be remembered that a document contains the idea of the man who wrote. A historian must analyze the contents of the documents with a view to determine the real meaning. He must try to avoid the laps such as avoid the reading into meaning which author did not mean to convey, etc., and make a sincere effort to find out the facts even if they are contrary to his set notions and theories.

He must be able to understand the literal and real meaning of the document which is termed as 'Positive Criticism'. It reveals us with the author's conceptions and general notion which he represents. On other hand, historian sometimes come across documents which contradict each other. Hence the need of eliminating statements and facts which are obviously wrong and false arises.

Therefore, historians have come to hold the view that all that cannot be proved must be temporarily regarded as doubtful because of the incompetency and unreliability of the author which prevents him from telling the truth even when he knows. To assess the correctness of the fact, historian must ascertain whether author had opportunity to know the facts as an eyewitness or not.

What was his source of information and how much time elapsed between the event and the record? But the dependable testimony depends on a number of factors such as ability and willing to tell the truth, accuracy of report and independent corroboration. However, it may be noted that there is a possibility that a skilful liar may deliberately create the condition, i.e. ability and willing to tell the truth with accuracy to establish the credibility of his statements.

### **Edger Dale's Cone of Experience:**

In Edgar Dale introduced the Cone of Experience demonstrate a progression from direct, first-hand experience to pictorial representation and on to purely abstract, symbolic expression.

### **The Cone of Experience corresponds with three major modes of learning:**

**Enactive (direct experience),**- Enactive or direct experience involves practicing with objects (the student actually ties a knot to learn knot-tying). Enactive experience involves concrete, immediate action and use of the senses and body.

**Iconic (pictorial experience)** - Iconic experience involves interpreting images and drawings (the student looks at drawings, pictures or films to learn to tie knots). Iconic experience is once removed from the physical realm and limited to two or three senses.

**Symbolic (highly abstract experience)**- Symbolic experience involves reading or hearing symbols (the student reads or hears the word “knot” and forms an image in the mind). In symbolic experience, action is removed nearly altogether and the experience is limited to thoughts and ideas.

**Some theorists prefer to be more specific and refer to these possible modes of learning**

**Conditioned**- Conditioning refers to learning by pre-design or control via a series of punishments and rewards.

**Imitative** – Imitation refers to learning tasks by observation or modeling.

**Trial and error** – Trial and error refers to learning via a series of successful and unsuccessful trials and deliberations.

**Investigative** - Investigation refers to learning via a series of informed hypotheses and inquiries into problems

**Expansive learning** - Refers to the questioning of the validity of tasks and problems of a given context to the transformation of the context itself.

**Passive and Active Aspects of the Cone of Experience**

Although no experience is fully passive, iconic and symbolic experiences are generally more passive than direct experiences. Dale proposed that active and passive modes of participation can be contrasted by assigning a percentage of what we tend to remember after two weeks after our experience.

**The concrete and abstract aspects in the Cone of Experience**

The Cone of Experience invokes a bi-directional movement from the concrete to abstract and from the abstract to concrete. Dale’s theory suggests that objects and the material culture of technology are mere augmentations or media to be used in the learning process. To fully empower teachers with a theory of practice in technology studies, technologies

and physical settings have to play a more active role in cognition, emotion and action.

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## Learning and Experiences: A Step model based on Dale Cone of Experience



When Dale researched learning and teaching methods he found that much of what we found to be true of direct and indirect (and of concrete and abstract) experience could be summarized in a pyramid or 'pictorial device' Dales called 'the Cone of Experience'. In his book 'Audio visual methods in teaching' – 1957, he stated that the cone was not offered as a perfect or mechanically flawless picture to be taken absolutely literally. It was merely designed as a visual aid to help explain the interrelationships of the various types of audio-visual materials, as well as their individual 'positions' in the learning process.

Dale points out that it would be a dangerous mistake to regard the bands on the cone as rigid, inflexible divisions. He said "The cone device is a visual metaphor of learning experiences, in which the various types of audio-visual materials are arranged in the order of increasing abstractness as one proceeds from direct experiences."

In true sense the bands of the (Edgar Dale's) cone are not only the types of audiovisual materials but the different experiences are also included. In fact the upper four bands like verbal symbols, visual symbols, Radio, Recordings, and still pictures, and motion pictures are more related with Audiovisual materials but the later six bands of the cone like Exhibits, Field Trips, Demonstrations, Dramatic Participation, are the strategies of teaching-learning.

Contrived Experiences and Direct, Purposeful Experiences are related with term Experiences .Each division represents a stage between two extremes-direct experience and pure abstraction. As we move from base of the cone to the up in order of decreasing directness. Similarly, if we move down from pinnacle of the cone in the order of the decreasing abstraction .Based on experience of teaching at different levels it was felt that, there are many experiences and audiovisual materials which are missing in dale's cone and to be included by making a new model of experiences which is presented in the following Step Learning Experiences model.

The base of the step learning experiences model is direct and purposeful experience which is always preferable for any new learner and any kind of learning concept and gives firsthand experience in turn leads to the permanent learning. At the top of the cone is verbal or text these are the least effective ways to introduce new content to students. The step learning experience model includes 17 different experiences.

### **Verbal Symbols:**

Verbal symbols are words, sentences, sounds, or other utterances that are said aloud in order to convey some meaning. The verbal symbol may be a word , an idea , concept , a scientific principle , a formula , a philosophic aphorism or any other representation of experience that has been classified in some verbal symbolism.

