

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

Chennai-600 097

Course 7(a): Pedagogy of History

(Part –I Methodology)

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Unit I AIMS AND OBJECTIVES OF TEACHING HISTORY

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Unit II PLANNING FOR INSTRUCTION

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Unit III PRACTISING THE TEACHING SKILLS IN HISTORY

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Unit IV METHODS OF TEACHING HISTORY

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Unit V RESOURCES FOR TEACHING HISTORY

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UNIT – I: AIMS AND OBJECTIVES OF HISTORY

At the end of the course, the student teachers will be able to:

- Know the nature and scope of history
- Understand aims of teaching history
- Interest to learn objectives of history
- Analyze need and importance of teaching history
- Acquire knowledge of values of history

MEANING

History is often said to be the “queen” or “mother” of the social sciences. It outdates the other social sciences, having appeared in schools long before the others with the possible exception of geography. It is the basis of all subjects of study which fall under the category of Humanities and Social sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

The term history is derived from the Greek word ‘Historia’ meaning ‘information’ or ‘an enquiry conducted to find truth’. The other meaning is ‘what has actually passed or happened’. It has been variously put though one and the same in essence.

“History is the present thought about the past, history is thought and nothing else” said by **Croce**.

NATURE OF HISTORY

- I. History is the study of man.
- II. It is concerned with man in time.
- III. It is concerned with man in space also.
- IV. It explains the present.
- V. It is a dialogue between the events of the past and progressively emerging future ends.
- VI. It is the story of the growth of human consciousness, both in its individual and collective aspects.
- VII. Continuity and coherence are the necessary requisites of history.

SCOPE OF HISTORY

The scope of history is from local history to national and from national to international. The knowledge of the child should not be limited to the events of his own country. It should be extended to the study of history of other countries because the events and the problem of a particular country are sure to affect the whole world. The scope of history is, thus, as vast and wide as humanity itself.

“History is a veritable mine of life experience and the youth of today studies history that may be profit by the experiences of the race” **Jones.**

AIMS OF TEACHING HISTORY

“History is not simply information regarding the affairs of the kings who have passed away but a science which explains the intellect and furnishes the wise with examples.” **Tarikh-i-Daudi**

“The aim of history is not to please nor to give practical maxims of conduct, nor to fire one with patriotic fervor, nor to afford mental training nor to arouse the emotions but to equip the readers with knowledge, pure, simple and truthful.”

- ✓ To promote self-understanding:
- ✓ To give proper conception of time, space and society:
- ✓ To enable the pupils to assess the values and achievement of their own age:
- ✓ To teach tolerance:
- ✓ Feed the education of intellect and leave the rest to history:
- ✓ To awaken interest in the subject and to keep it.
- ✓ Modern youth is to be equipped intellectually to the fullest:
- ✓ It is a storehouse of wisdom
- ✓ It inculcates intellectual discipline
- ✓ Development of memory, imagination and reasoning power

OBJECTIVES OF TEACHING HISTORY

- **Knowledge:** The pupil should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, personalities, chronology and generalisations, etc., related to the study of history. The pupil should be able to: recall, recognize, show and read.

- **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, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect errors, interpret and extract.
- **Critical Thinking:** The subject should enable the pupils to develop critical thinking. The pupil should be able to: identify, analyse, collect, select, draw and verify.
- **Practical Skills:** The subject enables 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 and prepare models, etc.,
- **Interests:** The subject should enable the pupils to develop interest in the study of history. The pupil, on his own, should be able to: collect coins and other historical materials, participate in historical dramas and mock sessions of historical events, visits places of historical interest, archaeological sites, museums and archives, read historical documents, maps and charts, write articles on historical and other related topics.

NEED AND IMPORTANCE OF TEACHING HISTORY

People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? Given all the desirable and available branches of knowledge, why insist—as most American educational programs do—on a good bit of history? And why urge many students to study even more history than they are required to?

Any subject of study needs justification: its advocates must explain why it is worth attention. Most widely accepted subjects—and history is certainly one of them—attract some people who simply like the information and modes of thought involved. But audiences less spontaneously drawn to the subject and more doubtful about why to bother need to know what the purpose is.

Historians do not perform heart transplants, improve highway design, or arrest criminals. In a society that quite correctly expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine. History is in fact

very useful, actually indispensable, but the products of historical study are less tangible, sometimes less immediate, than those that stem from some other disciplines.

In the past history has been justified for reasons we would no longer accept. For instance, one of the reasons history holds its place in current education is because earlier leaders believed that a knowledge of certain historical facts helped distinguish the educated from the uneducated; the person who could reel off the date of the Norman conquest of England (1066) or the name of the person who came up with the theory of evolution at about the same time that Darwin did (Wallace) was deemed superior—a better candidate for law school or even a business promotion. Knowledge of historical facts has been used as a screening device in many societies, from China to the United States, and the habit is still with us to some extent. Unfortunately, this use can encourage mindless memorization—a real but not very appealing aspect of the discipline. History should be studied because it is essential to individuals and to society, and because it harbors beauty. There are many ways to discuss the real functions of the subject—as there are many different historical talents and many different paths to historical meaning. All definitions of history's utility, however, rely on two fundamental facts.

History Helps Us Understand People and Societies

In the first place, history offers a storehouse of information about how people and societies behave. Understanding the operations of people and societies is difficult, though a number of disciplines make the attempt. An exclusive reliance on current data would needlessly handicap our efforts. How can we evaluate war if the nation is at peace—unless we use historical materials? How can we understand genius, the influence of technological innovation, or the role that beliefs play in shaping family life, if we don't use what we know about experiences in the past? Some social scientists attempt to formulate laws or theories about human behavior. But even these recourses depend on historical information, except for in limited, often artificial cases in which experiments can be devised to determine how people act. Major aspects of a society's operation, like mass elections, missionary activities, or military alliances, cannot be set up as precise experiments. Consequently, history must serve, however imperfectly, as our laboratory, and data from the past must serve as our most vital evidence in the unavoidable quest to figure out why our complex species behaves as it does in societal settings. This, fundamentally, is why we cannot stay away from history: it offers the only extensive evidential base for the contemplation and analysis of how societies function, and people need to have some sense of how societies function simply to run their own lives. History Helps Us Understand Change and

How the Society We Live in Came to Be The second reason history is inescapable as a subject of serious study follows closely on the first. The past causes the present, and so the future. Any time we try to know why something happened—whether a shift in political party dominance in the American Congress, a major change in the teenage suicide rate, or a war in the Balkans or the Middle East—we have to look for factors that took shape earlier. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change.

The Importance of History in Our Own Lives

These two fundamental reasons for studying history underlie more specific and quite diverse uses of history in our own lives. History well told is beautiful. Many of the historians who most appeal to the general reading public know the importance of dramatic and skillful writing—as well as of accuracy. Biography and military history appeal in part because of the tales they contain. History as art and entertainment serves a real purpose, on aesthetic grounds but also on the level of human understanding. Stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places. The same aesthetic and humanistic goals inspire people to immerse themselves in efforts to reconstruct quite remote pasts, far removed from immediate, present-day utility. Exploring what historians sometimes call the "pastness of the past"—the ways people in distant ages constructed their lives—involves a sense of beauty and excitement, and ultimately another perspective on human life and society.

History Contributes to Moral Understanding

History also provides a terrain for moral contemplation. Studying the stories of individuals and situations in the past allows a student of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration. "History teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of history who successfully worked through moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest.

History Provides Identity

History also helps provide identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form. Historical data include evidence about how families, groups, institutions and whole countries were formed and about how they have evolved while retaining cohesion. For many Americans, studying the history of one's own family is the most obvious use of history, for it provides facts about genealogy and (at a slightly more complex level) a basis for understanding how the family has interacted with larger historical change. Family identity is established and confirmed. Many institutions, businesses, communities, and social units, such as ethnic groups in the United States, use history for similar identity purposes. Merely defining the group in the present pales against the possibility of forming an identity based on a rich past. And of course nations use identity history as well—and sometimes abuse it. Histories that tell the national story, emphasizing distinctive features of the national experience, are meant to drive home an understanding of national values and a commitment to national loyalty.

Studying History Is Essential for Good Citizenship

A study of history is essential for good citizenship. This is the most common justification for the place of history in school curricula. Sometimes advocates of citizenship history hope merely to promote national identity and loyalty through a history spiced by vivid stories and lessons in individual success and morality. But the importance of history for citizenship goes beyond this narrow goal and can even challenge it at some points.

History that lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions, problems, and values—it's the only significant storehouse of such data available. It offers evidence also about how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship. Further, studying history helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying history encourages habits of mind that are vital for responsible public behavior, whether as a national or community leader, an informed voter, a petitioner, or a simple observer.

What Skills Does a Student of History Develop?

What does a well-trained student of history, schooled to work on past materials and on case studies in social change, learn how to do? The list is manageable, but it contains several overlapping categories.

The Ability to Assess Evidence: The study of history builds experience in dealing with and assessing various kinds of evidence—the sorts of evidence historians use in shaping the most accurate pictures of the past that they can. Learning how to interpret the statements of past political leaders—one kind of evidence—helps form the capacity to distinguish between the objective and the self-serving among statements made by present-day political leaders. Learning how to combine different kinds of evidence—public statements, private records, numerical data, visual materials—develops the ability to make coherent arguments based on a variety of data. This skill can also be applied to information encountered in everyday life.

The Ability to Assess Conflicting Interpretations: Learning history means gaining some skill in sorting through diverse, often conflicting interpretations. Understanding how societies work—the central goal of historical study—is inherently imprecise, and the same certainly holds true for understanding what is going on in the present day. Learning how to identify and evaluate conflicting interpretations is an essential citizenship skill for which history, as an often-contested laboratory of human experience, provides training. This is one area in which the full benefits of historical study sometimes clash with the narrower uses of the past to construct identity. Experience in examining past situations provides a constructively critical sense that can be applied to partisan claims about the glories of national or group identity. The study of history in no sense undermines loyalty or commitment, but it does teach the need for assessing arguments, and it provides opportunities to engage in debate and achieve perspective.

Experience in Assessing Past Examples of Change: Experience in assessing past examples of change is vital to understanding change in society today—it's an essential skill in what we are regularly told is our "ever-changing world." Analysis of change means developing some capacity for determining the magnitude and significance of change, for some changes are more fundamental than others. Comparing particular changes to relevant examples from the past helps students of history develop this capacity. The ability to identify the continuities that always accompany even the most dramatic changes also comes from studying history, as does the skill to determine probable causes of change. Learning history helps one figure out, for example, if

one main factor—such as a technological innovation or some deliberate new policy—accounts for a change or whether, as is more commonly the case, a number of factors combine to generate the actual change that occurs.

Historical study, in sum, is crucial to the promotion of that elusive creature, the well-informed citizen. It provides basic factual information about the background of our political institutions and about the values and problems that affect our social well-being. It also contributes to our capacity to use evidence, assess interpretations, and analyze change and continuities. No one can ever quite deal with the present as the historian deals with the past—we lack the perspective for this feat; but we can move in this direction by applying historical habits of mind, and we will function as better citizens in the process.

History Is Useful in the World of Work

History is useful for work. Its study helps create good businesspeople, professionals, and political leaders. The number of explicit professional jobs for historians is considerable, but most people who study history do not become professional historians. Professional historians teach at various levels, work in museums and media centers, do historical research for businesses or public agencies, or participate in the growing number of historical consultancies. These categories are important—indeed vital—to keep the basic enterprise of history going, but most people who study history use their training for broader professional purposes. Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration. Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential. Historical study is unquestionably an asset for a variety of work and professional situations, even though it does not, for most students, lead as directly to a particular job slot, as do some technical fields. But history particularly prepares students for the long haul in their careers, its qualities helping adaptation and advancement beyond entry-level employment. There is no denying that in our society many people who are drawn to historical study worry about relevance. In our

changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

Why study history? The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally "salable" skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works.

