TEACHING OF HISTORY
TEACHING OF HISTORY

S.K. Kochhar
Adviser, School Education,
Education Deptt.
Punjab, Chandigarh

Sterling Publishers Pvt Ltd
NEW DELHI-110016 BANGALORE-560009 JULLUNDUR-144003
Teaching of History
©1979 S.K. Kochhar

Published by S.K. Ghai, Managing Director, Sterling Publishers Pvt Ltd., New Delhi-110016.
Printed at Sterling Printers, L-11 Green Park Extension, New Delhi-110016.
47/8/79
to the history teacher

to help him

to make history a living subject
PREFACE

During the last few years, attempts have been made to renovate the system of education in our country. A new pattern of education and curriculum have been recommended for the whole country. In the new curriculum, history forms an important component of social sciences. Both the concept and purpose of teaching this subject at various stages have been redefined. For history to achieve its fullest potential as a subject at any level in the educational system, it has become essential to equip the teacher with the new concept, latest teaching procedures and techniques, as nothing can succeed unless the teacher cooperates, works hard and adopts latest procedures. This book has been written to equip the history teacher adequately with all these to enable him to shoulder his new responsibilities with confidence and competence.

The book deals with almost all the aspects of history teaching. The first chapter deals with the nature and scope of history. The chapter of Aims, Objectives and Values identifies the understandings, skills, abilities and attitudes upon which the teacher should focus while teaching history. It also emphasises the value of learning history. What considerations should guide us in selecting the contents of history and what curriculum has been recommended by Patel Committee have been given in chapter third. Correlation of history with other subjects is the theme of the fourth chapter. Which type of instructional Material can be helpful in teaching and learning history has been extensively dealt within chapter five. Audio-visual Aids and Methods which could help in the achievement of aims of teaching history have been discussed in chapter six and seven. How History Class-room, Library and Museum can be helpful in making History popular and how they should be equipped is the subject-matter of chapter eight. There is a separate chapter on the History Teacher as it is on him the whole effort revolves—how he plans, how he organises and how he teaches. There are certain very important problems in history teaching—how to develop Chronology—sense among the pupils, how to utilise current events and contemporary affairs in history teaching, how to teach Controversial Issues, how history can be helpful in promoting National and International understanding, etc. All these problems have been given a fair treatment in the book. Latest techniques of evaluating achievement in history have been suggested in chapter fifteen. How to plan history lessons—guidelines have been suggested in chapter sixteen. To help the prospective teacher, some sample lesson plans have also been given. At the end of every chapter, key ideas have been given in the Summary to help the
reader brush up. Evaluation is there to enable him to check up whether he has grasped what has been learnt and Collateral Reading has been suggested to enable the enthusiast to pursue his interest further.

Attempt has been made to meet the requirements of B.Ed. syllabus of the different universities of the country. It is hoped that the book will be well received by the teachers, educators, teacher-trainees as well as practising teachers.

The author records her gratefulness to all those writers whose views have helped her in amplifying certain assertions.

The author expresses her thanks to Sh. M.M. Chaudhry, Prof. and Head, Department of Teaching Aids, NCERT for permission to include in the book the list of filmstrips on History collected by his department for the benefit of readers.

The author expresses her affectionate thanks to her husband who helped in illustrating the book.

Comments and suggestions for improvement of the book will be gratefully received and attended to.

S.K. Kochhar

July, 1979
Chandigarh
## CONTENTS

**Preface** vii

1. History—Its Nature and Scope 1
2. Aims, Objectives and Values 14
3. Curriculum in History 30
4. Correlation 50
5. Instructional Materials 61
6. Audio-Visual Aids 81
7. Methods of Teaching History 123
8. The History Class-room, Library and Museum 167
9. The History Teacher 177
10. Teaching Chronology 181
11. Utilizing Current Events and Contemporary Affairs 202
12. Teaching Controversial Issues 211
13. History Teaching and National Integration 218
14. Developing International Understanding 229
15. Evaluation in History 242
16. Planning History Lessons 268

**Appendices**

1. List of books on Subject-matter for Teachers 309
2. Sources of Films and Filmstrips 313
3. Sources of Museum Material 320
4. List of some Illustrated books for Teachers and Pupils 321
5. A List of Historical Atlases 322
LIST OF FIGURES

1. Spiral of Cumulative Learning through the three stages 35
2. Cone of Experiences 86
3. Galaxy of Teaching Aids 88
4. Line graph—Population Growth—India 1901-71 101
5. Bar graph—Fifth Plan Educational Outlay 103
6. Genealogy Chart—Khalji Dynasty 104
7. Flow Chart—Administration of Chandragupta Maurya 105
8. Chronology Chart—Medieval Indian History 107
9. Tabulation Chart—First War of Indian Independence 108
10. Map—Mughal Empire at the Death of Akbar (1605) 110
11. Resource Unit—Helps in Teaching Unit 160
12. Regressive and Progressive Time lines 187
13. Time Line—India’s March towards Freedom 188
14. Pictorial Time Line—Indian Civilisation 189
15. Comparative Time Line—India and England 1500-1950 A.D. 191
16. Evaluation Triangle 243
History—Its Nature and Scope

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 study of all philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

Defining History

The term history is derived from the Greek word historia which means “information” or “an enquiry designed to elicit truth”. It is just “man—his story”—the story of his efforts to satisfy his craving for an orderly social life, to satisfy his love for freedom and to satisfy his thirst for beauty and knowledge.

There is no universally agreed definition of history. It has been defined differently by different scholars. Burckhardt says, “History is the record of what one age finds worthy of note in another.” In the words of Miller, “The course of life is like the sea; men come and go; tides rise and fall; and that is all of history.” Marc Bloch feels that history is the Science of men in time. H.G. Wells thinks “human history is in essence a history of ideas.” E.H. Carr opines that history “is an unending dialogue between the present and the past.” Gurudev Tagore gives a very simple but beautiful definition of history. He says, “There is only one history—The History of Man.” Pt. Nehru goes a step further. He says, “History is the story of man’s struggle through the ages against nature and the elements; against wild beasts and the jungle and some of his own kind who have tried to keep him down and to exploit him for their own benefit.”
Johnson gives a very broad definition of history. He writes, "History, in its broadest sense, is everything that ever happened... history, in the usual acceptation of the term means history of man. The materials to be studied are the traces left by his existence in the world, the present ideals, present social customs and institutions, language, literature, material products of human industry, physical man himself, the physical remains of man, his thoughts, feelings and actions."¹

An analysis of the opinions of different scholars will reveal the true nature of history.

Nature of History

History is the study of man. It deals with knowledge only when it is associated with man's endeavours and achievements. It primarily deals with those who "post over land and ocean, without rest" rather than with those who "only stand and wait." It deals with man's struggle through the ages. By selecting "innumerable biographies" and presenting their lives in the appropriate social context and the ideas in the human context, we understand the sweep of events.

*History is concerned with man in time.* Time factor is the essence of history. It deals with a series of events and each event occurs at a given point in time. It is time which affords a perspective to events and lends a charm that brightens up the past. Human history, in fact, is the process of human development in time. "If time were to stand still," writes Galbraith, "history would soon cease, once the existing evidence was fully sifted."² Time means change and the entire world of nature, no less than human beings, is in constant change. History is a subject which reveals that no ideal or institution has unchanging eternal value. As a matter of fact, in a static world, history has no meaning.

*History is concerned with man in space also.* Individuals and nations are studies in their physical and geographical environment. The interaction of man on environment and vice versa is a dynamic one. Out of this arise the varied trends in the political, social, economic and cultural spheres of man's activities and achievements.

*History explains the present.* The present has evolved out of the past. The task of history is to study this evolution The causal relationships between the selected happenings are to be unearthed which help in revealing the nature of happenings and framing of general laws.

Continuity and coherence are the necessary requisites of history. No event is an isolated event in the universe. No human event is born out of vacuum; it arises out of the foundations of previous events. In turn, the event so sustained by previous happenings gives rise along with other interconnected and interdependent events, to new events and the progressive process continues. History carries the burden of human progress as it is passed down from generation to generation, from society to society, and in this continuity lies the essence of history.

Thus, history is the story of what men and women have done, of what they have left for others to enjoy and suffer. People have made fantastic blunders and noble contributions, but regardless of the quality of human activity, it has given us a legacy of civilisation, not always fine and noble but on the whole there has been progress both material and moral.

History of History

History (the study of man and his wonderful development through the successive ages) can be said to have originated with man himself. To start with, man got interested in the exploits of kings, generals and patriots, preserved in the form of traditions. These served the human need of getting satisfaction through identification with superior personalities and by indulging in make-believe. Thus, the subject-matter for history was tradition; history could hardly be distinguished from stories and fables.

Stories and fables could not hold the interest of humans for long. Soon they got interested in factual narration of such past events that had a great significance in their life. The credit of giving history the status of an independent field of study goes to Herodotus—the Greek historian who lived in the 5th century B.C. He came forward with his history of Persian Wars. He followed the principle of 'enquiry' for writing his book on the Persian Wars, which had taken place one generation earlier. He travelled in Greece and based his investigation on sightseeing and oral accounts. He included only those events in his book, about whose truth he was fully satisfied; he took great pains in sifting the truth from the untruth. Herodotus gave us history—scientific, abstract, concentrated, shorn of all elements of myth or phantasy. He introduced humanism into the chronicles of war, degradation and the mysterious ways of Providence. He endowed men historically with freedom of will to make choices and to mould the course of events in which they were caught up. Thus, history began to be conceived as a truthful narration of events of significant national importance. No wonder, Herodotus has been considered the father of history.
Thucydidces, also living in the 5th century B.C., tried to set standard of historical reliability. His book—The History of the Peloponnesian War (431-404 B.C.), marked the next step in the march of history towards becoming a science. He took special pains to sift the facts relating to the political conditions existing at the time and to the events that followed each other in quick succession. Whereas Herodotus attempted to make correct identification of past happenings in regard to the Persian War, but did not try to account for the “Why” of them, Thucydidces in his history of the Peloponnesian War, not only collected authentic information about the war, but also tried to analyse the cause and effect relationships, i.e. he tried to answer the “Why” of the events. He attempted to set standards of historical reliability.

In the middle ages, history was a hand-maid of theology. The historians were mainly interested in discovering and explaining the Divine plan in history. In the 17th century, a systematic study based on the examination of historical authorities, was undertaken along with the use of non-literary sources like inscriptions, coins, etc. Thus, the historical method changed and the way was prepared for the development of critical history. In the 18th century, philosophers began to view history primarily as the study of man in society. History became a study of society as a whole in all its aspects. Changes and growth of societies became the subjects of study by historians.

In the 19th century, emphasis began to be laid on political history and German teacher Leopold Von Ranke gave the scientific method of dealing with history. During this period, we see the impact of scientific ideas such as the evolutionary theory, the principle of progress, formulation of laws on the development of history. Attempts were made during this time to arrange the whole of history into a single scheme and thus raise it to the rank of a science. In this period, the sole objective of history became the teaching of historical events in their rigid chronological sequence without discriminating one from the other. As it was the age of emperors, monarchies, and political alignments among different rulers, their personal life and exploits, conquests, wars, sieges, rebellions, expansions, consolidations and administration of dominions, it was said in this period that history is a root, politics is the fruit and that politics and history are inevitably inter-connected. Thus, the concept predominantly emphasised the military and political aspects of history.

In the latter part of the 19th and early years of the 20th century, when science assumed great importance, history began to be considered as the true science of society, and as such, the science of sciences. Not only historians but also political scientists and philosophers began to study this ‘science of sciences’. Historians began to be considered
as the scholars who seek to organise and collect facts according to the principle of causality.

Later, due to the Marxian impact on the thoughts of people there was a shift from the political to the economic and social aspects of history. The need for including study of the daily life of the individual was stressed, as that alone could give colourful details to the political and economic picture. The cultural aspect was recognised as an invaluable aspect of the achievement of mankind. Not only that, new fields of study like sociology and psychology drew the attention of the historians to new factors in the development of man.

Modern history is not only concerned with the political happenings in the life of a nation; it is also concerned with the economic, social, cultural and religious aspects of its life. Since the Industrial Revolution, the life of people is being dominated more by economic considerations. As such economic happenings have become more important in history than they had ever been before.

It is obvious that the scope of the subject has expanded both vertically and horizontally.

The Modern Concept of History

The modern concept of history is more scientific and comprehensive. It is not merely a chronicle of events or a rope of sand but a wreath with the events strung on the thread of ideas. It is believed that ideas are the base of all actions and are behind every occurrence and are, therefore, important. It is the ideas that have determined the action of man through the ages. Ideas are the forces motivating the actions of men. History deals with these forces behind the actions and presents a three-dimensional picture of the human past. According to the modern concept, history does not contain only the history of kings and queens, battles and generals, but the history of the common man—his house and clothing, his fields and their cultivation, his continued efforts to protect his home and hearth, and to obtain a just government, his aspirations, achievements, disappointments, defeats and failures. Not only the individual but also the communities and societies are the subject of study of history. The focus of history courses has changed from the life and work of heroes and important personalities to the evolution and growth of societies in all their aspects.

Modern concept of history lays emphasis on history as an evolution, growth and development of human civilization through the ages. How man grew from a wild life to civilization is the theme of history. Great men are simply taken as the point of intersection of great social movements. To take an example, Buddha's teaching of piety, peace
and righteousness were the reflections of lessons of men who were thinking silently for centuries together. A personality or an individual is simply a culmination point of a great movement—the important point to be studied in history is the *evolution, growth and development*.

The concept of modern history is quite comprehensive; political and military events are not considered as consequences by themselves but are used to give a perspective to important social, cultural and economic aspects of the life of man. Emphasis is laid on interwearing all affairs—social, economic, political, constitutional, military and religious.