### **Olfactory Experience:**

It is also called Aroma Experience; Aroma is a quality that can be perceived by the olfactory sense. It is a type of Experience where the learner can have the concrete idea of the abstract thing through the sense of smell.

### **Gustatory Experience:**

Gustatory is an adjective that refers to tasting or the sense of taste, Gustatory has its roots in the Latin Gustare, meaning "to taste," It is a type of Experience where the learner can have the concrete idea of the thing or object or concept through the sense of taste. We can



have the taste of real thing which may be in different forms (different Size, shape, color)..

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### **Tactile-kinesthetic Experience:**

It is a type of Experience where the learner can have the idea or the concept of the thing or object through the sense of touch and feel; it is learning through a hands-on approach and learners will be physically involved. Kinesthetic Learning Experience refers to one of the modalities that learners use in order to approach and absorb new information.

Kinesthetic-tactile refers to a pupil who learns by movement and by touching. This type of experience can be given through hands-on activities, manipulating objects or flash cards, working problems or re-typing notes.

### **Visual symbols:**

Visual symbol may be a picture or shape that has a particular meaning or represents a particular process or idea. Something visible that by association or convention represents something else that is invisible; and something that represents or stands for something else, usually by association or used to represent something abstract. Visual experience has a rich predictive structure.

### **Still Pictures, Radio, and Recordings:**

This stage includes number of devices that might be classified roughly as “one dimensional aids” because they use only one sense organ that is either eye (seeing) or ear (hearing). All these materials are less direct than the audio-visual experiences.

### **Motion pictures, Television and computers:**

These can eliminate the unnecessary and unimportant material and concentrate upon only selected points. The important processes can be watched with slow motion and vital content and issues can be repeated number of times. The pupils are mere spectators and are distant from the experiences like touching, tasting, handling and feeling from directly experiencing.

Television's influence on language habits, vocabulary, consumer patterns, cultural values and behavior patterns should not be underestimated. Research suggests that even the learning pace can be enhanced or improved through television learning.

The present day computers are not only compact, extremely powerful and versatile, commonly accessible and easy to use. The computer has, indeed become an integral part of our teaching process and daily life. Students then simulate the entire lab experience using the CAI, which saves time, resources.

### **Exhibits:**

In education normally the arranged working models exhibited in a meaningful way. Sometimes they may be series of photographs or of photographs mixed with models and charts. The opportunity to handle the materials by the participant makes the way to use more sense organs and Learning by doing always helpful for meaningful or concrete learning.

### **Field-trip (Educational Excursion):**

It is a trip by the students to gain firsthand knowledge away from the classroom as to a museum, factory, geological area, or environment of certain plants and animals. A field trip gives students a chance to study something in real environment, rather than in a classroom or laboratory. At field trips normally students see and note down certain important things. Sometimes they get chance to interview and discuss the things with officials or local people to clarify the doubts with supportive to observation.

### **Demonstrations:**

A demonstration is another means whereby pupils can see how certain things are done. Demonstration may require nothing more than observation on the part of the pupil or observer. It is the act of showing or making evident or circumstance of proving or being proved conclusively as by reasoning. It may be description or explanation of a process and illustrated by examples, specimens and it also includes the act of exhibiting the operation

or use of a device, machine, process and product.

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**Dramatization:**

There are many things we cannot possibly experience at first hand and we cannot experience directly something that has already happened. Furthermore some matters cannot be reduced to contrived experience and some ideas must of necessary be somewhat abstract and symbolic. Dramatic participation can help us get close as possible to certain realities that we cannot reach at first hand.

As students re-create images, pictures, visual details, staging, movement, location and direction with drama their spatial learning skills are developed. Logical learning follows from using rational patterns, cause and effect relationships and other believable concepts involved with the drama. Sometimes music, or even the music of language, is also used in working with drama.

**Contrived Experiences (Artificial Experience):**

A contrived experience is editing of reality, an editing which makes the reality easier to grasp. It may be illustrated by working model and it differs from the original either in size or complexity; contrived experiences lead to a suspension of disbelief. In other words, during the period of experience, the learner believes in the reality of the experience. We make use of contrived experiences to overcome limitation of space and time, to edit reality for us to be able to focus on parts or a process of a system that we intend to study and to overcome difficulties of size and finally to understand easily and effectively

**Virtual learning experience :**

Though the virtual experience can be called as contrived experience but the pupils level of experience may differ and the kind of joy and level of understanding may be high at virtual than the contrived experiences which include models mock ups and cut-away as we can consider them as hardware. A virtual learning experience involves a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process. The representation of the learning environment ranges from text-based interfaces to the most complex 3D graphical output.

Smart boards are the best examples for virtual experience where students can conduct science experiments in simulated way. In virtual experience pupil can see and hear but not use the senses of touch and smell. We can bring reality in the classroom which is more than contrived experience and as near as the real experience.

### **Four-Dimensional Experiences:**

Four-Dimensional Experiences that describes a presentation system combining a Three Dimensional film with Physical effects in the theater, which occurs in synchronization with the film.

Because physical effects can be expensive to install, 4-D films are usually presented only at special venues, such as theme parks and amusement parks. Due to the fast growth of technology, 3-D Theaters have been enhanced by the addition of special simulations. In Education some of the abstract concepts of literature, history and science can be taught with Four dimensional effects and pupil may enjoy the abstract content in a concrete way with same effect as it is given by the poets in the poems, even at science issues and concepts as if they are experiencing in a real situation.

