

**ELECTIVE COURSE 2 (EC 2) PEDAGOGY OF SCHOOL
SUBJECT: HISTORY**

Total Credits: 6

Total Marks: 100

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook.
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political science.
9. To understand the need and avenues for professional development

**MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE
DISCIPLINE**

(2 Credits)

Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and History
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Social Sciences in the present school curriculum.

Unit 2: Understanding History

- a) Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)
- b) Objectives of teaching History & Political Science at the secondary level.
- c) Values of teaching History & Political Science

Unit 3: Learning Resources

- a) History Textbook: characteristics, critical analysis, detecting and dealing with bias
- b) Audio-visual Resources: TV, Films, Documentary; Visual:Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum

**MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE
CURRICULUM**

(2 Credits)

Unit 4: Essentials of Curriculum Transaction in History & Political Science

- a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)
- b) Correlation of History & Political Science: Internal and external.(Literature, Science, Mathematics, Geography, Economics, Craft)
- c) **History as a concept driven subject: Concept based and generalization based learning**

MODULE 1: FUNDAMENTALS OF COMMERCE EDUCATION (2 Credits)

Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and history
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Humanities and Social Sciences –History in the present Secondary curriculum.

a) Meaning of academic disciplines, Relationship between academic disciplines and History

A discipline has an academic and socially acknowledged name. A discipline is inscribed in, and upheld by, the national and international networks of research, university departments, research institutes and scientific journals that produces, certifies, rewards, and upholds that which is called the discipline’s capital. And a discipline is characterized by a particular, unique academic and social style- P. Bourdieu.

The accumulated data, information, knowledge, and wisdom of the human race are broken into a large number of disciplines. Usually a discipline represents the branch such a particular knowledge accumulated data and information.

The term discipline ‘originates from the Latin words *discipulus*, which means pupil, and *disciplina*, which means teaching. The term discipline is defined by the Oxford English Dictionary as "a branch of learning or knowledge".

John Walton (1963) - By discipline I mean a body of subject matter made up of concepts, facts, and theories, so ordered that it can be deliberately and systematically taught.’ According to him, a discipline is a body of subject matter that is teachable.

Bryan Turner (2001)¹¹ has pointed at the ecclesiastical meaning, which refers to the order maintained in the church, and at the medical meaning of discipline’ as a medical regimen imposed by a doctor on a patient to the patient’s benefit.

It follows that the academic discipline can be seen as a form of specific and rigorous scientific training that will turn out practitioners who have been disciplined by their discipline 'for their own good.

In addition, discipline also means policing certain behaviours or ways of thinking. Individuals who have deviated from their discipline can be brought back in line or excluded.

According to Dogan, 2001:12 "The term discipline|| refers both to organizational units in educational programs (for example, in schools) and to organizational units in knowledge production.

The term discipline' is inherited from the vocabulary of nineteenth century and is understood as a branch of instruction for the transmission of knowledge and as a convenient mapping of academic administration|| 78 The term 'academic discipline' certainly incorporates many elements of the meaning of 'discipline' discussed above. At the same time, it has also become a technical term for the organization of learning and the systematic production of new knowledge. Often disciplines are identified with taught subjects, but clearly not every subject taught at university can be called a discipline. A general list of characteristics would include:

Characteristics of academic disciplines Disciplines generally exhibit the following characteristics:

1) Disciplines have a body of accumulated specialist knowledge referring to their object of research, which is specific to them and not generally shared with another discipline;(add example)

2) Disciplines have theories and concepts that can organise the specialised knowledge effectively. Take the discipline of Psychology for instance. The process of how learning occurs is elucidated by different theories. A single theory may not explain every kind of learning, yet when one examines different theories, one gains an understanding of the process of learning under different circumstances. (add example)

3) Disciplines use specific terminologies or a specific technical language adjusted to their research object. The discipline of Science has its own technical language. Specific terminologies are used in the discipline. For example words like 'consumer', 'ecosystem', 'producer' will have a definite meaning in Environmental Sciences but the same terms used in the discipline of Business Studies would mean something entirely different. (add example)

4) Disciplines have a particular object of research (e.g. law, society, politics), though the object of research may be shared with another discipline. For example 'human behaviour' is one object of research in the fields of Psychology, Education and Management. (add example)

5) Disciplines have developed specific research methods according to their specific research requirements. A discipline is defined by its method. For example if someone is studying Science then there is a particular method incorporated in the study. Disciplines defined by a particular method a capable to realizing genuine change and their scope is also concrete. (add example)

6) Disciplines must have some institutional manifestation in the form of subjects taught at universities or colleges, respective academic departments and professional associations connected to it. The

discipline of Medicine for example is characterized by medical colleges. The association of doctors and publications in this field are part of the institutional manifestation of the discipline of Medicine. (add example)

Thus each discipline has its own defining elements viz its phenomena, assumptions, epistemology, concepts, theories, and methods that distinguish it from other disciplines.

{ Note -: Add examples related to History pedagogy }

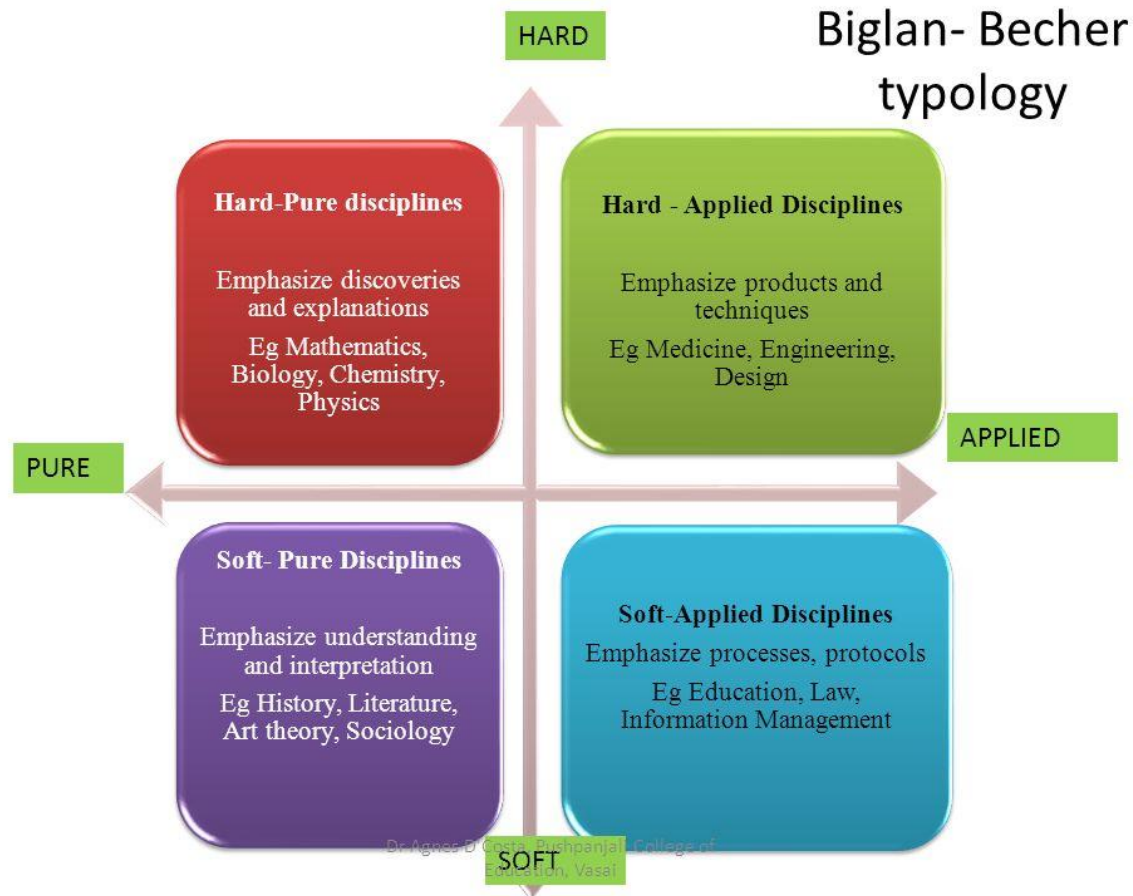
1 B) Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure-soft, applied- hard, applied-soft types

The Biglan Model: Anthony Biglan derived his taxonomy of academic disciplines based on the responses of faculty from a large, public university and a private liberal arts college regarding their perceptions of the similarity of subject matter areas. His taxonomy identified three dimensions to academic disciplines:

- (1)The degree to which a paradigm exists (paradigmatic or pre-paradigmatic, alternatively referred to hard versus soft disciplines);
- (2) the extent to which the subject matter is practically applied (pure versus applied); and
- (3) involvement with living or organic matter (life versus nonlife systems).

The natural and physical sciences are considered to possess more clearly delineated paradigms and are in the "hard" category. Those having less-developed paradigms and low consensus on knowledge bases and modes of inquiry (e.g., the social sciences and humanities) are considered "soft." Applied fields tend to be concerned with application of knowledge, such as law, education, and engineering. Pure fields are those that are viewed as less concerned with practical application, such as mathematics, history, and philosophy. Life systems include such fields as biology and agriculture, while languages and mathematics exemplify nonlife disciplines.

Other attempts at classification look more to the social and cultural components of disciplines (Becher). This type of analytical framework sees disciplines in the higher education organizational structure as representative of a social construct rooted in distinctive disciplinary cultures. While recognizing the cognitive dimension of disciplinary variation, a socially based model, like that of Becher, seeks to expand beyond paradigmatic consensus and into the influences of the cultural and social context on disciplinary identity. Within the social dimension, pointed to the level of convergence as a distinguishing feature between disciplines. Convergence refers to the degree of cohesion and group identity displayed in a particular discipline.



Pure disciplines Concentrate on fundamental research systematic observation of phenomena solely for the purpose of discovering unknown facts which may develop into theories Result in new knowledge Eg Pure Mathematics.

Applied Disciplines relate existing knowledge to real world situations Application of theory to real life Aim at problem solving Eg Education, applied psychology, Engineering (application of Science and Mathematics

Hard disciplines that tend to use quantitative data tend to be predictive and use experimental methods concern for career development and cognitive goals (such as the learning of facts and concepts). Eg Science, Mathematics, engineering

Soft Disciplines Rely on qualitative data generally does not use experimental methods and hence do not make predictions concern for general education development, character development, critical thinking and 'scholarly' activities (such as the reading of research articles). Eg: History, Sociology, Law, Language

Hard-Pure disciplines Quantitative data Concerned with universal phenomena Nature of knowledge is cumulative Knowledge growth can be compared to crystal growth (building on what already exists) As new knowledge is found, old knowledge gets enhanced Relationship between knowledge and knowledge seeker is unbiased and objective Knowledge is verified by fixed criteria High degree of

consensus between two knowledge seekers Academic communities in hard-pure disciplines are well organized, their work is quite competitive and publication rates are high Eg: Physics, Chemistry

Hard- Applied disciplines Purposive work involving application of theory Emphasis is on creating techniques and products Practical in nature, try to solve problems Use heuristic approach Criteria to judge the products of these disciplines are functional The ethos in such disciplines is entrepreneurial and dominated by professional values. Patents are submitted for publication. Engineering is a hard-applied discipline which draws from Mathematics, Physics and Chemistry. Clinical Medicine is a hard-applied discipline dependent upon Biology and Chemistry.