VALUES OF TEACHING HISTORY

Writers have been expressing diametrically opposite views regarding the value of history as a subject of study in schools. There are others, who claim that history is a school of morals. It makes people wise. It can help in the training of able statesmen and intelligent and useful citizens. It trains the mental faculties such as critical thinking, memory and imagination. It quickens and deepens understanding, gives an insight into the working of social, economic, political and technological forces.

- a. Disciplinary value
- b. Informative value
- c. Educational value
- d. Ethical value
- e. Cultural value
- f. Political value

- g. Nationalistic value
- h. Internationalistic value
- i. Vocational value

Questions

1. Explain the nature and scope of history.
2. Critically analyse the need and importance of teaching history.
3. Describe the values of teaching history.
4. Give detail explanation of nature and scope of teaching history.
5. Write about an objective of teaching history.

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2. Kochhar.S.K. (2006). Teaching of History, New Delhi: Sterling Publishers.
3. Mangal.S.K. and Uma Mangal. (2008). Teaching of social studies, New Delhi: PHI Learning Pvt. Ltd.

UNIT II PLANNING FOR INSTRUCTION

At the end of the course, the student teachers will be able to:

- Understand the steps in planning a lesson and setting lesson goals
- Draw designing a lesson plan
- Understand bloom taxonomy of educational objectives
- Know different types of test items
- Understand formative evaluation procedures

INTROUDUCTION

An organized planning always plays a substantial role in the execution of any task in our life. This is why, planning is a must for the successful execution of a task or a project. It not only caters to the proper realization of the aims or purposes of doing that task but also helps in proper utilization of the time and energy on the part of human and material resources. The same is equally true for the process of teaching-learning. The teachers who plan their work properly are quite efficient and effective in their teaching task. This is why; a history teacher should concentrate on a wise planning of his teaching and instructional work carried along with his students during the whole session.

MEANING OF INSTRUCTION

At the time of imparting instruction, i.e., teaching-learning of a particular lesson, unit or sub-unit of history, a teacher has to place before him some definite and very specific objectives which would be attained within a specified classroom period and resources in hand. Through these specific classroom teaching-learning objectives, known as instructional objectives, a teacher tries to bring desired changes in the behavior of his pupils. In this way, the term instructional objectives in relation to the teaching of history may be defined as a group of statements formulated by a teacher for describing what the pupils are expected to do or will be able to do once the process of classroom instruction is over.

In fact, what a teacher obtains as instructional output in the teaching-learning process are nothing but some type of behavioural change in the pupils that may be expected as a result of the instruction related to a particular lesson, unit or sub-unit of the subject. Instructional objectives are thus nothing but description of the pupil's terminal behavior expected out of the ongoing classroom instruction.

DESIGNING A UNIT PLAN

Unit planning stand for the planning of the instructional work of the session by dividing the prescribed syllabus into some well-defined and meaningful units.

Thus, by the term unit we may understand one of the most complete and meaningful subdivisions of prescribed course of a subject, centred around a single principle, process, problem or purpose that is capable of helping in the realization of the desired teaching-learning of the subject.

Carter V. Good: “Unit may be described as an organization of various activities, experiences and types of learning around a central problem or purpose developed comparatively by a group of pupils under teacher-leadership.”

IMPORTANCE AND ADVANTAGES OF UNIT PLANNING

- The syllabus in terms of contents and learning experiences to be covered in the whole session is suitably divided into units in view of the time available for the teaching of history. It helps in the proper coverage of the syllabus within the available time and duration of the session.
- Unit planning has a proper provision for the diagnosis of the learning difficulties of the students and subsequent remedial instruction.
- Units represent the unified and integrated wholes of the meaningful and purposeful content material and learning experiences. The organization of the subject matter and learning experiences into such meaningful wholes is quite advantages both from the educational as well as psychological angles to the students.

DESIGNING LESSON PLAN

In simple words lesson planning in history means the planning of a daily lesson related to a particular unit of the subject history to be covered by the history teacher in a specific school period for the realization of some stipulated instructional objectives. It is a sort of theoretical chalking out of the details of the journey that a history teacher is going to perform practically in the classroom along with his students.

Now the work of chalking out the details of such journey or preparation on the part of a teacher for executing the task of actual classroom teaching may be done either at the cognitive level or prefer in the written form by writing a lesson plan.

In this planning, a teacher of history may have to pay considerations to the following essential aspects:

- Broader goals of objectives of the subject history
- Setting and defining of the classroom objectives related to the present unit of history.
- Organization of the relevant subject matter to be covered in the given lesson for the realization of the set objectives.
- The decision about the method of presentation of the subject matter, teaching strategies, classroom interaction and management.
- Appropriate provision for evaluation and feedback.

HOW TO PLAN LESSON FOR TEACHING HISTORY

The educationists and researchers in the field of pedagogy have suggested, from time to time, some appropriate guidelines for the planning of these daily lessons. However, the schedule suggested by the renowned educationist Herbart in the shape of his famous five steps has remained quite popular for the planning in almost all the subjects of school curriculum. The five steps suggested by him for the lesson planning are as below: Preparation, Presentation, Comparison and association, Generalization and application.

MODEL LESSON PLAN

Name of the Student teacher: XXXXXXXXX

Name of the School: XXXXXXXXX

Class Section/Session: XXXXX

Subject: Teaching of History

Unit: VI

Topic : India's First War of Independence-1857

Date: XXXX

Objectives	The student teacher will be able to : - Know the names of the main heroes of the first war of independence. - Understand India's first war of independence was fought. - Describe the causes of the first war of independence. - Analyze the factors or causes leading to the failure of the war. - Recall about the main events of the first war of independence in detail.
Instructional Materials	- Pictures/charts of the main heroes of the first war of independence - Model of army weapons - Indian outline map - Power point presentation
Previous knowledge of the students	- When did India get freedom? - Who was ruling India before its independence in 1947? - What did Indians do for getting them freed from the British subjugation?
	The teacher raises the following questions to motivate the students to study the lesson. - Are you know Independence war? - Could say any independence country name in the world? - Who was ruled before independence of India? After this process the teacher writes the lesson title “India First war of Independence-1857” on the black board.

Content/Concept	Specification of Behavioural changes	Learning Experiences (Teacher/Learner Activities)	Evaluation
The main causes of the war: Political cause: Lord Dalhousie new rules and regulations against for Indian rulers. Military Causes: Being paid less salary to Indian soldiers – Indian soldiers could be sent overseas for fighting. Religious and Social Causes: Widow marriage – Ban on sati Partha. Causes of failure of the war: Its immature initiation earlier than the scheduled date of 31st May, 1857.	Listen, Observes Understands, Clarifies Describes Analyzes	All these factors and causes presents before the students through a chart or transparency. This also explains, discusses and shows in the map to the students for their clear grasping. Students listen to the teacher and carefully observe the graphic aids for acquaints with the political causes of the expansions of the war. After power point presentation, this fully explains and discusses with the students for proper clarification and reflective thinking by the students. The students cooperate with the teacher in responding to the question asked by the teacher during and after the presentation of the social and religious causes.	Which state was ruled by Rani Lakshmi bai in the first war of Indian independence? Who was the governor general of during first war of Indian Independence? What are religious and social causes for begun first war of Indian Independence?

Its limitation to northern India only.		The teacher and students analyzes the following points: lack of single purpose or goal; lack of resources; lack of proper organization and leadership.	
Discussion Method	Clarifies	The teacher is giving a topic to the students for discussion. “Economic Causes of the first war of Indian Independence” Students take active part in knowing about the economic causes for the resentment growing among the Indian masses against the British rulers by actively responding to the questions put to them by the teacher.	Which foreign traders occupied Indian business? Who was destroyed Indian economy in 1857?
Summary	Recalls	The teacher utilizes power point presentation for summary of the lesson.	

Follow up activities:

1. Draw a time line chart and mention important events from 1850 to 1900.

Signature of the Guide

Signature of the Student-teacher

TAXONOMY OF OBJECTIVES IN THE COGNITIVE DOMAIN

Knowledge : it represents the lowest level of the objective belonging to the cognitive domain and primarily aims for the acquisition of the knowledge concerning:

- a) Specific facts, terminology, methods and process and
- b) Generalized principles, theories and structures.

The knowledge objectives mainly call for the recall and recognition level of one's memory and therefore, their evaluation is primarily made through a simple recall or multiple choice type questions.

Comprehensions: it is based on knowledge. If there is no knowledge, there will be no comprehension. On the ladder of the acquisition of cognitive abilities, its level is little higher than the knowledge. Specifically, it means the basic understanding of the facts, ideas, methods, processes, principles or theories, etc.,

Application: the knowledge is useful only when it is possible to employ it. The application of an idea, principle or theory may be made possible only when it is grasped and understood properly. Therefore, the category of application automatically involves both the earlier categories, i.e., knowledge and comprehension. Under this objective the learner is required to acquire the ability to make use of the abstract or generalized ideas, principles in the particular and concrete situations.

Analysis: analysis refers to an understanding at a higher level. It is a complex cognitive process that involves knowledge, comprehension as well as application of an idea, fact, principle, or theory. Through the realization of these objectives the learner is expected to acquire the necessary skill in drawing inferences, discriminating, making choices and selection, and separating apart the different components or elements of a concept, object or principle.

Synthesis: the objectives belonging to this category aim to help the learner to acquire necessary ability to combine the different elements or components of an idea, object, concept, or principle to produce an integrated picture, i.e a figure of wholeness. As a result he may be expected to propagate or present a theory or principle by combining different approaches, ideas, view-points. He may arrive at something new or originate some novel things or ideas after synthesizing all what is known to him earlier. In this way, it calls for creativity aspect of the cognitive abilities

and therefore may be considered definitely a higher level of learning involving knowledge, comprehension, application as well as analysis.

Evaluation: this category of objectives aims to develop in the learner the ability to make proper value judgment about what has been acquired by him in the form of knowledge, understanding, application, analysis and synthesis. It represents definitely the highest level of the objectives belonging to the cognitive domain and involves all the five categories described earlier. As a result, the learner is expected to take proper decision about the quantitative and qualitative value of a particular idea, object, principle or theory. He may arrive at an appropriate decision about the matter and methods by making use of all the cognitive abilities acquired through the earlier categories of cognitive objectives.

TAXONOMY OF OBJECTIVES IN THE AFFECTIVE DOMAIN

The affective domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Here are descriptions of each step in the taxonomy, starting at the most basic level.

Receiving is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for), to respond to.

Responding is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.

Valuing is willing to be perceived by others as valuing certain ideas, materials, or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.

Organization is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance, to examine.

Characterization by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, being rated high in the value, to avoid, to resist, to manage, to resolve.

TAXONOMY OF OBJECTIVES IN THE PSYCHOMOTOR DOMAIN

The classification, of psychomotor objectives, was first Simpson(1966) and was later modified by Harrow(1972). Those given by Harrow are being described in the following under six different categories arranged from the lowest to the highest levels of functioning.

An alternative taxonomy in the psychomotor domain has been proposed by Dr. R.H. Dave(1969).

Imitation: The learner observes and then imitates an action. These behaviors may be crude and imperfect. The expectation that the individual is able to watch and then repeat an action.

Manipulation: Performance of an action with written or verbal directions but without a visual model or direct observation. The action may be performed crudely or without neuromuscular coordination at this stage. Notice that the action verbs are the same as those for the imitation stage. The difference is that these actions are performed with the aid of written and verbal instruction, not visual demonstration.

Precision: Requires performance of some action independent of either written instructions or a visual model. One is expected to reproduce an action with control and to reduce errors to a minimum.