### **Ubiquitous learning Experience:**

Ubiquitous means “pervasive, omnipresent, ever present, and everywhere”. A ubiquitous learning experience is any setting of the environment in which students can become totally immersed in the learning process. To define, it is a kind of experience where learning is happening all around the student but the student may not even be conscious of the learning process.

The Ubiquitous learning Environment includes an ubiquitous computing technology-equipped system supplies users with timely information and relevant services by automatically sensing users’ various context data and smartly generating proper results. So the characteristics of a pervasive computing environment can be mainly concluded as the following: User mobility, Resource and location discovery, Context awareness

(user/time/location), Collaborative interaction, Ambient information, Calm technology,

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Event notification, Adaptive interfaces, Invisibility object augmentation, and Any time/anywhere.

### **Direct Real Experience**

These experiences can be observed live or in real time through technological gadgets and the same can be used effectively to the students understanding of the processes, certain special environments and sometimes the special actions too.

Direct real experience can give greater experience in learning for the students than virtual or contrived experiences. The pupil will have an opportunity to observe and study directly. Hence its impact may be high on learning than the other earlier experiences. It is also an alternative experience to the direct purposeful experience. When teachers are unable to provide direct purposeful experience, they may only have the best option of direct real experience.

**Direct Purposeful Experience:** The Base of the Step Learning Experiences Model represents direct reality itself as we experience it at first hand. It is the rich full bodied experience that is the base of education. It is the purposeful experience that is seen, handled, tasted, felt, touched, and smelled. It is the experience of life and we get it by living. Some of our richest, most vivid sense impressions are those which involve our feelings and perceptions in an eager exploration of the world.

### **Importance of using Maps, Charts, Globe, Models, Specimens and Multimedia as teaching aids in history:**

Internet map and direction databases as well as global positioning systems (GPS) have revolutionized the way people find locations, but they cannot replace the skill of reading and examining maps and globes. By studying and investigating types of maps, students can understand more about the economical, political and social features of a country, in addition to gaining geographical knowledge. The study of maps and globes also increases critical and abstract thinking skills that will help



students as they progress in school.

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## **Relevance/Perspective**

When students know how to read maps, they will be able to see the world in a new light. Maps provide much more than just a location. Map reading can give students a sense of perspective when they see that they are part of a larger world, which could instill a desire to learn more about the places on a map than just their names.

## **Problem Solving**

Map reading helps students improve problem-solving and reasoning skills. For example, students can calculate how far the library is from their school or house. They can also formulate the easiest and fastest routes to travel to favorite vacation spots. This build students' self-sufficiency and confidence in their ability to formulate solutions.

## **Geography**

By studying a map, students can learn much about a country, including information about its land forms, bodies of water, natural resources and climate. A major part of geography concerns the technical aspects of map construction. Students will learn about the symbols and tools of maps, such as the compass rose, key and titles that help distinguish one map from another.

## **History**

Students get a strong sense of the history of a place by studying its maps. Maps have to be redrawn periodically to reflect changes that result from wars, politics and internal conflict. By studying old and new maps, students can see these transformations. For example, they can learn about U.S. history by studying maps from the colonial period to the post-Civil War era. Students can also see how Europe has changed several times during the last century as areas gained independence or became part of another country.

## Cross Curricular Education

Students can reinforce writing skills by comparing features of various countries that they have learned from studying maps. They can also improve math skills by graphing average temperature and rainfall amounts from physical maps. Because there are many types of maps, students can learn to organize and classify data, which is a useful skill for any academic subject.

A Chinese proverb says “If I hear I forget, if I see I remember, if I do I know” emphasizes the importance of sensory perception of teaching, learning situations. Audio-visual aids are sensitive tools used in teaching and as avenues for learning; these are planned educational materials that appeal to the senses of the people and quickens learning facilities for clear comprehension.

An audio-visual aid is an instructional device in which message can be heard as well as seen.

“Audio visual aids are any device which can be used to make the learning more effective, more concrete, more realistic and more dynamic.”Kinder

“Audio-visual aids are those aids which help in completing the triangular process of learning, i.e, Motivation, classification, stimulation”. Carter.v.Good

Audio-visual is, of course, a combination of two words: *audio* referring to that which we can hear, and *visual* referring to that which we can see. The basic frame of reference here limits our application of the term to an instructor and his audience, although they are not necessarily in the physical presence of one another, as in the case of a motion picture or television presentation.

The term “aids,” used in reference to the instructor, rules out his physical presence (visual) and unrecorded voice (audio). These are the essential elements which make him an instructor, and therefore cannot aid him.

## Audio-Visual Aids

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The term “audio-visual aids” is commonly misapplied. The aids themselves must be something either audible or visual, or both. The common types of audible aids are the spoken word, recognizable sound effects, and music. The most frequently used visual aids are people, pictures, cartoons, graphics, maps, the printed word, and three-dimensional models. When we talk about a motion picture projector or a blackboard, we are talking about the means of presenting the aids, and not the aids themselves.

First and foremost, a program should be undertaken simply and modestly. It is better to leave the expensive technical gadgets and special effects to the future. Start with one piece of equipment and master its use. Add the various attachments, or go on to another piece of equipment, as needs dictate.