Soft -Pure disciplines stress on understanding and interpretation of phenomena Knowledge is reiterative (there can be repetition of results) concerned with particular happenings rather than general occurrences Qualitative data. Hence high subjectivity while interpreting Personal relationship between knowledge & knowledge seeker No definite views on verification of data As compared to hard pure disciplines, Less structured academic communities Publications rate is lower Eg History, Anthropology, Sociology

Soft Applied disciplines Emphasize processes and protocols Functional and utilitarian in nature Help to enhance professional practice Dominated by 'intellectual fashions' Use both qualitative and quantitative data Case studies are important means to build knowledge Eg Law, Education

The meaning, evolution and characteristics of disciplines described above suggest that disciplines are not stable and static bodies. They are dynamic and continuously change with the knowledge exploration in the society. Due to social and academic demand, they enrich their content, modify their methodology and become differentiated into new branches in order to focus in a more penetrating manner to an area of problem.

C. Place of Social Sciences in the present school curriculum

Social Sciences is a major category of disciplines concerned with society and relationship between individuals in the society. It consists of many branches such as Economics, Political Science, Human Geography, Sociology, Demography, Anthropology, History and Law. According to Harry Elmer Barnes, the Social Sciences were created by the industrial revolution, which he describes as 'the greatest transformation in the history of humanity'. According to Charles Beard "Social Sciences are a body of knowledge and thought pertaining to human affairs". Bining & Bining define Social Science as "the subject that relate to the origin, organization, and development of human society, especially to man in his association with other men". A creative, investigative and analytical mindset is developed due to Social Sciences. Values and reflective thinking are inculcated through Social sciences. Like physical and biological sciences, Social Sciences also incorporate scientific inquiry. In Social Science research, positivist social scientists use methods used by natural scientists to understand society. On the other hand, interpretivists use social critique or symbolic interpretation to understand Social Sciences. In modern times one finds eclectic researchers who use multiple methodologies to understand phenomena in Social Sciences. Like Science, Social Science is an empirical science meaning that knowledge is based on observable phenomena that can be verified by researchers working in similar

conditions. Thus Social Sciences are a unique combination of various disciplines which aim at preparing the learner for wholesome social living. Social Sciences have an important place in the world of employment. Economists, advisers, advocates, jurists, policy makers, sociologists, project managers, careers in community services and working with NGOs are just a few of the many areas where students of Social Sciences can make a career.

▶ **Definition of social science –**

The study of human society and of individual relationships in and to society.

- ▶ **A scholarly or scientific discipline that deals with such study, generally regarded as including sociology, psychology, anthropology, Economics , political science , and history .**
- ▶ **Social science encompasses diverse concerns of society and include a wide range of content drawn from various disciplines. World over Social sciences hold a significant place in the curriculum because the knowledge and understanding developed through the study of social sciences and humanities can help inform discussion on critical social, cultural, economic, technological, environmental, and wellness issues, and can provide a strong foundation for vibrant, healthy, and engaged citizenship.**
- ▶ **Social science explores individual and collective human behavior and needs as well as patterns and trends in society.**
- ▶ **After 1947, social studies gained an honorable place in the curriculum. Before independence British history was taught to the Indians which had no relevance with the Indian contexts.**
- ▶ **The N.C.E.R.T., has given it a due place in the curriculum. K.P.Chaudhary by supporting social sciences in the curriculum says, “Like the natural sciences, Social science efforts are to develop general laws and predict the future.”**
- ▶ **Post colonial India – social science significance was perceived needs of nation building , modernization.**
 - ▶ Lead to the utilitarian view of fitting students for life , for society.
 - ▶ UNESCO Round table conference 1954 was on teaching of social sciences in Asia. The conference emphasized the **Plea of social science for citizenship.**
 - ▶ NEC National Education commission 1975 gave the nation building emphasis . That is for citizenship. So it has always been a fairly progressive vision for social science. NCERT suggested a history/geog in middle school, secondary history /civics and eco/geog and finally suggested we need an integrated approach without causing damage to the individuality of the discipline.
 - ▶ NCFSE 2000 emphasized shaping or reconstruction of society through social science – so the discipline gained critical significance.
 - ▶ NCF 2005 said social science as a scientific endeavor that must challenge patriarchal frames and

strive to generate in students a critical, moral and mental energy making them alert to the social forces that threaten these values and create inquisitive and transformative citizens.

- ▶ Finally the NCERT squarely addressed the importance of social science as a non utility subject . The NCERT paper states through the National Focus Group on 'Teaching of Social Sciences'
- ▶ "The Social Sciences carry a normative responsibility to create and widen the popular base of human values, namely freedom, trust, mutual respect, and respect for diversity. Given this, social science teaching should aim at investing in children a critical moral and mental energy to make them alert to the social forces that threaten these values. Through the discussion of concerns such as threats to the environment, caste/class inequality, state repression, through an interdisciplinary approach."

Unit 2: Understanding History

- a) Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)
- b) Objectives of teaching History & Political Science at the secondary level.
- c) Values of teaching History & Political Science

Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)

Historical thinking — like scientific thinking in science instruction and mathematical thinking in math instruction — is central to history instruction and that students should become more competent as historical thinkers as they progress through their schooling.

A framework of six historical thinking concepts was developed to provide a way of communicating complex ideas to a broad and varied audience of potential users. Six historical thinking skills – Concept & Process

Students should be able to :

- Establish historical significance –
 - Use primary source evidence
 - Identify continuity and change
 - Analyze cause and consequence
 - Take historical perspectives, and
 - Understand the ethical dimension of historical interpretations. Establish historical significance
 - The past is everything that ever happened to anyone anywhere. There is much too much history to remember all of it. So how do we make choices about what is worth remembering? Significant events include those that resulted in great change over long periods of time for large numbers of people
 - How do we train our students to do this? Illustrations. Identify in Indian history events that have had a significant impact. Ask them why they think so. Use primary source evidence
 - Letters, documents, records, diaries, drawings, newspaper accounts and other bits and pieces left behind by those who have passed on — are treasures to the historian. These are primary sources that can give up the secrets of life in the past. Historians learn to read these sources
 - Reading a source for evidence demands a different approach than reading a source for information.
- Continuity and Change

Students sometimes misunderstand history as a list of events. Once they start to understand history as a complex mix of continuity and change, they reach a fundamentally different sense of the past.

Analyze Cause and consequence

In examining both tragedies and accomplishments in the past, we are usually interested in the questions of how and why. These questions start the search for causes: what were the actions, beliefs, and circumstances that led to these consequences? Historical Perspectives

Taking historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.

At any one point, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking. taking historical perspective demands comprehension of the vast differences between us in the present and those in the past. Ethical dimensions

Ethical dimensions are always a part of historical thinking. We always wonder whether the bomb attack on Japan can ever be justified?

Are we obligated to remember the caste system and its bad effects

What are we to think of Hitler's killing of the Jews?

In other words, what responsibilities do historical crimes and sacrifices impose upon us today?

These questions are one part of the ethical dimension of history. Another part has to do with the ethical judgments we make about historical actions. This creates a difficult paradox. Taking historical perspective demands that we understand the differences between our ethical universe and those of bygone societies.

We should expect to learn something from the past that helps us to face the ethical issues of today.

b)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 selfunderstanding. 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 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.
 1. 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.

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:

- 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; Appreciate cultural variations; contributions made by various countries, interdependence of nations and peoples and the need for settling disputes among nations in a peaceful manner through world organizations like the U.N.O. Believe in the equality of man irrespective of race, castes, religion and colour.

Values of teaching History & Political Science

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 Lakshmi Bai, 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.

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. 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 truthloving 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

Unit 3: Learning Resources

- a) History Textbook: characteristics, critical analysis, detecting and dealing with bias
- b) Audio-visual Resources: TV, Films, Documentary; Visual: Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum

a) History Textbook: characteristics, critical analysis, detecting and dealing with bias

Characteristics of A Good History Text Book

Definition:

"A manual of instructions a book containing a presentation of the principal of a subject used as a basis of instruction."

Webster's Dictionary

"A book designed for classroom we carefully prepared by the expert in the field and equip with the usual teaching devices."

Bacon

"A textbook is (1) any manual of instruction (2) a book dealing with a definite subject of studies, systematically arranged, intended for use at a specified level of instruction and used as a principal source of study material for a given course."

C.V. Good

Main Function / Importance of Text-Book:

- 1] Text book is an assistant master in print.
- 2] A text book has a structural frame work.
- 3] A text book is an instrument of some instructional objectives.
- 4] A text book is an important tool of the teacher.
- 5] A text book is a constant companion of a student
- 6] A textbook is a self teaching device
- 7] A textbook provide logical and comprehensive material.

- 8] A textbook is a transmitter of culture.
- 9] A textbook helps to revolutionize society.
- 10] A textbook serves as rallying point.
- 11] A textbook serves as a laboratory.
- 12] A textbook serves as a basis for almost all the methods.
- 13] A textbook gives definite information.
- 14] A textbook generates educational interaction.
- 15] A textbook services as a syllabus.

Essential Characteristic of a Text - Book

OR

Criteria of a Good Text Book

Academic

Physical

[Internal]

[External]

- | | |
|--|---------------------|
| 1] Selection of content | 1] Size of the book |
| 2] Organization of content | 2] Printing layout |
| 3] Presentation of content | 3] Durability |
| 4] Verbal communication | |
| 5] Visual communication [Illustration] | |
| 6] Leaving assignment
[Exercises / Project] | |
| 7] Prelims and back pages | |

Academic [Internal]

1] Selection of Content:

1. Relevant Content
2. Coverage of the course
3. Adequate content
4. Authentic content
5. Up - to - date content
6. Continuity & Balance
7. Integrated content
8. Linking with life

2] Organization of content:

1. Division into units
2. Division into sections.
3. Psychological Approach
4. Coherence in the subject matter
5. Flexible organization

3] Presentation of Content:

1. Attractive and appropriate title
2. Motivating Presentation
3. Interesting and creative matter
4. Adequate Terminology
5. Adequate provision for replication
6. Provision for suitable suggestions for Teachers.