Articulation: Requires the display of coordination of a series of related acts by establishing the appropriate sequence and performing the acts accurately, with control as well as with speed and timing.

Naturalization: High level of proficiency is necessary. The behavior is performed with the least expenditure of energy, becomes routine, automatic, and spontaneous.

TYPES OF TEST ITEMS

Here mentioned such types of test items.

1. Standardized tests(usually written test with objective type of questions)

2. Teacher made informal test
 - I. Written paper and pencil tests
 - a. Essay type tests
 - b. Short answers type tests
 - c. Objective type tests
 - II. Oral test
 - III. Practical test.

CONSTRUCTION OF TEST-ITEMS FOR FORMATIVE EVALUATION IN CLASS

The formative evaluation may be carried out both in formal (e.g., checklists, quizzes, question-answers, assignments and tests) as well as informal (e.g., observations, listening to students comments and conversations) way. Construction of test items is a serious job for a teacher, it requires adequate planning beforehand. Usually this work can be properly accomplished through the following steps:

1. **Setting objectives:** the first and the most important step is to make oneself clear about the objectives for which one is going to frame the test. In all situations the objectives of the test should be properly decided and defined in terms of specific behavior changes expected from the pupils as a result of studying a particular unit or course of study.
2. **Coverage of the syllabus or contents:** the contents to be covered in the test are directly dependent upon what has been taught by the teacher. The teacher should keep an outline of the learning experience given by him. Although no major unit or subtopic of what has been taught should be left, yet it is not essential at all to ask for each and every thing discussed by the teacher in the class. In other words, a reasonable coverage or various aspects of the learning experiences given to the students should be the goal.
3. **Decision about the types of items or questions:** decision about the types of questions to be set in the test paper is also an essential aspect of its construction. As

pointed out earlier, all the three forms-essay type, short answer type and objective type-should find place in a good test.

4. **Decision about the time:** The total time given to the students for giving responses to the items of test should also be decided.
5. **Preparation of the blueprint:** this is the most crucial step in the planning of the test. Blue print is a sort of the decision for the test paper in which we present detailed question wise distribution of marks over specific objectives, topics and forms of questions. Therefore, all the factors mentioned in the above four steps, i.e. objectives to be tested, contents to be covered, types of questions to be asked, and total time to be given, should be kept in mind while preparing the blueprint or design of the test.
6. **Item formats:** item or questions to be included in the test require proper organization and arrangement.
7. **Try-out and item analysis:** After planning, as suggested here, the test so prepared must be administered in an appropriate sample of students for its try out and suggested task of item analysis.
8. **Designing or preparing the final form of the test:** As a result of try out and item analysis of the test, the improper items can be declared from the test more functional. This final form should then be printed as the situation demands, for the needed evaluation of the students test.
9. **Preparation of scoring key:** to ensure objectivity in scoring, it is advisable to have a pre-determined way of scoring. It is not only the objective type items that require an advance preparation of a scoring key, but also in case of essay and short answer type questions the answer and procedure for scoring should be predetermined.

Questions

1. Write lesson plan steps and draw a lesson plan for any one lesson in history from IX standard.
2. Critically analyse bloom taxonomy of educational objectives.
3. Describe psychomotor domain and its different categories.

4. Explain different types of achievement test.
5. Illustrate on formative evaluation procedures.

References:

1. Arora.K.L. (2005). Teaching of History, Ludhiana: Tandon Publications.
2. Kochhar.S.K. (2006). Teaching of History, New Delhi: Sterling Publishers.
3. Mangal.S.K. and Uma Mangal. (2008). Teaching of social studies, New Delhi: PHI Learning Pvt. Ltd.
4. <https://www.historians.org/>

UNIT –III PRACTICING THE TEACHING SKILLS IN HISTORY

At the end of the course, the student teachers will be able to:

- understand major teaching skills
- practice and learn mini-lesson with multiple teaching skills
- understand major steps in teaching in mini-lesson
- develop integration of teaching skills
- know importance of observation and feedback

Meaning of Teaching

The analytical concept of teaching considers teaching as a complex skill comprising of various specific teaching skills. Those teaching skills can be defined as a set of interrelated component teaching behaviours for the realization of specific instructional objectives. These component teaching behaviours may be modified through the exercise done in practicing the teaching skills, and thus a student teacher may be able to acquire necessary teaching skills for becoming an effective teacher.

Understanding major teaching skills:

- I. Introducing
- II. Explaining
- III. Questioning
- IV. Varying the Stimulus
- V. Non-verbal cues
- VI. Reinforcement
- VII. Closure and fluency in communication

I. Skill of Introducing the Lesson

The skill of introducing the lesson may be defined as proficiency in the use of verbal and non-verbal behavior, teaching aids and appropriate devices for making the pupils realize the need of studying the lesson by establishing positive and affective rapport with them. This skill involves the following component behaviours:

- Student teacher is able to utilize previous knowledge and experiences of his pupils.
- He is able to maintain continuity of the ideas and information in the introduction of lesson.

Thus, utilization of previous experiences, use of appropriate devices, maintenance of continuity in the main parts of the introduction, and relevancy of the verbal and non-verbal behavior are the major component behaviours or constituents of the skill of introducing lesson.

II. Skill of Explaining

A teacher has to learn the skill of explaining in order to make the pupils understand many Ideas, concepts or principles that need explanation. Explanation is nothing but a few interrelated appropriate statements. Thus the skill of explaining may be defined as the art of learning the use of interrelated appropriate statements by the teacher for making the pupils understand the desired concept, phenomenon or principle.

It is by all means a verbal skill and has two main aspects as follows:

- The selection of appropriate statements relevant to the age, maturity, previous knowledge, and concept of the concept or phenomenon.
- The skill of interrelating and using the selected statements for the proper understanding of the concept or phenomenon.

Components of the skill: the skill of explaining a concept or phenomenon consists of two types of behavior – desirable and undesirable. In the practice of the skill, the occurrence of the desirable behavior is to be increased whereas the undesirable behaviours are to be decreased and extinguished.

- I. Desirable behaviours: using appropriate beginning and concluding statements, using explaining links, covering essential points, testing pupils understanding.
- II. Undersirable behaviours: using irrelevant statements, lacking continuity in statements, lacking fluency and using inappropriate vocabulary, vague words and phrases.

III. Skill of Questioning

Questioning skill may be defined as a teaching skill helpful in putting the desired meaningful, clear and concise, grammatically correct, simple and quite straight-forward questions to the students in a classroom teaching-learning situation for the purpose of drawing their attention on one or the other teaching points, making them active and alert to the ongoing teaching-learning process, testing their understanding and comprehension at various stages of the lesson, and motivating as well as providing them opportunity for the proper expression of their thoughts, imagination, recall and recognition and creative and constructive faculties.

Elements of questioning skill: the elements related to the questioning skill may be properly discussed in the following manner by placing them into their two fold division namely the framing of questions and the presentation of these questions to the students.

Questions can serve their purposes well when these are framed with necessary care and preparation on the part of a teacher by taking cognizance of the following things:

- I. Relevance
- II. Clarity
- III. Precision or conciseness
- IV. Specification
- V. Grammatically correct

Presentation of questions in the class: questioning skill asks for the proper presentation of the questions in the history class by a history teacher. It calls usually for paying attention over the components as follows:

- I. Voice of the teacher
- II. Speed and pause
- III. Distribution of questions
- IV. Teacher behavior

IV. Skill of Stimulus Variation

Generally a teacher makes use of an appropriate stimulus for evoking the desired response/responses. However, a continued use of such stimulus may induce disinterest and disattention on account of many physiological and psychological factors. The stimulus variation, i.e., variation or change in the stimuli available in learner's environment, provides an answer. Thus skill of stimulus variation may be defined as a set of behaviours for bringing desirable change of variation in the stimuli used to secure and sustain pupils attention towards classroom activities.

Components of the skill: the skill of introducing change or variation in the attention capturing stimuli in a classroom comprises of the following component behaviours:

- I) movements,
- II) gestures,
- III) changes in voice,
- IV) focusing,
- V) change in the interaction styles,
- VI) pausing,
- VII) aural-visual switching and
- VIII) physical involvement of the students.

V. Skill of Reinforcement

Reinforcement as a technique belongs to the area of psychology of learning and helps in influencing the response or behaviours of the learners. There are two types of reinforcement, viz. positive reinforcement and negative reinforcement. While the use of the former contributes towards strengthening the desirable responses or behaviours, the latter are used for weakening or eliminating the undesirable responses or behaviours. For the better results, the use of the positive reinforcement is to be increased while that of negative reinforcement is to be decreased or eliminated.

In view of the above discussion, the skill of reinforcement may be defined as the art of learning the judicious and effective use of reinforcement by a teacher for influencing the pupil's behavior in the desired direction directed towards maximum pupils participation for realizing the better results in the teaching-learning process.

Components of the Skill: the components of the skill of reinforcement may be listed as follows:

Desirable behaviours:

- I. use of positive verbal reinforcers
- II. use of positive non-verbal reinforcers
- III. use of extra verbal reinforcers

Undesirable behaviours:

- I. use of negative verbal reinforcers
- II. use of negative non-verbal reinforcers
- III. inappropriate or wrong use of reinforcement

Gestures are **non-verbal cues** provided in the oral message given by the teacher for enhancing the value of the message. They are usually made with the help of the movements of eye, hand, head, body and facial expression like extending the hands in a typical shape to indicate how big or small an object is.

MODEL MINI-LESSON PLAN

Name of the student teacher: XXXXXX

Name of the School: XXXXX

Class/Section and Session: XXXXXXXX

Subject: History

Unit : II

Topic: Cultural Heritage of Tamil Nadu

Motivation	The teacher has been motivating the students to study a new lesson, and asking few questions related to new lesson: 1) What are the religion names you know? Hindu, Christian, Islam. Etc., 2) What are the festivals celebrated by Hindu religions people? Diwali, Pongal, Vinayagar Chadurthi,
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	etc., 3) What are the festivals celebrated by Christian religions people? Christmas, Good Friday, All souls day, etc., 4) On the festival occasions are we sharing foods, sweets with neighbors home? Yes 5) Could you say any famous art and architecture place in Tamil Nadu? Mahapalipuram, good if any? Today, let us see the lesson “Cultural Heritage of Tamil Nadu”
Presentation	The teacher has been presenting the lesson to the students. He/She is being written the lesson title on the Black Board and students coarsely read the lesson title. Flash cards are being used to display on important Key terms on the lesson. - Administrative System - Society - Sangam Literature - Religion - Art and Architecture The teacher has been displaying religious festival pictures to the students. - Diwali - Christmas - Ramzan
Interaction	The teacher is being clarified students doubts with help of power point and following questions are being raised by the students. 1) How many major epics are there in sangam literature? Five major epics ie., Silapadhikaram, Manimekalai, Kundalakesi, Valayapathi and Sivagasinthamani. 2) What were the revenues of the kingdom? War excise, tolls, duties on salt, periodical gifts and tributes. The teacher is being given small title to the students for peer group discussion under his monitoring. “Siddha system of medicine” “Sangam music”

Reflection	The teacher should encourage the students to think and rethink about the lesson, as well as he/she can raise such questions. 1) Name the important temples constructed during Chola period? Tanjore, Gangai Konda chola puram etc., The small title is being given to the students for group discussion under the monitoring by the teacher. “Five Thinais”
Summing up	The teacher is being used power point presentation for synthesis of the whole lesson.