Further, the uncontrollable physical surroundings are not audio-visual aids in themselves, although they can have a definite audio or visual effect and should therefore be considered, if possible, when preparing a presentation. These include such things as distracting street noises (a hindrance) or a soundproofed room (an aid); or a beautiful mural behind the speaker (a distraction), purple and orange walls (a hindrance), or a paneled, modern meeting room with indirect lighting (an aid).

The mixing of various pieces of equipment in a presentation can be extremely effective. Some examples have been mentioned, and serious consideration should be given to the possibilities. The problems of light and dark rooms must be considered, so that the transition can be made smoothly from one item to another.

Audio-visual materials can be divided into those which present the aids in their original form, and those which reproduce the original form.

A.V aids provide a basis for more effective perceptual and conceptual learning. They initiate and sustain attention, concentration and personal involvement of the students in learning, as they provide concreteness, realism, and life likeness in the teaching-learning

situation. A.V.aids bring the remote events of either space or time into the class room ,

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thus bring the meaningfulness of abstract concepts. A.V aids helps to gain practical skills and to introduce opportunity for situational or field types of learning as contrasted with linear-order verbal and written communications .The students acquires clear, accurate and vivid image during the process of learning. A.V aids stimulate curiosity and concentration. Stimulate thinking and motivation. Help to develop thinking process as they develop continuity or thought. Students develop higher faculties among the students and it promotes memorization, thinking process and reasoning power.

### **Principles for selection of Teaching Aids**

The selection of suitable teaching aids is very important for the for the success of the learning process .Unsuitable selection can result in more harm than good, because it can cause confusion in the minds of the students being unrelated.

A teacher should keep in view the following principles while selection suitable teaching aids:

**1. Principle of selection:** The selected teaching aids should have the basic traits .It should be definitely important from educational viewpoints. It should be interesting and should be able to motivate students for learning. It should encourage the achievement of instructional objectives.

**2. Principle of Preparation:** A teacher should devote himself and make students ready to the teaching aids psychologically. He himself should know about the nature of the selected teaching aids. Before demonstrating the class, he himself should inspect the teaching aids in all its respect.

**3. Principle of Proper Presentation:** He should ensure that both subject matter and teaching aids are properly coordinated and related. Teaching aids should be used as supplementary aids. A teacher should be fully proficient in its use.

**4. Principle of Control:** The teaching aids should be under the control of the teacher during the entire period. No such situation should be allowed in which a teacher is not able to control and use the teaching and properly.

**Audio visual room:**

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It is always worthwhile to have a separate audio visual room in the school. The room should be planned to facilitate the optimum use of audio visual aids. An audio visual room should be spacious enough to accommodate about sixty students at a time.

Main factors:

- Acoustics- for proper acoustics, the wall must have straw boards and window heavy curtains.
- Lighting- The lights of the room should have facility of controlling these from a single switch to darken the room for projection.
- Wall sockets- Wall sockets should be easily accessible to plug in the audio c=visual equipment.
- Ventilation- a proper ventilation of the audio visual room should be provided with a few exhaust fans.
- Storage- for storing the audio visual material, wall cupboards and racks should be used.
- Seating- the seating arrangements using movable chairs should be done so that the students are seated in a sector of sixty degree from the center of the screen.
- Other- audio visual material for display should include chalk board, display cases, display boards, graphs, show windows, shelves.

Charts:

A chart is a graphical representation of data, in which “the data is represented by symbols. Charts are often used to ease understanding of large quantities of data and the relationships between parts of the data. Charts can usually be read more quickly than the raw data that they are produced from. They are used in a wide variety of fields, and can be created by hand (often on graph paper) or by computer using a charting application. Chart is the graphic teaching material including diagrams, posters, maps, and graphics which presents a clear visual summery.

Purposes of Charts:

- Showing relationships by means of facts and figures.

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- For presenting the material symbolically
- To show continuity in process
- For presenting abstract ideas in visual form
- For showing development of structure
- For creating problems and stimulating thinking.

Types of charts:

TYPE	WHAT ASPECT
<input type="checkbox"/> Tree Chart	<p>A chart made in form of branches from the trunk of a tree such that represents the main idea while the branches represents various development, relationship of sub parts of the main ideas. E.g.: family tree</p>
<input type="checkbox"/> Stream Chart	<p>It is a graphic aid showing the main thought, idea, concept in the form of a main river and it sub parts in the form of tributaries coming out of it. E.g. free hand drawing</p>

□ Table	Table charts are very valuable aid in teaching situation to show comparison, distinctions and constant between two or more things. Its size is 50×75 cm or <. It should caption in bold letters, with different features in different colors. E.g.
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	numerical data, descriptive observations.
<input type="checkbox"/> Flow Chart	It is a graphic aid of system requiring presentation in the form of connected lower divisions of the system in boxes and line to show their relative positions with respect to the higher position in the system. E.g. organizational chart.

**Map:**

Graphic representation of the earth’s surface or portions of it are termed as maps. These are flat representations of earth’s surface, which convey the information by means of lines, symbols, words and colors.

Various aspects of maps:

- Understanding and interpreting the key of index, tints, shadows and symbols.
- The top every map is not north, but the direction of northern pole is north.

**Types of maps**

TYPES	WHAT ASPECT
<u>Relief maps</u>	A raised-relief map or terrain model is a three-dimensional representation, usually of terrain. When representing terrain, the elevation dimension is usually exaggerated by a factor between five and ten; this facilitates the visual recognition of terrain feature.