Not only that, history, today, is considered to have four dimensions—namely peoples, places, time and ideas as all are indispensable for making the story of humanity intelligible.

Modern concept of history lays emphasis on the positive link and unity which exists between national and world histories. Attempt is made to deepen the student’s understanding of the world around him and develop in him ideas and attitudes which are imperative for national and international development to enable him to appreciate that the world of man is indivisible.

Again, the term history today is used for that field of study which treats history as an ‘actuality’ or history as a science. The method of scientific history is based on actual facts and their coordination in accordance with their coexistence in space, their succession in time and the principle of ‘causality’. Disconnected facts have no interest in themselves. They acquire significance only when they are grouped in a system of cause and effect.

It is obvious that history has arisen from the status of an antiquarian and a leisure-time pursuit to a very useful and indispensable part of a man’s education. It has expanded vertically and horizontally. It has become broad-based and attractive. It deepens our understanding of the potentialities and limitations of the present. It has, thus, become a future-oriented study related to contemporary problems. For all these reasons, history has assumed the role of a first-class human science.

**Is History a Science or an Art?**

Opinions are very much divided on the question whether history is a science or an art. Those who believe that history is a science advance the following views:

1. History aims at discovering facts of the past as they really were and then interprets them objectively. Like other natural sciences, it
uses various methods of enquiry such as observation, classification, formulation of hypothesis and analysis of evidence before interpreting and reconstructing the past.

2. History seeks to tell the truth, the whole truth and nothing but the truth. It follows the method of enquiry to find out the truth. To the extent, history seeks to tell the truth by adopting a scientific approach, history is a science.

Now, the question arises—is history a science as physics or chemistry are sciences. The answer is in the negative. History is a social and concrete science; it deals with the experiences of human beings who cannot be reduced to any formula. Moreover, history deals with unorganised facts from which no conclusions can be drawn. Historical methods of arriving at facts also differ radically from the methods of natural sciences. Whereas natural sciences generally deal with facts which can be observed directly and can be tested by experiment, historical facts cannot be observed directly and can be arrived at only indirectly through inference. No wonder, the status of facts in history is different from the facts in natural sciences.

Moreover, historical data are not available for scientific observation and experiment. Collingwood says, "Events of history are the things which the historian looks, not at, but through, to discern the thought within." Experiment in history is not possible because it deals with events that have already happened and cannot be repeated. Also, the intentions behind human actions cannot be directly observed but can only be reached by a process of inference and apprehended through the imaginative powers of the mind.

In history, we can neither formulate generalisations nor predict the future with certainty. A historian cannot arrive at general principles or laws which may enable him to predict with certainty the recurrence of like events, under given conditions. A scientist, on the other hand, looks at knowledge from a universal angle and arrives at certain generalisations. This helps him control the present and predict the future. Rickman has aptly said, "History deals with sequence of events, each of them unique while science is concerned with the routine appearance of things and aims at generalisations and the establishment of regularities, governed by laws.”

These ideas might make us think that history is not a science as the natural sciences are. Then, what is it? History is a unique subject possessing the potentialities of both a science and an art. As an enquiry after truth, history is a science or rather it is scientific; as a narrative account of the past, it is an art or a piece of literature. Whereas physical and natural sciences are impersonal, impartial and

capable of experimentation, absolute impartiality is not possible in history because the historian is a narrator and he looks at the past from a certain point of view. He cannot write without any point of view. He cannot but express his personality in his work like the artist. The artist and the historian too, have something in common—the capacity for imaginative sympathy to restore to life, what is called "that wild preposterous there and then." History is polite—it speaks only when spoken to. To the indifferent or passive gaze, it is silent as the sphinx. Without this indispensable effort to put oneself into another's place, history loses its humanity; the subtle differences of outlook and sensibility between ourselves and our ancestors are blurred and the human story reads like something which as Carl Becker once said, "might have happened on the moon given enough people to operate the events."

History is not a detective story, with all revealed in the last chapter. Like the work of art, in this respect, at least its wholeness and harmony and truth are inseparable from a concrete and vivid appreciation of its parts. Neither is history a piece of literature because great literature excites discovery of truths of character and universal truths of life; what we ask from history is insight into there and then so that we may better know where we are here and now.

History, in fact, is a social science and an art. In that lies its flexibility, its variety and excitement.

Scope of History

Now, the question arises—What is the scope of our subject history—i.e. what is the breadth, comprehensiveness, variety and extent of learning experiences provided by the study of this subject? An account of the history of history given above has shown how the subject which was once limited to a local saga, has, during the course of centuries, become the universal history of mankind, depicting man's achievements in every field of life—political, economic, social, cultural, scientific, technological, religious and artistic etc. and at various levels—local, regional, national and international. Its scope is vast; it is the story of man—a study of the totality of his behaviour. Its scope is also wide and long, in fact as wide as the whole world and as long as the existence of man on this earth. It starts with the past, makes present its sheet-anchor and points to the future. Events like wars, revolutions, rise and fall of empires, fortunes and misfortunes of great empire-builders as well as the masses in general are all the subject-matter of history. History is a comprehensive subject. Today, we hear of 'History of Civilization,' 'History of Geography', 'History of Art', 'History of Literature' 'History of Mathematics', 'History of Physics,' 'History of Chemistry,' 'History of Religion'—in fact, history of any and every social, physical and natural science we are
interested in. How can we know the present status of any human
deeuvre without its history? History today has become an all-
embracing, comprehensive subject with almost limitless extent.

Imperfections in History

In history an attempt is made to reconstruct past events with the
help of their old remnants and records. Remains of the past that
came down to us in the form of archaeological and other physical
evidence are in a distorted and damaged form. The difficulty is
still greater when the historian tries to reconstruct the past with the
aid of written records, documents, reports, chronicles, etc. Their
contents may be unreliable, and they may even be later forgeries.
The historian has to weave an account on the basis of all these. Again
the sources for a period may be too meagre to allow a satisfactory
and an authentic account. This is particularly so as far as Indian
history is concerned. "It is said the early history of India resembles
a jig-saw puzzle with many missing pieces; some parts of the picture
are fairly clear; others may be reconstructed with the aid of control-
led imagination, but many gaps remain." One has to go on a voyage
of discovery to get an insight into the vast panorama of India's past
and yet not be sure of the reliability of material.

Another imperfection found in our history is the neglect of factual
analysis. The conception of history in ancient India was dominated
by the metaphysical and moral trends of philosophy. Very little
attention was paid to the recording of facts and events. The main
emphasis was on the influence of the historical actions and events on
human behaviour. The historical figure was transformed into a my-
thical hero. With the result, historical events became legendary tales.
History, which has come down to us, is a mixture of fact and legend.
The analytic and synthetic principles applied to the field of philosophy
in India were not extended to the study of history as a separate
branch of knowledge. The neglect of factual analysis has led to a
vagueness of outlook.

Another imperfection found in history is the lack of objectivity
and impartiality in historical accounts. Every kind of prejudice—
personal, group, racial, religious, etc. possessed by the historian has
coloured his works. The philosophical and psychological beliefs of
the historian influence his unconscious assumptions. Absolute objec-
tivity and impartiality, in a way, are not possible for the historian.

Also, interpretations of the same event differ from historian to
historian. There are different accounts, sometimes very conflicting
accounts of the same event or theme each written from a particular
point of view. Take the case of happening in India in 1857—some
historians style it as a mutiny, others the First War of Indian Inde-
pendence.
It is obvious that history has a number of imperfections which make the objective study of the subject difficult.

An Introduction to the Indian Historiography

History, as stated earlier, is the process of the human development in time. The conceptual study of and writing about that process has been called historiography by the modern writer. The historian sifts out the main trends of events and organises them into an intelligible whole, in the framework of time and space. The hands of the clock cannot be reversed nor can they be advanced. That is why it is essential that history must be rewritten for each generation from the ever changing angle of vision caused by the touch of time. This is true of every country. More so perhaps, as far as Indian history is concerned. India has emerged out of a disgraceful past—a past of desperation and frustration into a present of new opportunities and future of immense aspirations. Indian history must be Indian—pure and simple. That is the reason the task of Indian historian has become very exacting but nonetheless exciting. He must have a stereoscopic vision so that he can present a three-dimensional picture of Indian people. The story of the people of India in the right perspective must be rewritten, though many scholars, foreign and native, have lifted the veil here and there and revealed glimpses of the past. It has been pointed out repeatedly that “the modern study of the history of the subcontinent of India has developed within a two-dimensional frame-work; preoccupied with men and events and neglectful of intellectual history and of the influence of ideas—so we see it flat, lacking a three-dimensional view of the folds, creases and convolutions of the cloth of history.” It is this thing which needs to be examined and taken care of by Indian historians while writing and rewriting Indian history. Misrepresentations, falsehoods, and distortions need to be removed so that a forward-looking outlook is developed.

Status of the Subject

History, for long, has occupied an important position among the subjects taught at different stages of education. During the recent years, there have been much discussions on the purpose of teaching this subject at the school stage and the changes that need to be brought about in the history courses. All these discussions have crystallised the belief that in the scheme of general education, history needs to be taught upto the tenth class.

According to the new pattern of education, popularly known as 10+2+3, in primary classes, history will be a part of social studies (which is a part of environmental studies). Stories and narratives about personages and events that have contributed to our national
heritage and the heritage of mankind in general will be studied.

In the middle and lower secondary stages, history will be studied as a separate discipline while forming a part of social sciences. It is recommended that at the middle stage, history should acquaint the pupils with the growth of India's society from pre-historic times to the present. The emphasis too, is to be changed from dynastic history and political details to social and economic conditions and the growth of various aspects of culture in different parts of the country. The classwise distribution of the Indian history syllabus is as follows: Class VI—Ancient India; Class VII—Medieval India; Class VIII—Modern India. A systematic course in the History of Mankind from Pre-historic times to the present day has been introduced for classes IX and X. Instead of a chronologically continuous narrative, chosen patches have been selected which have a certain unity and distinctiveness along with many diversities. The main focus of this course is on the study of social systems in their rise and growth and their replacement by new forms, and on scientific and cultural development. The historical development of all the major areas of the world is covered. The selection of the content is based on the specific histories of individual countries only where these histories have a significant bearing on the general history of mankind and represent new trends which become relevant to the history of mankind as a whole. In addition to these, the Socialist Movement, World Wars, Emergence of Asia, Africa, Latin America, and problems of International peace and cooperation and new economic order, have been introduced to make the student familiar with today's world and the compelling problems of the present. Thus, upto tenth class, history is a core subject. In the +2 stage and onwards, history is one of the important subjects in the academic stream.

Summary

1. History is said to be the "queen" or "mother" of the social sciences. It is the basis of Humanities and Social Sciences. There is no universally agreed definition of history.

2. History is a study of man. It is concerned with man in time and space. It explains the present. Continuity and coherence are the necessary requisites of history.

3. The scope of history is very vast, wide and long. It is the story of man-study of the totality of his behaviour.

4. The concept of history has undergone a great change from the earlier times to the modern. Today, history is not only concerned with the political happenings in the life of a nation, it is also concerned with the economic, social, cultural and religious aspects of
its life. It has expanded vertically and horizontally. It has become broad-based and attractive and has assumed the role of a first class human science.

5. There are a number of imperfections in history. The material on the basis of which history is written may be unreliable. Factual analysis is neglected. There is lack of objectivity and impartiality in historical accounts. Interpretations of the same event differ from historian to historian. Now an attempt is being made to rewrite history which should contain the truth.

6. In the scheme of general education, history is taught upto tenth class in one form or the other. In the +2 stage and onwards, history is one of the important subjects in the academic stream.

**Evaluation**

1. "History has been defined as every thing that ever happened... every event that has ever happened on the face of the earth, be it political, economic, social or cultural is the phenomenon under investigation in history." Discuss.

2. "The scope of history is wide—the theme is the past, present and future of man." In the light of this statement, discuss the scope of the subject.

3. "The scope of history is vast. It starts with the past, makes present its sheet-anchor and points to the future." Elucidate.

4. "History is no longer a handmaid of theology and literature, but a scientific study of the past, in its continuous span and interaction judged from the standards of the age in which the different events took place." In the light of this statement, discuss the modern concept of history.

5. "History is a scientific study and a record of our complete past"—Ghate. In the light of this statement, discuss the nature of history as a science.

6. History is a science as well as an art. Discuss.

7. "The modern concept of history is more scientific and more comprehensive." What are the distinguishing features of the modern concept of history?

8. "History should arouse the imagination of the learner and kindle a desire in him to know further. However, the stress should be on the functional aspect of history." Discuss the nature and scope of history in the light of this statement.

9. "History is no longer a faithful record of names, dates and
places but the outcome of certain ideas that operate at a certain time." Discuss.

10. Write a note on the history of history.

11. What imperfections do you find in India’s history? What attempt has been made to remedy them?

12. What is the status of the subject history in 10+2 pattern of education?

Collateral Reading


Aims, Objectives and Values

Determination of Aims and Objectives Necessary

In the world famous story of *Alice in Wonderland*, the heroine at one place asked the Cheshire cat, “Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to go to,” said the cat meaningfully.

“I don’t much care where...” said Alice.

“Then it does not matter which way you go,” said the cat.

What a meaningful dialogue for the curriculum makers. Which subject and what of that is to be studied at a particular level will depend upon the aims and objectives sought to be achieved through the subject. If we do not have predetermined aims, then it does not matter which subject and what of that subject we study. Can we afford to have an aimless and objectiveless exercise in education?

No subject can be included in the school curriculum as an end in itself; it is introduced with certain aims and objectives. We have to decide as to what the children should be able to know, to do and to become through this subject, and “why should they be able to do all these?”. It is obvious that we have to determine the aims and take cognizance of the values before we undertake the study of any subject. We must make sure of the intent and be clear in our minds as to what it deals with and what exactly is the purpose we wish to pursue and achieve in teaching and studying it.

