
UNIT 6 TEACHING-LEARNING PROCESS IN HISTORY

Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Meaning of History as a Discipline of knowledge
 - 6.3.1 Nature of History
 - 6.3.2 Scope of History
- 6.4 Relationship of History with other Social Sciences and Subjects
- 6.5 Aims and Objectives of Teaching History
- 6.6 Approaches to Teaching of History
 - 6.6.1 Dialectical approach
 - 6.6.2 Scientific approach
 - 6.6.3 Biographical approach
 - 6.6.4 Nationalist approach
 - 6.6.5 Post- modern approach
 - 6.6.6 Dramatization
- 6.7 Resources for Teaching and Learning of History
- 6.8 Let Us Sum Up
- 6.9 References and Suggested Readings
- 6.10 Answers to Check Your Progress

6.1 INTRODUCTION

While teaching history in a classroom, it is necessary to understand the nature and scope of history and how it is related with other disciplines in an integrated manner. History provides a rich ground for correlation with other subjects. As a teacher, you need to have a clear idea about the nature of history and how it can be correlated with other subjects. It gives a good insight into the present and tells the experiences of the past in dealing with the present problems. Teaching of history for the student teachers is important because it helps them to understand how families, societies, institutions and countries evolved, great people and their deeds, citizenship, development of science and technology, etc. It is the responsibility of the teachers to mould the future citizens in which learning of history plays a major role because it is the basis of all areas of human life- political, social, economic, cultural religious and social life. In this Unit, we discuss the meaning of history, its relationship with other social sciences, aims and objectives of teaching history, various approaches to teaching history and learning resources for teaching history.

6.2 OBJECTIVES

After going through this Unit, you would be able to:

- explain the meaning of history;

- discuss the relationship of history with other Social Sciences and its relationship with natural sciences;
- state the aims and objectives of teaching history;
- discuss various approaches to teaching of history; and
- describe use of different learning resources for teaching history and making history classes interesting.

6.3 MEANING OF HISTORY AS A DISCIPLINE OF KNOWLEDGE

The word 'History' is of Greek origin which means 'information' or 'an enquiry designed to elicit truth'. The term 'history' is used to indicate the process of human development through the ages. Hence, history means 'man- his story'. So we can say that it is the story of what human beings have done, said and what they have thought. It is the story of what happened in the past. In one sense, we can say that it is a parent discipline from which many special fields of studies have sprung. Let us examine some definitions given by scholars of history.

Definitions of History

The following definitions indicate that history has been defined differently by different historians and scholars.

H. G. Wells	Human history is in essence a history of ideas
Burckhardt	History is the record of what one age finds worthy of note in another
Henry Johnson	History, in its broadest sense, is everything that ever happened
E. H. Carr	History is a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past
Tagore	There is only one history- the history of man
Jawaharlal Nehru	History is the story of man's struggle through the ages against nature and the elements; against wild beasts and the jungle and some of his own kind who have tried to keep him down and to exploit him for their own world.

It is evident from the above definitions that there is no universally accepted definition of history. However, when we analyse the definitions, we can summarise that history includes whatever human beings have experienced in the past, i.e., their past deeds, ideas, struggles, arts, crafts, inventions, etc.

Activity 1

Go through various definitions of history from different sources and find out how the definitions change according to the developments in history and philosophy of the scholars.

Check Your Progress 1

Note: a) Write your answers in the space given below.

b) Compare them with those given at the end of the unit.

1) Explain the meaning of history.

.....

.....

.....

.....

.....

.....

6.3.1 Nature of History as a Discipline of Knowledge

The following major features characterize the nature of History as a discipline of knowledge (Kochhar, 1979)

i) A study of the present in the light of the past

The root of the present lies in the past. History helps us understand how the society has come to its present shape. We are able to understand, analyse and interpret the causes of events that had happened throughout ages. It helps us understand the reasons of present happenings and also frame general laws for the better functioning of the society in future.

ii) History is concerned with study of human beings in relation to time

One of the essences of history is the study of human beings in relation to time. The world changes according to the changes in time. The ideas or institutions change as time passes. So we know from the history that nothing is permanent in this world. In another sense, we can say that history has no meaning in a world which is static. We can summarize that human history is the process of human development in relation to time.

iii) History is concerned with study of human beings in relation to space

History depicts human being's dynamic interaction with physical and geographical environments that leads to various trends in political, social, economical and cultural activities and achievements.

iv) History explains the present

One of the main tasks of history is to explain the present by understanding the past and how it has evolved. By analyzing the historical data of the past events, we find out the causes of the present events. This helps us understand and shape the present in a better way.