<u>Historical maps</u>	Historical maps are those which represents graphically a succession of events, states, or an act
<u>Distribution maps</u>	A distribution map is a map that uses colors to show information such a population or housing prices.
<u>Geographical maps</u>	A geographical map is the map which shows geographical landmarks.

### **Models:**

It is a life size miniature or cover or original size. They are substitutes for real things. Models are concrete objects made up of clay, pulp, cotton, cardboard, thermocol, cloth, wood etc. models enable client to have a correct concept of the objects.

### **Qualities of a model:**

- Accuracy
- Simplicity
- Utility
- Solidity
- Ingenuity
- Useful

### **Advantages:**

- It simplifies reality and direct, meaningful learning.

- Concretizes abstract concepts.
- Enables us to reduce or enlarge object to observable size.
- It provides correct concept of a real object eg. Dam , bridge.
- A working model explains the various process of objects and machines.

#### Types of models:

- Scale model eg: Dam or Project
- Simplified models eg: animal, birds, fish
- Cross sectional models eg: cross section of blood vesels
- Working model eg: Fetal circulation.

#### Moulage:

Moulage can be made of plastic material to stimulate some life objects eg. Body which show evidence of trauma, infection disease and surgical intervention

#### Specimens

**and**

#### Objects:

Specimens are real objects taken from the natural setting. It is simple that shows quality or structure eg: section of lung. Objects are brought into natural setting in the class room to supply the type of sensory experience that will make instruction more meaningful vivid and impressive. They make appeal to the senses eg: splints forceps and thermometer.

Small size objects are specimens that can be mounted by pasting them with adhesive, nail, cello tape on card board. The collection of grains and seeds can be kept in small size bottles or polythene bags and stuck on the cardboard label and catalogs the objects and specimens.

#### Advantages:

- They arouse clients interest ij learning
- They involve all the five senses in the process of learning
- As they being real, and three dimensional things, heightens reality in the classroom.
- They make classroom teaching lively.
- Use of objects and specimens are very useful in nursing education.

### Using objects and specimens:

- Plan your teaching with certain simple and direct observation of the object or specimen being referred to.
- Ask questions to elicit more details of the features of the objects or specimen under observation.
- Clarify and emphasize the important structural details of the objects or specimen under observation.

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### **Demonstrations:**

Demonstration is defined as visualized explanation of facts concepts and procedures

#### General description:

Using actual ingredients tools, or land, the education shows how something is done either at that time or soon thereafter, each audience member display his ability to do the new things.

#### Audience Size:

- 1 to 30 people because it is difficult for an educator to follow up more than 30 peoples.

#### Advantages:

- Dramatic, less expensive than cinema film, excellent way to bring distant things to audience and to show time sequence.
- Better operated projectors available local photos easily made.

#### Disadvantages:

- Easy to damage, easy to get out sequence and project upside down or sideways. Requires projection equipment, mains electricity or batteries and darkened projection area.

#### Uses:



- 
- To demonstration procedures in the classroom and the ward.
  - To demonstrate experiments and its uses.
  - To teach the patient, a procedure or treatment which he must carry in home.
  - To demonstrate different approaches in establishing rapport with the patients, so that the most effective nurse-patient relationship may be established.

### **Dramatization:**

It is very potent method of keeping the classroom instruction lively and interesting. This makes learning easy and permanent. It involves motor activities for telling story. Many languages and social studies lessons can be dramatized in the form of role plays.

### **Advantages:**

- It makes learning a pleasure as children love to act and show off.
- It involves children totally and they appreciate the lessons and remember it better.
- It develops the social skills required for them such as cooperation, coordination, punctuality and human relation etc.
- It affords the teacher and insight into the personality of the client and know them better.
- It is very helpful in nursing education in selected situations.
- It makes student creative, sensitive and alert.

### **Types of dramatization:**

- Role playing- student act out the characters based upon their own knowledge and impression of a small incident.
- Play lets- The players stage a small play lasting for 10 to 15 minutes with a script preparation and costumes.
- Pageant- the player presents a colorful enactment of a phase of history with the period costumes.
- Pantomime- the players present a scene in which characters are shout loudly

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with expressions and gestures but do not speak.

- Tableaux- the players neither talk nor they act, but they only pose different actions.

### **Experiments:**

An experiment is a learning activity in which student collects and interpret observations using measuring instruments to reach some conclusions. It can be used in science, math's, social sciences and physical educations etc.

#### Steps of experiment:

- Objectives of the experiments
- Apparatus required
- Procedure or methodology
- Observation of data
- Treatment of observation or data
- Results or conclusions
- Precaution
- Ideas\_

#### Advantages:

- The teacher can individually attend students while they are performing an experiment.
- In group experiments, students learn to work with one another and this results in the inclusion of values of cooperation and coordination.
- Experiment helps students in manipulating piece of apparatus and instrument.
- With experiments, the students learn by doing and hence learn better.
- Experiments involve the element of investigation, discovery and finding out.
- Experiments builds scientific attitudes, observational powers and ability to draw conclusions
- Experiments makes students patient, regular and punctual.

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### **Field trips:**

An educational trip is defined as an educational procedure by which the student obtain first hand information by observing places, objects, phenomena or activities and process in their natural setting to further learning.