4] Verbal Communication [Language]

1. Appropriate Vocabulary
2. Short and simple sentences
3. Correct spelling
4. Correct function
5. Grammatically correct language
6. Proper use of technical terms.

5] Visual Communication [illustrations]

1. Clear Illustrations
2. Purposeful presentation of illustrations.
3. Adequate illustration
4. Supplementation of text
5. Variety of illustrations.

6] Learning Assignments [Exercises and Project]

1. Adequate Exercise
2. Wide coverage
3. Variety in Exercise
4. Scope for Project
5. Real Project
6. Challenging Exercises

7] Prelims and Back pages :

1. Appropriate title page
2. Suitable Preface

3. Effective Introduction
4. Correct table of contents.
5. Bibliography
6. Suitable Glossary
7. Index

8] Size of the Book

1. Suitable Size
2. Suitable Volume

9] Printing layout

1. Suitable length
2. Suitable type
3. Appropriate Margins
4. Aesthetic outlook
5. Appropriate spacing.

10] Portability and Price

1. Durable paper
2. Life of the book
3. Suitable price of paper
4. Suitable binding
5. Attractive Binding
6. Price sited to the Economic background

7. Reasonable Price

Merits of the use of History Text book

1. It is economical for the teacher.
2. It is economical for the students also.
3. Books are useful for self - education of the child.
4. Textbooks are indispensable for home study
5. Textbooks are valuable for revision
6. A textbook provides exhaustive knowledge
7. A textbook give uniformity to the process of teaching.

Demerits of the Textbook:

1. Textbook dominates the whole system of education.
2. Textbook do not provide direct experience
3. Textbook bring rigidity and uniformity
4. Textbooks are a great hurdle in method like the project one.
5. Textbook sometimes happens to be a potent instrument for national & emotional integration.

Detecting Bias in History textbooks

What is bias?

Bias is generally a prejudice in favour of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Bias is an inclination of temperaments or outlook to present or hold a partial perspective at the expense of (possibly equally valid) alternatives in reference to objects, people, or groups. Anything biased generally is one-sided and therefore lacks a neutral point of view. Bias can come in many forms and is often considered to be synonymous with prejudice.

There are different types of biases: Gender bias, Cultural bias, Religious bias, racial bias, Caste bias and class bias, age bias. Bias is a universal phenomenon. No country or individual is free from bias. Bias stems from:

- Misunderstanding & lack of full information
- Fear and Hatred
- Stereotypes

These types of bias are prevalent in society universally. It is seen in our behavior; it is seen in newspapers, writings, and thoughts of individuals and therefore can easily creep into textbooks. All subjects could carry biased statements; however, the history textbook is 1y as c y target for bias to enter. And hence as a teacher of history one needs to be extra sensitive to detect bias in the textbook. To do that first an understanding of concepts related to bias is essential.

What are stereotypes?

Stereotypes involve generalizations about the "typical" characteristics of members of the groups. X is a female, so she probably has characteristics x,, y, z, eg. Sardarji s are funny; all Pakistanis are fanatics etc... According to Fiske (2010), stereotyping is the application of an individual's own thoughts, beliefs, and expectations onto other individuals without first obtaining factual knowledge about the individual(s). Many times, stereotypes are created after multiple occurrences of a similar experience. For example, an individual that knows several individuals, or families, from the south and that enjoy Idlis, could lead that individual to the belief, or geographical stereotype that all families in the south prefer only 'Idlis.'

All this bias/prejudice leads to stereotyping and then to discrimination. Discrimination is the actual positive or negative actions toward the objects of prejudice.

Discrimination is the denial of equal rights based on prejudices and stereotypes (Fiske, 2010). Discrimination differs from prejudice and stereotyping, in that it is not a belief, but rather the application of beliefs An example of discrimination is a female not getting a job because the hiring manager wanted a male to fill the position.

Religious bias in the textbooks is common. Krishna Kumar's book Prejudice and Pride is an analysis of textbooks in India and Pakistan. And the book shows clearly how religious bias, cultural bias and hatred can lead to a number of statements in the textbook that can be false.

How does a teacher detect bias?

There are several ways to detect an author's possible bias and prejudice. For the teacher four simple ways are outlined.

- **Detecting the use inflammatory language:**

If the history textbook carries an author's inflammatory language: in the most extreme cases, racial epithets, slurs, etc. then it is a case of bias. Inflammatory language, is a misconceived message used during a conflict, it usually leads to conflict escalation. Objective and dispassionate language is required for a textbook and a neutral tone is necessary. Inflammatory language is language that isn't dry or neutral in tone. This can include single words, phrases, names, or various discourse strategies. Whereas a textbook would be non-inflammatory because it's factual and dry nature wouldn't offend, inflammatory language often intentionally provokes a reaction from the reader by use of strong rhetoric or controversial opinions. It can be used a euphemism for hate speech, but this isn't necessarily\, so. Name-calling is one of the crudest and most obvious forms, as it can directly attack or insult the reader. More subtle types are virtually undetectable to people outside the conflict. This is not seen so much in the Indian textbooks but we see it so often in newspapers which carry so much social and historical content.

- **Making larger claims:**

When the author consistently makes claims whose larger purpose is to elevate (or demean) one social, ethnic, national, religious, or gender group as compared to another, or all others. If the history textbook exaggerates the role of an incident or leader with a view o show one party as more strong, ethical it can lead to bias. If the moderates are projected a as slow and revolutionaries are presented in a exaggerated way the students may get biased that one way is better than the other. So an objective, matter of fact neutral tone is required_ any over claim can be damaging.

- **One sided or partial view:**

When the author presents evidence that serves to tell only one side of an event or issue, purposefully withholding or ignoring information that may A. shed the opposing view in a more positive light. It is giving a partial view which is not objective. Generally a: notion that Mughal rulers were invaders who plundered the country without highlighting their contribution to India could be an example of partial view. In the Arab —Israeli conflict there are very one sided views promoted which could easily waylay young children to believing that is the truth. It is the teachers duty to point out that a one sided view has been given and present examples of the counter view.

How do we develop Bias?

Bias/Prejudice comes first; being taught that someone different is less desirable or of a lesser quality than yourself. Then follow the stereotypes to reinforce that prejudice. For example, African Americans were considered property during the slave years, then gained their freedom. But the mindset still existed that they were somehow lesser people. It's the same in India with the untouchables or the lower class. Society still discriminates on the basis of social class and status.

Bias in history textbooks:

Teachers of history need to be very careful in handling the content of history textbooks. Bias can unknowingly in a very subtle manner creep in the textbooks. Many countries and states have guidelines against bias in education, but they are not always implemented. The denial of the holocaust or underplaying of the (Hitler's war against Jews) is always seen in various history accounts. The downplay of African civilization by white writers has led sometimes led us to believe that they haven't really contributed to mankind's development.

Indian history textbooks also suffer from bias. You can see blatant gender bias. According to a study on Social Studies Textbooks: A Case Study in India by K Sumatatha and D. Ramakrishnaiah, states no clear guidelines exist on representing women in school texts. Social studies textbooks are filled with names of famous men and authors. So a re-examination of the composition of the textbook writing staff has been necessary for the staff's conception of male-female equality has a tremendous influence on the formation of gender role consciousness in children. It is difficult for girls to find names of women who were active in times of national crisis. So a mention of women freedom fighters is lacking and revision in to help shape the children's views on the development of new ideas of gender roles suitable for future society.

History in the New NCERT Textbooks:

A Report and an Index of Errors by Irian Habit, Suvira Jaiswal, and Aditya Mukherjee; Indian History Congress, Kolkata, 2003; shows the numerous prejudices history books carry. They have quoted an example from a social studies textbook for the ninth-grade praising the much-derided caste system. 'The Varna system was a precious gift of the Aryans to the mankind,' it said, referring to the four-tier caste hierarchy. " ... The importance of the 'Varna' system as an ideal system of building the social and economic structure of a society cannot be overlooked."

In a section in the same book titled "Problems of Scheduled Castes and Scheduled Tribes," the authors say: "Of course, their ignorance, illiteracy and blind faith are to be blamed for lack of progress because they fail to realize the importance of education in life."

In the 10th-grade equivalent history textbook, the issue of the Holocaust is completely glossed over and Nazism is referred to with veiled admiration. "Hitler lent dignity and prestige to the German government within a short time by establishing a strong administrative set up ... He adopted the policy of opposition towards the Jewish people," it says. " ... He adopted a new economic policy and brought prosperity to Germany ... He made untiring efforts to make Germany self-reliant within one decade ... He instilled the spirit of adventure in the common people."

- **Falsifying information:**

The author manufactures falsifies and/or dishonestly cites evidence in order to present his or her case in a more positive light. Falsification of history is distortion of the historical record also known as historical revisionism or negationism; a tendency of the writer to mislead the minds of readers towards historical events. In attempting to revise the past, illegitimate historical revisionism appeals to the intellect—via techniques illegitimate to historical discourse—to advance a given interpretive historical view, typically involving war crimes or crimes against humanity. The techniques include presenting known forged documents as genuine; inventing ingenious, but implausible, reasons for distrusting genuine documents; attributing his or her own conclusions to books and sources reporting the opposite; manipulating statistical series to support the given point of view; and deliberately miss-translating texts (in languages other than the revisionist's). Practical examples of negations' (illegitimate historical revisionism) include Holocaust denial- Hitler's violence against the Jews.

- **Overcoming Social Biases :**

The best defence against ignorance is knowledge. Education and familiarization with the object of a prejudice or stereotype allows the truth to be discovered and applied (Fowers & Richardson, 1996; Rudman, Ashmore, & Gary, 2001). Being educated allows an individual the ability to embrace and accept differences in others, and aids in bringing society together (Plant & Devine, 2009). Arming individuals with knowledge and information can ease the burden of not knowing. Possessing the truth can defend against the prejudices, stereotypes, and, discriminations that plague today's society (Plant & Devine).

One way for an individual to conquer a prejudice or stereotype is to spend time with the individuals he or she is stereotyping (Powers & Richardson, 1996; Tausch & Hewstone, 2010). Spending time with these individuals allows both groups to begin to understand and to know the individual on a more personal level. This may also make individuals who stereotype others less likely to do so in the future if they find the stereotype to be false (Powers & Richardson). Reading books and research articles that demystify stereotypes are a useful way and most important the role of educators in making children understand in the classrooms that

prejudices can be very harmful and it is not an objective way of thinking. It is not easy to eliminate stereotypes but if every individual is made conscious the world can be a better place.