v) History is objective record of happenings

Historians collect data from original sources, especially from primary sources that enable them to interpret past in objective way. By understanding past happenings in a better a way, we are able to take right decisions.

vi) History is a dialogue between the events of the past and progressive changes in future

Historians like to interpret the past based on progressive emergence of new goals, through selection of relevant and significant events. Earlier the interpretation of history was based on human beings' struggle for getting constitutional and political rights; but later on the trend was changed to interpret the history based on economic and social events. It represented more progressive and advanced trends in the interpretation of history.

vii) History is the story of the growth of human consciousness, both in its individual and collective aspects

History is the story of human consciousness from Stone Age to the 21st century digital era. It doesn't follow a strict chronology but it is sequential and relevant.

viii) Continuity and coherence are the necessary requisites of history

All historical events are interconnected and interdependent. No event is an isolated one and it can't occur out of vacuum. History carries the progress of human beings from generation to generation and it is the essence of history.

ix) History is comprehensive in nature

The modern concept of history is that it is not confined to a particular period or a country or a nation. It covers all aspects of human life- political, social, religious, economic, religious, aesthetic, etc. in a comprehensive manner.

6.3.2 Scope of History as a Discipline of Knowledge

It is very difficult to confine history to a particular boundary. It is all embracing, comprehensive subject without a limited boundary. The scope of the subject includes almost all spheres of human life like history of art, history of physics, history of chemistry, history of religion, history of mathematics, history of civilization, history of geography, etc. It points out that the scope of history covers history of any and every social, physical and natural science that we are engaged with. During the early periods, history was limited to local saga, but during the course of human evolution it becomes the universal history of mankind that depicts all the activities and achievements of human beings in all fields viz., political, economic, social, religious, artistic, technological, etc. It spreads its scope from local level to the international level. Also, it starts with the past, explains the present and predict the future actions and happenings.

Check Your Progress 2

Note: a) Write your answers in the space given below.

b) Compare them with those given at the end of the unit.

2) How is history related to space and time?

.....
.....

3) Briefly explain the scope of history? Explain, with examples, how it covers all aspects of human life.

.....

.....

.....

.....

.....

.....

.....

6.4 RELATIONSHIP OF HISTORY WITH OTHER SOCIAL SCIENCES AND SUBJECTS

Many historians and scholars agree that history is the heart of social sciences. It has close relationships with other subjects of social sciences, literature, science and statistics. Let us study the relationship of history with other subjects.

Geography

History relates to time and geography to space. History studies people living in different times, whereas geography studies people living in different places. Geography provides the stage for human being to play his/her part. History becomes incomplete without reference to the space. Historians depend upon the geographical background to study the human thoughts and actions because they are closely related to the place where they live. History always raises the questions 'why'. Geography is concerned with 'where'.

Many geographical features like rivers, mountains, sea, climate, mineral resources, etc. have crucial influence on the shaping of the course of history. For example. Indus valley civilisation developed on the banks of Indus River. The broken coastlines of Japan, Greece, and Great Britain forced them to improve their naval strength, which resulted in their empire building activities.

Political Science

Prof. Seeley says that "history without political science has no fruit and political science without history has no root". Historians trace the history of the political process by learning political principles, rules, regulations, rights and duties, executive, legislative, administrative functions, beaurocracy, etc. All these come under history. Diplomatic history is a specialised branch of political history that deals with the principles of international relations. Political science is a part of historical studies that describe the administrative set up of a country.

Sultan remarks that "History is really the past tense of a subject of which political science is the present". We know that in our school history books most of the portions cover different rulers and their governance. Political science is the science of citizenship that describes local, national and international affairs in the past and the present. History includes all these aspects. Political revolutions, ideas and politicians have contributed to shaping of history.

Economics

A historian should possess basic knowledge about economics because most of the activities of human beings in society are closely related to economic matters. For clear understanding of history of any period we should know the economic history of that period. Economic activities such as arts, crafts, business, trade, commerce, taxes, land revenues, etc. have a prominent position in history. It would be difficult to write history without a thorough understanding of economics.

Economics is a study of wealth, which deals mainly with production, consumption and exchange. History describes social nature of all the economic activities of human beings. History of economic activities of human beings in the past helps in framing economic policies and formulation and verification of various economic laws and theories. All the major economic changes in the world like green revolution, stock markets, globalisation, economic depression, etc. have profound influence on historical changes.

Sociology

History and sociology are closely interrelated with each other because both study human beings in society. At the initial stage, sociology depended on history for generating new knowledge. History was also enriched by the synthesis of ideas produced by sociologists. Sociology helps history in studying social dynamics which deals with social change, development of social processes and social causation.