Determination of the aims and objectives is also necessary to point to the broad ideals and to enable us in selecting significant and meaningful content, teaching methods and techniques. True, the aims may be idealistic, remote and difficult, but they are not useless.
"The star is so useful though the mariner never reaches"—so says Wesley. Aims, in fact, are a true compass to make our journey in the pedagogical sea safe and secure. They are the crux and key of the entire process of teaching and learning.

The aims of teaching history will have to be in consonance with the broader aims of education here and now. The objectives, which teachers should have in view while teaching the subject, have to be precise and definite. This is all the more necessary in the present context when efforts are being made at all levels to renovate the curriculum and redesign the entire educational structure.

General Aims of Teaching History

The general aims of teaching history may be listed as follows:

1. To promote self-understanding: History needs to be taught to promote self-understanding. To know who one is, requires historical perspective. The special interests and habits that mark a given person are an outcome of his past interaction with a particular environment. Every one has a heritage which is uniquely his, a combination of racial, national, family and individual traditions which are woven into his very being. Without inquiry into these historical factors, man must remain a stranger to himself. Similarly, in the absence of historical study, groups and persons will fail to comprehend their own identity. Without history, Indians will not know what it means to be Indians, Congressmen and Socialists will not truly be aware of what they stand for as parties...In fact, in the light of past events alone does the present character of individual and group life become evident.

Being a key subject, history provides useful information necessary for understanding the common allusions in daily reading—names, places, dates, events, etc. Thus, some knowledge of history or even more a sense of history, is a part of the self-awareness of our environment. History, although not a bread and butter subject, except for a handful of specialists, has much to give to the education of 'whole man'. Great men, both of action and of intellect, have always endorsed this view. History was the favourite reading of Napoleon, Lloyed George, Churchill and Hitler. A knowledge of how things happened, of the world's great men and women, of the great achievements of different civilizations, stories of heroes of adventure, of romance and of tragedy, these are part of the world's culture and the culture of educated people. All these promote self-understanding.

2. To give proper conception of time, space and society:

1. E.B. Wesley. Teaching of Social studies in High Schools, p. 118
History needs to be taught to reveal to the child the conception of
time, space and society and the relationship that links the present
with the past, the local with the distant and personal and national
life with lives and cultures of other men and women elsewhere in
time and space. History is a link uniting each of us as an individual
with a whole greater than ourselves. The current state of things has
been produced by the events of former times. Unless the background
out of which the present situation arose is understood, the contem-
porary scene will be a baffling mystery. To show the causes of the
present, it is necessary to describe the past events which produced
these conditions. There is no such things as present knowledge. All
knowledge, whatsoever, is a reporting and an interpretation of past
experience. To live absolutely in the present is to know absolutely
nothing. Languages, customs of institutions of man can only be
made intelligible through a study of the temporal growth and develop-
ment. The conflicts, and tensions between nations can only be
interpreted in the light of political, economic and social history.

A conception of time, space and society is very essential to have
a bearing in the immediate present. Without this conception, a
person is 'lost' in the same sense that a hunter may be lost in a deep
forest. He knows where he is, but he does not know the relationship
of the spot he occupies to the more familiar world he seeks. He is
lost because he does not know the direction from which he came.
Similarly, children without a knowledge of their past are lost in the
dimension of time. They are as powerless as the hunter to make
decisions that will lead them towards safety. History can very well
serve as a compass that guides man into the future, and when the
future is as troubled as that beyond our present horizons, such a
compass is badly needed.

3. To enable the pupils to assess the values and achievements of
of their own age: History is a unique subject as it is in the best
position for providing twentieth century youth with standards of
reference against which they can measure the values and achieve-
ments of their own age. This enable them to have an enlightened
awareness of the problems of modern communities, political, social
and economic.

4. To teach tolerance: History needs to be taught to teach
tolerance—tolerance with different faiths, different loyalties, different
cultures different ideas and ideals.

5. To cultivate valuable intellectual attitudes: History needs
to be taught to the children so as to cultivate valuable intellectual
attitudes. The historical method, as a mental discipline, is useful far
beyond the field of history. A study of the subject will enable the
pupils to know that human affairs can never be simple and that, there
are no heroes and villains, no 'bads' and 'goods', no simple cause
and effect in human behaviour. Also, through this subject, the pupils can realise that the social process is one of enormous complexity and that man's conduct is often not only unpredictable but inexplicable. History develops the ability of formulating judgements objectively, the careful weighing of evidence and the necessity for searching analysis. In the words of C.P. Hill, "In the realm of intellectual discipline, the study of history can train pupils to be accurate in comprehension and expression, to weigh evidence, to separate the trivial from the significant, to distinguish between propaganda and truth."

6. **To broaden the intellect**: History needs to be taught to broaden the intellect of students. History adds a third dimension to the two-dimensional world. When we decide important matters taking in view two dimensions of time, the present and the future, we cannot decide properly. The study of history adds a third dimension—a study of the past. This helps in rational and objective thinking. Only the historical dimension allows mankind to think in depth. Only the study of past epochs and an understanding of their relationship to today's events brings the present into proper focus. Study of history, in fact, acts as an antidote to superficial thinking.

7. **To Teach Moral Principles**: Historical knowledge is practical knowledge; it is philosophy teaching by example; it is the lamp of experience. History describes vice, unmasks false virtue, exposes errors and prejudices, dissipates the enchantment of riches. It shows by a thousand examples more persuasive than all arguments that there is nothing great and laudable except honour and uprightness. History needs to be taught to impress upon the pupils how great men, for the honour of their country, have sacrificed their all—their home and hearth. Such a story as that of Rama going for fourteen years of exile of Guru Teg Bahadur laying down his life while serving Brahmans of Kashmir, gives the children a marvellous opportunity of appreciating lofty qualities of mind and heart. The study of great saints, heroes and reformers, is needed to make the children courageous, truthful, just and altruistic. In the junior stage, particularly, moral principles can be easily brought home to the pupils with the help of examples and stories.

8. **To cultivate a forward look**: This is another important aim of teaching history. History can be taught to encourage the student to have a vision of the future and how to fashion it. The lessons of the past can be applied to the creation of new and better future. The knowledge of history will bring to light factors which govern the course human affairs and also show that the actual course of past events may be a more accurate measure of what is possible than are the best laid schemes of reformers.
9. To impart mental training: History aims at imparting mental training. It can stimulate thought, judgement and discrimination and create a scientific attitude in the adolescent as a counterbalance to his emotional instability. It trains the pupil to be accurate in comprehension and expression. It will expand his intellect and broaden his mental horizon.

10. To give training for handling controversial issues: Teaching history is essential for giving training to the pupils to handle controversial questions in a spirit which searches for truth—insists on free discussion and permits compromise. It can expose the pupils to a vast knowledge which will enable them to tackle controversial issues objectively.

11. To help resolve our contemporary social and individual problems: One of the most significant aims of history is to help resolve our contemporary social and individual problems and to help develop mature judgements on immediate social issues, trends and prospects in the fields of commerce, industry, international affairs, regional politics and other aspects of the contemporary society.

12. To foster national feelings: A special aim of teaching history is to create a desire in the pupils to perpetuate those principles of justice and humanity that control the life of a nation. History can instil patriotism into the heart of the child—patriotism which causes the heart to beat high at our country’s glorious past and present but which at the same time, works for the commonwealth of man and a citizenship of which a nation may well be proud of.

13. To develop international understanding: History needs to be taught to develop international understanding among pupils. Today we are living in a shrinking world—the people of the world are getting closer as they had never been before. The swift growth of means of communication have hastened the exchange of ideas. Nations are dependent on nations as never before. But at the same time, nations are at loggerheads with one another, so much so that unless the situation improves, the world is in imminent danger of being destroyed through nuclear wars. The only way to fight this danger is to develop better international understanding. History is one subject which can promote international understanding in the best possible way. It can destroy prejudices existing among nations; it can also overplay the fundamental unity and interdependence among nations and underplay the sources of disunity. This way people of the world may develop understanding and sympathy for each other.

14. To develop some useful mechanical skills: Last but by no means the least important, a vital aim of teaching history is to develop certain useful mechanical skills in the pupils. They are:
(i) The skill of using, interpreting and preparing aids as maps, charts, models, time lines, etc.

(ii) The reading skills as making use of reference material and making notes.

(iii) The skill of discussing controversial issues. Ability to distinguish what is relevant and to select what is important is more peculiar to history than to any other discipline. The subject can enable the pupils to develop the skill to handle controversial questions in a spirit which searches for truth, insists on free discussion and permits compromise.

Aims of Teaching History at Middle Stage

The history component of the courses in social sciences at this stage consists of a general introduction to Indian history from pre-historic times to the present day. The emphasis is to be laid on social and economic conditions and the growth of various aspects of culture in different parts of the country through the ages, besides giving a general idea of political developments.

The following aims have been outlined for this stage:

1. To promote an understanding of the major stages in the evolution of Indian Society through the ages.

2. To develop an appreciation of the growth of various components of Indian culture and legitimate pride in the achievements of the Indian people in different parts of the country.

3. To develop a critical appreciation of the past so that the pupil's personality is free from irrational prejudices and from bigotry, parochialism and communalism and is imbued with a scientific and forward-looking outlook.

4. To develop an appreciation of the composite nature of Indian culture, of its richness and variety, and of the processes through which it has developed, viz., the processes of internal change and interaction with and influence of other cultures.

5. To develop the ability to study contemporary problems of Indian Society in their historical perspectives.

6. To promote the study of the historical development of India in relation to and in the perspective of the history of mankind as a whole.

7. To develop an understanding of the processes of change so that the pupils' understanding of the contemporary processes of
change is deepened and an appreciation of the aspirations for change to establish a just social order inculcated.

8. To develop awareness of the necessity of and participation in the work of preservation of historical monuments.  

Aims of Teaching History at Secondary Stage

The main focus in the history course at this level is on the stages in the growth of human civilizations and the evolution of social systems and on cultural and scientific development.

The main aims outlined for history teaching at this stage are:

1. To promote an understanding of the processes of change and development through which human societies have evolved to their present stage of development. How the modern civilization has reached the present stage is the result of a long process of development. History is the only school subject which can unfold this process.

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

3. To develop an appreciation of the contributions made by various cultures to the total heritage of mankind. The cultures of different countries have contributed in one way or another to the total heritage of mankind. What has been the contribution of these cultures needs to be understood and appreciated. History can bring this to the knowledge of the pupils.

4. To foster an understanding that the mutual interaction of various cultures has been an important factor in the progress of mankind.

5. To facilitate the study of the history of specific countries in relation to and as parts of the general history of mankind.

Instructional Objectives of Teaching History for Secondary Stage

A. Knowledge: The pupil should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, personalities, chronology and generalizations, etc. related to the

2. Syllabi For Classes V-VIII p. 127
3. Syllabi For Classes IX-X p. 73
study of history. The pupil should be able to:

*Recall* facts, terms, concepts, events, etc.
*Recognise* facts, terms, concepts, events, etc.
*Show* information on maps, charts, diagrams, etc.
*Read* information presented in various forms.

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

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

C. Critical Thinking: The subject should enable the pupils to develop critical thinking. The pupil should be able to:

*Identify* the problems;
*Analyse* the problems;
*Collect* evidence;
*Sift* evidence, facts and opinion;
*Select* relevant evidences and facts and weigh them;
*Establish* relationship and marshal facts;
*Draw* conclusions;
*Advance* arguments in support of his contention;
*Verify* the inferences.

D. Practical Skills: The subject should enable the pupils to develop practical skills helpful in the study and understanding of historical facts. The pupil should be able to:
Draw maps, charts, diagrams, etc.
Prepare models, tools, etc.

E. 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;
Prepare illustrative material aids;
Participate in historical dramas and mock sessions of historical events;
Visit places of historical interest, archaeological sites, museums and archives;
Read historical documents, maps and charts;
Write articles on historical and other related topics

F. Attitudes: The subject should enable the pupils to develop healthy social attitudes. The pupil should be able to:

Possess the sense of patriotism;
Show respect towards other people’s opinions, ideas;
Beliefs and ways of life;
Read about other faiths and religions;
Establish friendship with pupils of other communities and faiths;
Practise the spirit of noble ideals;
Cooperate with others in the social and civic activities;

Appreciate cultural variations; contributions made by various countries, interdependence of nations and peoples and the need for settling disputes among nations in a peaceful manner through world organisations like the U.N.O.;

Believe in the equality of men irrespective of caste, religion and colour.

Values of Teaching History

Writers have been expressing diametrically opposite views regarding the value of history as a subject of study in schools. In ancient India, history was not appreciated as it was supposed to give rise to human vanity. During this period, all other kinds of literature developed but people did not take to the writing of history. Similarly,
in ancient Greece and Rome too, history was not considered as a subject worthy of study in schools. Later, under the influence of humanism, when history was included in the school syllabus, eminent persons were doubtful about the utility of studying this subject. A person like Herbert Spencer maintained that history may be studied for 'amusement' but one should not flatter himself to think that it was 'instructive'. Similarly Alexander Brain considered history as merely an interesting kind of literature and felt that it may be left out of school instruction. As late as 1863, teachers in France considered the study of history as 'useless' and even 'injurious'.

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.

They say history is a wonderful treasure-house of information and can offer guidance for the solution to all human problems pertaining to science and art, language and literature, social and political life, philosophical speculation and economic development. A realistic study of these adds a new 'dimension' to understanding.

Bacon says, "where the poets make men witty, mathematics subtle; natural philosophy deep; moral grave; logic and rhetoric able to contend—histories make men wise."