Student Teacher

Signature of the Observer

TAMILNADU TEACHERS EDUCATION UNIVERSITY**MINI-TEACHING PRACTICE: INTEGRATION OF TEACHING SKILLS****ASSESSMENT BY PEERS / TEACHER EDUCATOR**

Note: Put a tick mark () against the appropriate mastery level of the skill

Score Value: Average = 1, Good =2, Very Good=3

Name of the Student-teacher: xxxxx

Duration: 20 Minutes

Teaching Skill	Average	Good	Very Good	Total
Introducing				
Explaining				
Questioning				
Varying the Stimulus				
Non-verbal cues				
Reinforcement				
Closure				
Fluency in communication				
Total				

Range of Score: 8 - 24

OVERALL ASSESSMENT OF MINI TEACHING

Average		Good		Very Good	
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Interpretation of scores: Average : 8 Good : 9 -16 Very Good : 17 -24

Signature of the Observer

TAMILNADU TEACHERS EDUCATION UNIVERSITY

PRACTICING MINI-LESSON: INTEGRATING THE STEPS IN TEACHING

ASSESSMENT BY PEERS / TEACHER EDUCATOR

Note: Put a tick mark () against the appropriate mastery level of the steps

Score Value: Average = 1, Good = 2, Very Good = 3

Name of the Student-teacher: xxxxx

Duration: 20 Minutes

Teaching Skill	Average	Good	Very Good	Total
Motivation				
Presentation				
Interaction				
Reflection				
Summing up				
Total				

Range of Score: 5 - 15

OVERALL ASSESSMENT OF MINI TEACHING

Average		Good		Very Good	
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Interpretation of scores: Average : 5 Good : 6-10 Very Good : 11-15

Signature of the Observer

Questions

1. Discuss the importance of major teaching skills in teaching.
2. Define the skill reinforcement. Describe its essential components and present a suitable mini-lesson plan for practicing this skill.
3. What you understand by the skill of stimulus variation? Illustrate the process through a mini-lesson.
4. What is mini-teaching ? Discuss its merits and limitations for teachers training programme.
5. Describing the skill of questioning along with its different components. How can this skill be practiced through mini-teaching?

References:

- Arora.K.L. (2005). Teaching of History, Ludhiana: Tandon Publications.
- Kochhar.S.K. (2006). Teaching of History, New Delhi: Sterling Publishers.
- Mangal.S.K. and Uma Mangal. (2008). Teaching of social studies, New Delhi: PHI Learning Pvt. Ltd.

UNIT - IV METHODS OF TEACHING HISTORY

Objectives:

At the end of the course, the student teachers will be able to:

1. explain the various methods of teaching history.
2. identify the different teacher centered methods of teaching.
3. analyse the recent trends in teaching and learning history.
4. adopt the small group interactive learning methods.
5. discuss the various learner centered methods .

Introduction

Different methods of teaching mathematics have been proposed by different educators. Knowledge of these methods may help in working out a teaching-learning strategy. It is not an educational sound for a teacher to commit himself to any particular method. A teacher should adopt an approach considering the nature of the children, their interests and maturity and the resources available. The merits and demerits of various method listed.

A teacher has to make uses of various kind of methods, devices and techniques in teaching. It is not appropriate for a teacher to commit to one particular method. A teacher should adopt a teaching approach after considering the nature of the children, their interests and maturity and the resources available. Every method has certain merits and few demerits and it's the work of a teacher to decide which method is best for the students.

Teacher – centered Methods:

1. Lecture Method
2. Demonstration Method
3. Team Teaching

(1) Lecture method

The lecture method is the most widely used form of presentation. Every teacher has to know how to develop and present a lecture. They also must understand the scopes and limitations of this method. Lectures are used to introduce new topics, summarizing ideas, showing relationships between theory and practice, reemphasizing main points, etc. This method is adaptable to many different settings (small or large groups).

- It may be used to introduce a unit or a complete course.

- Finally, lectures can be effectively combined with other teaching methods to add meaning and direction.

The lecture teaching is favorable for most teachers because it allows some active participation by the students. The success of the teaching lecture depends upon the teacher's ability to communicate effectively with the class. However in this method the feedback is not very obvious and thus the teacher must develop a keen perception for subtle responses from the class-facial expressions, manner of taking notes and apparent interest or disinterest in the lesson. The successful teacher will be able to interpret the meaning of these reactions and adjust the lesson accordingly.

Preparing the Teaching Lecture :

1. Planning
2. Rehearsing
3. Delivering a lecture
4. Use of notes

Planning: The following four steps are followed in the planning phase of preparation:

- Establishing the objective and desired outcomes;
- Researching the subject;
- Organizing the material; and
- Planning productive classroom activities.

Rehearsing: After completing the preliminary planning and writing of the lesson plan, the teacher should rehearse the lecture to build self-confidence. It helps to smooth out to use notes, visual aids, and other instructional devices.

Delivering a lecture

In the teaching lecture, simple rather than complex words should be used whenever possible. The teacher should not use substandard English. If the subject matter includes technical terms, the teacher should clearly define each one so that no student is in doubt about its meaning. Whenever possible, the teacher should use specific words rather than general words.

Another way the teacher can add life to the lecture is to vary his or her tone of voice and pace of speaking. In addition, using sentences of different length also helps. To ensure clarity and variety, the teacher should normally use sentences of short and medium length.

For a teacher notes are must because they help to keep the lecture on track. The teacher should use them modestly and should make no effort to hide them from the

students. Notes may be written legibly or typed, and they should be placed where they can be consulted easily.

Advantages of the Lecture method

1. Gives chance for the teacher to expose students through all kinds of material.
2. Allows the teacher to precisely determine the aims, content, organization, pace and direction of a presentation.
3. Can be used to arouse interest in a subject.
4. Can complement and clarify text material.
5. Complements certain individual learning preferences.
6. Facilitates large-class communication.

Disadvantages of the Lecture Method

1. Places students in a passive rather than an active role, which hinders learning.
2. Encourages one-way communication; therefore, the lecturer must make a conscious effort to become aware of student problems and student understanding of content without verbal feedback.
3. Requires a considerable amount of time for unguided student outside of the classroom to enable understanding and long-term retention of content.
4. Requires the teacher to have effective speaking skills.

(2) Demonstration Method

Defining demonstration of learning is complicated by the fact that educators use many different terms when referring to the general concept, and the terms may or may not be used synonymously from place to place. For example, the terms capstone exhibition, culminating exhibition, learning exhibition, exhibition of learning, performance exhibition, senior exhibition, or student exhibition may be used, in addition to capstone, capstone experience, capstone project, learning demonstration, performance demonstration, and many others. Educators may also create any number of homegrown terms for demonstrations of learning—far too many to catalog here.

Teachers not only use demonstrate specific learning concepts within the classroom, they can also participate in demonstration classrooms to help improve their own teaching strategies, which may or may not be demonstrative in nature. Although the literature is limited, studies show that the effects of demonstration classroom teachers includes a change of perspective in relating to students, more reflection in the teachers' own classroom strategies, and more personal responsibility for student learning.

Advantages of demonstration method

1. It helps in involving various sense to make learning permanent .
2. Through teacher behaviour is autocratic, he invites the cooperation of pupils in teaching learning process.
3. It develops interest in the learners and motivates them for their active participation
4. Any simple or complex skill becomes easy to understand.

Disadvantages of demonstration method

1. It can be used only for skill subject.
2. Only attention of the learners is invited towards the activity demonstrated. They are free to discuss about it.
3. Due to poor economic conditions of the government schools there is scarcity of audio Visual aids and equipment and the teacher are not so creative to produce handmade modes for demonstration.
4. There is a general lack of sincerity and diligence among teachers who which to
5. Complete the syllabus or syllabi at the earliest without putting sincere efforts.

(4) Team teaching

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. They share insights, argue with one another, and perhaps even challenge students to decide which approach is better.

Teams can be single-discipline, inter disciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time. New teachers may be paired with veteran teachers. Innovations are encouraged, and modifications in class size, location, and time are permitted. Different personalities, voices, values, and approaches spark interest, keep attention, and prevent boredom.

The team-teaching approach allows for more interaction between teachers and students. Faculty evaluate students on their achievement of the learning goals; students evaluate faculty members on their teaching proficiency. Emphasis is on student

initiative and shared responsibility, specialization and broadening horizons, the clear and interesting presentation of content and student development, democratic participation and common expectations, and cognitive, affective, and behavioural outcomes. This combination of analysis, synthesis, critical thinking, and practical applications can be done on all levels of education, from kindergarten through graduate school.

Working as a team, teachers model respect for differences, inter dependence, and conflict-resolution skills. Team members together set the course goals and content, select common materials such as texts and films, and develop tests and final examinations for all students. They set the sequence of topics and supplemental materials. They also give their own interpretations of the materials and use their own teaching styles. The greater the agreement on common objectives and interests, the more likely that teaching will be interdependent and coordinated.

Teaching periods can be scheduled side by side or consecutively. For example, teachers of two similar classes may team up during the same or adjacent periods so that each teacher may focus on that phase of the course that he or she can best handle. Students can sometimes meet all together, sometimes in small groups supervised by individual teachers or teaching assistants, or they can work singly or together on projects in the library, laboratory, or fieldwork. Teachers can be at different sites, linked by video-conferencing, satellites, or the Internet.

Breaking out of the taken-for-granted single-subject, single-course, single-teacher pattern encourages other innovations and experiments. For example, students can be split along or across lines of sex, age, culture, or other interests, then recombined to stimulate reflection. Remedial programs and honours sections provide other attractive opportunities to make available appropriate and effective curricula for students with special needs or interests. They can address different study skills and learning techniques. Team teaching can also offset the danger of imposing ideas, values, and mindsets on minorities or less powerful ethnic groups. Teachers of different backgrounds can culturally enrich one another and students.

Advantages of Team Teaching

All the Students do not learn at the same rate. Periods of equal length are not appropriate for all learning situations. Educators are no longer dealing primarily with top-down transmission of the tried and true by the mature and experienced teacher to the young, immature, and

inexperienced pupil in the single-subject classroom. Schools are moving toward the inclusion of another whole dimension of learning. The lateral transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed. For this, team members with different areas of expertise are invaluable.

Of course, team teaching is not the only answer to all problems plaguing teachers, students, and administrators. It requires planning, skilled management, willingness to risk change and even failure, humility, open-mindedness, imagination, and creativity. But the results are worth it.

Teamwork improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds. Teacher strengths are combined and weaknesses are remedied. Poor teachers can be observed, critiqued, and improved by the other team members in a nonthreatening, supportive context. The evaluation done by a team of teachers will be more insightful and balanced than the introspection and self-evaluation of an individual teacher.

Disadvantages of Team teaching

Team teaching is not always successful. Some teachers are rigid personality types or may be wedded to a single method. Some simply dislike the other teachers on the team. Some do not want to risk humiliation and discouragement at possible failures. Some fear they will be expected to do more work for the same salary. Others are unwilling to share the spotlight or their pet ideas or to lose total control.

Team teaching makes more demands on time and energy. Members must arrange mutually agreeable times for planning and evaluation. Discussions can be draining and group decisions take longer. Rethinking the courses to accommodate the team-teaching method is often inconvenient.

Opposition may also come from students, parents, and administrators who may resist change of any sort. Some students flourish in a highly structured environment that favours repetition. Some are confused by conflicting opinions. Too much variety may hinder habit formation.

Salaries may have to reflect the additional responsibilities undertaken by team members. Team leaders may need some form of bonus. Such costs could be met by enlarging some class sizes. Non- professional staff members could take over some responsibilities.

(5) Source Method

In the 20th century, there are large numbers of text books on history and students are so much used to them that they can little realise as to when and how they can be made to realize that the writers of these text books drew on the works, monuments, autobiographies and accounts of the travellers of foreign lands who visited their country in the past. Thus, they compiled history from various sources which they alone could understand. An investigation of the original sources of history by the students is called the source method.