Role of the teacher in understanding and interpreting bias in the history textbook.

- Understand the concept of bias, prejudice and stereotypes
- Tread various texts to understand and interpret historical accounts
- Learn simple ways to detect bias- inflammatory language, one sided view, falsified view, making larger claims.
- Point out to children the bias in an objective manner
- Be extremely careful when you are discussing sensitive issues like caste, religion, class etc
- Use simple exercises to make children realize that views of the writer can colour the content presented an anti —bias program.
- Use newspapers and other pieces of writing to train them to become objective readers.
- Use refocuses

In short history has to be objective and fair. We are often led to believe that history is, at its best, an unbiased account of the past, whereas memory is highly subjective and affects the way in which it is perceived. Simple ways to reduce bias is to have a team of a good team of qualified writers and have Peer review is the evaluation of work by one or more people of similar competence to the producers of the work peers. It constitutes a form of self-regulation by qualified members of a profession within the relevant field.

Ways to deal with biases / Overcoming Biases

Detecting Biases

- Review
- Read
- Know ways to detect biases
- Inform students
- Use language carefully

- Provide correct information

b)Audio-visual Resources: TV, Films, Documentary; Visual:Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)

Audio-Visual Aids Webster's Encyclopaedia Unabridged Dictionary of the English Language, defines Audio-Visual Aids as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc used in classroom instructions, library collections or the likes".

Television: Widely used as educational tools 1950s Three general approaches to the use of TV broadcasting in education • Direct class teaching • School broadcasting • General educational programming over community, national and international stations which provide general and informal educational opportunities

Films: can be a powerful educational tool which can stimulate inquiry, thinking and ideas. • Impacts on the viewer as they engage the senses and emotions influential in moulding popular understanding of the past 'actualizing the past' • Teachers can use film not only as a mechanism of narrative engagement but also as a vehicle for teaching deep understanding about historical knowledge and the nature of the discipline

- Film is a leveller – children can relate to it no matter what their family background or learning abilities.
- Teachers may not have the time or confidence to use film effectively in lessons so training and support are important.

• Film can be a gateway to exploring complex ideas and open children's eyes to other ways of looking at the world. Young people are increasingly visually literate and the curriculum needs to reflect this. Documentary: is a recording of an event, generally based on people's perspectives and/or genuine facts

- "Creative treatment of actuality" John Grierson

• **Documentaries** are not just about facts but facts are used to create socially critical arguments inviting the audience to draw conclusions about topics and issues

• **Maps:** A map is an accurate representation on a plane surface in the form of a diagram drawn to scale with suitable colour schemes. Map is one of the most valuable documents for the students of history It is the universally accepted symbol for the presentation of space concept. Deals with the two most important concepts in history definite place and at a fixed time

• **Models:** Models are three dimensional concrete replicas or recognizable imitation of real things Provides excellent basis for understanding the operations It builds a conceptual framework.

• **Timeline:** A timeline is a way of displaying a list of events in chronological order, sometimes described as a project artifact. It is typically a graphic design showing a long bar labelled with dates alongside itself and usually events labelled on points where they would have happened. The time of occurrence is very

significant to historical happenings. The essence of the concept of time in history is the sense of sequence and distance before or after. One of the most difficult problem in teaching of history is to develop in the pupils the concept of time. Time can be represented by a horizontal or vertical line and the happenings are fixed on it according to their dates of occurrence.

•**Artifacts:** They are here to tell us about our past, and there is no better way to do this than by studying them An object produced or shaped by human craft, especially a tool, weapon, or ornament of archaeological or historical interest It helps in exploration, creativity and develop historical questions, identify evidence, points of view, and bias; and construct narratives. The opportunity to handle and use physical artifacts stimulates curiosity about “things that work,” and engages children’s natural inclinations to be active and involved in their learning. Collaborative effort is productive in building understanding. Students learn that by observing carefully and putting their observations together they know quite a lot.

Print Media: Magazine, news papers, archives

MAGAZINE Magazines are actually a valuable teaching tool and can be used multiple times for different activities. They are the ‘real world’s textbooks’. They allow students to educate themselves on current issues and allow the teacher to draw clear and concise lines between the past, present, and future. The media today has the capability to inform students how history affects them and why it is so crucial. Comprehension and appreciation of the articles will be a direct result of seeing and experiencing the links between history and current issues and thus gaining a new perspective on how history directly affects them.

NEWS PAPERS “Social studies programs should reflect the changing nature of knowledge, fostering entirely new and highly integrated approaches to resolving issues of significance to humanity” Sumrall & Schillinger Using news paper in the classroom is fulfilling that request and appealing students at the same time. It may also help the history teacher in reducing the boredom and disinterest in history It allows students to form a link between historical concepts and modern issues, and also helps them to become more informed citizens and active and avid readers.

ARCHIVES A collection of historical documents or records providing information about a place, institution, or group of people. Documents--diaries, letters, drawings, and memoirs--created by those who participated in or witnessed the events of the past tell us something that even the best-written article or book cannot convey.

It exposes students to important historical concepts where they learn to evaluate evidence, acquire insight into the basis on which historical arguments are developed. Students become aware that all written history reflects an author's interpretation of past events. Students read a historical account, they can recognize its subjective nature and they develop important analytical skills.

Field trips, Museum

Field trips are not anything new in the world of education. Students and teachers have always been excited to get out of the classroom and directly explore different concepts of nature, history, art, science, and more. Unfortunately, with all the technology that's taking place in today's educational system, teachers pay less attention to field trips as one of the most effective methods for teaching. Museums report a considerable decline in school tours, mainly because these trips are considered to be an unnecessary expense. Although virtual museum tours are a cool way for a teacher to make certain lectures more fun, they cannot replace the real experience.

Benefits of Field Trips

1. Through a field trip, students can easily focus and memorize factual information. For example, if the teacher takes the students to a museum, they will truly experience art and associate it with real emotions.
2. Classes in nature expose students to different processes that are difficult to understand through textbooks. When the student associates the things he's been reading about with an actual experience, he becomes curious to explore and learn more.
3. Different disciplines can benefit from field trips, including history, science, art, mathematics, social studies, and more. Through an effective learning experience in a properly-chosen setting, all pieces of information work together for a coherent base of knowledge.
4. Field trips are a great opportunity for students to take a break from the usual classroom setting, while being inspired to learn more. When they spend the day in a different learning environment, they show genuine interest for the subject of matter.
5. • Through field trips, young students are introduced to a great variety of professions, so they are inspired to try new things, discover their passion and pursue specific dreams.
6. When students are able to see real-life application of the concepts they learn at school, they start to appreciate the relevance and importance of each lesson.

- Field trips are great for team building. They bring a greater group of students together, so they can create a more meaningful bond.

Young students who are happy with the outdoor experience will take the excitement into their homes; so many parents will be encouraged to organize weekend trips on their own.

Museum

Museums are community centers designed to inform and teach the public. When we ask what is the educational benefit of a museum, the immediate response is academic learning. Absorbing academic information, however, is scratching the surface of what museums offer families and specifically children.

It can be challenging to bring young children to a museum when they can have short attention spans, inability to read, and no prior knowledge of the subject. By introducing bite size trips to your children, it is actually doing more than just teaching them information on a subject.

1. Museums teach critical thinking, empathy, and other generally important skills and dispositions.
2. Trips to museums help get kids excited about school subjects.
3. Museums teach subject-specific content and skills.
4. Museums expand the general world knowledge of students.
5. Museum visits increase students' cultural capital; in turn, school groups help museums reach non-traditional museum goers.

Unit 4: Essentials of Curriculum Transaction in History & Political Science

a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)

Teaching is considered a part of learning. The culmination of all teaching processes really worth the name is learning. Teaching is an external enterprise while learning is a mental activity. The primary motive of use of maxims of teaching is the enhancement of quality of learning. Teaching maxims play an important role in making learning stable and permanent. According to Bernard, "In teaching-learning process, teachers and students encourage learning." In fact, teaching is a task and learning is an achievement. Learning objectives can be realized by properly organizing teaching skillfully, effectively and carefully.

Maxims of teaching

The role of the teacher is considered main in the classroom. He is responsible for creating such an ambience as gives rise to maximum learning activities and various experiences may be achieved. But, practically, it is not as convenient as it looks. However talented, scholarly and able a teacher may be, he would be considered unsuccessful if he or she is unable to transfer learning to students. Teaching is an art which encompasses the following:

- Mastery over subject
- Scientific knowledge of teaching style for transfer of knowledge to pupils In order to achieve this objective, teacher's subject knowledge is not the only factor which is required. In addition to this, the teacher should know some maxims with the help of which the teacher may present the subject matter before the students effectively as well as efficiently. The meaning of maxims of teaching is very simple. Those general ideas and methods of doing the work which prove helpful in the task of teaching are termed as maxims of teaching. These maxims have been formulated by the psychologists, educationists, pedagogues and preceptors on the basis of their experiences. These maxims are reliable and are universally applicable. Different maxims of teaching are applied in different teaching situations on the basis of well-planned strategy and logic. Maxims of teaching act as the springboard which catalyzes the momentum of teaching-learning process and thus helps the teacher in achieving the pre-determined objectives of education besides providing contentment to both the learners as well as the teacher.

1. **From Known to Unknown** - This maxim states that the new knowledge to be given to pupils must be logically linked with their previous knowledge. This maxim facilitates learning process and economizes the efforts of the teacher and the taught. It won't be an exaggeration to say that this maxim is an indispensable part of teaching-learning process. This is a natural method of learning. In practical life situations too, we follow this maxim in that we interpret new things we perceive on the basis of similar things perceived earlier by us. This roughly corresponds to Analogy and is also the heart and soul of Analytical

method of teaching. This maxim is the part and parcel of set induction skill (lesson introduction skill). This maxim can be made use of in following

In The Bhagvad Gita, Lord Krishna enlightens Arjuna by employing this very maxim. This maxim is frequently used by pupil-teachers during their pre-service training in their lessons to be delivered by them in their teaching subjects. The skill of Lesson Introduction is based on this very maxim.

2. From Simple to Complex - This maxim states that difficulty should follow ease in teaching. Alternatively, the teacher should start with simple thing and proceed to difficult one in a logical, systematic and step wise manner. The skillful application of this maxim proves to be advantageous in teaching of all subjects.

Class-room teaching is formal where the teacher tries to teach and the students try to learn things. In this process of teaching-learning, the teacher should see those simple things are presented first to the students. That way they will start taking an interest. Once they become interested, thou gradually complex type of things can also be learnt by them. By learning simple things, they feel encouraged and they also gain confidence. On this basis, they become further receptive to the complex matter. On the other hand, if complex types of things are presented to the learner first, he becomes, upset, feels bored and finds himself in a challenging situation lot which he is not yet ready being immature and unripe.