Literature

History is the record of activities of human beings. On the other hand, literature is the records of emotions, feelings, imaginations, and thoughts. Historians use literature to report history. History represents fact and literature takes it to an artistic form.

Science

In order to understand history of any nation, we should understand the history of science. History of human beings on the earth becomes incomplete if we don't learn the chain of discoveries, explorations and inventions made by human beings. Observations, experiences, discoveries and inventions by human beings have profound influence on history. Biology, which deals with hereditary and environment, helps history understand the human beings, their evolution and wide range of societies they have created.

Statistics

Writing of history at present era is influenced by statistical data. Historians, nowadays, quote exact percentage of the people and other numerical values because computers help them in processing enormous data and arrive at valid conclusion in a short span of time.

Check Your Progress 3

Note: a) Write your answers in the space given below.

b) Compare them with those given at the end of the unit.

4) What are the relationships between history and geography?

.....

.....

.....

.....

.....

6.5 AIMS AND OBJECTIVES OF TEACHING HISTORY

The following are the aims and objectives of teaching history at school level (Kochhar, 1979).

- **To promote self-understanding**

History should be taught to students to understand and place themselves in context. The person, who does not understand himself/herself, will not be a well-balanced human being. Every individual has a heritage which is a combination of racial, national, family and individual traditions. Without understanding his/her past, a person becomes stranger to himself/herself. Similarly, without understanding our past, we can't understand and interpret the present history. Students cannot understand the importance of sacrifice for the nation unless they are taught the sacrifice made by our freedom fighters for the independence of our country. History provides useful and critical insight regarding our past achievements and deeds in almost all areas like political social, economic, religion, etc. that help us understand the present. The information provided by history regarding world's great men and women, great civilization, great inventions, etc. promote self-understanding.

- **To provide proper concepts of time, space and society**

History should be taught to provide students the concepts of time, space, and society and their relationships that link the present with the past, the local with the distant, the personal life with the national life, lives and cultures of men and women with those elsewhere in time and space.

The causes of the present happenings lie in the past. Without understanding the past, we can't explain the present happening. A real understanding of the present requires knowledge of time, space and society. In order to make our students familiar with the present and provide directions for the future, teaching of history is essential.

- **To strengthen intellectual abilities of learners**

Teaching of history strengthens the intellectual abilities of students by providing them opportunities for rational thinking. It provides students the

opportunity to study the past and understand that the human activities are unpredictable and complex. Students study the social activities of human beings that stress for objective analysis and framing valuable conclusions. When we address important issues and concerns, we tend to consider only the present and the future. But history provides the third dimension that is understanding of the past. History stresses the need for deep thinking to find out the relation of present happenings with the past. It helps to avoid superficial thinking.

- **To teach tolerance**

The history needs to be taught to develop tolerance among students. They learn tolerance with different faiths, loyalties, cultures and ideas and ideals.

- **To enable the students to assess the values and achievements of their own age**

It provides the students insight to assess the values and achievements of their own age. They get enlightened about the problems of modern period. Teaching of history exposes false, errors, prejudices, etc. of the past. Thus, it is a teaching of philosophy by examples through the ages. History also tells the stories of great men, kings, and thinkers, which help students to assess their own values and achievements.

- **To cultivate positive outlook**

Teaching of history brings to light factors which govern the course of human affairs and also show that the actual course of past events may be more accurate measure of what is possible for new and better future. The teaching of history provides ample opportunities for stimulation of thoughts, proper judgements, development of discriminative power and also develops scientific attitude among students.

- **To address controversial issues**

It provides students opportunities to address controversial issues of the society. Students get chance for free discussions, look for facts, search for truth and solve the issues intellectually by arriving at valid conclusions.

- **To help resolve our contemporary social and individual problems**

The important aim of history is to solve the present social and individual problems related to commerce, foreign affairs, religion, politics, etc. Students get the opportunities to study the problems and make informed judgements.

- **To foster national feeling**

Teaching of history helps in fostering national feeling among students. It inculcates in them patriotism and develops them into responsible and active citizens.

- **To foster international understanding**

The teaching of history mitigates the prejudices existing among nations and points out the need for interdependence among nations. It fosters international understanding among the nations of the world.

Activity No.2

Collect the information regarding the aims and objectives of teaching history suggested by various education commissions and committees after independence.

Check Your Progress 4

- Note:** a) Write your answers in the space given below.
b) Compare them with those given at the end of the unit.
5) Write any four aims and objectives teaching history.