We are living in a rapidly changing world. Education assumes a significant place in this world. No doubt, the great scientific discoveries of our time are stressing technical education but can we belittle the importance of the cultural, spiritual and humanistic aspects of a healthy and happy society? As a matter of fact, the worship of science and technical inventions may mean our destruction if we do not see them in proper perspective. And history, as a subject in schools and colleges, has a great part to play in developing the right perspective. It is very aptly said that all that makes the 'featherless biped' human is due to the traditions and the "past" transmitted from age to age.

History is valuable as a study in more ways than one. Some of the values are very general that is they apply to the teaching of the subject in all circumstances. They are essential outcomes of the purposeful activity which the teaching of history poses to be. Other values are limited and specific. They apply to particular types of history, hold for a particular level of schooling or are the necessary results of teaching if carried out in a particular way. Whatever be the distinction between general and particular types of values, on the whole, the present exposition deals with the values of teaching history in their more general phases.
Disciplinary Value

History provides a great mental training, memory and imagination are as much trained by history as by literature and geography. The mental training the child receives from a study of history in comparison and contrast, in examining the data and arriving at conclusions, in weighing evidence and in connecting the cause and effect and of sifting truth from conflicting accounts, is a boon in itself.

Informative Value

History is a wonderful treasure-house of information and can offer guidance for the solution to all human problems pertaining to science and art, language and literature, social and political life, philosophical speculation and economic development. A realistic study of these adds a new ‘dimension’ to understanding. It broadens the mind by showing us the conditions, habits and ways of thought of former times. Adding to our store of information, it banishes prejudices and conservatism. Jones has so well said, “History is a veritable mine of life-experiences and the youth of today studies history so that he may profit by the experiences of the race.” Robertson has also written: “History is veritably a great storehouse of knowledge in which the child can search at will.”

History is the only subject which describes the origin and growth of civilisation; it is the drama of the ascent of man...from the drab level of animals to the richly coloured world into which we are born. It shows how the great stream of modern civilisation has been fed by small streams coming from diverse races and times, and how the complex civilisation of today is the result of the cooperation of the several nations. It makes us feel that we have developed this present civilisation from our ancestors and that our present life in the world is like the stem, branches and leaves of a big tree whose roots are hidden underground. History shows us the roots without uprooting the tree, it sends mind rays through the solid earth! Here in lies the greatness of history as a subject.

A warning is pertinent here. It would be wrong to suppose that history supplies information of practical utility which can be straightway applied in the solution of our present problems. The conditions under which human actions are performed are rarely sufficiently similar at two different moments for the lessons of history to be directly applicable in their entirety. A mere emotional attachment to our past can do us little good, unless it is accompanied with a sober, matured and rational assessment of the values involved. If used with discrimination, knowledge of the past can prove very useful.
Educational Value

One of the best reasons for teaching history to children is its educational value. It is logical to treat history as a temporal canvas against which the facts learned in other subjects can be arranged. Science and mathematics are subjects far remote from history in the mind of the child; yet a well-planned syllabus of history can help to set scientific discoveries and the invention of mathematical techniques in an historical perspective, e.g. the stories of transport and communications, of tools and machines, of food and medicine, of geographical discoveries, make it possible for the child to have a more secure understanding of science and mathematics as well as a wider sense of the meaning of history. History is a veritable mine of stories—stories can illustrate every subject of curriculum—the only condition is that the teacher should know enough stories and should know how to narrate them.

Ethical Value

History is considered a very important part of the school curriculum on the ground that it teaches morality. Bolingbroke says, "History is philosophy teaching by examples." Firth holds, "Not only is it a branch of learning to be studied for its own sake; but it is a kind of knowledge which is useful to men in daily life—the end and scope of all history being to teach us by example of times past such wisdom as may guide our desires and actions."

History is a voice forever sounding, across the centuries, the moral laws of right and wrong. Not only does history show the meaning of great moral qualities such as heroism, self-sacrifice, love of country and devotion to duty, in a concrete and most impressive way, but it also furnishes compelling examples of conduct for the pupil's emulation. Not only does history illustrate the nobility of action, but also infects the pupils with the contagion of noble ideas. A variety of moral situations are presented by history and if the teacher makes a good use of them he will have limitless possibilities of informing the moral understanding and shaping the moral judgements of his pupils.

Criticism is sometimes advanced on the psychological ground that history should not be utilized for preaching sermons. There are weighty objections against such a use of history:

(a) Virtue does not always triumph, and wickedness does not always come to grief. In good many cases, honest men suffer and vulgar and wicked are successful.

(b) Majority of great men had complex types of characters. Their characters were possessed of wholesome as well as unwholesome
traits. It would be untrue and unscientific to shed light only on their good side and leave out the bad one.

(c) After the age of ten, the child develops the spirit of 'contrari-ance.' He revolts against sermons. He does just the opposite of what is suggested to him. The suggestion can work only if there is strong emotion to overcome the spirit of contrariance. But to arouse strong emotions, one requires the devotion of Ramkrishna Paramhans or the genius of an Arnold. An average teacher of today should abstain from preaching moral sermons to children above the age of ten.

(d) Children are more interested in the works and activities of dynamic figures like Clive, Timur, Babar than those of Guru Nanak, Chaitanya or Ram Mohan Rai. The former being full of action attract them and keep them entranced more than the latter.

All this criticism, weighty though it appears to be, need not dishearten the teacher and result in his discarding history as a lever for moral uplift. Moral lessons, he should know, can be taught in an indirect manner. Let him tell the stories of great men of history and their deeds of glory sincerely and interestingly without laying emphasis on sermonising. Good stories, finely told, will impress the impressionable minds and motivate them towards the performance of good and noble deeds.

Cultural Value

History can very well serve as an effective instrument of civilising the human mind. The practice of historical method of investigation is very good for the mind as it cures it of the evil of credulity. History exhibits to us a great number of differing societies, prepares us to understand and tolerate a variety of usages by showing us that societies have often been transformed. It familiarises us with variation in social terms and cures us morbid dread of change. It enables us to understand that the transformations in human history are brought about by change of habits and of innovation.

History also enables us to understand our present culture. It explains the origin of existing state of things, our customs, our usages, our institutions. It tells us that our present day culture has been evolved as a result of the effects which have been brought to bear upon the ancient human culture through the long chain of centuries.

Political Value

History also helps in the politics of our country. History is said to be the past politics. T.R. Seeley says, "The historian is a politician of the political group or organism, the state being his study. To
lecture on political science is to lecture on history." It teaches us, how under certain circumstances we also may do what others have done. It, thus, stands as a beacon light of hope when some nation is overcast with murky clouds. History is a great teacher which demands no fees for its lessons. We may avoid or disobey it at our own peril.

History is extremely necessary for completing the political and social sciences which are still in the making. History supplements them by a study of the development of these phenomena in time.

**Nationalistic Value**

As an instrument of inculcating into the child's mind a love for his country, its use is unchallengeable. Without history, a nation is like a boat without oars. History teaching renders an effective service in imbibing the young minds with a sense of patriotism. It is through history alone that an Indian child comes to know of the various deeds performed by such patriots as Rana Partap, Guru Gobind Singh, Rani Jhansi, Bhagat Singh, Gandhiji, Pandit Nehru, etc. By reading their great lives and deeds, the child can easily be expected to emulate them. A proper teaching of history can prepare the way for sane nationalism.

**Internationalistic Value**

History is invaluable for developing the root idea of sane internationalism. Through a survey of world history, the young learners will come to realise that although different peoples had and have still different customs, habits, laws and institutions, they have been striving towards the same end. History shows the dependence and inter-dependence of nations which is the root of internationalism. If rightly taught, it can engender the idea of world citizenship. It can develop an awareness among pupils that each country is like a flower in the garden of God, and has a beauty and fragrance of its own. Thus, history can serve as the best instrument for creating a saner social order in the world.

**Vocational Value**

History has its value from the vocational view point also. There are several openings for persons well-qualified in the subject. They can get jobs of teachers in schools, colleges and universities, librarians, archivists curators of museums, secretaries of institutions, social service workers, political journalists, foreign and military correspondents, etc.
Summary

1. Determination of aims is necessary. Aims of teaching history are different at different levels.

2. Instructional objectives also need to be clearly defined.

3. History needs to be taught to promote self-understanding; give proper conception of time, space and society; enable the pupils to assess the values and achievements of their own age; teach tolerance, cultivate valuable intellectual attitudes; broaden the intellect; teach moral principles; cultivate a forward look; impart mental training; give training for handling controversial issues; help resolve our contemporary social and individual problems; foster national feelings; develop international understanding; and develop some useful mechanical skills.

4. The values of teaching history can be classified as Disciplinary, Informative, Educational, Ethical, Cultural, Political, Nationalistic, Internationalistic, Vocational, etc.

Evaluation

1. Why is it necessary to have well-defined aims and objectives for teaching history? Outline the major aims of teaching history.

2. Keeping in view the present social-political needs of the country, what aims of teaching history would you keep in mind while teaching the subject?

3. Discuss critically the important aims of teaching history at the secondary school stages.

4. What should be the aims of teaching history at the Secondary stage in the context of the present political and socio-economic changes in the country?

5. How far do you accept educational understanding as an aim of history teaching? Select a topic of your choice from Indian history and suggest how will you deal with it in order to create a spirit of internationalism in students.

6. "The aim of teaching history is to cultivate understanding of our heritage and of world heritage." Discuss.

7. "History helps us understand previous stages of civilisation, discover their achievements and mistakes, adopt what has proven useful and discard what has proven erroneous and obsolete." In the light of this statement, discuss the values of history.

8. "History is philosophy teaching by examples." Explain.
9. "The purpose of history, first and last, is to quicken and deepen understanding, to give an insight into the working of social, economic, political and technological forces and also their advances." Discuss.

10. Discuss the importance of history as a subject in school curriculum.

11. "The teaching of history is to aim at a general acquaintance with and an understanding of history, local and National as well as social and economic." Amplify the statement.

**Collateral Reading**


Curriculum in History

"The ideal of the teacher should be to so plan his history course as to give pupils a broad sweep of historical development and not to drill them in the details of any one of the courses of study."

—Professor Tout

The development of curriculum in history is a complex and intricate process. It presents to educators tasks which are indeed challenging. Although determination of the curriculum in our country is mainly done by a committee of specialists, these days, the teachers are being associated in this task in a big way. It is the teachers who have to implement the curriculum. It is, therefore, important that they should fully understand the principles for selecting the content to be studied at various levels.

The subject, as already discussed, is a scientific study of man, his accomplishment and failures, and the evolution of human society—its various aspects—political, economic, social, cultural, artistic, religious and others. The subject offers a wide range of materials, involves numerous skills and leads to insight and generalisations which will challenge the varied capacities of each student. The scope of the subject as already discussed is quite vast. But as there is a limited period of time and as even the very good students can learn but a few new things each day, the decision on what to teach at different grades will have to be made wisely and carefully. A good curriculum for a particular class is that which is convenient, well-planned, appropriate, presenting a sensible and orderly appearance. The objective of the curriculum is to make possible by wise planning the fullest and most fruitful growth of the subject and through it of the pupil.
Principles for Selecting History Curriculum

1. The curriculum selected should help in the achievement of aims of teaching history: The curriculum selected should make possible among those taught a growth of the knowledge, skills, attitudes and value discussed in a previous chapter. Every item of the curriculum should have an educative function. For instance, if we believe that promotion of national integration is one of the objectives of teaching history, we shall have to see that some material is introduced to create a sympathetic attitude towards other states. Similarly, if one of the objectives of teaching history is to develop international understanding, the history of other countries will have to be taught for better understanding.

2. The curriculum selected should be appropriate to the age and ability of that group of pupils to whom it is to be taught: Learnability as well as utility of an item has to be assessed before giving it any place in the curriculum. The curriculum must answer the needs of the pupils at a particular age. The material selected must be up-to-date. New excavations and researches are throwing a flood of light on the past happenings; old theories and beliefs are being modified everyday. So, the latest information needs to be provided to give the pupils an idea that history is a growing and developing subject.

3. The contents of study should have functional relationship between them: Taken together they should appear as an organic whole, and not as isolated experiences. The programme of history should be well print in two directions. In the first place, each year’s course should be built on what has been done in previous years and, at the same time, serve as a basis for subsequent work. In the second place, the entire curriculum for each class should be connected and coordinated. Also, no effort should be spared in coordinating our work in history with the political, social, economic, cultural and religious history and other activities that are going on in the neighbourhood.

4. The curriculum must be wide and comprehensive: Let the pupil learn about the story of humanity starting from the local history, proceeding through the Regional and National history and ultimately reaching the world history. The curriculum should be so comprehensive as to enable the pupils to comprehend the present world of human thought and activity.

5. The curriculum selected should lay emphasis on National and World unity. It should lay stress on the idea of national unity and the unity of mankind, throughout the school course, with due regard, of course, to the pupil’s age and understanding. It should bring out not only the political, social, cultural and economic features of the
different countries that are studied but also the process of inter-com-
unication and cooperation between different nations and continents. The curriculum should serve as an instrument of social regenera-
tion.

Selection of the Subject Matter for Different Stages

Various theories have been advanced to select the subject mat-
ter.

The Culture-Epoch Theory of Stanley Hall

According to this theory, the mental development of the individ-
ual recapitulates the mental development of the human race. They say it is easy to work out a parallel between the successive stages in the evolution of the human race and that of the individual. The child, as it grows, relives the experiences of the human race. Applying this theory to history, it was pointed out that “the childhood of history is best for the child, the boyhood of history for the boy, the youthhood of history for the youth and the manhood of history for the man.”

According to this principle, history will be graded as follows:

(i) Ancient history for the primary stage.
(ii) Medieval history for the middle school stage.
(iii) Modern history for the high school.