### **Advantages:**

- It breaks monotony of the classroom and provides real life experiences.
- It furnishes first hand information to supplement and to enrich the classroom instruction.
- It provides opportunities in learning attitudes and positive values.
- It provides opportunities in learning and acquiring skills. Like observation, critical thinking etc.
- Students develop better understanding of the axiological factors of disease.
- Field trip arouse interest vitalize instruction thereby providing motivation.
- Offers an opportunity to apply that which has been taught to verify what has been learned.
- They serve as effective means of correlating the subjects of the curriculum.
- They provide opportunity to consider and to solve problems arising from individual and group participation in a natural social situation.

### **Disadvantage:**

- Field trip is time consuming.
- Careful planning is required.
- Transportation is a problem.
- Since the students are going out of college premises it is risk, safety precautions essential.
- If the group is too large, effective observation becomes difficult.

Audio visual devices enhance the interest of students, especially students of quite young age. As children take interest in colors and different devices, instruments,

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it's quite easy to teach them. As well as teen agers also take interest in pictures and practice, they also want to do their work by themselves. So audio visual teaching is much effective than conservative teaching.

## **UNIT-IV**

### **CURRENT TRENDS IN TEACHING HISTORY**

#### **ICT based Approach: Power point presentation and e-learning**

##### **1. Simple yet sophisticated**

PowerPoint offers a plethora of features, effects and animations that no other presentation software can beat. We are no longer condemned to click-and-read presentations that can definitely kill the fun of e-Learning or business initiatives. In order to create engaging interactive online courses, you just need to learn how to use the advanced options of the product.

##### **2. Scalable functionality**

PowerPoint is a highly flexible solution that works seamlessly with dozens of third-party tools. Many of them are free, like the [Office Mix](#) plugin that helps you create and share interactive online videos. And allows you to add beautiful timelines and charts to your presentation right in the interface.

##### **3. Easy to convert, easy to share**

You can easily convert a presentation into any popular format (video, HTML5 to embed on your website, Word document, PDF).

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#### **4. Reliable and always up-to-date**

PowerPoint keeps up with modern requirements, integrates smoothly with popular web services and social media, and makes classy courses a reality if you know how to use it right.

#### **5. The cornerstone of e-Learning**

Educators and business users alike will find all the necessary tools to create a full-fledged course in PowerPoint. Many content authoring and e-Learning solutions build on the PPT platform to deliver extended functionality like quizzes, scoring, analytics and many others, but the core remains unaltered.

Be that as it may, all authoring tools replicate PPT functionality, in whole or in part, or even lack some features by contrast. Strictly speaking, you can construct your own e-Learning suite from PowerPoint bundled with standalone free tools.

#### **6. Ample template library**

A PPT template is a pattern of a slide or batch of slides that you can save as a .potx file. Templates include theme colors, fonts, effects, layouts, background styles, etc. Users have an opportunity to create custom templates, store, reuse and share them with fellow presenters. There is a vast library of free built-in templates. Pick a template that seems a good fit for your presentation or e-Learning course, add your content (keeping best

practices in mind), and deliver to the public!

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## **7. Easy access to guidelines and instructions**

Need to perform a specific task? Would you like to consult external resources? There's a bunch of information available on the web. You don't have to waste time on in-depth research: just type in "PowerPoint guide" in Google, and receive an overwhelming amount of data. PowerPoint boasts a vibrant user community comprised of amateurs and professionals from all walks of life. Office.com, bloggers and presentation gurus are there to answer your questions and give recommendations at no cost. At the end of the day, we all love good content, and the more skilled PPT users out there, the merrier.

### **The Most Important Benefits Of e-Learning For Students**

Today's learners want relevant, mobile, self-paced, and personalized content. This need is fulfilled with the online mode of learning; here, students can learn at their own comfort and requirement. Let's have an analytical look at the advantages of online learning.

#### **1. Online Learning Accommodates everyone's Needs**

The online method of learning is best suited for everyone. This digital revolution has led to remarkable changes in how the content is accessed, consumed, discussed, and shared. Online educational courses can be taken up by office goers and housewives too, at the time that suits them. Depending on their availability and comfort, many people choose to learn at weekends or evenings.

#### **2. Lectures Can Be Taken Any Number Of Times**

Unlike classroom teaching, with online learning you can access the content an unlimited number of times. This is especially required at the time of revision when preparing for an exam. In traditional form of learning, if you can not attend the lecture, then you have to prepare for that topic on your own; in eLearning, you can attend the lectures whenever you want with ease.

### **3. Offers Access to Updated Content**

A prime benefit of learning online is that it makes sure that you are in synchronization with modern learners. This enables the learner to access updated content whenever they want it.

### **4. Quick Delivery of Lessons**

E-Learning is a way to provide quick delivery of lessons. As compared to traditional classroom teaching method, this mode has relatively quick delivery cycles. This indicates that the time required to learn is reduced to 25%-60% of what is required in traditional learning. There are some of the reasons why the learning time is reduced by eLearning:

- Lessons starts quickly and also wrapped up in a single learning session. This enables training programs to easily roll out within a few weeks, or sometime even days.
- Learners can define their own speed of learning instead of following the speed of the whole group.
- Saves time as a student does not need to travel to the training venue. You can learn at the comfort of your own place.
- Students can choose to study specific and relevant areas of the learning material without focusing on each and every area. For example, they can skip certain areas they do not want to learn.

### **5. Scalability**

e-Learning helps in creating and communicating new training, policies, concepts, and ideas. Whether it is for formal education or entertainment, eLearning is very quick way of learning!



## **6. Consistency**

e-Learning enables educators to get a higher degree of coverage to communicate the message in a consistent way for their target audience. This ensures that all learners receive the same type of training with this learning mode.