Classification of sources

The sources of history are in fact the traces left by human beings in the past. They are found in various forms. “In some sense every thing that man now is or has is a trace left by the past, present, personal, memories, personal mental habits, present ideals, present social customs and institutions, language, literature, material products of human industry, physical man himself and the physical remains of men.” There exist a variety of sources which are classified in different ways.

I) Literary sources:

- The vedas
- Epics
- The Dharmasastras
- The puranas
- The budhist literature
- The jain literature
- The arthashastra of Kautilya
- Patanjali Mahabhashya

II The Secular Literature

The secular literature may be divided into two classes:

i) The private literature

The private literature is that which is produced by an author in a private capacity. Such type of literature includes dramas, novels, poetry and prose. They provide useful information about the social, religious, economic and cultural life of the people.

ii) The official literature

The official literature is that which is produced in an official capacity, for example, despatches, firmans, etc. they throw proper light on the social and religious as well as the economic and political conditions of the age to which they belong.

Archaeology

It has contributed a lot particularly to the history of ancient India. Under the heading of archaeology, historical information can be obtained from inscriptions, numismatics and monuments.

The Role of the Teacher of History

Last the students should develop distaste for the subject; the teacher should take some precautions while using this method:

He should encourage the students to visit libraries frequently in order to find out some original documents.

Time for a discussion of the topics about which the students have read from original sources, should be set apart. They may be asked to write their own impressions and inferences.

The main aim of the teacher of history is not to make students research scholars in history but to put them on the road to research in history.

Whenever the documents are found in the languages other than one which the students know, he should their language problem, and as far as possible, makes things intelligible to them.

Limitations of this method

No single book is available which deals with a large variety of the topics of history. Students may have to fall on many resources for a single topic of history. The historical sources, especially for the boys of the school going age have not been compiled.

Most of the original sources of Indian history are available in Persian or Urdu or Sanskrit or Pali or Arabic whereas all these languages are foreign to students.

The use of the method is not possible at the junior stage. The result of its excessive use is doubtful even at high and the higher secondary stages.

Students, if asked to read the various sources of history, may develop a hatred for the subject, if they have not been given proper training in their handling.

Learner Centered Methods

Learner-centered methods are those methods where the focus of attraction is learners than teachers. It is through the involvement of learners the method develops. The recent psychological approaches in the classrooms give more importance to learner centered methods than teacher centered methods.

(i) Project Method

Project method owes its origin to the pragmatic school of philosophy. It was propounded by W H. Kilpatrick and was perfected by J. A. Stevenson. The method consists of building a comprehensive unit around an activity which may be carried out in the school or outside. The essence of this method is to carry out a useful task in a group in which all the students work co-operatively. Learning by doing and learning by living are the two basic principles involved and children learn through association, co-operation and activity.

Definition

- “A project is a unit of whole-hearted purposeful activity carried on preferably in its natural setting”. Kilpatrick
- “A project is a problematic and carried to completion in its natural setting” - Stevenson.
- “A project is a bit of real life that has been imparted in to the school” - Ballard.

Principles of the Project Method

1. The principle of freedom.
2. The principle of reality.
3. The principle of activity.
4. The principle of experience.
5. The principle of utility.
6. The principle of interest.
7. The principle of sociability

Major steps of the Project Method

1. Providing a situation
2. Choosing and purposing
3. Planning
4. Carrying out the project (executing)
5. Evaluating
6. Recording

Kinds of Project

1. **Producer type:** Here the emphasis is directed towards the actual construction of a material object or article.
2. **Consumer type:** Here the objective is to obtain either direct or vicarious experience such as reading and learning stories or listening to music etc.
3. **Problems Type:** Here the purpose is to solve a problem involving the intellectual process such as determining the e/m ratio of an electron.
4. **Drill type:** Here the purpose is to attain efficiency in some activity. E.g. swimming, driving etc.

Merits of Project method

1. The method is in accordance with psychological laws of learning
 - i. Law of readiness - pupil are ready to learn creating interest, purpose and life like situation.
 - ii. Law of exercise - by practice we learn things, self-activity on the

part of students create experience in later life.

iii. Law of effect - child should be satisfied and feel happy in what he is learning.

2. It promotes co-operation and group interaction.
3. It gives training in a democratic way of learning and living.
4. There is no place for rote memorization.
5. Provides dignity of labor and develop respect and taste for all types of work.

Demerits of Project Method

1. Project absorbs large amount of time and can be used as a part of science work only.
2. Many aspect of curriculum will not yield to project work.
3. Larger projects in the hands of an inexperienced and unskillful teacher lead to boredom.
4. Text book written on this lines are not available.
5. The method is highly expensive as pupil has to purchase lot of item, travel and do outdoor work.

(2) Peer Tutoring

- Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. Typically, a higher performing student is paired with a lower performing student to review critical academic or behavioral concepts.
- It is a widely-researched practice across ages, grade levels, and subject areas
- The intervention allows students to receive one-to-one assistance
- Students have increased opportunities to respond in smaller groups
- It promotes academic and social development for both the tutor and tutee
- Student engagement and time on task increases
- Peer tutoring increases self-confidence and self-efficacy
- The strategy is supported by a strong research base

Types of Peer Tutoring

Classwide Peer Tutoring (CWPT) –Class wide peer tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. In CWPT, student pairings are fluid and may be based on achievement levels or student compatibility.

Cross-age Peer Tutoring (CPT) - Older students are paired with younger students to teach or review a skill. The positions of tutor and tutee do not change. The older student serves as the tutor and the younger student is the tutee. The older student and younger student can have similar or differing skill levels, with the relationship being one of a cooperative or expert interaction. Tutors serve to model appropriate behavior, ask questions, and encourage better study habits. This arrangement is also beneficial for students with disabilities as they may serve as tutors for younger students.

Peer Assisted Learning Strategies (PALS)- It involves a teacher pairing students who need additional instruction or help with a peer who can assist. Groups are flexible and change often across a variety of subject areas or skills. Cue cards, small pieces of cardstock upon which are printed a list of tutoring steps, may be provided to help students remember PALS steps. All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.

Reciprocal Peer Tutoring (RPT): Two or more students alternate between acting as the tutor and tutee during each session, with equitable time in each role. Often, higher performing students are paired with lower performing students. RPT utilizes a structured format that encourages teaching material, monitoring answers, and evaluating and encouraging peers. Both group and individual rewards may be earned to motivate and maximize learning.

Same-age Peer Tutoring: Peers who are within one or two years of age are paired to review key concepts. Students may have similar ability levels or a more advanced student can be paired with a less advanced student. Students who have similar abilities should have an equal understanding of the content material and concepts. When pairing students with differing levels, the roles of tutor and tutee may be alternated, allowing the lower performing student to quiz the higher performing student. Answers should be provided to the student who is lower achieving when acting as a tutor in order to assist with any deficits in content knowledge.

(3) Individual activities

The social aspect of activities is just as important as the creative, leisure and learning aspects. Mentors make great efforts to help people join small friendly groups to share experience and skills and support each other in maintaining the group in the long-term. Some participants are housebound. In these circumstances, mentors encourage activities that people can pursue individually at home. Sometimes, arrangements may be made for an external artist or 'provider' to visit the person for a while. Wherever possible, the participant is introduced to others who

might share their interests, by phone or letter or visiting. Some people prefer to pursue interests on their own.

(4) Experiential learning

The word experiential essentially means that learning and development are achieved through personally determined experience and involvement, rather than on received teaching or training, typically in group, by observation, listening, study of theory or hypothesis, or some other transfer of skills or knowledge. The expression 'hands-on' is commonly used to describe types of learning and teaching which are to a lesser or greater extent forms of experiential learning.

The expression 'chalk-and-talk' (the teacher writes on a board and speaks while learners listen and look and try to absorb facts) refers to a style of teaching or training which contains no experiential learning aspect whatsoever.

Experiential learning, especially used at the beginning of a person's new phase of learning, can help to provide a positive emotional platform which will respond positively and confidently to future learning, even for areas of learning which initially would have been considered uncomfortable or unnecessary.

Experiential learning also brings into play the concept of multiple intelligences - the fact that people should not be limited by the 'three Rs' and a method of teaching based primarily on reading and writing.

Experiential learning is a way to break out of the received conditioned training and teaching practices which so constrain people's development in schools and work.

Small group/ whole class interactive learning

Small group teaching has become more popular as a means of encouraging student learning. While beneficial the tutor needs a different set of skills for those used in lecturing, and more pertinently, small group work is an often luxury many lecturers cannot afford. A further consideration with small group teaching is the subjective perspective of what constitutes a small group. A lecturer used to taking 400 students in a lecture would define 50 students as a small group, while a lecturer used to a group of 50 students would define 5-10 students as a small group. In a discussion, where participation is assessed some students may not speak up in a group that begins to be get bigger than 10 participants and in addition tutors would find it hard to assess participation by individual students in groups with more than 10 participants.

(1) Student Seminar

A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted. Student seminars are the open presentations done by the students before their peers and teachers. The word seminar is derived from the Latin word *seminarium*, meaning “seed plot”.

Some Tips for Seminar Preparation

1. **Choose a topic:** Choose a topic which will sustain your interest and will allow you to exhibit enthusiasm during your presentation
2. **Keep your Audience in Mind:** The primary objective in giving a talk should be to communicate an interesting idea to students who attend the seminar. This means that the talk should be delivered in a way that students in attendance understand what you are saying, so be mindful of their background.
3. **Tell a story/ anecdote:** Begin with solid motivation for your problem and plenty of illuminating examples. Only after your audience understands what your topic is and why they should care about it should you spend time working carefully through the relevant science.
4. **Keep timing in mind:** Choose a topic that you can motivate and explicate comfortably in this window of time.

Scoring Indicators for Evaluation of seminar

1. **Ability to Collect Data:** Sufficient, Relevant, Accuracy of facts.
2. **Ability to Prepare seminar Paper:** Introduction, Content Organization, Conclusion.
3. **Presentation:** Communication, Competence, Fluency, Spontaneity.
4. **Understanding the Subject:** Involvement in the Discussion, Responding suitably.

(2) Group discussions

Active learning can be implemented by organizing the class into small groups of students who can work together, foster their own learning strategy and create an atmosphere in which information sharing can take place. Instructional techniques involving group controlled learning experiences provide room for the learners self-development and active participation in the teaching learning process. A discussion is a teaching technique that involves exchange of ideas with active learning and participation by all concerned. Discussion is an active process of teacher-pupil involvement in the classroom environment. This allows a student present its own perspective about something freely. Four basic concepts are to be considered for initiating small group discussion

- Process - the interactions that takes place within the group
 - Roles - each group member's specific responsibilities within the group
 - Leadership - the capacity to guide and direct others in a group setting.
 - Cohesion - group members support for one another
- Different Types of Small Group Discussions

(3) Mixed ability grouping

It refers to grouping together students of different abilities. Usually this kind of grouping occurs when the group consists of students with different ages with one or two years span. The term “mixed aged grouping” or “heterogeneous grouping” is used for this case but we prefer to use the more general term of “mixed ability grouping” since the basic criterion for grouping is ability and not necessarily age. In mixed ability groups there are some students that are more mature and experienced than other ones and thus they have more advanced ability to acquire knowledge. The main aim of setting up mixed ability groups is not to produce homogeneity of ability in a group as this is the case in ability grouping, but to increase interaction across students with different abilities.

In other words the purpose of mixed ability grouping is for children to benefit by their intellectual and social interaction with other students of their group that have different social behavior and ability to learn. The former reveals the main difference of mixed ability grouping with ability grouping. While grouping children with same ability the goal is to achieve homogeneity of the group and homogenize instruction for students of the group on basis different of grades or ages but based on ability.