The theory is based upon certain assumptions which cannot stand the test of psychological analysis. It was believed that the primitive life would be suitable for the young. The complexity of the medieval period would be suitable for the boys and the highly complicated modern history would be suitable for the grown up. Now, it will have to be admitted that the complexity of the medieval period is in no way less than that of the modern period. It is the imaginative presentation of a period in all its picturesque details that is more valuable than the period chosen for study. So, what is claimed for the primitive period, could be easily achieved even for a topic in the modern period.

Besides, there is no systematic pattern of similarity between the development of the child and the human society. A peep into the history of the world will show that all the races are not on the same level of evolution. Moreover, it is easy to trace stages of development in the primitive life of the human race, but when we come to later period, life becomes complex and tracing of an order is extremely difficult.
Biographical Approach

It is believed that history consists of the study of great men and their exploits whatever their realm of thought and action, of the hazards they encountered and the inspiration they provided. It is a record of the ‘heights of great men reached and kept’, of their impact on human race, of their contribution to human knowledge.

According to this theory, history is taught as a series of stories of the great men of our country in a chronological order. It is argued that great men represent their time. They influence great historical movements. At the early stage, general history is beyond the comprehension of children who understand individuals but not institutions particular facts but not principles. So, a preliminary study of these lives gives the pupils an insight into history and, at a later-stage, they would be prepared to study movement.

Some of the objections to that Great Man theory are as obvious:

(i) It is undemocratic.
(ii) The great men of history do not represent their times.
(iii) They do not represent the manifold life of the community.

These objectives are more or less valid but some of them exaggerate the defects of the theory. The theory has been greatly influencing the history teaching in schools and has been responsible for the selection of content for the early classes. Even in the new syllabus suggested by the Patel Committee, the principle has been followed. Biographies have tremendous fascination for the young ones. Pt. Nehru, writing about the influence of biographies on him, writes, “I cannot remove from the gallery of my mind the pictures of persons and events which I hung there in my boyhood and youth. These pictures have coloured my outlook on history.”

What is needed, therefore, is the proper selection of personalities. Not only the great men and women of our own country but also from the different parts of the world should find a place in the syllabus. Along with the heroes, warriors, statesmen, rulers, who have shaped the destiny of mankind, scientists, explorers, inventors, artists, apostles of peace, religious prophets, men of letters, etc. should be included in the history syllabus.

3. The Psychological Theory: This theory aims at selecting that subject matter which satisfies the needs of the child in successive stages of his mental life. ‘A process of progression’, so to say, will be followed. This process has three definite categories or stages. This may be termed as study of Personalities, Events and Ideas. In the initial stages, history will be taught through the medium of
perpersonalities. For the young minds, personalities are easy to understand; we are sure of them; they stand on documents and are more or less above evasion or dispute. History will be made as concrete as possible at the early stage which is 'representative' in nature.

At the second stage, actions of the personalities resulting in events will be studied. The scientists who split atom are important but of much more importance and great influence is the impact of their work on the present and future of mankind. In the words of Edward Gibbon, events change the face of the earth to a greater degree than even floods and earthquakes. Events like the rise of Islam, the conquests of Chengiz, the splitting of the atom and the flights in space have completely overwhelmed us, changed us. This is the 'representative' type of history which needs to be presented to the child who has strong imagination and takes interest in facts.

But, of the greatest importance, greater than personalities and events, are ideals, which prompt men, through the age, to accomplish great ideas, achieve great heights. Ideas are the basis of all actions of personalities and are behind occurrence of all events and are, therefore, superior to both. 'Ideas which, in religion and politics, are truths, in history are forces.' This 'thought history' which aims at giving a deeper understanding of historical movements, and helps pupils to draw inferences and unify conclusions, will be taught in the third stage of child's development.

It is believed that history can be correctly and properly studied through process of progression—personalities, events and ideas all play their part in the making of history. Naturally, therefore, this is the psychological approach for selecting the content. Figure No. 1 shows the spiral of cumulative learning through the three stages.

The three approaches, discussed above, have their strong and weak points. A judicious combination of the three theories is needed to get the best results. The following suggestions will be found useful in selecting the subject matter for various stages:

1. At the primary stage (upto class V) the whole of Indian history and some parts of the world could be presented in the form of stories of leading historical characters. Events can be grouped round such individuals.

2. At the Junior High School stage (classes VI, VII, and VIII), the course may be repeated in the form of narrative history in which events and not persons may be emphasised.

3. At the secondary stage, significant movements, events from the ancient, medieval India history, and other countries of the world and modern world history may form an important part of the curriculum.
Spiral of Canutative Learning through the three stages.

Fig. 1.
Different Methods for Organising the Subject Matter of History

A number of methods can be used for organising the subject matter of history—Chronological, Topical, Concentric, Regressive, Lines of Development, Patch method, etc.

Chronological Method

According to this method, the whole course of history, is divided into certain marked stages called periods which have to be taught in chronological order. Indian history, for instance, can be divided into the Ancient, the Medieval, the Mughal, the British period. Chronology helps to show how an event, a movement, a custom or an institution has developed into its present form. The idea behind this approach is that sections of history conform to the stages of mental development of man.

Merits: The merits of the method are as follows:

(i) The method helps the student to see the natural development of the history of a particular country.

(ii) The students are led from century to century, and they get a clear idea of the ‘time factor’ in history.

(iii) It provides an intensive study of a topic which lends itself to the use of interesting details.

(iv) New subject matter is presented in each class. Thus, interest is aroused and maintained.

To quote C.P. Hill, Chronological method avoids confusion, for it takes full advantage of the only continuous element of order in the story of the past, the sequence of events; it accustoms children to a chronological outlook, an attitude of mind based upon constant habit.”

Drawbacks: Certain disadvantages of the method are stated as:

(i) The plea that the sections of history conform to the stages of mental development, is not altogether correct. There are several events in the early history of different countries which are neither simple nor easy and therefore, do not suit the childhood stage. The sociological problems which arose as a result of the contact between Aryans and Dravidians in India, the economic and social problems that arose in England as a result of foreign invasion or the problem of feudalism as a result of the Norman conquest are, by no means, simple.
(ii) Order of occurrence of the event is the only principle followed for selecting material. There are no theories around which facts are grouped. No wonder, it becomes difficult to give the pupils a sense of purpose or direction. The pupil does not work for anything except for completing the chapter.

(iii) A strictly periodic plan in the hands of an inefficient teacher excludes all sorts of revisions and references backwards. With the result, the pupils may forget a period which has been studied at an earlier stage.

(iv) The pupils who leave school early and never reach the vitally important recent times, possess an inadequate knowledge of the history of their country. Even in the case of those students who jump a class, a gap is left never to be bridged afterwards.

(v) Strict adherence to chronology breaks up a topic into too many fragments and makes it difficult to understand.

*Concentric Method*

According to this method, the whole history of a country is taught in ever widening circles, with increasing details for each standard or stage.

In the pre-independence days, there were two cycles of Indian history for the middle schools and two for the high schools. The first year covered the whole history in bare outlines while the second and the third year course contained more details. The high school syllabus gave greater details and increasing fullness of the picture.

The concentric approach is nothing but devising a strategy that fosters continuous, unbroken learning of the subject matter of history through the elementary and secondary stages.

(i) Repetition makes learning monotonous and fails to hold the attention of the pupils. It is argued that the joy of discovery, the freshness of historical events, the adventures and achievements of great personalities, the atmosphere of an age or era, the essential aspects of history, are denied to the children in a strictly concentric approach.

(ii) Pupils develop a sense of familiarity without the fullness of knowledge. The results of almost breathless, hurried pace of history teaching covering centuries in a short time, are similar to the swift passage of a transcontinental traveller who has flown across the country from sea to sea, who catches only vague glimpses of the countryside but who neither knows nor understands what he has just covered.
(iii) Younger pupils may not be able to grasp the idea of lapse of time. These drawbacks, however, can be safeguarded by following a different approach and a fresh point of view every time. This will make even the repetition interesting.

Topical Method

In this method, certain topics of study suitable for the age, ability and interest of children make up the whole syllabus. Each topic, in a way, stands by itself and all the topics are, or rather, could be connected together by the teacher with the help of individual lessons, which may be called link lessons.

This approach is quite worthwhile as far as the students of high and higher secondary classes are concerned. A careful and detailed study of the topics provide opportunities to the students for an intensive study of a particular problem. Instead of repeating the content a number of times, we can discuss all the aspects of a problem, once.

Under the topical arrangement, the teacher finds it easy to teach and convenient to organise projects and other activities.

Drawbacks: This method has the disadvantage of not emphasising upon interrelationships of events in a given period.

If the topical approach is used, a large time chart of all the basic themes should be used constantly.

Regressive Method

In this method, we start from the present and work backwards. The past is studied as an outgrowth of the present. The teacher chooses a certain vital social or economic problem of today as a starting point or introduction, goes back to the origin of the problem in the remote past, again comes back to the period that immediately concerns him. Thus, the teacher regresses to come forward again.

The method impresses on the child's mind the essential connection between the present and the past by bringing out the truth that the present is only an evolution of the past and that it is of more fundamental interest to us than the latter. It supports the contention that "history traces growth and development."

Merits: The pupils gain a more intelligent outlook on some of the familiar features of modern life. Their attitude is liberalised, their self-activity is enlisted at almost every point.

Drawbacks

(i) The method completely reverses the chronological order which is the very soul of history.
(ii) Problems of today do not necessarily form a satisfactory criterion for the content of history. They may be solved without reference to the past. Also, the curriculum needs to be so arranged that it prepares us for the problems of tomorrow.

(iii) The method demands too much from pupils. A liberal and correlated knowledge of the social sciences is needed to understand a contemporary problem. The young learner is not expected to possess such a fund of knowledge and in this manner.

(iv) The enriching aspects of history enshrined in arts and literature cannot be studied through the regressive method.

Lines of Development

Today, we find a tremendous increase in the depth and richness of the subject-matter. To deal with this situation effectively, Professor Jeffreys has advocated the method of following lines of development. Two decades ago, he presented "a definite thesis to establish a particular standpoint and illustrate its implications." He has pointed out that history is a process of development of society and so in order to understand and grasp the essence of history, we must see it in its developmental perspective. He opined; "History is a study of social development and by the historical sense, we mean a habitual disposition to see the whole historical process or some selected part or aspect of it, in its developmental perspective."

The essence of this method lies in the choice of certain specific themes of study suitable for the age, ability and interest of children. Themes such as houses, transport, trade, clothing, medicine, can be profitably studied at any age level and could be traced through centuries on a global scale. As the child grows up, the development of ideas such as government and so on may take the place of the history of things. It is important to take a subject that the pupil is interested in and deal with it in the language he understands. Moreover, a good teacher or the writer of the textbook, using this method will take a topic, which, in following its line of development, will deal with many significant events and significant lines in history with which he should make his pupils acquainted. In this way, the significance in history is assimilated naturally by the pupil. The line of development is flexible and from the main line one can easily branch off into projects linking with other subjects of the curriculum. It is a natural method for a pupil to follow.

Merits of the Method: This approach has the following merits:

(i) It brings out one of the characteristic features of the historical procedure. It is not a mere procession of events but of significantly related changes pointing out the growth of institutions and movements.
(ii) In this approach, the path is narrower, but the way is simpler; the pupil gets somewhere and will not easily forget his journey.

(iii) It focuses our attention on a particular theme. It, as Professor Jeffreys says, supplies a central theme from which subsidiary investigations can radiate as far as time and pupils' intelligence allow.

(iv) It offers a solution for dealing with the vast historical material. It provides the central core around which suitable material could be woven and the unsuitable could be discarded. It is easy to organise the whole syllabus from this point.

(v) Treatment in terms of lines of development is perhaps the only method by which, without grossly overloading the syllabus, historical study can be carried through considerable stretches of time establishing at least a foothold in ancient cultures, while at the same time, maintaining connection with them here and now.

(vi) The flexibility of approach both in the content and method is another merit of this method. It can be adapted according to the age, ability and aptitude of the children. Projects could be planned on topics like 'History of Transport', 'Development of Houses.' etc.

(vii) It can have a beneficial effect on methods of teaching as it lends itself to better individual and group work.

(viii) Use of this approach will make history a subject of immediate and real interest; for the average pupil, it will be the basis of an abiding interest and for the more intellectual, it will be the basis, on which more surely, academic and specialist studies can be built.

Limitations of this Approach

(i) "We cannot use this concept of history" as Burston and Green say, "as a principle of abridgement of history for school syllabuses and—if we did and reduced history to the study of the roots of the present, we should get an erroneous picture of the actual development of institutions, since this kind of study of their history would take them from their full context in different periods in the past."

(ii) Lines of development method leaves out constitutional and political history.

To meet this objection, we can devote first three years to follow "lines" and the last two concentrating on the ordinary course. A student, who has intelligently followed lines, will most probably make a better history student.

(iii) Pupils may be unaware of the parallel events, because of the narrow path that is followed.
Use of time charts and references to other topics followed in previous courses will provide the pegs on which to fix the chronology of events. This will gradually build up to an ultimate synthesis of different lines of development.

(iv) In this method, the present is given prominence and the past is treated as a mere background.

(v) There are no suitable textbooks. This can be remedied if an interested teacher could build up such a course by the use of books, encyclopaedias, reproductions of old pictures and the daily newspapers.

Some of these limitations can be minimised if we use this method along with certain other valuable approaches.

Patch Method.

The Patch Method or concentration on a few topics, aims at illuminating the past and making it clear for the child. By a careful selection and detailed study of the patches, opportunities are provided for imaginative experience that would help the child to get the "feel" of the period studied.

This approach is getting popular these days. Attempt is made to choose a number of "patches" or "units", taking into consideration the age and aptitude of the child. For an effective use of this approach, some guidelines are suggested below:

(i) Patches must be selected carefully. Suitability and not importance should be the deciding factor because what is important from the point of the subject, may not be suitable for the children. We must balance both the criteria of selection—importance as well as the suitability of the theme. Some significant and vital units of history are not suitable just as some exciting and attractive units are not important.