.....
.....
.....
.....
.....

6.6 APPROACHES TO TEACHING OF HISTORY

6.6.1 Dialectical Approach

It is also called as Socratic *Method*. The method is based on dialogue between two or more persons who may hold differing views, but try to pursue the truth by seeking agreement with one another. Socrates believed that we can reach truth or produce knowledge by means of skillful questioning. Socrates provided instructions by using leading and clever questions ((Umar Farooq, 2013).

Steps

- 1) Prepare and arrange questions in a logical sequence.
- 2) Ask questions in the logical sequence to arouse curiosity among students.
- 3) Frame new questions by linking with learners' response.

Advantages

- 1) It provides the teachers both understanding of the abilities and interest of students while asking questions.
- 2) It ensures involvement of students in the learning process.
- 3) It ensures cognitive development and brings knowledge at conscious level.
- 4) The classroom becomes lively because more verbal interactions take place between teacher and students.

Disadvantages

- 1) Difficult to frame good questions and arrange them in logical sequence.
- 2) It is difficult to cover all social science contents by using this approach.
- 3) The teachers expect structured answers from students, hence no room for imagination.

Suggestions

- 1) It can be used along with other methods.
- 2) Questions should be framed in clear language.
- 3) Questions should be distributed to the whole class evenly.

6.6.2 Biographical Approach

Biographical approach considers history as a history of great events, great men, or individuals. Through biographical approach, instruction in history is imparted by narrating the deeds of truly great persons.

Biographies are one of the best medium through which students can learn history. Students naturally have interest in great personalities of the past and try to make them acquainted with their noble characters. Thus, biographical approach motivates them to get inspired and become like these great personalities.

However, this approach does have some drawbacks. It is based on undemocratic distinctions between great and small, the high and the low born. There is possibility of so many things in the past being left out if the history is only about great personalities. This approach tends to develop hero-worship. It may provide a limited growth to student's personality. It is also subjective in nature.

Therefore, in order to make the biographical method more useful, it should be taken into consideration that personalities be grouped around an outstanding event or movement rather than events around personalities. More than one person should be selected for the study as a single person cannot represent his/her age fully. The idea of hero-worship should be avoided. The prominent aim of biographical approach is to acquaint students with the characteristics of personalities being taught to students. The biographical approach should be made a community approach by making frequent local references. Biographical approach will serve as an efficient instructional approach at the later stages to supplement and illuminate the narrative treatment.

6.6.3 Scientific Approach to Teaching History

It is an approach to investigating phenomena and acquiring new knowledge, as well as connecting and integrating with previous knowledge. In this approach the historian gathers observable, empirical, and measurable evidences or data by using his/her reasoning skill. It is the duty of the teacher to present social problems in front of the students to inquire about its root causes. After thorough analysis, students reach valid conclusions or right decisions. In order to reconstruct history, we should study the sources of history by using observation, analysis and interpretation. By using this approach students get opportunity to treat history content as a history data. They can examine it scientifically, draw inferences, present and make arguments in favour of or against the textbook content

Characteristics of scientific method

- Science is characterised by empirical procedures, precise definitions and objective data collection.
- Findings can be reproduced.
- The approach to knowledge is systematic, and
- Processes involve explanations, understanding and predictions.

6.6.4 Postmodernist Approach

This approach thinks that real truth does not exist or is not knowable. Postmodernists give emphasis to “constructs” and “perspectives” rather than “truth” and “knowledge”. The concept of postmodern education is based on the assumption that what people think to be knowledge really consists of mere “constructs”, not “truth.” It gives emphasis to constructivism and stresses that all knowledge is invented or “constructed” in the minds of people. The ideas teachers teach and students learn are not “reality,” but human constructions. We create knowledge, ideas and language because they are useful not because of “true”. They argue that reality is a story because it exists in the minds of people who perceive it.

The purpose of education is changed from teaching academic knowledge and skills to facilitating a learning environment where students construct their own knowledge. Teachers’ role also changed from a knowledge giver to a stage setter and a facilitator. Postmodernists reduce the study of history to “perspectives of history.” There are different perspectives of history. They emphasise discovery learning, group projects and other social settings for learning history.

6.6.5 Nationalist Approach

Nationalist approach to history was prominent during the Nineteenth century. Most of the historians during the period were just press agents of the politicians. During the period, nationalist view was used as a force for social, economic, and political oppression as well as emancipation. Europeans used nationalism as a means for imperialism and colonial countries as anti-imperialism. After the First World War, nationalism helped European’s in imperial expansion and oppression but after the Second World War, it helped the Asians and Africans as a moral force in anti-imperialist movements. During that period the history was written from a purely nationalist point of view. The historians tried to inculcate patriotic feelings, emphasize citizenship, avenging national humiliations and redeeming national honour.