1. Constructivist learning
2. Problem based learning
3. Brain based learning
4. Collaborative learning
5. Flipped learning
6. Blended learning
7. e-learning trends
8. Video conferencing

(1) Constructivist learning

Constructivism is a learning theory that has its foundation in philosophy and anthropology as well as psychology. The constructivist approach to education attempts to shift education from a teacher-dominated focus to a student-centered one. The role of the teacher focuses on assisting students in developing new insights. Students are taught to assimilate experience, knowledge and insights with what they already know and from this they need to construct new meanings. Constructivist learning is based on students' active participation in problem solving and critical thinking regarding a learning activity which they find relevant and engaging. They are “constructing” their own knowledge by testing ideas and approaches base on their prior knowledge and experience, applying these to new situations and integrating the new knowledge gained with pre-existing intellectual constructs.

In the constructivist theory the emphasis is placed on the learner or the student rather than the teacher or the instructor. It is the learner who interacts with objects and events and thereby gains an understanding of the features held by such objects or events. The learner constructs her own conceptualizations and solutions to problems. Learner autonomy and initiative is accepted and encouraged. Exploring or experiencing the physical surroundings, experiential education is a key method of constructivism. To the constructivists, the act of teaching is the process of helping learners creates knowledge. In constructivist thinking learning is also affected by the context, beliefs and attitude of the learner.

There are many different schools of thought within this theory, all of which fall within the same basic assumption about learning. The main two are: Cognitive constructivism (e.g., Theory of Piaget) and Social constructivism (e.g., Theory of L.S. Vygotsky).

Cognitive Constructivism

Cognitive constructivism is generally attributed to

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mechanisms by which knowledge is internalized by learners. The process of accumulating the knowledge are through accommodation and assimilation, individuals construct new knowledge from their experiences.

It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing. Today constructivist teaching is based on recent research about the human brain.

The major views of constructivism can be summarized as follows:

- Emphasis learning and not teaching
- Encourage and accepts learner autonomy and initiative
- Sees learners as creatures of will and purpose
- Thanks of learning as a process
- Encourages learner inquiry
- Acknowledges the critical role of experience in learning
- Nurtures learners natural curiosity
- Takes the learner's mental model into account etc..

Social Constructivism

Social constructivism maintains that human development is socially situated and knowledge is constructed through interaction with others. It is a sociological theory of knowledge that applies the general philosophical constructivism into the social assumptions of Social Constructivism. Social constructivism is based on specific assumptions about reality, knowledge, and learning. To understand and apply models of instruction that are rooted in the perspectives of social constructivists, it is important to know the premises that underlie them. The most important assumptions of the theory of social constructivism is

1. The assumption that human beings rationalize their experience by creating a model of the social world and the way that it functions
2. The belief in language as the most essential system through which humans construct reality

(2) Problem Based Learning (PBL)

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open -ended problem. Students learn both thinking strategies and domain knowledge. Problem - based learning (PBL) is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face as future managers in complex organizations. Problem-based learning makes a fundamental shift from a focus on teaching to a focus on learning. The process is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation. There are several unique aspects that define the PBL approach:

- Learning takes place within the contexts of authentic tasks, issues, and problems that are aligned with real world concerns.
- In a PBL course, students and the instructor become co-learners, co-planners, co-producers, and co-evaluators as they design, implement, and continually refine their curricula.
- The PBL approach is grounded in solid academic research on learning and on the best practices that promote it. This approach stimulates students to take responsibility for their own learning, since there are few lectures, no structured sequence of assigned readings, and so on.
- PBL is unique in that it fosters collaboration among students, stresses the development of problem solving skills within the context of professional practice, promotes effective reasoning and self-directed learning, and is aimed at increasing motivation for life-long learning.

Problem-based learning begins with the introduction of an ill-structured problem on which all learning is centered. Most of the learning occurs in small groups rather than in lectures. Teacher's role is more like that of a facilitator and coach of student learning, acting at times as a resource person, rather than as knowledge-holder and disseminator. Similarly, your role, as a student, is more active, as you are engaged as a problem-solver, decision-maker, and

meaning-maker, rather than being merely a passive listener and note-taker.

Characteristics of Problem-Based Learning (PBL)

Problem-Based Learning (PBL) is a pedagogical approach and curriculum design methodology often used in higher education and K-12 standard settings.

The following are some of the defining characteristics of PBL:

1. Learning is driven by challenging, open-ended problems with no one “right” answer
2. Problems/cases are context specific
3. Students work as self-directed, active investigators and problem-solvers in small collaborative groups (typically of about five students)
4. A key problem is identified and a solution is agreed upon and implemented
5. Teachers adopt the role as facilitators of learning, guiding the learning process and promoting an environment of inquiry

Learning outcomes of Problem Based Learning

A well designed Problem based learning task provides students with the opportunity to develop skills related to:

- Managing tasks and holding leadership roles
- Oral and written communication
- Self-awareness and evaluation of group processes
- Working independently
- Critical thinking and analysis

Basic Steps in designing a Problem Based Learning Task

There are some important aspects which we want to take care of before going for a problem based learning task

1. Articulate the learning outcomes of the task. What do you want students to know or be able to do as a result of participating in the assignment?
2. Create the problem. Ideally, this will be a real-world situation that resembles something students may encounter in their future class or lives. Cases are often the basis of PBL activities.
3. Establish ground rules at the beginning to prepare students to work effectively in

groups.

4. Introduce students to group processes and do some warm up exercises to allow them to practice assessing both their own work and that of their peers.

(3)Brain Based Learning (BBL)

Brain - based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development-how students learn differently as they age, grow, and mature socially, emotionally, and cognitively. It is totally based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur. Brain-based learning is motivated by the general belief that learning can be accelerated and improved if educators base how and what they teach on the science of learning, rather than on past educational practices, established conventions, or assumptions about the learning process. For example, it was commonly believed that intelligence is a fixed characteristic that remains largely unchanged throughout a person's life. However, recent discoveries in cognitive science have revealed that the human brain physically changes when it learns, and that after practicing certain skills it becomes increasingly easier to continue learning and improving those skills.

Instructional techniques emerges from Brain Based Learning

The three instructional techniques associated with brain-based learning:

1. ***Orchestrated immersion:*** Creating learning environments that fully immerse students in an educational experience.
2. ***Relaxed alertness:*** Trying to eliminate fear in learners, while maintaining a highly challenging environment.
3. ***Active processing:*** Allowing the learner to consolidate and internalize information by actively processing it.

(4)Collaborative Learning

Effective communication and Collaboration are essential for becoming a successful learner. It is primarily through dialogue and examining different perspectives that students become knowledgeable, strategic and self-determined and empathetic. Moreover, involving students in real world tasks and linking new information to prior knowledge requires effective communication and collaboration among teachers, students and others. Indeed it is through

dialogue and interaction that curriculum objectives come alive. Collaborative learning affords students enormous advantages which is not available in traditional instruction.

"Collaborative learning" is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

Collaborative learning represents a significant shift away from the typical teacher centered or lecture-centered milieu in college classrooms. In collaborative classrooms, the lecturing/ listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students-as coaches or mid-wives of a more emergent learning process.

Essential features of Collaborative Learning

1. A group learning task is designed based on shared learning goals and outcomes
2. Students work in teams to master academic materials
3. Reward systems are group oriented than individual oriented
4. Co-operative behavior involves trust building activities, joint planning and understanding of team support.
5. Students involvement in learning activities are more
6. Encourages students to acquire an active-voice in shaping their ideas

Advantages of Collaborative Learning

1. Promotes social and intellectual involvement
2. Cultivation of teamwork, community building, and leadership skills
3. Enhanced student satisfaction and promoting positive attitudes
4. Open expression of ideas in groups
5. Patience in hearing others
6. Team building

7. Shared responsibility

(5) Flipped Learning

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Flipped Learning Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem solving discussion or debates.

Flipped Classroom and Implications for Teaching

The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favor of a more collaborative and cooperative contribution to the teaching process. There is a concomitant change in the role of students, many of whom are used to being cast as passive participants in the education process, where instruction is served to them. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work.

(6) Blended learning

Blended learning is a planned combination of online learning and face-to-face instruction using variety of learning resources. It is a flexible learning strategy that integrates innovative and technological advances of online learning with interaction and participation of traditional face-to-face classroom learning.

Blended learning strategies vary according to the discipline, the year level, student characteristics and learning outcomes, and have a student-centered approach to the learning design. Blended learning can promote learner's access and flexibility. increase the level of

active learning, and achieve better student experiences and outcomes. For teachers, blended learning can improve teaching and class management practices. A blend might include:

1. Face-to-face and online learning activities and formats
2. Traditional classes with different modalities, such as regular, weekend, evening, part time, semester
3. Use of technology interfaces like social media, wikis and various web sources
4. Group work, Simulation, debate, Online Assignments, Practicals etc.
5. Both usual classroom human factors and digital learning resources of the web
6. Psychological concerns are addressed in the face to face interaction and technological concerns are addressed in the online learning

Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities.

Teachers in the Blended learning modality can

- Foster a class culture of hard work and persistence
- Monitor students throughout the period for motivation and learning
- Intervene to personalize instruction when data shows that students are struggling
- Build personal relationships of trust and caring

(7) e-learning

e-learning is the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching. Technology-Enhanced Learning (TEL), Computer-Based Instruction(CBI). Computer-Based Training (CBT), Computer-Assisted Instruction or Computer - Aided Instruction (CAI),Internet-Based Training (IBT), Web-Based Training (WBT), Online education, Virtual education, Virtual Learning Environments (VIE). e-learning can occur in or out of the classroom.

Synchronous and asynchronous

e-learning may either be synchronous or asynchronous. Synchronous learning occurs in real-time, with all participants interacting at the same time. while asynchronous learning is

self-paced and allows participants to engage in the exchange of ideas or information without the dependency of other participants involvement at the same time.

Synchronous learning involves the exchange of ideas and information with one or more participants during the same period of time. A face-to-face discussion is an example of synchronous communications. In e-learning environments, examples of synchronous communications include online real-time live teacher instruction and feedback, Skype conversations, or chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time.

Asynchronous learning may use technologies such as email, blogs, wikis, and discussion boards, as well as web-supported textbooks, hypertext documents, audio video courses, and social networking. Asynchronous learning is particularly beneficial for students who have health problems or have child care responsibilities and regularly leaving the home to attend lectures is difficult.

e-Learning trends

- ✓ Automation
- ✓ Augmented Learning
- ✓ Big Data
- ✓ Going for Cloud Computing
- ✓ Gamification
- ✓ M - Learning
- ✓ Personalization

(8) Video conferencing

Video conferencing is two-way interactive communication delivered using telephone or Internet technologies that allows people at different location to come together for a meeting. The video conference can be as simple as a conversation between two people in private offices involve several sites with more than one person in large rooms at different sites. A basic video conference setup has a camera and a microphone. Video from the camera and audio from the microphone is converted into a digital format and transmitted to a receiving location using a coding and decoding device, often referred to as a "codec". At that receiving location is another codec device that decodes the receiving digital stream into a form that can be seen and heard on monitors or televisions. At the same time, video and audio from cameras and microphones at the

received location is sent back to the original location.

Benefits of Video Conferencing

Video conferencing saves travel time and money. Participants can see and hear all other participants and communicate both verbally and visually, creating a face- to- face experience. PowerPoint and other on screen graphic, as well as other cameras are also available presentation options. People downtime is reduced and productivity gains are achieved by removing the logistics of flight preparations, airport delays, hotel stays, and all the other inconveniences of business travel. In distance education, video conferencing provides quality access to students who could not travel to or could afford to relocate to a traditional campus. Video conferences can also be recorded and made available in a variety of ways. Besides distance education, other applications include meetings, dissertation and thesis defenses, tele-medical procedures, and online conferences.