(ii) Since the main idea of this approach is to encourage imagination and creative understanding of the past, themes which offer contrast between the past and the present should be chosen.

(iii) The teacher should "choose any theme, possibly a sequence of events, or a biography or a visual representation which symbolises the spirit of the age."

(iv) This approach can be effective only when the units are placed in their 'historical perspective.'

Merits of this method: This method is useful in a number of ways:
(i) Patch study is intensive and concrete. Opportunities are available for the utilisation of varied resources and this imparts reality to the whole study.

(ii) It is also claimed that the value of historical study in schools lies precisely in the process of ‘getting under the skin’ of a particular age, in the thorough cultivation of a particular ‘patch’.

(iii) It provides opportunities for entering into another age; it quickens the interest of children; kindles their sympathy and enlarges their capacity for understanding.

(iv) Pupils get a chance to immerse themselves in the past and thus, history is appreciated for its intrinsic worth.

The different forms in which history material can be organised, are not exclusive of one another. They overlap and supplement one another. It is essential that the teacher combines these forms into useful patterns. It is also advisable that the syllabus, as a whole, provides ample variety in organisation, so that the study does not become monotonous. Different approaches as periodic, concentric, topical and regressive, lines of development, patch method all need to be tried. At earlier stages, for example, chronological approach is useful, at later stages a careful combination of periodic, topical, regressive, and even lines of development will be needed. The deciding principle in the organisation of the syllabus should be the ability and interests of the pupils.

“The organisation of the syllabus and the selection of the content may be based on the ‘patch’ approach. In the light of the requirements of general education, it is not necessary to give a continuous chronological account of the history of India in the sense that every decade or century of Indian history is covered. Representative periods or ‘patches’ in chronological order, dealt with in all their important aspects may be given. This may be combined with the ‘Topical’ approach in that in a particular ‘patch’, a few aspects would be selected to be studied in greater detail than other aspects.”

The Content of History

While deciding the content of history, effort should be made to give an adequate coverage to world history, national history, local history, social, economic and cultural history, contemporary history or current affairs, the history of regions remote from the homeland and the history of smaller countries.

World History: World history from the emergence of man as a distinct creature to the present day needs to be given sufficient

thought for the different age groups. It will reveal to the child the underlying unity of mankind. It will highlight what people have in common and where they differ.

*National History:* National history has to be the care of every history syllabus. The contribution of different cultures to the national history needs proper emphasis.

*Local History:* Local history should be a valuable part of the syllabus with younger children as the story of how the child’s own neighbourhood developed can form a vivid and attractive way of stimulating the historical imagination of young pupils and also introducing very elementary techniques of historical study.

*Social, Economic and Cultural History:* In addition to the political history, social, economic and cultural history needs to be taught to make history meaningful and impress upon the pupils the interdependence of the peoples.

*Contemporary History:* The story of the recent past, of the immediate background to the days’ news as they say, deserves a place in the syllabus, particularly for the older pupils.

*The History of Regions Remote from the Homeland:* It is also believed that pupils should be initiated in the history of regions remote from homeland so that this may serve as a kind of ‘pilot’ course, equipping him to undertake similar study of other lands on his own initiative in later years.

*The History of Developing Countries:* The pupils should be made familiar not only with the achievements of the great developed powers but also with how developing countries are struggling hard to progress. This is essential to encourage the growth of a balanced and tolerant outlook.

History Syllabus for Different Classes as Recommended by Patel Committee

**HISTORY SYLLABUS FOR CLASSES I—V**

**CLASSES I-II**

*Man’s Life*

Interesting imaginative stories.

**CLASS III**

*Our Heritage*
Stories of great men and women, and of early man.

CLASS IV

The People of India

National symbols and festivals, one country.

Indian Heritage I

Monuments, music, dances, religions, scripts, languages, handicrafts, festivals.

Indian Heritage II

Stories of famous rulers, reformers, writers, scientists, saints.

Our Freedom Struggle

Briefly through some of the more prominent leaders.

CLASS V

The United Nations

Cooperation among nations, work of UNICEF, WHO, UNESCO, India in the U.N.

The Changing World

Stories of scripts, numbers, trade, money. Discoverers and scientists—Columbus, Galileo, Newton, Einstein.

Great Men

Socrates, Lincoln, Lenin, Tolstoy, Mahatma Gandhi.

CLASS VI—ANCIENT INDIA

1. Prehistory—Man as a nomad—Discovery and use of metals—Invention of the wheel—Farming.


4. Rise of Magadha—Kingdoms and Republic, Emergence of towns. Jainism and Buddhism.

5. The Mauryan Empire—Persian and Greek invasions, Chandragupta Maurya—Ashoka administration.
6. **India from 200 B.C. to A.D. 300—Satavahanas—Cholas, Pandyas, Cheras, Shakas—Kushanas.**

7. **The Age of the Guptas—Administration—Trade—Religion—Art—Science.**

8. **India from A.D. 500 to A.D. 800—Harsha—the Deccan and South India—Art and Architecture.**

9. **India and the World—Rise of Islam—The Arabs in India—India’s contacts with other countries.**

**CLASS VII—MEDIEVAL INDIA**

1. **India from A.D. 800 to A.D. 1200—Kingdoms of South—Religion—Architecture—The struggle for Kanauj—Turkish invasions—Religion—Art and Architecture.**

2. **The Sultanate of Delhi—Mamluks—Khaljis, Tughlaqs—The Bahmani and Vijay Nagar Kingdoms—Sufi and Bhakti movements.**

3. **The Advent of the Mughals and the Europeans—Kingdoms in the Deccan—Renaissance in the Europe—Voyages of Discovery.**


5. **Decline of the Mughul Empire—Invasions—Rise of independent states.**

**CLASS VIII MODERN INDIA**

1. **India in the Eighteenth Century: Expansion of the Maratha power, society and polity.**

2. **The Rise and Growth of British Empire in India: The Karnatak Wars—The British Conquest of Bengal—British paramountcy.**

3. **Administrative structure of the British Empire in India: Civil, Judicial, Revenue system.**

4. **Impact of British Rule on Indian Economy and Society upto 1875: The village economy—Industry and trade—Educational and social reform.**

5. **The Revolt of 1857: Causes—Nature and Results.**

6. **Reorganisation of the British Empire in India: The Act of 1858—Civil Services—Policy of Divide and Rule.**

7. **Changes in Economy and Society after 1858: Agriculture and**


**CLASSES IX AND X**

**History of Mankind**


2. *First Civilisations (Bronze Age)*
   Egypt, Mesopotamia, India, China.

3. *Ancient Civilisations (Iron Age)*


8. *Imperialism (upto 1914)*: Important causes and results.


10. *The World from the World War I to the end of World War II*: Causes, events and results of the World War I, Fascism and Nazism—Causes, events and results of World War II.


12. *Emergence of Asia, Africa, Latin America*: Importance of the third world, developing countries.
13. The contemporary world and India—International peace and cooperation, new economic order.

Critical Analysis of the above Curriculum

1. The curriculum of history in the different classes is in accordance with the principles mentioned earlier. It will help in the achievement of various aims of teaching history. The content will foster national integration and promote international understanding. It is appropriate to the age and ability of the different groups. For instance, in the earlier classes, biographies will be studied. Important information will be given through narratives. In the VI class, History of Ancient India will be taught, in VII class, History of Medieval India and in class VIII, History of Modern India will be taught. For IX and X classes 'patches' that have a certain unity and distinctiveness will be taught. The historical developments of all the major areas too have been included. The contribution of different countries to the history of mankind form an important part of the course. It is obvious, the curriculum suggested is in conformity with the latest concept of history.

2. The curriculum suggested is also flexible. Whatever has been recommended is suggestive and illustrative, rather than prescriptive or restrictive. Syllabus frames have been provided. The frames give the main topics and it has been left to the States, Local Authorities, Education and Examination Boards and schools to plan and fill in the details.

3. The content load is reasonable. Needless repetition has been avoided. Instead of a chronologically continuous narrative in classes IX and X, significant patches will be taken up. The curriculum is wide yet not heavy.

Thus, it is obvious that the curriculum of history suggested by the Patel Committee is in tune with the latest concept of the subject and latest trends in curriculum design.

Summary

1. These principles can help in selecting history curriculum;

   (i) It should help in the achievement of aims of teaching history.

   (ii) It should be appropriate to the age and ability of that group of pupils to whom it is to be taught.

   (iii) The content of study should have functional relationships between them.
(iv) The curriculum must be wide and comprehensive.

(v) The curriculum selected should lay emphasis on National and World unity.

2. For the selection of subject matter for different stages Culture Epoch Theory of Stanley Hall, Biographical Theory and Psychological theory can be helpful.

3. For organising the subject matter Chronological, Concentric, Topical, Regressive, Lines of Development, Patch Method, etc. can be used.

4. The content of history for different stages should contain a fair mixture of World history, National history, Local history, social, economic and cultural history, contemporary history, history of regions remote from the homeland and history of developing countries.

5. Patel Committee has suggested syllabi for different classes taking into consideration the different principles, approaches and methods.

Evaluation

1. Discuss the principles which will guide you in the selection of content for history for secondary schools.

2. How would you select and organise the content in history for the secondary stage?

3. Discuss the merits and drawbacks of different theories for the selection of the subject matter for different stages.

4. "The most congenial as well as the most concrete and practical approach to history is biographical." Discuss.

5. What do you know about the psychological theory? Discuss in detail.

6. Discuss the comparative merits and demerits of Topical and Chronological approach of organising the curriculum of history. Illustrate your answer with examples.

7. "Concentric approach of organising the subject matter of history is better than the Patch Method." Discuss.

8. "National history should form the core of history syllabus." Why?

9. The content of history at different stages should contain a
fair mixture of world history, national history, local history, social, economic and cultural history, contemporary history or current affairs. Why?

10. Do you think the new syllabus of history for different classes, as suggested by Patel Committee, suitable for the students? Point out its weaknesses, if any. Give suggestions to remove them.

Collateral Reading


Correlation

"History is not a subject at all but a house in which all subjects dwell."

—TREVELEYAN

One of the most significant developments of the twentieth century education is the emphasis on imparting unified, integrated and meaningful knowledge to the pupils. Imparting of fragments of knowledge, say in the form of isolated facts of history, geography, political science, economics, etc., is just obsolete ideology. It is believed that the child’s mind is an integrated whole which welcomes experiences as a unity and not as a collection of separate unconnected fragments. The reciprocal relationship which exists among the diversity of subjects needs to be established. This relationship makes study easier, more interesting and more natural.

History provides a rich ground for correlation with different subjects. Vives felt that history is one study which either gives birth or nourishes, develops and cultivates all arts. He further stated in the context of concentration of studies that "...moral philosophy is built upon history, the whole of law flows out of history and a great part of theology is history." For Ziller and his disciples, history was the central subject round which all other subjects could revolve. Perhaps a similar view is also expressed by Johnson when he says, "History, with or without the name, certainly has been and is a background for other social sciences. History may, indeed, be regarded as the only field in which all other social sciences meet." Trevelyan goes still further when he says, "History is not a subject at all but a house in which all subjects dwell." Koerne also says, "Occupying, as it does, an intermediate position between the humanities and the social sciences and employing both the qualitative approach of the humanist and the quantitative data of the behaviourist, it serves as a medium through which students can learn something of
literature and the arts on the one hand and politics, economics and social behavior on the other."

Thus, history not only provides a common meeting ground for all the separate art disciplines, it gives them the best and most fruitful junction with the natural sciences also. It can, in fact, be treated as a temporal canvas against which the facts learned in other subjects can be arranged and made meaningful.

History and Literature

History and literature go hand in hand. Every branch of literature, prose, poetry, plays, fiction, diaries, travel accounts, sacred literature—all are products of historical circumstances. History, there is no denying the fact, originated in the ornamental fold of literature. For long it lay in the lap of literature enjoying a comfortable sleep. The advent of scientific spirit, unluckily, deprived history of its peaceful abode. Jacob Grimm complained that the separation of these two branches of knowledge had created an unnatural gulf. In assuming the garb of scientific study, it (History) became concise, abstruse and definite and thus lost most of the poesy that envelops literature. In doing so, it came to be separated from literature. To a great extent, Grimm was right because these two afford ample ground for correlation. The correlation of history and literature means the treatment of history in its literary spirit and in some cases, treatment of history for the sake of literature. It is for this very reason that history is styled as an epic, a drama and a song.

History is a record of the deeds of man; literature is the record of feelings, emotions, imagination and the thoughts of man. How can one record be understood without reading the other also? Indeed, it is only by bringing the two records together and comparing them, interpreting one's feelings in the light of their deeds, and illustrating their deeds by their sentiments and feelings as they are expressed in literature, that the study of either literature or history can be made more vital. History does not stop, of course, with the man's deeds and literature does not stop with man's feelings and thoughts. It habitually takes into purview thoughts and feelings while literature does not hesitate to describe deeds. A considerable part of the literature used in school to illuminate history is indeed almost pure narration of events.

Historical events, shorn of all literary embellishments, will be nothing more than facts clothed in an isolated and barren garb. It is also difficult, if not entirely impossible, to narrate any incident constituting history without bringing into play the flight of imagination. Literature possessed of imagination, and flights of fancy is ever there to kindle the human heart. Consequently, literature renders an invaluable service in providing an effective atmosphere. Literature
represents the condition of society. It is only the piercing eye of the poet that penetrates into the deepest recesses and remotest corners of the human heart and brings forth jewels of great literary value. Equally praiseworthy is the role played by it in portraying the societies in its different phases. Tulsi’s Ramayana is sufficient to throw a flood of light on human thoughts and the development of society during the reign of Ram Chandra. Chand Bardai’s ‘Prithvi Raj Raso’ is an excellent classic of the epic age in history. Guru Baghat Singh’s ‘Noor Jahan,’ though a piece of literature, reflects a historical truth. Maithili Sharan Gupta’s Saket is a representative classic, but portrays a great historical character, Urmila, wife of Lakshman, whose sacrifices could not touch the powerful imagination of Tulsi, Prashad’s Kamayani, a great piece of Hindi literature deals with the existence and the birth of human life. A reader can get in it a fountain bubbling with the deep philosophies of human life. Rahul’s literary writings have served the purpose of research in historical literature.