6.6.6 Dramatisation

Dramatisation means reconstruction of some events or situations, past or present into action and life. It provides scope for expression and imagination, sharpens learning, appeals to emotions and removes complexes. History is a subject which deals with events, human ideas and sentiments which have no material shape. It is impossible to translate them into audio- visual symbols through models or puppets. Dramatisation can best represent those concepts and movements. It is one of the most effective devices that teacher of history can use to provide reality and vividness to his/her instruction in history.

Dramatisation means reconstruction of significant historical experiences in the past. It is the attempt to transcend the barrier of time and place and relive the experience concerned. A student dramatising a character has to ‘feel’ like the character and to a degree must become the character. Thus, dramatisation makes teaching meaningful, lively and a joyous activity.

There are different kinds of dramatisation such as:

- **The Play:** This is performed by school children or adults using proper costumes and stage setting.
- **The Pageant:** Importance is given to setting and action and less to speed. It has no place in the classroom as it needs a great deal of time, energy and equipment.
- **The Pantomime:** Participants express themselves through bodily actions only usually to the accompaniment of music. It can be performed in the classroom in ordinary dress. It is particularly valuable for shy children.
- **The Tableau:** It is an act without words and very effective in representing an emotional theme. Attention is paid towards costume and scenery. Well prepared and presented occasionally Tableau can be of much value as an aid to teaching.
- **Puppetry:** It presents ideas with extreme simplicity without elaborate scenery or costume, yet quite effectively. It can be suited to the types of drama where human actors, adaptations of classic plays, etc cannot easily be presented.

Some of the advantages of dramatisation are as follows:

- 1) It increases student's motivation, participation, confidence and fluency in communication through the body language.
- 2) It creates interest and exercise initiative and originality of the children.
- 3) It fosters verbal and non-verbal communications.
- 4) It extends the emotional range of expressions.
- 5) It develops creativity and spontaneity.
- 6) It develops student's performance skills.

Some of the disadvantages are as follows:

- 1) It is sometimes difficult to monitor both physically and verbally.
- 2) The acts are artificial and sometimes irrelevant to the learner's need.

Some suggestions which would be useful for performing dramatisation effectively are as follows:

- 1) Relevant and meaningful themes should be chosen.
- 2) The teacher should not dominate the show.
- 3) Characters should be chosen as appropriately as possible.
- 4) The emphasis should be placed on action, gestures, expression, voice and interpretation rather than on clothes, scenery and setting.
- 5) Dramatisation must be properly followed up with discussion.

Check Your Progress 5

Note: a) Write your answers in the space given below.

b) Compare them with those given at the end of the unit.

6) What is role of a history teacher according to postmodernist approach?

.....

.....

.....

.....

.....

6.7 RESOURCES FOR TEACHING AND LEARNING OF HISTORY

Textbook

Textbook is a specially written book which contains selective and systematic knowledge. It is not a bare statement of knowledge but is armed with various teaching- learning devices to fulfil the desired instructional role. According to Bacon Paul, a textbook is a “book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices”.

There are three different types of history textbooks listed by Johnson:

- i) Precise Textbook- it represents a skeleton or framework of facts with essential explanations, in-text questions and activities.
- ii) Manuels- these develop the outline but leave some room for further development.

The function of the history textbook is that in the lower classes it can be relied on for essential information, so organised as to show order and continuity and so presented as to be clear, interesting and attractive; and in the senior classes, it should contain well- arranged comprehensive knowledge and should expand its scope and size to meet the changing concept of what is considered educationally sound and desirable. Apart from textbooks, there are supplementary readers in history. They contain important information and facts which could not be given in the textbooks.

Good textbooks are indispensable for the teaching-learning of history for various reasons:

- 1) To provide both teachers and students good teaching-learning material.
- 2) To give the minimum essential knowledge at one place.
- 3) To help students in self-learning.
- 4) To provide teachers and students logical and comprehensive learning material
- 5) To ensure intellectual rapprochement of teachers and students.

A good history textbook must satisfy the following criteria.

- 1) It should help in achieving the objectives of teaching history mentioned earlier.
- 2) It should be child-centred.
- 3) The language of the textbook should be suitable for the age and level of students.
- 4) It should be well- illustrated.
- 5) It should be simple, interesting and attractive enough to take the form of a self- study reader.
- 6) It should open up various avenues of thought and study.