## **7. Reduced Costs**

e-Learning is cost effective as compared to traditional forms of learning. The reason for this price reduction is because learning through this mode happens quickly and easily. A lot of training time is reduced with respect to trainers, travel, course materials, and accommodation.

This cost effectiveness also helps in enhancing the profitability of an organization. Also, when you are studying at your own place, you are relieved from paying for travel expenses (e.g. accommodation) when training happens in another city/state and/or external learning materials.

## **8. Effectiveness**

e- Learning has a positive influence on an organization's profitability. It makes it easy to grasp the content and digest it:

- It results in improved scores on certifications, tests, or other types of evaluation.
- Higher number of students who achieve 'pass' or mastery' level.
- Enhanced ability to learn and implement the new processes or knowledge at the workplace.
- Help in retaining information for a longer time.

## **9. Less Impact On Environment**

As eLearning is a paperless way of learning, it protects the environment to a lot of extent. As per a study done on eLearning courses, it has been found that distance-based learning

programs consumed around 90% less power and generated 85% less amount of CO2

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emissions as compared to traditional campus-based educational courses. With eLearning, there is no need to cut trees for obtaining paper. Thus, eLearning is a highly eco-friendly way of learning.

## **Conclusion**

Due to the wide set of benefits it gives to students; eLearning has become quite popular and appreciated among students all over the world.

## **Cooperative Learning**

There are many benefits from using Cooperative Learning. Students will appreciate the value of teamwork and make a positive contribution when working with others to solve problems and complete tasks. Students learn research skills more readily when skills are shared through cooperative learning. Cooperative Learning allows students to enhance their ability to manage ideas and information in collaboration with others.

Cooperative Learning allows students to observe, imitate, and learn from each other. Students keep each other on task and share a sense of accomplishment. The encouragement, support, and approval of peers build motivation and make learning an enjoyable experience. In addition, with advances in technology and changes in the workforce infrastructure, the teamwork and cooperation learned through Cooperative Learning activities is of high value for the future success for the students.

## **What is Cooperative Learning?**

Cooperative Learning is a method of teaching and learning in which students form teams for structured activities to achieve a common goal. They are individually accountable for their work, and the work of the entire group. Members of cooperative teams work together and have clearly defined roles. Merely putting students in groups and letting them work together is not enough to constitute Cooperative Learning.

**Cooperative Learning should include five essentials:**

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**1. Positive**

***Interdependence***

Students realize that each individual affects the work and success of the others. The work is structured so that students must share information in order to complete their cooperative tasks.

**2. Student-to-Student**

***Interaction***

The teacher openly encourages students to help each other. Students share resources with each other, provide constructive feedback, challenge other members' reasoning and ideas, keep an open mind, act in a trustworthy way, and promote a safe feeling for all by reducing anxiety.

**3. Individual**

***Accountability***

Even though students work together, they also perform independently. Each individual's performance is assessed. Students must take personal responsibility for working toward the group goal(s).

**4. Social**

***Skills***

Students learn and use appropriate social skills that include leadership, decision-making, trust building, communication, and conflict-management.

**5. Group**

***Process***

To better develop the group process, students must analyze how well they are achieving their goals while maintaining effective working relationships.

**What are some Cooperative Learning Approaches?**

To be successful, Cooperative Learning tasks are designed by teachers so that students are required to depend on one another to complete the assigned tasks and to master content and skills. There are many Cooperative Learning approaches that are designed to achieve different objectives. When these approaches are used frequently and correctly, students will acquire the positive results of Cooperative Learning. Several Cooperative Learning approaches are described below.

- **Jigsaw** - Each student, in a four to five member team, is given information for **only** one part of the learning activity. However, each student needs to know all information to be successful. Students work cooperatively in two different teams, their original team and an expert team. All students in the expert team seek the same information, study it, and decide how best to teach it to their peers in the original team. After this is accomplished, students return to their original teams to teach their portion of the lesson to the others in the team. For additional information on Jigsaw go to [www.jigsaw.org](http://www.jigsaw.org).
- **Think-Pair-Share** - This strategy can be used before introducing new concepts. It gives everyone in the class time to access prior knowledge and provides a chance for them to share their ideas with someone. Think-Pair-Share helps students organize their knowledge and motivates learning of new topics. There are three steps to Think-Pair-Share with a time limit on each step signaled by the teacher. (1) Students are asked to brainstorm a concept individually and organize their thoughts on paper. (2) Students pair up and compile a list of their ideas. (3) Each pair will then share with the entire class until all ideas have been recorded and discussed.
- **Send-a-Problem** - Students are placed in heterogeneous teams of four. Each ~~team~~ designs a problem to send around the class. The other teams solve the problem. Since all of the teams send their own problem, there are a series of problems solved in this one activity. Results are shared with the class.
- **Round Robin** - Students are placed in heterogeneous teams of four. Each ~~student~~ has an opportunity to speak without being interrupted. The discussion moves clockwise around the team; everyone must contribute to the topic. The team may use an item to pass around as a visual aid to determine who has the floor. Round Table is another version. The difference being that a piece of paper is passed around and each member writes instead of speaks about the topic.
- **Mind Mapping** - Mind Mapping is the process of visually depicting a central

concept with symbols, images, colors, keywords, and branches. This is a fast and

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fun way to take visual notes, foster creativity, stretch students' visual thinking skills, make learning contextual and meaningful, and promote active involvement with the learning content. Pairs of students may create their own mind map or they may simultaneously add to the team and/or class mind map.