"History", says Lady Clarinda, "is but a tiresome thing in itself; it becomes the more agreeable, the more romance is mixed up with it." The romantic treatment of history has been commended even by historians. Through the charm of a skilfully constructed story, one can be made to see life as it is and as it was.

It would be a mistake to think that contribution of history to literature is lesser in any way. Johnson has taken special pains to speak of the rich and varied contribution history has made towards making literature what it is. He says, “History contributes to literature. It furnishes material and inspiration to literary genius. It supplies the background of conditions and events contemporary with a literary genius and here and elsewhere relates time to man. It records great achievements in literature with great achievements in other fields of human activity. It is, itself, in some cases, literature.” Johnson is not satisfied with this much. He continues in the same strain, “Literature contributes to history. It furnishes indications of popular taste of moral and intellectual standards. It sheds light upon the prejudices, the ideals and the aspirations of a people. It is to be counted with the forces that mould the life of human beings. It is a part of the atmosphere of the age. Each field is dependent upon the other. Thus, there is a keen correlation between these two branches of human knowledge.”

It is important to select literary works in accordance with the purposes of using them in a history course. Their most valuable contributions to history are the greater reality, motivation, and comprehensibility they provide than is often the case with non-fictional books on history. The teacher is concerned, of course, that students learn accurately what actually happened in the past, which calls
for care in interpretation and application of historical fiction. Students should be helped too in the use of biography. The degree of representativeness of the individual should be kept well in mind. Most appropriate biographical works are those that relate the biographer to his times to the study of which he was a part. To sum up the foregoing discussion on the relationship of history and literature, one writer aptly remarks, "History moves primarily in the realms of past, literature moves primarily in the realm of art. The difference is radical both in spirit and purpose. The value of history cannot, in any event, be realised by the teaching of literature. Without the knowledge of literature and its appreciation, a history teacher is likely to become the monster of sheer information." Great literature excites discovery of truths of character and universal truths of life, but what we ask from history is insight into "there and then" so that we may better know where we are, here and now.

History is correlated with language work also in a number of ways. Some examples are given below:

(1) *Essay writing on historical themes*

Students may be asked to write essays on:

(i) Life of the people in the Paleolithic Age in detail.

(ii) The evolution of temple architecture, coinage system, position of women.

(iii) India’s achievements during thirty years of freedom.

(iv) ‘The living personality I admire the most.’

(2) *Essay competitions.* These can be arranged on historical topics as:

(i) If King John had refused to place his seal on Magna Carta......

(ii) If the Spanish Armada had won in 1588......

(3) Students can read, act and stage scenes from historical novels, plays and poems, dramas like *Shakuntala* or *Meghadoota*.

(4) *Imaginary dialogues.* They can also vitalise the teaching of history. Some examples are given below:-

(i) Imaginary conversation between a humanist writer, a church father and an ordinary uneducated citizen to highlight the conditions that prevailed in Europe on the eve of the Reformation Movement.
(ii) Imaginary conversation between two Frenchmen observing the guillotining of Louis XIV and Marie Antoinette.

(iii) Dialogue between Socrates and his disciples on Roman Life, Government and Philosophy.

(iv) Dialogue between an Athenian and a Spartan showing their respective greatness.

(5) Reading of slokas or lines from scriptures in the class or school assembly which emphasise our national unity, moral and ethical values like obedience and discipline.

(6) Composing riddles, puzzles, historical quizzes. The students may be asked to make some Who am I questions to ask the class on explorers and the routes they followed and the continents they explored.

(7) Talks on historical themes such as the “History of Freedom”, “Fourth and Fifth Five Year Plans”, etc.

All these will enrich both the language and historical knowledge of the students.

History and Geography

History and geography are most intimately related; in fact, they are twins, one stresses time and the other space. History studies people of different times and Geography deals with the people of different places. Historical facts can serve as a good basis for arousing interest for geographical studies: geography offers explanation for historical actions of mankind. The geographical phenomena have a profound influence on the course of history: historical studies devoid of geographical background would be inaccurate and unscientific. World is a stage on which man plays his part; geography studies the world and history, the action of man on the world stage.

Immanuel Kant has very aptly defined the spheres of history and geography, "The description according to time is history, that according to space is geography...history differs from geography only in consideration of time and area. The former is a report of phenomena which follows one another and has reference to time. The latter is a report of phenomena besides each other in space. History is narrative, geography is descriptive. Geography and history fill up the entire circumference of our perceptions—geography that of space, history that of time." ¹

It is obvious that both are allied subjects. No history of a

people or a country could be complete without some reference to space Nor can a geographical account be intelligible without reference to development in time. It is for this reason that it is said history without geography and geography without history are unthinkable. Since the close of the 17th century, such a mutual and intimate relationship between these two vital subjects of human knowledge has come to be emphasised as an important part of the school curriculum.

It is certain that at many points the historian can enrich and deepen his study by an understanding of the geographical background to his problems because human thought and action have their springs, not in a spatial vacuum, but in some definite geographical milieu which defines in varying degrees the character and orbit of human effort. If geography without history seemeth a carcass without motion, so history without geography wandreth as a vagrant without a certain habitation. Since history must concern itself with the location of events which it investigates, it must continually raise not only the familiar question why? and why then? but also the questions where? and why there? And it is primarily to the solution of these latter questions that geography can contribute, for it has been nature, rather than man, hitherto, in almost every scene that has determined where the action shall lie. Only at a comparatively late phase of action does man in some measure shift the scene for himself. A peep into the pages of history shows how the physical factors had been shaping the action of man. For example, rivers had been playing an important role in the movement of man. The earliest centres of civilisation were among the perennial rivers like the Nile, Tigris, Euphrates, the Indus and the Ganges, etc. We also learn that groups of people constantly moved to new areas in search of 'fresh lands and pastures anew.' If we take the case of Indian history specifically, we learn how her geographical perspective affected the currents of history. Its vast dimensions, its varied physical features—high mountain ranges, lofty plateaus, fertile plains and the river valleys, the hot deserts; great variations in climate and the monsoons all have effected the course of her history. We also know that Panipat and Kurukshetra has been the scene of many famous battles. It is not mere accident that so many battles from the Epic Age to the Modern times where fought there. The geography of this area has made it a natural battlefield as advancing armies both from east and west would always avoid a hazardous march through the Rajputana desert or over the Himalayan foothills.

Again, India's geography has also been to a great extent responsible for the spirit of toleration. Humayun Kabir in his book Our Heritage says—"Vastness of Indian land, the great variety in
landscape, climate and conditions of life prepared in the mind a readiness to accept difference."

A peep into the history of different countries of the world also highlights the interdependence of historical and geographical factors. The expansion of the French and the English colonies in North America was directly controlled by geographical setting of the land. The whole story of their colonisation becomes intelligible when geography and history are studied together. Pupils will come to know why the French settled along the line of St. Lawrence because that was the only river which they could find that would lead them into the interior. On reaching the region of the great five lakes, they spread to the west, north and south by cultivating friendship with the Red Indians, who led them to the Gulf of Mexico by following the course of Mississippi river. Similarly, the growth of London or Delhi can be understood better by studying both history and geography. Ottawa and Washington are not necessarily the most suitable capitals for Canada and U.S.A.—their importance as administrative centres is very largely historical.

Germany and France are hostile to each other because of the existence of the Rhine and Lorraine coal fields as the bone of contention between the two countries.

Both history and geography have a common claim on the equipment and aids of teaching, i.e. maps, pictures and atlases are useful in the teaching of the two subjects in equal measures. It is necessary that both are taught in relation to each other.

History and Political Science

History and political science have got close relationship with each other. Political science is a subject that deals with that branch of historical studies which mainly gives an account of the growth and development of administrative set-up of a country. The relation of government and history is also like the relation of botany to plants or zoology to animals. It is perhaps for this reason that Freeman said that history was past politics. Johnson also is of the same view when he says, "The study of history in schools has, from beginning, in large part, been a study of the forms of the government, of changes in government and of actions in government."

Political science is the science of citizenship. Citizenship in the modern set up involves a good knowledge of local, national and international affairs. This knowledge cannot be obtained without reference to history. "Political science without history has no root", and "History without political science has no fruit" so aptly said by John Seeley. Every political act is an outcome of a long history behind it. History helps in knowing the roots. It is the great
laboratory for a political scientist. Both history and political science aim at the welfare of man as a member of society. Man learns through his own experience and experiences of others. Experience counts a lot in the production of good citizens in society which, in brief, is the function of political science. Both, thus, are inseparable and go hand in hand.

History describes the progress of human ideas and institutions through the ages. It is history that provides us on up-to-date knowledge about the origin, development and progress or decline of some of the social institutions. Again, as Johnson has said, "Civil government can best be studied as a part of history. To know the present of our constitution well, one should seek not only whence they come and how they develop but also to show origins and developments. To show changes is the task of history and in the proper study of history, one sees just these movements and knows the results." It is obvious that both are inter-related and the study of one reinforces the other.

History and Economics

Economics is one of the most fascinating adjuncts of the study of man's heritage—his history. Economics, as we know, is the study of wealth which deals primarily with production, distribution, consumption and exchange. All these activities and processes have to be studied in relation to man. History describes the story of man, economics describes the activities of production and consumption in relation to man. History describes the social nature of all economic activities. It enlightens us as to how man adapted himself to occupations and social situations in different parts of the world, in different periods of history. Analysis of the growth of economic institutions and establishment of economic theory can be a substantial part of almost any secondary school history course. The history of past economic events throws an important light on the present economic policies and helps in the formulation and verification of various economic laws and theories.

All the major economic institutions have been historically significant. For example, two great upheavals in human organisation that took place five to twenty-five thousand years ago—the tool using revolution and the agricultural revolution had far-reaching repercussions. These made possible and necessary the specialisation of effort and the division of labour. Such a development had a significant impact on living. In fact, modern industrialisation could not exist at all without specialisation and the present standards of living would not be possible without industrialisation.

Again, joint stock investment for procuring large capitals,
insuring for sharing single risks with a number of similar investors—
the stock exchange—all are historical growths from the end of the
Middle Ages into the period of modern history. Each presents a bit
of history in itself and each is highly illuminating of the rest of man’s
story. They all add up to the development of what has been called
capitalism, the profit system, by which men venture capital in the
hope of economic gains and enhancement of living standards.

The history of past economic events throws an important light on
the present economic policies and helps us in formulation and verifica-
tion of various economic laws and theories. Every economic
problem of the present can be understood and solved against the
historical background. The economic investigation, historical facts
and carefully collected figures are of great help. In fact, in the back-
ground of past economic events, our present as well as future econo-
ic policies are framed.

History tells us how different nations, adopting different economic
policies, achieved the aims of economic development and that provided guiding lines for economic growth of under-developed countries
like India.

History, today, is considered not merely a story of wars or kings.
It is also a study of the economic condition of a country at a partic-
ular time. It is, in fact, incomplete without economics. Economist
tells us how in the past, basic economic factors were responsible for
many a great war. It is also a fact that economic advancement is
a measure of the prosperity of a country. Economic factors also
determine the course of historical events. The economic prosperity
of India had been attracting invaders and these have determined the
course of her history. It is obvious the economics and history are
inter-related. The study of one reinforces the other.

History and Handwork

History can very well be correlated with handwork. Besides helping in the general development of the students, hand work is
extremely useful in the effective teaching of history.

The history teacher can ask the student to collect photographs
and pictures depicting the various aspects of life in Ancient, Medieval and Modern India, photographs of Ajanta, Amarwati, Sanchi,
Khajuraho, etc. With the help of art teacher and ‘Life’ magazine, the
history teacher and students can prepare the necessary pictures and
photographs showing the evolution of the earth and life on it.

Students may be asked to have photographs of Guru Nanak,
Buddha, Christ, Confucius and prepare charts showing their teach-
ings and contributions to history. Comparative charts showing the
teachings of Hinayana and Mahayana, Confucius, Lao-tse and Buddhism may be made.

Students may be asked to draw coloured charts showing the different stages of the evolution of this earth and life on it.

Students may be asked to draw posters illustrating the tragedy of Jallianwala Bagh, execution of Bhagat Singh, peasants storming the feudal castles, Bastile Day, September Massacre, etc.

Students may be asked to prepare the models of the extinct animals, the skulls of primitive man, etc. and arrange them in their natural surroundings.

Time lines and time charts, maps, etc. are very essential aids for history. They can be prepared very nicely if prepared with the assistance of an art teacher.

If both the history and art teacher join hands, history classroom and history museum can be really made the hub of historical activities in the school.

Summary

1. History has been described as a key subject providing a rich ground for correlation.

2. History has a positive correlation with Literature, Economics, Geography, Political Science, Handwork, etc.

Evaluation

1. It is said that correlation is essential to bring a composite effect in teaching. How will you correlate history with political science and literature.

2. Of what significance is the process of correlation in teaching of history with other school subjects? How and to what extent would you correlate history with economics in your teaching work? Illustrate your answer with suitable examples.

3. What is the importance of correlating history with other school subjects? Discuss with illustrations. Identify areas in the present history syllabus which easily lend themselves for correlation with geography and economics and describe different activities you would employ to achieve correlation of those areas with geography.
4. Show with examples how teaching of history can be correlated with the teaching of political science, art and literature.