Gradually more difficult items of learning may be presented to the students. It will smoothen teaching being done by the teacher and make learning convenient and interesting for the students.

For example, while teaching sentences of English simple sentences should be taught first and complex type of sentences may be taken afterwards.

Concrete things are solid things and they can be touched with five senses. But abstract things can only be imagined. So it is rather difficult to teach children about abstract things. The students are likely to forget them soon. On the other hand, if we teach the students with the help of concrete objects, they will never forget the subject matter.

For example, when we teach counting to the students we should first examine concrete nouns like, laptop, book, Pen etc. and then proceed to digits and numbers. The stars, the moon, the sun etc. being taught first whereas the abstract thing: like a planet, satellites etc. should be taught afterwards.

3. From concrete to abstract:-

Concrete things are solid things and they can be visualized but abstract things are only imaginative things. The child understands more easily when taught through their senses and never forget that material. On the other hand if abstract things or ideas are presented, they forget

it soon. As Froebel said, “Our lessons ought to start in the concrete and end in the abstract”. For example when we teach the solar system, we first visualize the sun through our senses and gives the concept of eight planets, galaxies, meteorites etc. Through this process, the learners understand the materials more easily. Some power of imagination also develops in them .But if we reverse the situation, it will become difficult for learners to understand anything. Another example, when we teach counting to the students we should first take the help of concrete objects like beads, stones etc. and then proceed to digits and numbers.

b)Correlation of History & Political Science: Internal and external.(Literature, Science, Mathematics, Geography, Economics, Craft)

INTRODUCTION: CORRELATION

“No subject is ever well understood and no art is intelligently practiced, if the light which the other studies are able to throw upon it is deliberately shut out.” – RAMONT

Education is a co-ordinated process and the major aim of education is the ‘unification of knowledge’ existing in the different branches of learning. Teaching of various subjects is hence correlated. Conscious effort is made to integrate various subjects to treat the subject as a synthetic whole.

Herbertfirst conceived the idea of correlating the teaching of various subjects. ‘All knowledge is one unit’. “The power of the mind does not depend upon the amount of information accumulated in pieces, not related to one another, but is rather on well-organised system on which all these pieces of knowledge are taught, showing their relationship with one another. This is known as the principle of Correlation.”

Later on Zillar made this theory of correlation more elaborate. Then De Garmo and John Dewey laid stress on the integration in the teaching of various subjects. Today, correlating of teaching of different subjects is considered highly essential.

CORRELATION MEANING

What is correlation? The term ‘correlation’ in its simplest form means “connect or to be connected” .To be more precise, ‘Correlation’ means mutual relations of two or more things/persons.

Types of Correlation
Correlation with Practical Life: correlation of the given subject with daily activities.

Vertical / Internal Correlation : correlation between the different branches of a given subject.

Horizontal / External Correlation: correlation between the given subject and other subjects.

History and Political Science:

Prof. Seeley summed up the relationship between history and political science beautifully that, “History without political science has no fruit and political science without history has no root.”

A historian is not merely concerned with the tracing of the history of the political process by a narration of the episodes.

But he has to learn the nature of fundamental political principles and basic forms of political institution. In the view of this closeness between two subjects, the development of political institutions, rules, regulations, right and duties, law and mode of justice, executive, legislative and administrative functions, economic and financial implications, nature of bureaucracy, fundamental principles of state policy are all defined under the constitution history.

History is very helpful to politics because the political aspects is a part of the whole range of activity recorded by historian and knowledge of history would enable the politicians to know the politics better and play their role effectively. Prof. Acton has correctly pointed out, “the science of politics is the one science that is deposited by the stream of history like grains of gold in the sand of a river.”

History and Economics:

History is also closely related to Economics. As the activities of a man in society are very closely related with the economic matters, the historian of any period must possess at least a rudimentary knowledge of the economics. In fact, the economic history of any period is an important branch of history and its understanding is absolutely essential for the proper understanding of history of any period.

There has been a new orientation in our historical outlook from the days of the materialistic interpretation of history by Marx and such class struggle, man’s skill in earning, arts and crafts, trade, business and commerce, land revenue, taxes and a host of all other economic activities of the past figure very prominently in history.

No doubt, it is true that during the last few years economics has become very complex and difficult subject, mostly dependent on mathematics, and a modern historian cannot acquire basic working knowledge of economic theory without devoting a lot of time and leaving little time for the study and writing of history.

Therefore, a new set of economic history by the use of economic historians have emerged who try to study the economic history by the use of the economic tools. At present, history is so closely interlinked with the study of economic problems that it would not be possible to reconstruct history without knowledge of the relevant economic problems.

History and Geography:

Universally it is accepted that History and Geography have very close ties. In fact it would be practically impossible to study; certain branches of history without rudimentary knowledge of geography e.g., the diplomatic or military history cannot be followed without necessary geographical knowledge of the region. Geography is one of the eyes of history the other eye being chronology. Time and space factors give history its correct perspective.

Prof. Michelet was of the opinion that history was in essence found upon geography. He says “Without a geographical basis the people, the makers of history, seek to be walking.” German philosopher Kant said, “Geography lies at the basis of history.” Herder said that “history is geography set in motion.”

There are others like American geographer, Ells Worth Huntington, and Allen Semple who emphasise the importance of climate as having crucial influence on the course of history as well as on race temperament.

It is a fact that many geographical factors such as climate, social, rivers, mountains, sea, coastline and mineral resources aided the development of river in valley. Cultures as in early Egypt, Mesopotamia, India and China. Herodotus, the early Greek historian describes that “Egypt is the gift of the Nile”.

Even Aristotle and Montesquieu have emphasized the influence of climate on man. The physical formation of the country such as Britain, Japan and Greece with broken coastlines had a very powerful impact on its history. This facilitated their naval strength and empire building activities.

Similarly, the Himalayas and the jungles of Assam have acted as barriers against invasions from the North and East of India. The Himalayas and the Gobi and Mangolian deserts were responsible for the isolation of China. The geographical discoveries of America and a new route to India determined the character of World History since the Renaissance.

Geography also plays an important role in the national character formation and influence the human behaviour. As we know that climate of a country greatly affected the civilisation of a country. Hence the knowledge of geographical is very essential for historians. It would be wise to accept the limited interpretation of geographical influence on man’s conduct or on his history.

History with literature

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 his. 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 the 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 he 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 he 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 recording, expressing or communicating ideas. Specking 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 handwork

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 discoveries, 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 are known through the study of history. Thus history and science are closely related.

History with Maths

History is often influenced by applications of mathematics. From Archimedes and his thoughtful ideas to actual mathematical history, they are intertwined and inevitably related, but just not to the extent that science and math are.

Remember, many conflicts in history are decided due to technology, and what lies at the base of technology is intuitive mathematics. Someone will come along and dig that up using math, and then you have revolutions thanks to science and ideas, in general.

It could be argued that history is what we decided to do with mathematics and abstract ideas, and everything interesting that came out of it. Needless to say, all the greatest generals and kings must have used some form of logic in making decisions, or planned mathematically, and that in itself may be why they are remembered. Mathematics also permeates history on a totally different level, too.

The backbone of history is time. Time is inevitably rooted in math, and proportions. Thanks to math and proportions, we can safely say Napoleon did not coexist with Julius Caesar, as it gives us a linear scale of time to work with, and science does the rest in determining where these people lie on the scale.

In conclusion, math and history are quite strongly related, and it may be in a historian's job to be a mathematician or logician, to understand specific decisions. A historian also must be a judge of

authenticity, which is rooted in logic, and an analyst of cause and consequence, also rooted in reason and logic. Remember, it was up to specific humans to determine what history really is, and we intuitively think mathematically to some extent, so it is inevitable that they are related.

History with social studies

The social studies programme 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.

c)History as a concept driven subject: Concept based and generalization based learning

Concept based learning

DEFINITION OF THE TERM CONCEPT:-

“Concept is an abstract word or phase that is useful for classifying or categorizing a group of things, ideas or events”.

→ **James Banks**

“It is an abstract or general idea inferred or derived from specific instances”.

→ **Oxford Dictionary**

Words that label or name a group of common objects are called as concepts.

NATURE OF CONCEPT:-

1. Concepts are always represented by one or two nouns.
2. Concepts are the organization of ideas.

3. They are abstract, timeless and broad in nature.
4. They exist in continuum. eg :- Family-society-nation fight revolt- revolution.
5. Examples of concepts share common attributes.

Types of Concepts:-

1. Conjunctive Concept:-

Cold War, United Nations

2. Disjunctive Concept:-

Such concepts involve on 'either-or'

Eg:- Citizen can be anyone who is born in the country or has acquired the nationality due to settlement of occupation.

3. Relational concepts:-

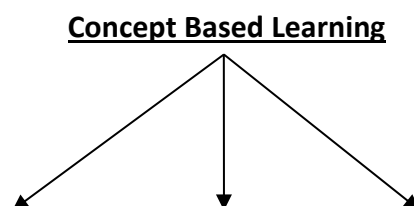
Century, parents, etc.

Eg:- Migration, then go to 'Migrating cultures create change'

❖ CONCEPT BASED LEARNING:-

"The concept based learning can be defined as a teaching – learning situation where the concepts are at the focus and the content is taught in relation with these concepts"

"Concept Based Learning is a way of organizing lessons that stresses the concepts and big ideas that stand behind the topics discussed in the class. This big ideas are generalizations that show the relationships between concepts and are stated in the present tense".



CONCEPT ATTAINMENT MODEL:-

This model of teaching provides students with the tool to characterize attributes of items & distinguish exemplars with non-exemplars. This model allows the teachers to analyze the thinking process of the students.

PHASES OF CAM :-

1. Presentation of data and identification of concepts
2. Testing attainment of the concept.
3. Analysis of thinking strategy.

Thus CAM provides practice in inductive reasoning and opportunities for altering and improving students' concept building strategies.

Procedure of Concept based learning Method:-

1. Identification of the main and sub-concepts
2. Clarification of the concept by observing examples, pictures, situation.
3. Stating different relationships with the content.
4. Finding the similarities in different similar situations.
5. Forming generalization relating two or more concept

Application of Concept based Learning:**History:**

Civilization, Culture, Imperialism, Revolt, Revolution, Wars and Nationalism.

Political Science:

Citizenship, Rights, Duties, Adult franchise, Global citizen, Legislature and Judiciary.

Advantages of Concept based Learning :

2. This system enables teachers to engage the intellect and emotions of their students and increases their motivation for learning.