The uses of history textbooks and supplementary readers should be to achieve the objective of teaching history. It should stimulate student's historical imagination to know more of history and to rationalise casual relationships pertaining to different historical events. If history textbooks are used effectively, they not only make instruction effective in the class but also give history teaching and learning a new meaning.

Museum

Museum is a place that provides information, education and enjoyment. Museums which preserve historical and cultural objects impart wholesome education at all levels and provide new impetus to teaching methods. Schools can have a history museum with sections on Local history, National history, and International history. The section on Local history can contain local relics like statues of kings and rulers, carvings on bricks or stones, pottery pieces, ancient books, ancient coins, costumes, etc. It stimulates interest in the students to study history with a sense of reality. The section on National history can be built up with the help of models according to the topic as it may not be possible for each school to get original relics. Similarly, flags, world history, curios from different countries, stamps, coins, dolls, etc. can be kept in the section on International history. By seeing the relics of the past, students can realise that history deals with facts. Therefore, efforts should be made to find the real objects as far as possible. There should also be models, photographs, diagrams, charts, etc. However, the temptation to show too much must be cautiously avoided. Names of teachers and students responsible for collection of items, dates, purposes, utilization, expense and any other necessary information must be maintained properly. The relics collected should be presented in chronological order with proper titles and annotations. A good museum must have a collection of useful items. It must have a dynamic image and role to play to cater to the diverse needs of the students of different classes. Collections of ancient coins, historical relics such as ancient paintings, pictures, sculptural works, edicts, etc. collected by the students and history teacher should be exhibited suitably in the history classroom. Museum is an important link of the new environment with the older world in which its own institutions, thoughts and modes of life had their origin.

Maps

Maps are flat representations of the earth's surface which convey information by means of lines, symbols, words and colours. Maps are the universally accepted symbol for the presentation of the concept of space. Every happening takes place

in a definite place and in a fixed time. The place of occurrence has some influence over the course of happening, hence proper use of maps can explain adequately about the incident. Thus, a map is almost indispensable in most history lessons.

Different types of maps can be used to make history teaching interesting.

Relief maps: it may be considered as a model of the geographical features of a place.

Flat maps: it includes political, physical, population, economic, rainfall, temperature, soil and vegetation, and roads.

Pictorial maps: pictures, dots or other symbols or drawings are used to show location of important data or relationships.

Maps can be made interesting and important depending on how we use them. They should not be overcrowded. It is desirable to make the outline of the maps and develop the contents as the lesson proceeds. Maps should be unusual enough to arouse student interest. Junior classes should be given printed outlines for filling in details while senior classes could draw their own maps. Maps should be both accurate and up-to-date.

Charts

Charts are combinations of graphic and pictorial media designed for the orderly and logical visualising of relationship between key facts and ideas. The main function of the charts is always to show relationships such as comparisons, developments, processes, classification organisation, etc. Charts should be simple in their form and design. They should be accurate. They should be the brief summary of some historical events.

Most commonly used charts in history are:

- i) Genealogy charts: These charts are used to represent the growth and development of an empire or dynasty.
- ii) Flow charts: These are used to show sequence and the functional relationships.
- iii) Chronology charts: They provide a chronological framework within which events and development may be recorded.
- iv) Tabulation charts: They present the historical data in a tabular form. They enable students to gain a comprehensive view of the facts at sight.

Films

Films have instant appeal as they depict motion and motion implies continuity. In the teaching of history, films providing information, or films dramatising an event, episode or the life of an individual can be used. Through the medium of films, one can rebuild homes, castles, farms, etc. Skilful cameraman can photograph the carefully planned enactment of historic events that have present-day significance. Films heighten reality by individualising experiences of the outside world and promote a greater understanding of abstract relationships and concepts into concrete. For effective use of films to achieve learning objectives, teacher should know what they are about, how they fit into the contents being taught. He/she should first view them before presenting to students. He/she should prepare notes on them and carefully plan how best they can be used.

There are various types of films which can be used in the classroom for teaching history.

- i) Films explaining a process
- ii) Films giving information.
- iii) Films demonstrating a skill.
- iv) Films dramatizing an event, episode or the life of an individual.

Besides, there are educational films such as:

- i) Educational films dealing with a single unit of exposition within a duration of ten to fifteen minutes.
- ii) Documentary films depicting contents in cinematically interesting ways. They present stories in terms of human beings and human interests. They may be used to illustrate a subject, generally to introduce or revise it.
- iii) Short sentence films are used to illustrate single phenomenon.
- iv) News reels are presented in simple descriptive forms about the events of the day without any bias. These are very useful in informing the pupils about the current events.
- v) Regular films based on historical themes/events.