People use video conferencing when:

- a live conversation is needed.
- visual information is an important component of the conversation.
- parties of the conversation can't physically come to the, same location.
- expense or time of travel is a consideration.
- examples of how video conferencing can benefit people around campus.
- guest lecturer invited into a class from another institution.
- researcher collaborates with colleagues at other institutions on a regular basis.
- thesis defense at another institution.
- administrators from different parts of campus need to collaborate on administrator issues such as a campus strategic plan.
- researcher needs to meet with a review committee about a grant.
- student interviews with an employer in another city.

Conclusion

Every learner learns on his/her own unique way and strategy. The learning is taking place with an individual speed, depending on student's attitude and level of prerequisite knowledge. In designing the teaching process, teacher should take into consideration differences among the students in the target group. Enough of space must be provided.

the presented information. Combination of different teaching methods can produce quality in fulfilling all teaching functions.

Questions

1. Explain the teacher centered methods of teaching History.
2. How would you use source method in senior classes for increasing effective participation by the pupils?
3. Discuss the main characteristics of lecture method of teaching of history.
4. Mention some difficulties in teacher-centered methods.
5. Discuss the merits and demerits of recent trends.

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UNIT – V RESOURCES FOR TEACHING HISTORY

Objectives

At the end of the course, the student teachers will be able to:

- Know importance of print resources
- Understand audio resources
- Interest to learn objectives of history
- Analyze need and importance of teaching history
- Acquire knowledge of values of history

I. PRINT RESOURCES:

Newspapers

The daily newspapers are very effective as teaching aids in history. They give information regarding the efforts being made to bring peace and harmony in the world, e.g., the summits and non-aligned conferences, the seminars and workshops. They also inform about developments taking place around the world and other news of topical interest.

Contemporary occurrences help to clarify and exemplify the facts and concepts described in the history textbooks. Newspapers may be used to augment other instructional resources and serve as a means of sensitizing the class to the need for updating knowledge. Newspapers can be used to initiate, strengthen and reinforce a unit. Movements, trends, ideas, and changes in national and international governments and relations, addresses of statesmen, prime ministers and presidents are all very important from historical point of view.

Journals

An academic or scholarly **journal** is a periodical publication in which scholarship relating to a particular academic discipline is published. Academic **journals** serve as permanent and transparent forums for the presentation, scrutiny and discussion of research. They are usually peer-reviewed or refereed.

Magazines

Magazines keep the teacher of history more informed of the current events. These events and current problems and their discussion are found in magazines only. Without the knowledge

of the current events a teacher cannot create an effective atmosphere in the teaching of history. The teacher of history fails in his duty if every day problems or current affairs and current events are not brought to the notice of his students.

The students are to be encouraged to read standing standard magazines of the subject and think over those problems which are burning issues.

One period a week for reading of magazines should be developed and the students should be asked to keep a diary and note the main events of the week in their note-books.

Reference books

Reference materials standard or conventional reference books and non-conventional reference books. Conventional reference books include dictionaries, encyclopedias, directories, year books, atlas, maps, charts, pamphlets, hand-books, manuals, and books of knowledge. There should be some picture collections which include well-known masterpieces. These prove most valuable to teachers especially for classroom use.

The non-conventional reference materials consist of all other library books that may be used for reference service of any other kind. They include books on special subjects.

History /Humanities Encyclopedias

There are many children's encyclopedias available-inclusive, well-written, attractive and convenient to use. The teacher should demonstrate their use and cite them frequently. The pupil who acquires the habit of using the encyclopedia is likely to become well-informed. Moreover, when the pupils realize the fullness and richness of these volumes, and acquire the habit of using them, they are also likely to use those which are intended for adults. And they often succeed remarkably well in securing useful information from these relatively difficult books. The pupils should learn to use reference books and to seek out the information itself is of less importance than the discovery of how and where to find it out.

II. AUDIO RESOURCES:

In this category we may include those aids which call upon the visual senses and thus help the learners to learn through listening to the displayed aid.

Radio talk

Radio, as an effective audio aid device, is capable of providing valuable assistance to the teacher in the classroom by presenting worthwhile information and learning experience simultaneously to a large number of students.

These broadcasts are two types, which are as follows:

- I. General broadcast providing general information about the events and happenings, assimilating knowledge about the world, culture and life.
- II. Educational broadcast specifically prepared and broadcast for serving the cause of education and classroom instruction in the form of radio lessons, lectures, etc.

Use of radio in history teaching: use of radio is helpful in the teaching-learning of the subject history in the following manner:

- I. Awareness about the current events and affairs is very much emphasized through the teaching of history. The general broadcasts of the radio may help much to the teachers as well as students of history in this direction.
- II. Radio broadcasting makes it possible to listen to the lectures, talks, discussions, seminars and proceedings of educational interest in which renowned authors, educationists, leading scholars and other important personalities may participate. Such contact is bound to provide immense educational and psychological value to the students of history.
- III. Specific educational broadcasting on radio, through its planned and sequenced classroom lessons on various topics related to history, may provide much assistance to the teachers in realizing the instructional objectives besides being a direct self-instructional source for the students.

Audio tapes

It is an effective recording device that calls for the use of auditory senses to convey the educational message to the teachers. It mainly consists of three parts-microphone or over sound input, the amplifier, and the reproducer. It involves two main processes-recording and re-producing of the sound.

In recording, the educational message is first fed into the tape recorder through microphone and other inputs. The voice produces mechanical vibrations that are changed into electrical vibrations. The amplifier intensifies these vibrations which, in turn, activate a magnet. It results in the establishment of varied sound pattern on the iron oxide coated tape.

The playing of the instrument results into the reproduction of the recording sound. Here the sound pattern contained on the tape is subjected to electrical vibrations that are amplified by the amplifier and changed into an original like voice by the speaker.

III. VISUAL RESOURCES:

In this category we may include those aids which call upon the visual senses and thus help the learners to learn through viewing. For the sake of convenience this category may be further sub-categorized into projective and non-projective aids.

Cartoons

A cartoon does not present the reality directly ; it is a metaphorical presentation of reality. The cartoonist depends on humor, satire and mockery for the presentation of his idea. In a way the cartoon is also a picture diagram, as it presents ideas rather than real objects. Cartoon type presentation makes a strong appeal to the emotions, thus it enhances learning. This device should be used with pupils of higher classes as a higher level of intellectual maturity is required to appreciate the idea behind a cartoon.

Charts

Charts may be defined as combinations of graphic and pictorial media designed for the orderly and logical visualizing of relationship between key facts and ideas. The main function of the charts is always to show relationships such as comparisons, relative amounts, developments, processes classification and organization.

Types of charts: i) Genealogy charts, ii) Flow charts, iii) Relationship charts, iv) Tabulation charts, v) Chronology charts.

Comics

A comic book or comic book also called comic magazine or simply comic, is a publication that consists of comic art in the form of sequential juxtaposed panels that represent

individual scenes. Panels are often accompanied by brief descriptive prose and written narrative, usually dialog contained in word balloons emblematic of the comics art form. Although comics has some origins in 18th century Japan and 1830s Europe, comic books were first popularized in the United States during the 1930s. The first modern comic book, Famous Funnies, was released in the United States in 1933 and was a reprinting of earlier newspaper humor comic strips, which had established many of the story-telling devices used in comics. The term comic book derives from American comic books once being a compilation of comic strips of a humorous tone; however, this practice was replaced by featuring stories of all genres, usually not humorous in tone.

"Why should kids read comics?"

Emerging research shows that comics and graphic novels are motivating, support struggling readers, enrich the skills of accomplished readers and are highly effective at teaching sometimes dull or dry material in subject areas such as science and social studies.

Josh Elder, founder and president of Reading With Pictures, sums up the strengths of comics as educational tools with his "Three E's of Comics."

- **Engagement:** Comics impart meaning through the reader's active engagement with written language and juxtaposed sequential images. Readers must actively make meaning from the interplay of text and images, as well as by filling in the gaps between panels.
- **Efficiency:** The comic format conveys large amounts of information in a short time. This is especially effective for teaching content in the subject areas (math, science, social studies, etc.).
- **Effectiveness:** Processing text and images together leads to better recall and transfer of learning. Neurological experiments have shown that we process text and images in different areas of the brain: known as the Dual-Coding Theory of Cognition. These experiments also indicate that pairing an image with text leads to increased memory retention for both. With comics, students not only learn the material faster, they learn it better.

Flash cards

Flash cards are those cards which are employed to provide valuable information to the viewers through the graphical representation made on them. Usually they make use of flannel graph for their display. However, they can also be effectively displayed at their own without making use of a flannel graph. These are in the shape of small compact cards and contain some picture, photograph, sketch, diagram, and reading material neatly and boldly drawn and written on them. The display of these cards at their own or on the flannel board is for a very small period just in the shape of a flash. This is why, these cards are called flash cards. These cards can also be utilized as projective material for being shown on the screen through projectors.

Graphs

Graphs are flat pictures which employ dots, lines or pictures to visualize numerical and statistical data to show statistics or relationships. They are made according to exact specifications and depict specifically quantitative data for analysis, interpretation or comparison.

Graphs are effective tools for making comparisons and contrasts. The use of visual imageries for abstract ideas helps clarifications and remembrance.

Types of graphs: i) Line graph, ii) Bar graph, iii) Circle graph, iv) Pictorial graph.

Maps

One of the most valuable documents for the students of history is the map; but could they read it. As stated earlier place and time are two most important concepts in history; every historical event occurs at a definite place and at a fixed time; devoid of the sense of place and time, history becomes fiction. Map is the universally accepted symbol for the presentation of space concept. It indicates relationships in space, distance and direction.

Types of maps: i) Relief maps, ii) Flat maps, iii) Pictorial maps.

Pictures

Children, by their very nature, are picture minded. This love of pictures can be capitalized to add zest, interest and validity to the teaching history. Pictures they say, concretise history-they help children to understand that history is concerned with real things, real places and real persons. They are representations of beautiful dreams of reality or at least beautiful dreams. “if history is to be made interesting, particularly for lower classes, the proper materials for

teaching are dramatic scenes and heroic characters.” Abstract generalisations are always cumbersome . Pictures will simplify the abstractions and help create and maintain interest.

Types of Pictures: i) Picture post cards, ii) Pictures made on charts, iii) Textbook and reference pictures, iv) Pageant type aids, v) Picture assembly, vi) Picture diagram, and vii) cartoon.

Posters

The present age is poster age. Everywhere we can see posters pasted on the walls, advertising boards and public places and also displayed in the newspapers and magazines for commercial, social and political propaganda. Through such propaganda, directly or indirectly, we can draw valuable educational advantages. In all their forms and shapes, posters represent quite forceful and appealing graphic visual aids. They usually concentrate on a single idea or theme.

Posters carry the following significance and advantages as a visual aid in the process of teaching and learning.

Posters are very effective means of catching and holding the attention of the learners, maintaining their interest in the teaching-learning process and leaving a permanent impression on their minds.

Posters can be specially used at the time of introducing a lesson by the teacher in his class for the purpose of attracting and motivating the students for the learning.

At the presentation, practice and recapitulation stages, they can be used for focusing the attention of the learners on some specific idea, fact, event or process.

The proper selection and effective use of posters:

- Simplicity
- Brevity
- Appropriateness
- Attractiveness
- Design and colour

Diagrams

A diagram may be defined as a graphic visual aid in the form of some simplified but explanatory drawing to show interrelationships and explain some idea, events or processes by means of lines, geometrical forms and symbols. Their main value lies in their power to describe and explain rather than merely to represent a thing or phenomenon. Moreover, in comparison to other visual graphic aids like pictures, charts and graphs, they provide the highest condensed visual summaries of the presented facts and ideas.

The diagram should not be used at the introductory or beginning stage of the presentation of a lesson. They are more helpful at the drill, summary and review stages. In any case it is necessary to help the students to acquire necessary background in terms of the essential previous knowledge of the subject matter that is illustrated through the diagram.