3. It helps students to formulate the chosen big ideas for themselves. This ability helps in achieving genuine understanding.
4. Such meaningful understanding helps in creating the bridge between what students know and what they can learn.
5. The higher level thinking ability is developed:-
 - a) Understand rather than memorize.
 - b) Remember ideas and facts longer because they are more meaningful.
 - c) Make connections between different disciplines periods and historical events.
 - d) Relate ideas to their own lives and
 - e) Builds networks of meaning for effectively dealing with future knowledge.
 - f) The norms of inquiry call for free and open discussion which results in developing social and democratic values.

Generalization Based Learning

MEANING:

A generalization is a statement that shows a relationship between two or more concepts.

The two major differences between concepts and generalization are as follows:-

1. Generalization is a verbal form of the process and is expressed as a sentence rather than the word or phrase as in the case of concept.
2. Generalization is taken as representing the higher level of thinking than the concept. They are a statement of relationship among two or more of these concepts.

❖ STEPS OF GENERALIZATION BASED LEARNING:-

Orientation to the concept of generalization.

1. Organization of data in a definite order.
2. Concept clarification.
3. Find relationship between the concepts or set of data.
4. Eg:-Relationship between the concepts and the events or the key terms to the students which can lead them to either prove or draw the generalization.

Eg:- While teaching about the economic policy of the British in India, the concept like imperialism, colonization, foreign rule can be related to the condition of Indian people.

5. Formulation of generalization:
6. Verification of generalization:
7. Designing assessments to reflect upon the learning activities.

Advantages of Generalization Based Learning:-

1. In-depth understanding.
2. Reflective thinking ability.
3. Decision making ability.
4. Historical Inquiry skills.
5. Widening of the perspective.
6. Self- learning ability.
7. Applicability of knowledge
8. Active learning.

Unit 5: Methods of Teaching (Process, Merits and Limitations)

- a) Conventional pedagogy: Story-telling, Lecture-cum-discussion
- b) Contemporary pedagogy: Project-based Learning, Social Enquiry
- c) Cooperative learning pedagogy: Think pair share, Round robin, Buzz

b)Contemporary pedagogy: Project-based Learning, Social Enquiry

Project Method is one of the modern methods of teaching in which, students point of view is given importance in designing the curriculum and content of the subject. This method is based on the philosophy of Pragmatism and the principle of ‘**Learning by Doing**’.. In this strategy pupils perform instructor activities in natural condition. A project is a list of real life that has been imparted in to the school and demands work from pupils.

Project method of teaching is an educational enterprise in which children solve a particular problem over a period of days or weeks. It offers teachers a way to develop in-depth thinking in students while engaging their hearts and minds. It is the experience centered strategy related to life situation.This teaching strategy focusses on –to socialize a child and to achieve affective ,cognitive and psychomotor achievements.

DEFINITIONS:

W.H. Kilpatrick , “ A project is a wholehearted purposeful activity proceeding in a social environment.”

Ballord-“ A project is a bit of real life that has been imported in to school”.

Thomas and long- “ It is a voluntary understanding which involves constructive effect or thought and eventuate in to objective results”.

• Steps of Project Method

1. • **Creating the situation:** In the first step teacher creates the proper situation to the students in the class. He puts up the knowledge about the project method procedure, steps and uses to the students. A project should arise out of a need felt by students and it should never be forced on them. It should be purposeful and significant.
2. • **Proposing and choosing the project:** The teacher helps the students to select the problem and guide them .Students have the freedom to choose the topic or problem based on the the interest and ability. Before choosing the topic the principles should be taken in to account. Such as cool tasks are to be as real and as purposeful and they are of such nature that the students is genuinely easier to carry them out in order to achieve a desirable and clearly realized aim. Teachers should only keep the students for a particular project by providing a situation but the proposal of the project should finally come from students.

3• Planning the project: The teacher discusses with the students about the problem from various angles and points. After the free expression of the students opinion about the problem, the teacher writes down the whole programme of action stepwise on the

blackboard. In the process of planning teacher has to act only as a guide and should give suggestions at times but actual planning should be with the students.

4• Execution of the project: The students are starting their work in this step. They collect the relevant information and materials at first. The teacher should give enough time and students should write according to their own speed, interest and ability. During this step the teacher should carefully supervise the students in manipulating skills in order to prevent wastage of materials and to guard accidents. Teachers should constantly check the chalked out plans and the developing projects.

4• Evaluation of the project: Evaluation of the project should be done both by the students and the teachers. Here the students evaluating the tasks determine whether the objectives are achieved or not. After that they criticize and express their feeling about the task freely. The evaluation of the project has to be done in the light of plans , difficulties of execution and achieved results.

5• Recording of the project: It is the last step of project report method in which each and every step of the work is reported. The reported things are recorded in a certain order in a book form. It should include the proposal, plan and its discussion , duties adopted by the students and how far it was carried by the students.It should also include all those places visited and surveyed guidelines for futureand all other possible details. The formatted report is to be submitted to the teacher at the end.

Advantages

- This is based on various psychological laws and principles.
- It develops self-confidence and self-discipline among the students
- It provides ample scope for training.
- It provides scope for independent work and individual development.
- It promotes habits of critical thinking and encourages the students to adopt problem solving methods.
- This method the children are active participants in the learning task.

Demerits

- It takes more time.
- The knowledge is not acquired in a sequential and systematic manner
- It is very difficult to complete the whole syllabus by the use of this method.
- It is not economical.
- Textbooks and instructional materials are hardly available.
- The project method does not provide necessary drill and practice for the learners of the subject.

Social Inquiry method

The aim of this social inquiry was to enable students to develop skills in social-inquiry research and to develop deeper understandings about their local community (with a focus on the concepts of identity, belonging, place, and change).

INQUIRY APPROACH IN SOCIAL STUDIES

1. Inquiry Approach in Social Studies

• “Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”

• - an act of asking for information. • - any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

• - a way of dealing with something. • - technique, strategy

What is Inquiry Approach in Social Studies? • Inquiry teaching is a process of asking and answering key social studies questions. It is a student-centered method of education focused on asking questions.

• It is an approach to learning that involves a process of exploring the natural or material world that leads to asking questions and making discoveries in the search for new understandings.

Characteristics • Students are encouraged to ask question which is meaningful to them. The teacher’s job in an inquiry learning environment is not to provide knowledge, but instead to help the students along the process of discovering knowledge themselves.

Benefits of Inquiry Approach

1. It teaches problem-solving, critical thinking skills, and disciplinary content;

2. It promotes the transfer of concepts to new problem questions;

3. It teaches students how to learn and builds self-directed learning skills; and

4. It develops student ownership of their inquiry and enhances student interest in the subject matter.

Importance of Inquiry Approach

☐ It helps us in understanding of how to get and make sense of the mass of data.

☐ Inquiry implies a need or want to know premise. Inquiry is not so much seeking the right answer- because often there is none- but rather seeking appropriate resolutions to questions and issues.

Elements The attributes that experts use to generate new knowledge

- Experts see patterns and meanings not apparent to novices.
- Experts have in-depth knowledge of their fields, structured so that it is most useful.
- Experts' knowledge is not just a set of facts -- it is structured to be accessible, transferable, and applicable to a variety of situations.
- Experts can easily retrieve their knowledge and learn new information in their fields with little effort.

* Effect on Social Relationships - Inquiry Approach has an effect on our Social Relationships. As what they said, it is an approach to learning that involves a process of exploring the natural or material world that leads to asking questions and making discoveries in the search for new understandings and engaged them in active learning based on their own questions.

* Effect on Cognitive Development What is Cognitive Development? Cognitive Development is a comprehensive theory about the nature and development of human intelligence, first developed by Swiss developmental psychologist Jean Piaget. It focuses on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development. In other words, cognitive development is the emergence of the ability to think and understand.

EFFECT ON ACHIEVEMENT □ One of the important missing pieces in many modern schools is a coherent and simplified process for increasing knowledge of a subject from lower grades to upper grades. Students often have difficulty understanding how various activities within a particular subject relate to each other. Much more confusion results when the learner tries to interrelate the various subjects taught at school.

EFFECT ON MOTIVATION □ teaches problem-solving, critical thinking skills, and disciplinary content □ promotes the transfer of concepts to new problem questions □ teaches students how to learn and builds self-directed learning skills □ develops student ownership of their inquiry and enhances student interest in the subject matter □ Activating Prior Knowledge □ By bringing the students' own background and experiences to the learning table, students will find ways to connect to the topic and will have activated some basis for creating meaning with the text they are reading. The personal connection to learning increases a student's motivation to explore, read, and struggle with difficulties as they arise.

Deductive teaching (also called direct instruction) is much less “constructively” and is based on the idea that a highly structured presentation of content creates optimal learning for students. →The instructor using a deductive approach typically presents a general concept by first defining it and then providing examples or illustrations that demonstrate the idea. →Students are given opportunities to practice, with instructor guidance and feed back.

Inductive teaching (also called discovery teaching or inquiry teaching) is based on the claim that knowledge is build primarily from a learner’s experiences and interactions with phenomena. →An instructor using an inductive approach begins by exposing students to a concrete instance, or instances, of a concept . →The teacher’s role is to create the opportunities and the context in which students can successfully make the appropriate generalizations, and to guide students necessary.

1. Encourage curiosity. 2. Help students understand the structure of the new information. 3. Design inductive science labs or activities. 4. Encourage students to develop coding systems. 5. Design activities that are problem oriented 6. Foster intuitive thinking in the classroom.