There are a few limitations to the use of films. They require special skill and knowledge to use projection equipment. They do not by themselves enable students to participate actively in the learning experience. Teacher needs to motivate students to view educational films on history.

Visit to Historical Places/ Field Trips

Field trips to historical places can provide unparalleled learning experiences, particularly, in the teaching of history. They can provide first hand observation and new information to enable students to understand the history, which is not merely a story, but is very useful for developing appreciation of architecture, sculpture, painting, etc. There can be various kinds of trips such as:

- i) Trips within the school or trips within a walking distance.
- ii) Longer trips to historical spots in the community.
- iii) Day trips to a state capital, college, historical spot, etc.
- iv) Trips during vacations for a week or so to Delhi, Mumbai, Kolkata, Ajanta or Ellora caves or other places of historical interest.

There are certain points that need to be kept in mind while selecting a place for a trip. A trip should be related to the topics under discussion in the class, as a follow –up to the topics being taught or as a motivation for new topics. It should provide something that can be learnt better by direct experience than by textbooks, films and other methods. The distance should not be too long and the expenses should also be low. It must have the approval of parents and school administration. It should give students experience that they cannot easily have alone or in small groups or with parents.

In order to make the field trips useful, they should be well-planned, well conducted and well followed-up. The teacher should make a survey of the local possibilities in regard to original contents in history. Students should be well prepared with an idea of what to expect and how the new information will be useful. Every detail of the trips should be carefully and completely worked out beforehand. They should be carefully supervised so as to achieve learning objectives. The experiences from the trip should be systematised and correlated to the history lesson. Each trip should be carefully evaluated for future guidance as well. Discussions regarding the trips or a variety of activities like diaries, photos, bulletin boards, articles in the school magazine, thank you letters, etc. can be organized as follow –up programmes.

Some of the possibilities of direct study of historical materials are monuments, battlefields, sites of historical events, old forts, tombs, memorials, places of worship, temples, mosques, museums, old houses with relics of historical interest such as weapons, utensils, costumes, paintings, culture, old manuscripts, art galleries, educational centres and ruins of capitals, sites of excavations and administrative and legislative centres with records of historical decisions and happenings.

Archives

An archive is a place where people can go to gather first hand facts, data, and evidence from letters, reports, notes, memos, photographs, and other primary sources. Archives provide a classroom where students from lower grade through college can study and learn history by using manuscripts, photographs, oral history transcripts, audiovisual tapes, and other archival material. Using archives in teaching requires cooperation between the archivist and the teacher. The archivist needs an awareness of the goals and content of the course being offered. The teacher must be informed of the documents and items available in local archives, historical societies, or museums that are relevant to the course. Teaching students through archives would be difficult; however, it is important to involve them through some presentations. Frequent class tours and field trips to local archives, historical societies or museums are an effective way for using archives successfully. Lectures through archive would make the learning more meaningful rather than imparted inside the classroom. Visual images and sound recordings hold the attention of students and leave a lasting impression. Therefore, teachers and archivist can use photographs and tapes that narrate a story or particular historical events. Providing students an opportunity to prepare a brief write-up about the presentations or some aspects of the archives is an additional way to reflect on the relationship between archives and history.

Documentary

The term document is generally associated with written or printed record as an evidence of historical facts. In this method the old records are depicted before students as documentary proofs or evidences. They can be presented as cinema or T.V films showing some of the human or social activities in historical times. The important documents that can be used for teaching of history includes: letters, diaries, constitutions, proclamations, court decisions, official minutes, certificates, magazines, newspapers, transcriptions, wills, autobiographies, etc. Documentary evidences provide the exact picture of historical events.

Timelines

Timelines are used to help students keep track of key events in history. Students get real picture about when events occurred and enable them to arrange the events in proper sequence. We have given an example of timeline in Unit-3 of Bk-1 of this course.

Timelines can be used for the following instructional purposes

- making the sequence of events in history.
- stressing the most important events in history.
- telling the story of events in a logical sequence.

If the students prepare the timeline of a history unit before the discussion of the unit, they understand the unit and they can also clearly understand the cause and effect of the events. They can prepare timelines in their classroom by using a bulletin board.

Artifacts

Artifacts are objects made by human beings, especially with a view to using them at a later stage. It may be a handmade object, a tool, or the remains of one, as a shard of pottery, characteristic of an earlier time or cultural stage, especially such an object found at an archaeological excavation.