<b>Advantages</b>	<b>Disadvantages</b>
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It has been shown to have a positive effect on student learning when compared to individual or competitive conditions. A burden is making the students responsible for each other's learning apart from themselves.

It has the potential to produce a level of engagement that other forms of learning cannot. One study showed that in groups of mixed ability, low-achieving students become passive and do not focus on the task.

Students may explain things better to another student than a teacher to a class. Students learn how to teach one another and explain material in their own words. Depending on an individual's motivation and interest on a particular subject that will determine how well they would learn.

Questions are more likely to be asked and answered in a group setting. The goal of scaffolding is for students to become independent and able to think by themselves, without the help of others.

Positive interdependency is achieved as individuals feel that they cannot succeed unless everyone in their group succeeds. High stakes create increased chances for conflict and therefore need for conflict resolution skills.

Interpersonal and collaboration skills can be learned in a cooperative learning activity. It is difficult for the teacher to be sure that

Cooperative learning has the potential to meet more learning style needs more of the time than individualized direct instruction	the groups are discussing the academic content rather than something else.
Sends the symbolic message that the class is egalitarian and classless	Higher ability students may not experience the stimulation or challenge that they would with other higher ability students.
Higher ability students are in a position to be experts, leaders, models and teachers; lower ability students get the benefits of having higher ability students in their group.	Lower ability students may feel perpetually in need of help rather than experiencing the role of leader or expert relative to the others in their group

## Constructivist Approach

The constructivist theory of education was developed by Lev Vygotsky, a psychologist and educator born in 1896. Vygotsky's theory was centered on the principles of social constructivism. Jerome Bruner later combined Vygotsky's theories with those of Jean Piaget, a cognitivist who regarded students as learners in their own right, learning through their experiences. Vygotsky's ideas, along with those of Piaget, became widely influential in the 1960s. Their "child-centered" theory challenged didactic teaching, the more authoritative approach that had previously been favored. The theories of constructivism put forth by Piaget, Vygotsky and Bruner all have implications for contemporary classroom practice.

Constructivist approaches to learning assert that children as having their own way of thinking. Students should be treated as individuals and should have the opportunity to work with others and learn through observation, talking and group work. Students

have ideas and skills that have not fully emerged but have the potential to be

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developed, particularly through this type of interaction with others. Constructivism also acknowledges the importance of social and cultural influences on intellectual development, and this, in turn, has an effect on how children learn from each other. Each student brings with him knowledge, opinions and experiences from his individual background that will have an influence on what he brings to the group.

### **Active Learning**

Constructivists believe that students should be engaged in active learning. The teacher's role is to assist her students in what they are doing. They should be given the opportunity to explore a problem, try out solutions, build on this new knowledge to make adjustments and evolve new solutions, all having an input and actively discussing and developing ideas. Students must be encouraged to draw, discuss and write about what they are learning. They should talk to others, actively working, not just sitting, in groups.

### **Scaffolding Learning**

The constructivists suggest that as a child learns new things, he should be given lots of support, a process known as "scaffolding." This can be done through the use of word banks, writing frames, concrete materials and questioning techniques. Teachers should provide stimuli and prompts, varying their presentation. As the student's learning develops, the scaffolding is removed. The way in which new ideas are introduced and presented to students influences the way in which they are mastered. Instruction must be structured so that it can be grasped easily and presented in a way that involves children's experiences and contexts so that they can build on their knowledge and are willing to learn.

### **The Spiral Curriculum**

According to the constructivist approach, students' prior knowledge needs to be developed and built on. Ideas should be reintroduced at different stages and levels

--- the "spiral curriculum" --- which enables a continuous development of

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knowledge. Reintroducing concepts already learned helps students to reach a deeper level of understanding. Teachers should help students to develop what they know already and use their previous knowledge to solve problems, to explore and to question. This approach says teachers must be facilitators of their students' learning; not transmitting knowledge but encouraging students and stimulating their ideas.

### **Constructivism in the Classroom**

Constructivist teachers focus more on learning through activity, rather than learning from textbooks. The teacher will make an effort to understand their students' preexisting conceptions and use active techniques, such as real-world problem solving and experiments, to address the students' conceptions and build on them. In a constructivist classroom, teachers encourage students to question themselves, their strategies and assess how the various activities are enriching their understanding. Students become expert learners in actively constructing knowledge instead of reproducing a series of facts.

### **Advantages**

There are some advantages to constructivism teaching.

- This method of teaching is effective for students who learn better in a hands-on environment and helps students to better relate the information learned in the classroom to their lives.
- The constructivism curriculum also caters to the students' prior knowledge, encourages teachers to spend more time on the students' favorite topics and allows teachers to focus on important and relevant information.
- In a constructivism classroom, students often work in groups. This helps students learn social skills, support each other's learning process and value

each other's opinion and input.

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## Disadvantages

There are also some disadvantages to constructivism teaching.

- The training necessary for constructive teaching is extensive and often requires costly long-term professional development. This may be unreasonable for school budgets as well as disruptive to the students' learning.
- With an average number of students in one classroom, teachers are unable to customize the curriculum to each student, as their prior knowledge will vary.
- The constructivism curriculum also eliminates standardized testing at grades. This eliminates grade-centered goals and rewards as well as the comparisons of student statewide or district-specific progress.