▽ Questions: arising out of experience ▽ Materials: diverse, authentic, challenging ▽ Activities: engaging, hands-on, creating, collaborating, living new roles ▽ Dialogue: listening to others; articulating understandings ▽ Reflection: expressing experience; moving from new concepts into action Inquiry-based learning

▽Inquiry about the world ▽Partner in inquiry ▽Modeling ▽Guiding ▽Inquiry about teaching and learning Teacher as inquirer

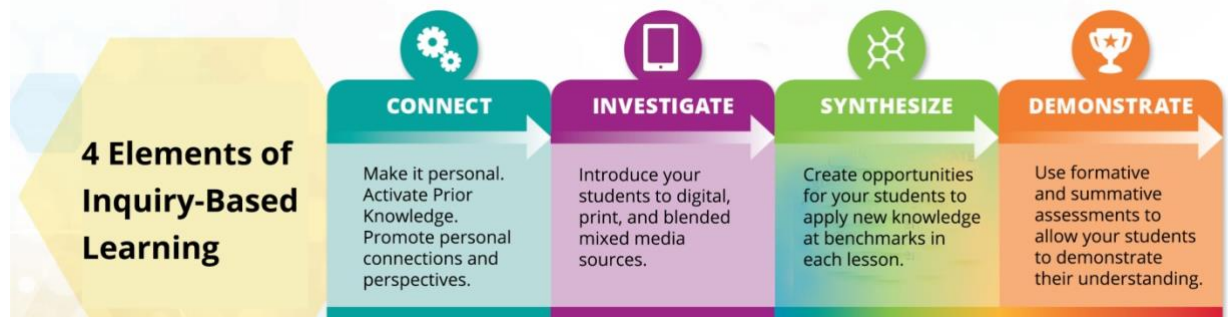
As a guide for the experimentation we so freely encourage, the table opposite will be helpful. We must caution, however, that it is rife with half-truths-- despite our best efforts at disclosure. We are dealing here with living things whose colors, habits, and general constitutions will vary with locale and with the skill of the individual gardener. Learning to teach - 1

This unpredictability, which strikes terror into the heart of the beginner, is in fact one of the glories of gardening. Things change, certainly from year to year and sometimes from morning to evening. There are mysteries, surprises, and always, lessons to be learned. After almost 40 years hard at it, we are only beginning. –Amos Pettingill, *The Garden Book*, 1986 Learning to teach - 2

You can bring exciting inquiry learning into your classroom with some key considerations and steps:

1. Select a **guiding or compelling question** for your inquiry. Make sure it's "sticky". These questions are what Jacob's calls the "mental velcro" that students use to grab the content. A good essential or compelling question will usually apply to multiple time periods, issues, or topics. Ex. "When is war justified?" or "How do people get what they need?"
2. Teach your students to **ask questions**. Thomas Berger, Pulitzer prize-winning novelist said, "the art and science of asking questions is the source of all knowledge." Questions are the fuel upon which the inquiry engine drives.
3. Provide touch points or "**inquiry connections**" for your students to summarize and categorize their data along the way. Providing students with supporting questions and opportunities to process their learning, reaffirm their assertions, or redirect their inquiry are critical opportunities for clarification during the inquiry process.

4. Provide a framework for students to **communicate their findings** through a relevant action or product that validates the inquiry. Inquiry outcomes can take many forms such as multimedia projects, expository writings, projects, or some real-life opportunity to take informed action on an issue or topic.
5. Support students in **active reflection** during and after their inquiry learning process. This is an important stage for students to think about the process of inquiry and how to refine their approach or build skills for future opportunities. Students can also reflect on transferrable, 21st century skills they may have exercised during the inquiry like working in teams, meeting deadlines, or applying a new technology skill.



a.Conventional pedagogy: Story-telling, Lecture-cum-discussion

Story-telling

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.

ADVERTISEMENTS:

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 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 class

What can storytelling offer?

Children have an innate love of stories. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves and about others. Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions.

Storytelling and intercultural understanding

There are a number of ways in which storytelling can enhance intercultural understanding and communication. Stories can...

- allow children to explore their own cultural roots
- allow children to experience diverse cultures
- enable children to empathise with unfamiliar people/places/situations

- offer insights into different traditions and values
- help children understand how wisdom is common to all peoples/all cultures
- offer insights into universal life experiences
- help children consider new ideas
- reveal differences and commonalities of cultures around the world

Other benefits of using storytelling in the classroom

Stories...

- Promote a feeling of well-being and relaxation
- Increase children's willingness to communicate thoughts and feelings
- Encourage active participation
- Increase verbal proficiency
- Encourage use of imagination and creativity
- Encourage cooperation between students
- Enhance listening skills

Commonalities of cultures around the world

Stories reveal universal truths about the world. Through stories we see how very different people share the same life experiences and how human nature can transcend culture.

Performance techniques

Telling a story can captivate an audience; that is, with the right techniques and a little practice.

Remembering and retelling the plot:

- map the plot as a memory technique
- use story skeletons to help you remember the key events
- think of the plot as a film or a series of connected images
- tell yourself the story in your own words
- create your own version of the story (adapt and improvise)
- retell it numerous times until it feels like a story

Performance skills

Remember to...

- vary the volume, pitch and tempo of your voice (enunciate clearly and exaggerate expression)

- use your face, body and gestures (let your body speak)
- make your body and face respond to the tale
- have a clear focus and maintain concentration
- maintain engaging eye contact with the audience/ individual listeners
- create a charismatic presence (make the audience believe in you)
- use different, exaggerated character voices
- use your space/ be dynamic
- remember to pace yourself
- always remember to regain your style as a narrator
- use silence and pauses to add dramatic effect

A last word...

Young Learners share a remarkable variety of personal experiences, values and ways of understanding. The language they learn in the classroom is the tool they use to shape their thoughts and feelings. It is more than a way of exchanging information and extending ideas, it is their means of reaching out and connecting with other people. Stories can link not only between the world of classroom and home but also between the classroom and beyond. Stories provide a common thread that can help unite cultures and provide a bridge across the cultural gap.

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 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 can not 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 persons.

Lecture-cum-discussion

THE CONCEPT OF LECTURE CUM DISCUSSION METHOD

MAIN FEATURES OF LECTURE-CUM-DISCUSSION METHOD

As the title indicates, "lecture cum discussion method" is not a single method. It is a combination of two methods i.e., discussion method as well as lecture method. Lecture cum discussion method is a useful strategy in building an active verbal interaction between the teacher educators and the teacher trainees. Mostly teachers deliver their lectures and leave the classes it is desirable to give at least some time (10 minutes) after the lecture for discussion among the students and the teacher in the classroom so that student's experiences, comments, views and difficulties in understanding any point or portion of the lecture may come to the fore which a teacher can reply to and clarify the doubts. It is an important strategy in stimulating the student's interests and assessing their understanding of the course content. It involves interaction between both the teacher and learners where question and answers are asked and given by both the teacher and the students making the activity interactive, stimulating and effective.

- 1) This method involves active participation on the part of both the teacher and the students.
- 2) Lecture cum discussion method is not just a matter of teacher's communication with students; it is a chance for

them to share ideas .

3) Lecture cum discussion method is a good strategy to create and maintain interest and zeal of students.

4.)The basic purpose of this method is to disseminate information and attain educational objectives by promoting student learning.

5) Discussion along with lecture method when properly used can develop in the student's higher learning skills. It can give the students increased capability for generalization and transfer of learning, and the ability to analyze, synthesize, and apply what is learned.

6) Through this method one's particular viewpoint can be compared with the views of others in the class.

7) The discussion in the class is intended to be a free give and take between teacher and students and among students on the current topic being taught in the class. It is characterized by probing questions from the teacher designed to elicit student interpretations, opinions, and questions.

8) Lecture cum discussion approach can be an effective means of helping the students to apply abstract ideas and think critically about what they are learning.

Lecture-cum-discussion method

- Combination of lecture method and discussion method.
- Builds an active verbal interaction between the teachers and students. The teacher delivers the lecture and provides some time (10 minutes) after the lecture for discussion among the students and teacher in the classroom.
- The student's views, comments experiences, problems, difficulties in understanding any portion of the lecture come to teacher's knowledge and teacher replies, and clarifies the doubts.
- It is an important strategy in stimulating the students interests and assess their understanding of the concept.
- It is a process in which interaction goes on in between teacher and students, where in question and answer are asked and given by both the teacher and students making the process interactive, and effective.
- The basic purpose of this method is to disseminate information and attain educational objectives by learning.

- The discussion in the class is intended to be a give and take between teacher and students.
- This method helps students to apply critical thinking power in various situations.
- Higher learning skills like analyzing, synthesizing, generalizing are given front seat.

Principles:

1. The teacher should be aware of needs of learners.
2. The teacher must arouse interest in the subject and sustain in the mind of students.
3. Teacher must use visual aids and use ICT.
4. The teacher must take enough time to build mental pictures, with new concepts, previous knowledge, moving from simple to difficult ideas, for better conceptual development.

Role of teacher

1. Encourage students to participate in discussion.
2. Ensure, *student's attention span* is maintained.
3. *Pre plan and prepare* properly for discussion and support ideas with factual evidence and examples.
4. Encourage student talking than teacher talking.
5. If possible give time before hand so that, the discussion becomes productive.
6. Do not dominate rather get the discussion started set goals, summarize, mediate and clarify.

Merits

1. It *creates democratic environment* in the class.
2. Develops and improves communication skills
3. Brings about attitudinal change among students.
4. Helps in assessing the factual knowledge of the students.

Limitations

1. Only for mature students.
2. If it is not properly used, then the principle of “learning by participating” is not achieved.
3. If teacher does not handle students effectively then the students may be in

disciplined rather than participation.

4. If not managed properly, it will not help all types of students in the class.
5. Teacher must control his emotions else this may result in wrong output.

Suggestions

1. The teacher must maintain good eye contact with students in order to make the process meaningful.
2. The teacher must actively involve students.
3. The teacher must instruct clearly.
4. Must keep the group focused on the task.
5. Teacher should use good *time management techniques* and evaluate students as they learn in the class.
6. Teacher should not read extensively from lecture notes or text books.

COOPERATIVE LEARNING TECHNIQUE Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learning, thus creating an atmosphere of achievement. Student work through the assignment until all the members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members.

ELEMENTS OF COOPERATIVE LEARNING

1. Positive interdependence

2. Face to face interaction

3. Individual and group accountability

4. Interpersonal and small-group skills

5. Group processing

ADVANTAGES OF COOPERATIVE LEARNING TECHNIQUE

1. Face to face learning situations promote an atmosphere of cooperation and empathy

2. Personal relationships are usually less problematic.

3. It encourages broader skills of cooperation and negotiation.

4. It promotes learner autonomy

5. Promotes students' learning and academic achievement

6. Increases students' retention
7. Enhances students' satisfaction with learning experience
8. Helps students to develop skills in oral communication
9. Develop students' social skills
10. Gain confidence from each other's effort
11. Recognize that all group members share a common fate

DISADVANTAGES OF COOPERATIVE LEARNING TECHNIQUE

1. It is likely to be noisy. Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
2. Not all the students enjoy it, since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.

Think – Pair - Share Think-Pair-

Share is a cooperative discussion strategy that gets its name from the three stages of student action, with emphasis on what students are to be **DOING** at each of those stages.

- 1) Think The teacher provokes students' thinking with a question, prompt, or observation. The students should take a few moments (probably not minutes) just to **THINK** about the question.
- 2) Pair Using designated partners, nearby neighbors, or a desk mate, students **PAIR** up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.
- 3) Share After students talk in pairs for a few moments (not minutes), the teacher calls for pairs to **SHARE** their thinking with the rest of the class. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

Advantages of Think-Pair-Share

- Think-Pair-Share is helpful because it structures student discussion. Students follow a prescribed process that limits off-task behavior.
- Accountability is built in because each must report to a partner, and then partners report to the class.