The manmade objects or realia include food, clothing and adornment, tools and weapons, housing, transportation, personal possessions, household items, fine arts, and objects from everyday life. By using artifacts, students get chance for inquiry and investigation. If you present artifacts in an interesting way, students get chance to understand things clearly, observe facts, express their observations, etc.

Artifacts are representative of cultures, historical eras, and geographic location. They make history learning meaningful because children have opportunities to construct understanding and build knowledge. And students consider the practical use and personal value of objects over time and within particular cultures. Learning of history becomes challenging because students get opportunity for inquiry, collaborative learning, risk taking, thinking fluently and flexibly, and arriving at valuable solutions. Students become active by engaging in hands-on explorations.

Cartoons

Cartoons are ideas expressed in symbolical or pictorial forms rather than in words. They are based on an event or a person. They can be considered as a medium of expression because they can be used to teach concepts in a meaningful way. They are also a medium of expression through which students get opportunity to express their ideas and concepts to others.

Activity No.3.

List out various resources available in your local area for teaching of history for the secondary classes

Check Your Progress 6

Note: a) Write your answers in the space given below.

b) Compare them with those given at the end of the unit.

7) Mention types of charts used in teaching of history?

.....
.....
.....
.....
.....

8) What are the uses of timelines?

.....
.....
.....
.....
.....

6.8 LET US SUM UP

The main thrust of this unit is to acquaint you with teaching-learning process in history. We started the unit by explaining the meaning of history. Studying history helps students to understand their past, analyse the present and also predict the future. It helps them to analyse social problems and challenges in the right direction that mould them to become an active citizen. We discussed the nature, aims and objectives of teaching history. Different approaches and methods to teaching history, namely, dialectical method, biographical method, scientific approach, post-modern approach, etc. were discussed. Different learning resources like textbooks, maps, charts, museum, time-lines, films, cartoons, etc. were also discussed.

6.9 REFERENCES AND SUGGESTED READINGS

- Aggarawal, J.C. (1993). *Teaching of history*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Burston, W.H. (1962). *Handbook for history teachers*. London: Methuen & Co. Ltd.
- Dash, Biranchi Narayan. (2001). *Teaching of history*. New Delhi: Neelkamal Publications.
- Burckhardt, J.Christopher, history.csusb.edu/facultystaff/history306/documents/historyquotations8_16_96.pdf.
- Carr, E.H. (1990). *What is history?* 2nd edition, London: Penguin books.

- Farooq, Umar. (2013). *Question-answer method of teaching/Socratic method of teaching*, www.studylecturenates.com/../question-answer-method-of-teaching-%/...
- Ghate, V. D. (1956). *Teaching of history*. London: Oxford University.
- Johnson, Henry. (1940). *Teaching of history: In elementary and secondary school with applications to allied studies*. New York: Macmillan.
- Khan, Shaukat Ullah. (2006). *Teaching of history in 21st century: History through monuments*. Delhi: Academic Excellence.
- Kochhar, S.K. (1979). *Teaching of history*. New Delhi: Sterling Publication.
- Moolchand (1989). *Nationalism and internationalism of Gandhi, Nehru and Tagore*, New Delhi: M.N.Publishers.
- Wadhwa, Shalini. (2000). *Modern methods of teaching history*. New Delhi: Sarup & Sons.

6.10 ANSWER TO CHECK YOUR PROGRESS

- 1) History includes whatever human beings have experienced in the past, i.e., their past deeds, ideas, struggles, arts, crafts, inventions, etc.
- 2) History is the human being in relation to time. We know history of how human beings have developed during different periods of time. We can summarize that human history is the process of human development in relation to time. Similarly, History depicts human being's dynamic interaction with physical and geographical space that leads to various trends in political, social, economic and cultural activities and achievements.
- 3) The scope of history includes almost all spheres of human life like history of art, history of physics, history of chemistry, history of religion, history of mathematics, history of civilization, history of geography, etc.
- 4)
 - i) History relates to time whereas geography to space.
 - ii) History studies people living in different times whereas geography studies people living in different places.
 - iii) History always raises the questions 'why', whereas geography is concerned with 'where'.
- 5)
 - i) To provide proper concepts of time, space and society
 - ii) To strengthen intellectual abilities of learners
 - iii) To cultivate positive outlook
 - iv) To help resolve contemporary social and individual problems.
- 6) According to postmodernists, the role of history teacher role has changed from a knowledge giver to a stage setter and a facilitator.
- 7) The charts used in teaching of history are genealogy charts, flow charts, chronology charts, and tabulation charts.
- 8) The uses of timelines are the following:
 - i) Making the sequence of events in history.
 - ii) Stressing the most important events in history.
 - iii) Telling the story of events in a logical sequence.