Diagrams are complex and abstract representations. They rely highly on the typical symbolism that is very difficult to understand by the students. Therefore, every care is to be taken on the fact that a particular diagram should be used only when the students are capable of comprehending and interpreting such abstraction.

A diagram should have a single purpose in terms of illustrating and explaining a thing, idea or a phenomenon. It should never be crowded with many ideas and functions to be explained through it.

Models

Original materials are quite rare in history. Even those which exist are within easy reach of all schools. Therefore, the models the three dimensional representations of real things can be used with great advantage in the teaching of history.

A model may be defined as a replica of an object as it is or in a reduced or in an enlarged form. Model can afford a substitute for most of the historic remains. They give a vivid impression of the real.

Use of models in teaching helps in visualizing the historical reality such as buildings, sculptures, etc., sometimes, models may be the shortest and easiest way of presenting certain concepts to pupils.

Models can invest history with the sense of reality. Things which were mere stories to the pupils, might appear as true if we have models to support our verbal exposition.

Models can help history teachers to teach according to the source method. Models of sources may be considered as sources for all practical purposes.

Specimens

These are also effective teaching aids in history. They become more potent when used with other teaching aids such as pictures, maps and charts.

They say “A bird in hand is worth two in the bush”. This saying acquires a new meaning when it is applied to the use of objects and specimens.

Specimen may be defined as typical objects or parts of objects which have been removed from their natural setting and environment.

These teaching aids are powerful interest arousing devices which possess the capacity of bringings into play all the five senses-touch, sight, heraring, smell and taste.

IV. ICT RESOURCE:

Radio

Radio, as an effective audio aid device, is capable of providing valuable assistance to the teacher in the classroom by presenting worthwhile information and learning experience simultaneously to a large number of students.

These broadcasts are two types, which are as follows:

- I. General broadcast providing general information about the events and happenings, assimilating knowledge about the world, culture and life.
- II. Educational broadcast specifically prepared and broadcast for serving the cause of education and classroom instruction in the form of radio lessons, lectures, etc.

Use of radio in history teaching: use of radio is helpful in the teaching-learning of the subject history in the following manner:

- ✓ Awareness about the current events and affairs is very much emphasized through the teaching of history. The general broadcasts of the radio may help much to the teachers as well as students of history in this direction.
- ✓ Radio broadcasting makes it possible to listen to the lectures, talks, discussions, seminars and proceedings of educational interest in which renowned authors, educationists, leading scholars and other important personalities may participate. Such contact is bound to provide immense educational and psychological value to the students of history.
- ✓ Specific educational broadcasting on radio, through its planned and sequenced classroom lessons on various topics related to history, may provide much assistance to the teachers in realizing the instructional objectives besides being a direct self-instructional source for the students.

Television

Television is a powerful medium of communication that calls for the use of auditory as well as visual senses of the learners in receiving education from a large distance, this appliance makes us able to transmit instantly every spoken or the written word, the picture, the sights and sounds, and the action of events as they take place.

Like most of the advanced developing countries of the world, india has also started to use television in education for improving the quality of education at all levels, to expand educational facilities, particularly in rural and backward areas, for formal and non-formal systems and to make education interesting to the learners and thereby reduce wastage, i.e., dropouts in educational system.

The successful placing of the satellites into orbit has added new dimensions in the use of television for instructional purposes. One may observe now a number of programmes on his television set that carry significant educational experiences. Besides this, regular educational service for schools and college studetns in the shape of model lessons and other instructional programmes can now be seen on the television screen. The launching of edusat programmes for the schools through the organized efforts of the centre of educational technology cell of necert may be viewed as the latest development in this direction.

- Internet
- Multimedia
- Interactive whiteboard.

V. COMMUNITY RESOURCES:

Fieldtrips

Therefore most of history learning can take place in the immediate surroundings. Most of the social and historical phenomena can be clearly and easily understood by organizing local field trips to different places of historical interest. The students get an opportunity to come in contact with the natural environment and they get first hand experience and view of history. In fact, the field trips put school on wheel. Field trips to some of the neighboring villages may help the students to recognize vital and meaningful contrast to city life in respect of pattern of houses, occupations, various activities connected with occupations and socio-economic life of the villagers. They get to know the forts, tombs, battle fields, etc. such trips develop the habit of self-study and understanding.

Purpose of field trips

- Field trips help to utilize the resources of the environment to their fullest extent for teaching history.
- The students are able to see events, relics, objects, specimens in their natural setting.
- Because of direct observation, the understanding of the students becomes meaningful and they confirm the bookish knowledge.
- Field trips create interest in the subject of history.
- They help to neutralize the boredom of teaching of history and to link the school with social and political life outside it.

Museum

The word museum is derived from the greek word MOUSEION meaning thereby a temple of muses. It is place of assembly which specializes in assembling and showing specimens

and exhibits. Museum of art and natural history provides splendid educational opportunities to our school population.

Museum is the temple of the muse, as the word implies, is intended to be a place for study. For ages, the museum has been regarded as the reference file of real objects by which to verify and amplify knowledge acquired and preserved in other forms. It is described as the centre of a three dimensional documentation of the world and the history of man which no publications can replace. It provides information, education and enjoyment. Unless the hearts and minds of the people are exposed to works of art and elevated to a higher creative plane, they generally tend to remain at the animal level below the teaching of civilization.

Today, it is being considered essential that every school should have a museum with a separate section for every subject. It is essential and desirable that there should be a history museum in every school. It will invest history with a sense of reality. By seeing the relics of the past, pupils can realize that history deals with facts. The sculpture can inform the students how in the days of yore arts were patronized and encouraged by different rulers in India. We know that Indian history, particularly the ancient Indian history, is based on ancient relics to a great extent. As such, it provides ample opportunities for study through museum.

A good history museum is not merely a collection of items; it should be a collection of useful items. A museum is also not a curio shop. It must have a dynamic image and role to play in the diverse needs of the pupils of different classes.

Library

It is an important and useful aid to the teaching of history. A small history library is as essential for the teaching history as a laboratory in physics, chemistry, zoology, etc. teachers of history look upon a library as indispensable because original material, reference books, magazines, journals, etc., are stocked in it for reference. Because of a separate history library, the students begin to take interest in the subject and if they do so, the purpose of maintaining a separate history library is served. But it is surprising to know that few schools are really in a position to maintain a good library in general and subject libraries in a particular.

Need of a library

- The need of a good and a separate history is felt both by an intelligent teacher and intelligent students. It need is felt when a teacher is confronted with a few problems during the course of teaching of history because no single text-book on history could possibly provide information on all the topics of history. More and more emphasis is being laid on collateral reading in history these days. It is a good history library which can furnish the requisite information and comes to play an important role of enhancing the knowledge of social and historical nature.
- Such a subject library helps in inculcating library habits in general and subject interest in particular. The students develop the habit of using the index and develop library sense.
- Text-books of history do not meet all the needs of the students. They, thus consult other books on history or reference books. Besides, a history library provides an appropriate atmosphere to inspire and encourage students to consult them and whenever they feel that a text book is not meeting their needs.

Excavated archeological sites

Archaeology has contributed a lot particularly to the history of ancient India. Under the heading of archeology, historical information can be obtained from i) inscriptions, ii) numismatics and iii) monuments.

Monuments

The ancient monuments, like forts, mosque, buildings, statues and pottery provide a lot of useful and reliable information about history. The excavations of the sites of the old towns like Harappa, Mohenjodaro and Taxila have furnished the historian with a lot of useful and reliable information hitherto unknown and have unearthed much of the history of ancient India. The excavation of the sites of birth has added to the knowledge regarding Buddhism and Ashoka.

The remains of the temples of ancient India and the mosques of medieval India are indicative of the Hindu and Muslim influences. The existence of various monuments through the ages provides a scientific basis for establishing chronology. They shed valuable light on the various phases of our cultural life and also provide as with a clue to the nature and extent of India's cultural contacts with the other civilizations of the world.

- History resource Centre

History Club

Such clubs if properly organized will be of immense help in enlivening the teaching of history, considered and thought by most of us, as dull in our schools. Such a club stimulates the interest in extra readings of historical material. When the students meet in a club, they get an opportunity to mix with other students.

This club should be managed by the students themselves and the teacher should be a mere guide. Their meeting may be held once a month in which a few interesting topics of history may be discussed. Excursion should be organized or arranged to places of historical interest. Films if available may be exhibited off and on.

The members of the club may be asked to collect coins, old utensils, old jewellery, pottery, costumes of the past, photographs of historical personalities. Such activities will provide the students an opportunity to show their ingenuity and manual skill. It will create in them the habit of extra study of historical magazines, journals and old books and may create a desire in them to delve deep into the historical writings. Such training will help them to spend their leisure time usefully.

A historical society may help to organize extra school activity and may foster an interest in the historical remains of all kinds. The students may visit places of interest in their free time, taking notes, drawings and take photographs of the old historical monuments. The value of this lies not only in giving them a permanent interest in antiquities, but also in making their ordinary history a more living and interesting thing to them.

Activities of the Historical Club

- This club may organize village survey and the students may be asked to collect some socio-economic data of a village.
- In vacation, the club may organize hiking and trips to mountains, sea side or old monuments. The students will get first-hand knowledge of history.
- This club may arrange film show to enhance the historical knowledge of the students of history.

CHARACTERISTICS OF A GOOD HISTORY TEXT-BOOK

Proper history text books can help in promoting national integration. Text books should give an objective account of forces and trends which synthesized and fused various patterns of thought and modes of life resulting in the present composite Indian culture. It is essential that histories of different regions are prepared in a well-coordinated manner with an all India approach but without sacrificing historical truths in any manner. This will make the pupils aware of inter-cultural differences, help them to recognise the common humaneness which bind sub-cultures together into one single nation and accept different ways of meeting human needs and aspirations.

The text-books should highlight the memorable role of heroes of national stature who kept burning the torch of freedom at the gloomiest hour.

The text-books should not only deal with the glories of the past achievement but also make a significant mention of the future aspirations of resurgent people of India.

Researchers need to be taken up in the realistic contemporary Indian culture to guide the text book writers of Indian history. Pamphlets, teaching guides, maps, models and manuals of field trips may be made available to promote national consciousness and strengthen national security.

It is fortunate that the NCERT and central board of secondary education are making special efforts to see it that history does help in promoting national consciousness.

QUALITIES OF A HISTORY TEACHER

Teacher occupies a very important place in the scheme of education. Without a well equipped teacher, the aims and objectives the school has set before it cannot be achieved. Therefore, we need teachers who have special qualifications and interests. History is a subject which involves observation of historical events and places, collection of old and new data, analysis and generalization etc. Direction and guidance of such a teacher is very necessary. History being a very vast subject, both science and art, it is not possible to teach this subject unless a teacher has special qualifications. In order to be successful and to realize the objectives of history teaching and to discharge his functions properly and adequately, he should be a person of wide reading and culture and possess certain qualifications which are mentioned as under:

- ✓ Academic preparation
- ✓ Mastery of the subject and techniques
- ✓ Power to excite imagination
- ✓ Keen power of observation and imagination
- ✓ Knowledge of various methods of teaching
- ✓ He should have a love for excursions and tours
- ✓ He should take interest in collection of things of historical importance
- ✓ Power of narration and dramatization
- ✓ He should possess the basic knowledge of other social science
- ✓ He should possess scientific bent of mind
- ✓ Knowledge of current affairs
- ✓ Knowledge of child psychology
- ✓ Teacher pupil relationship
- ✓ Personality
- ✓ Professional training

Questions

1. Write about meaning of print resources and describe its impact on society.
2. Describe advantages and disadvantages of ICT sources.
3. Explain qualities of a history teacher.
4. Discuss on importance of community resources in education.
5. Describe impact of ICT resources in education.

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