- In the first stage, students simply THINK - there is Wait Time – they actually have time to think about their answers.
- The teacher has posed the question, and has EVERYONE thinking about the answer, which is much different from asking a question and then calling on an individual student.
- Students get to try out their answers in the private sanctuary of the pair, before having to "go public" in front of the rest of their classmates.
- Students who would never speak up in class are at least giving an answer to SOMEONE this way.
- Students also discover that they rethink their answer in order to express it to someone else, and they also often elaborate on their answer or think of new ideas as the partners share.
- As the whole group comes back together, there are an array of answers that enhance the classroom conversation, increasing student engagement and reading comprehension.

Round Robin Style Brain Storming Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time", members of the team share responses with another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

The brainstorming process is popular among educators, especially when used to facilitate cooperative learning. However, oftentimes, not all students get the opportunity to participate in that type of group setting.

Janelle first explains the Round Robin teaching strategies, then tells us how to use them:

1. The best way to implement this strategy into your classroom is to first think of the topic that you want students to discuss.
2. Next, decide on the amount of questions or topics you would like to be discussed so you know how many tables/groups you will need.
3. Arrange the desks or tables so that discussion flows nicely and students can move about easily. Also, consider the placement so that groups won't be distracted by other groups.

She includes a couple other ideas as well.

Janelle sums up her article thusly: "Use the Round Robin Discussion teaching strategies to ensure equal participation by all students as well as a means to enhance a collaborative group learning environment.

Buzz

Buzz groups is a cooperative learning technique consisting in the formation of small discussion groups with the objective of developing a specific task (idea generation, problem solving and so on) or facilitating that a group of people reach a consensus on their ideas about a topic in a specific period of time. So, buzz groups allow covering the discussion about different aspects referred to the same study themes, maximizing the possibilities of partition of the members of the group.

After the initial presentation of the task to be developed, big groups are divided into smaller groups, among three and six people. Each group names a spokesperson to inform the rest of the groups about the results of the discussion of their group.

1. Buzz Group Method

2. What is Buzz Group Discussion Method • Buzz group discussion is a method in which small groups of 2-3 participants discuss a specific question or issue in order to come up with many ideas in a short time. • Since the small groups produce buzzing sound while discussing, this method is known as buzz group.

3. Features of Buzz Group Method • Small group (2-3 participants) • No need to move for discussion/no need of syndicate rooms • Discussion on only one issue, question, or point (no need of in depth analysis) • Less time consuming (5-15 Min.) • Can be used as “Ice Breaker” • Can be used as a supplemented method of other methods

4. Process of Buzz Group Method • Decide the appropriateness of the method • Prepare specific question/issues for discussion • Prepare key learning points related to the issues • Present question/issues. Ensure that each an every members fully understands it. • Ask individual participants to write down their views

5. Contd.... • Form groups of 2 – 3 participants to write down their views • Allocate 5 – 10 min. time for discussion • Have them share and discuss on their points within the group • Supervise each group and encourage individuals to participate

6. Contd.... • Stop discussion after the allocated time has expired • Ask each group to share their points preferably one points from each group at a time • Record them on the board or chart sheet • Discuss on the points and conclude • Relate them with the key learning points

Thus, it can be said that cooperative learning helps to: promote students' learning and academic achievement. increase students' retention. enhance students' satisfaction with their learning experience. help students' to develop skills in oral communication. develop students' social skills. increase their liking of the school. promote tolerance for individual differences. Cooperative learning offers a platform as well as a teaching-learning strategy to bring a desirable reform in the present day teaching-learning system or the strategy adopted in the traditional classroom settings.

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Cooperative learning offers a platform as well as a teaching-learning strategy to bring a desirable reform in the present day teaching-learning system or the strategy adopted in the traditional classroom settings.

Unit 6: The History Teacher

- a) Qualities of a History teacher
 - b) Professional growth of a History teacher – Need and Avenues for professional development
 - c) Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)
-

a)Qualities of a History Teacher

1. Knowledge of the subject
2. Working knowledge of world history.
3. Scientific Teacher
4. Broad Mindedness
5. Knowledge of current affairs.
6. Power of Imagination
7. Knowledge of the Aims of Teaching History
8. Ability to discuss controversial Topic Rationally
9. Ability to set up a History room
10. Well - Trained in Teaching Methodology
11. A good Story - Teller
12. Interest in Travels

History Teacher and Teaching skills

Skills in class management include

- a] Control and manipulation of facial expression.
- b] Greetings and taking up proper positions in the class.
- c] Movement in the class.
- d] Use of appropriate gestures

Skills of communication include

- a] Narration
- b] Recitation
- c] Dramatization
- d] Explanation
- e] Demonstration

Skills of Interaction include

- a] Questions and feedback
- b] Discussion
- c] Problem solving

Skills in the use of teaching Aids

- a] Proper selection
- b] Proper presentation

Skills of Attitude and Behaviour Modification

- a] Patient listening to students
- b] Suggesting
- c] Guiding and counselling

b)Professional Growth of History Teacher

Meaning of Professional Growth:

"In-Service education is a program of activities that aims at the continuous growth of Teachers and the Educational personnel in service. It may be regarded as the sponsoring and pursuing of activities which will bring new insight, growth understanding and co-operative practices to the members of the teaching profession and arouse in them actions to improve them in every possible manner."

Need of Professional growth :

1. Education is a life - long process
2. Professional growth
3. Education is dynamic
4. Induces a feeling of belongingness.
5. Fills Gaps.

Ways / Programmes for Professional Growth of History Teacher

1. Seminars:

Under the guidance of experts seminar can conduct.

Eg. How to remember historical perfect dates with events & personalities.

2. Workshop:

Conduct mainly to develop the practical aspects of teaching of history

Eg. Effect of Co-operative hearing or source method in teaching of history.

3. Training of Teachers

Eg. After 2 years then training must compulsory to every history teacher so that they can know about new trends & techniques in history.

4. Conferences :

Here teachers are invited to read papers on the same theme.

Eg. Scientific approach and Global perspective in history teaching. In this topic every teacher gives their views. In the end syllabus or content is confirmed.

5. Experimental Schools:

Teachers try & put into practice what they have gained in theory

Eg. Teaching history with CAI.

6. Correspondence Courses:

After B.Ed. History teachers can complete small small numismatic sculpture Art & Architecture courses. Even small courses of learning ancient or historical scripts, languages etc.

7. Study Groups:

A few teachers who teach the same subject can get together & form study groups.

Eg. Discussion on new teaching method of history How to create interest in history.

8. History Tours:

Tour to Taj Mahal, Harrapa & Mohenjodaro excavated area in Pakistan & India Tour to world for understanding world Civilization & maintain International understanding Thus tour to Egypt, Greece, Arab or all world places.

9. Historical Exhibition :

By arranging Historical exhibition.

Eg. Exhibition of old coins / Arms & Ammunition of any historical period.

10. Radio Broadcast;

On Radio some historical stories can be narrated. Eg. Story of Shivaji Maharaj, King Akbar, Hitler etc.

11. Film shows :

Films can be made on important historical issues,

Eg. American, French, Russian Revolution struggle for Independent India. etc.

12. Television Programmes :

Now a day "Jashi Ki Rani Lakshmibai" etc.

- 13. Tele -Conferencing :**
- Audio
 - Video
 - Computer

1. Audio : Eg. History teacher of Mumbai and discuss on syllabus of History Exchange their views.

2. Video : Eg. History teacher of India and U.S.A. can have video conferring on International peace Suring.

3. Computer : Eg. Exchange of ideas, view new innovative method & Technique of history teaching through entailing, direct contact etc.

14. Discussion Forum Outing :

In world every history teacher should their own discussion form so that news display every minute. All history teachers can benefit it.

Roles of the History Teacher :

1. Teacher is critical evaluator
2. Teacher is Guide
3. Teacher is Philosopher
4. Teacher is counselled

5. Teacher is Social change maker
6. Teacher is facilitator
7. Teacher is mentor

Responsibilities of the History Teacher

1. Teacher should be throw with the content knowledge of the history.
2. Teacher should be ethical towards their profession
3. Teacher should be an active members of their organization
4. Teacher should be approachable.
5. Teacher should be understand the students
6. Teacher should be accountable to their work
7. Teacher should be discipline
8. Teacher should be maintaining a healthy relationship with student colleague society, parents, management & government.

C)CHALLENGES FACED BY THE HISTORY TEACHER

1. Althorn city of the content
2. Chronology and time sense
3. Controversial topics.
4. Objectivity
5. Interpretation of various historical issues.
6. Political ideology V/s. History.
7. To develop the historical perspective among the students.
8. Lack of the original primary sources in history
9. Selection of the reliable history

10. Lack of qualities of the history teachers.
11. Implementation of syllabus of the history
12. Lack of in service training
13. Inadequate of period for history teacher
14. Too much stress on examination oriented approach
15. Lack of teaching aid in history
16. Inadequate evaluation system
17. Over - Crowded classes in school
18. Too much expected from society nation proem etc.
19. Religious or Racial Bias.

Recommendation / Overcome / Remedies

1. First confirm the educational objectives.
2. Good planning execution organization
3. Supplementation of the planned.
4. Use important various kinds of teaching aids [original sources]
5. Unbiased & fully objective oriented teachers
6. Professional growth of the history teachers through in - service training orientation refresher course etc.
7. A hot changes in evaluation change.
8. Establishment of history room.
9. To arrange a lot of activities in the history club.
10. Use a hot of multi-media in the teaching hearing process.
11. Apply new critical approaches towards new dynamic history syllabus / gericulaum

Challenges faced by a history Teacher (through another ways)

Challenges posed by technology :

21st Century is a area of technology Invention of new technologies in the teaching learning process. Starting from green board. White board, Projector, OHP to coming smart class. This lead to emotional lacking between the teachers and students. Thus need to cope up with challenge dealing with technology.

Challenge posed by globalization:

Globalization need to be global citizen. When we talking about global citizen, it mean realization of interdependency, Social justice, Diversity, conflict resolution terrorism, dealing issues like environmental degradation, global warming etc. Thus it become problem or challenge for history teacher to make learning meaningful through local, state national and international history.

Eg. While dealing with world War - I and World War II, need to develop positive attitude towards Germany Japan etc.

Challenge posed by Pedagogy:

Pedagogical analysis in rend important part of curriculum. Here is analysis each and every part of content. But here need of having depth of history knowledge, its link with current issues. Even rectified teaching learning process with student central as well as skilled based and values - oriented education.

E.g.: Indian freedom movement of India.