Collateral Reading


Instructional Materials

Instructional materials are very significant learning and teaching tools. It is necessary that a teacher should explore a wide variety of materials to find suitable aids for instruction to supplement what the textbook provides, to add to information, to broaden concepts and to arouse interests.

Instructional materials which could be used by the pupil will include:

1. Textbooks
2. Supplementary materials
3. Work-books
4. Programmed instructional materials
5. General reference materials like encyclopaedias, gazetteers, atlases, pamphlets and government publications.
6. Advanced books on the subject.

Teacher also needs to use the instructional material because of the vastness of the subject. He needs help both in the area of content and methodology. Instructional material for the teacher will include:

(i) Syllabus
(ii) Curriculum guides
(iii) Teacher’s hand-book containing units and resource units
(iv) Teacher’s edition of textbooks
(v) Advanced books on the subject
(vi) General reference materials as given in (v) above.
Instructional Materials for Pupils

1. Textbooks. Of late, a serious reaction had set in against the use of textbooks. The currents of movements generated by the thinkers like Froebel, John Dewey and Mahatma Gandhi amounted to a revolt against bookish knowledge. This led to the attempts made by some for dispensing with the requirements of books as an instrument and tool for imparting knowledge.

Recently, in the first half of the 20th century, a thorough research was undertaken by some thoughtful students of education in U.S.A. who experimented with the bookless or nearly bookless system. They arrived at the conclusion that text-book could not be dropped out of the system of education.

The consensus of opinions of educationists in India as well as abroad reveals that the textbook is an integral part of any educational system. According to the report of the Textbook Committee of the Central Advisory Board of Education, "A modern educational system without textbooks is as difficult to imagine as Hamlet without the Prince of Denmark."1 The position of textbooks in the educational system of U.S.A. has been summed up in these words; "Although text-books are considered only one of many instructional resources, the fact remains that many teachers are generally dependent on them... Generally speaking, textbooks play a more prominent role in high school instruction than in the elementary grades. In some schools, the course of study for a given subject is still determined by the contents of textbooks."2

Textbook, in fact, constitutes an inseparable part of any system of education today. Even in the most developed countries, where a variety of teaching-learning tools and techniques are available in the classrooms, textbooks continue to enjoy their respectful place. In a developing country like ours where even the minimum essential requirements of a classroom are hardly provided, the need for quality textbooks cannot be over- emphasised.

As far as history is concerned, the textbook is an aid which is considered indispensable to all methods for the study of history. In the words of Hunt, "In school work in history, the textbook remains after the teacher, the learner's chief aid and support... A well-chosen textbook can always be a useful adjunct to the efforts of the teacher and a reassurance to the pupil."

In U.S.A., textbooks are used in history from the earliest classes—but in European schools history textbooks are rarely in use in primary classes. In Indian schools—textbooks are in use from the earliest to the highest classes and all our lessons are based on textbooks.

Textbooks—indispensable in History

Good textbooks are indispensable for the study and teaching of history for various reasons:

(i) To help the teacher. The textbook provides useful guidelines along which the teacher can plan his day-to-day teaching; it serves as a reference book while actually teaching in the classroom; provides suggestions for some assignments; suggests activities to be taken up in the classroom and outside. It can, thus, be a constant standby of the history teacher. It can be used to confirm and aid the teacher who has run out of new ideas or does not have any at all.

(ii) To help the pupil. For the pupil, textbook is the most accessible guide, a dependable reference book and an all-time companion. The pupil makes use of the textbook to prepare himself in advance for learning in the classroom; refers to it during the course of learning in the classroom; revises and reinforces the classroom learning; does assignments at home; prepares for the examination; reads for pleasure; and seeks guidance and references for further studies.

(iii) To give the minimum essential knowledge at one place. A textbook can be a constant standby of the history teacher as it gives the minimum knowledge at one place. All teachers are not in a position to dig up facts. Some mature, well-trained, experienced teachers may find it possible to use their outlines and thus find it possible to dispense with a basal textbook, but most teachers cannot and should not do it.

(iv) To help in self-teaching. The tradition of imparting education through the instrument of lecturing has high value especially when the teacher is armed with special gifts, i.e. inspiring the gifted and encouraging the weak students, etc. But it needs to be admitted that even the impact of best spoken messages is necessarily transitory in character and even the most attentive listener loses any but the obvious connection in the lesson. The efficacy of the textbook lies in making self-teaching a possible proposition through printed materials. Thus, a good textbook can prove an insurance against illiteracy at home which is normal in the case of many children.

(v) To provide logical and comprehensive material. A good textbook provides material in a systematic and comprehensive form. That way, it sets a standard of minimum essential to be achieved
by pupils of all categories. It gives the beginner a grasp of new matter. It also gives direction for further studies to enthusiastic pupils.

(vi) To ensure uniformity of good standard. The textbook provides a highway for carrying better practices to all schools. Some sort of uniformity of good standard is ensured. The textbook furnishes a common basis on which to master the process of reading, analysing, outlining and summarising. It, thus, furnishes a common laboratory in which to develop study skills.

(vii) To provide a base from which both the teacher and the pupil may start and continue to work. The text-book contains the minimum essential knowledge and can, thus, provide a point of departure for a more comprehensive link. Further, it provides the common ground which both the students and teachers may explore together. Also, it can focus attention on the same issues—events, sequences and circumstances and serves well as a rallying point.

(viii) To provide both confirmation and sustenance. The textbook is supposed to contain the facts which are carefully sifted and examined. Thus, it can confirm the knowledge obtained elsewhere. "It is related that even Lord Acton, when preparing his famous lectures on modern history, would be found writing with a pedestrian textbook of European history at his elbow to ensure, presumably that inspiration did not lead him beyond the bounds of recorded facts."

(ix) To rectify the limitations of the classroom situation in most of the Indian schools. There are some limitations of classroom situations in our country which warrant the use of history textbooks:

(a) Large number of students in each class, creating congestion and uncongenial atmosphere.

(b) Lengthy courses and teacher's worries about finishing the prescribed syllabus within the specified period.

(c) Extremely divergent opinions regarding historical events.

(d) Non-availability of other teaching aids and devices which are indispensable for effective instruction.

(x) To ensure intellectual rapprochement of peoples. Good history textbooks can coordinate the activities and bring about the intellectual rapprochement of people. They can serve as organs of national coordination.

Pedagogically, there may well be some criticism of reliance upon a single textbook which may become a crutch, a burdensome milestone round the neck, a limited view or a tedious bore, but there is
little doubt that many teachers find history textbook the most useful tool in their repertoire.

What is a textbook?

Textbook is a specially written book which contains selective and systematic knowledge. Every care is taken for coherence and sequence. It is made simple to the degree that suits the intended learner. It is not a bare statement of knowledge but is armed with various teaching-learning devices to fulfil the desired instructional role. The subject matter receives a rich dose of pedagogy with all its implications, such as devices for practice, application, motivation and fixation of learning. That is why textbook is said to be “the teacher in print.” A textbook differs from an ordinary book mainly on the score that it combines within it teaching-learning techniques and motives.

The functions of the history textbook

The history textbook has the following functions:

(i) In the junior 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.

(ii) For the senior classes, it should contain a well-arranged comprehensive knowledge to enable them to prepare for their examinations. The textbook should expand its scope and size to meet the changing conception of what is considered educationally sound and desirable.

Types of history textbooks

Johnson has listed three types of history textbooks:

(i) Precis textbooks—These textbooks present a skeleton or framework of facts. They are called ‘precis’ in French language.

(ii) Manuels—These textbooks develop the outline in full but frankly leave some room for further development. They may be designated by the French term ‘Manuels’.

(iii) Cours—These textbooks aim at being self-sufficient to treat each topic so well as to make it intelligible without further development. They may be designated by the French term ‘Cours’.
Criteria for a good history textbook

A textbook is only an aid or tool. To be helpful and useful, it must contain all the qualifications of an aid or tool. A good history textbook must satisfy the following criteria.

1. **It should help in achieving the purposes of teaching history detailed earlier.** It should assume special responsibility towards the promotion of some national goals—like secularism and national integration. It should enable children to appreciate India’s rich cultural heritage as also to recognise and get rid of what is undesirable and antiquated. The book, through its content, style of presentation, exercises and illustrations, should provide the understandings which are necessary for the promotion of national goals.

2. **It should be child-centred.** A good textbook on history should be suitable to the age, ability and interests of pupils. It should be primarily addressed to pupils of a particular age group and of a particular society. Just as the world of the child expands in concentric circles, as he grows, so his textbook must reflect the stage he has reached.

3. **It should contain fluent narration.** History is primarily a story, and is, therefore, most easily readable as a narrative. Instead of a bare outline of a series of cut and dried facts, there should be chatty, descriptive and brightly coloured details and a lot of explanation of why things happen. There should not only, What of people and events but also How, Why Where, and When of them. The book should not only give the result but also the long tedious and doubtful struggles that produce the results. “There are”, in the words of Richard Livingstone, “no final moments in human affairs, no Armageddon, no decisive battle which settles everything. There is only a long campaign for a better world, lasting centuries and indeed millennia; and for such long campaigns we ought to have short-term objectives, but may have very long-term views.” The book should have details enough to lend colour and warmth. The facts should be clothed in proper flesh and blood so that the pupils may be interested in reading them. The young must go to a book to find something; abstraction should be the reader’s, not the author’s task. The old theory “Small child, Small book” especially in relation to story of man’s experiences (history) does not hold the ground.

4. **It should have a clear and self-explanatory arrangement.** It should have a detailed table of contents; the material should be arranged under headings and sub-headings to be easily comprehended by the pupils.

5. **It should open up various avenues of thought and study.** History should never be something that comes out of a book. The
history textbook should make it evident that what is given in the
book is only a beginning. It should create interest and help to
develop that interest by suggestions as to what is given in the book
may be followed up and developed. It should give references to
other books on the same subject suited to the age of the pupils and
thus help to widen their outlook, develop their interests and open
new vistas of knowledge and discovery.

6. The language of the textbook should be suitable for the "reading
age" of the pupils. The textbook for the younger children should be
especially written in simple sentences, so as to establish an effective
communication with them. The language used should also be
accurate and appropriate so that it helps in enriching children's
language.

7. It should be well-illustrated. The abstract concepts presented
in the textbook should be illustrated through visual aids, such as
photographs, maps, timelines; pictures, picture-diagrams, etc. The
book should be attractive, inviting, a pleasure to look at and read.
Illustrations should be well chosen and well connected with the
main subject.

Young children like colours. Therefore, coloured illustrations
have an important place in history textbooks for elementary grades.
The size of the illustration should be such as the children can easily
make out the various details. The size of the illustration should be
meaningful for the children.

Illustrations either explain the text, or they supplement and com-
plement the text. Therefore, constant reference to the illustrations
in the text is very essential. A good history textbook helps the
children to make maximum use of illustrations by giving captions,
explanatory notes and exploratory questions along with the illustra-
tions.

Illustrations given in the textbook of history must be very accurate
and realistic.

8. It should be simple, interesting and attractive enough to take
the form of a self-study reader. Pupils should be able to take
advantage of the textbook with the least help from the teacher and
parents. The textbook should give exercises at the end of a unit/-
topic to enable the pupils to focus their attention on the right points
in the discussion for concentrated study. This will also help them to
know whether they have gained what is expected from the study of
a topic. The textbook may contain such instructions as answer the
questions given below: (i) Locate the following places on appropriate
maps, (ii) Locate the following dates on the appropriate time-line.
9. It should be free from indoctrination. It should present a comparative view of the ideas of different people expressed on a particular phase of life. It should not contain superficial and misleading anthologies as "The British are all children of perfidious Albion", "The Chinese are cruel and secretive", "The Pakistanis are dangerous". It should not contain too much nationalism as it tends to be dogmatic, conclusive and official. It should not sow the seeds of hasty reflexes, snap judgements, and emotional reactions. Biases, prejudices of writers should not reflect in the pages of the textbook. The textbook for the pupils should tell the truth, the whole truth and nothing but the truth.

10. It should provide proper and adequate exercises and suggestions for activities at the end of each chapter. The exercises should flow from the main text, supplement and complement it. They must include a variety of items so that the following purposes are achieved.

   (a) Pupils are helped in recapitulating and revising the important information.

   (b) Pupils engage in practices which help in the better understanding of the various concepts and information.

   (c) Pupils are involved in activities as discussions and debates, preparation of time lines and maps etc. which develop skills related to the chapter.

   (d) Pupils participate in activities which foster the desired habits, attitudes and behaviour patterns.

   (e) Gifted children of the class get suggestions for challenging assignments.

   (f) Teacher is helped in evaluating the gains of the children in terms of their acquisition of desired understandings, attitudes and skills.

11. It should contain the lesson units which may be framed by teachers for a particular topic. This will enable the pupils to take the maximum benefit from a textbook. They will find the textbook material meaningful and relevant.

12. It must be up-to-date. History is a subject whose content, emphasis and treatment are undergoing modifications in the light of new excavations and researches. It is, therefore, essential that history textbook is frequently revised so as to eliminate those things which no longer hold good and to add those which have to play significant role. The textbook must contain the latest information, the result of recent research, for nothing but harm could result from perpetuating mistakes and stereotyped views. The sources from which the information is drawn should be authentic.
13. It should help in developing international understanding. It should emphasise cultural relations between the nations of the world, and the contribution of different nations to the pool of world civilization.

14. It should also cater to the needs of backward pupils. This can be done by giving small but leading questions at the end of every sub-topic.

15. It should promote group effort. It should contain suggestions for group projects with every topic. Assignments with divisions may be suggested which could be jointly attempted by the groups. It should contain suggestions on constructing models, preparing charts, etc.

16. It should contain subject index at the end. This is especially required for higher classes. Index can be helpful in developing independent study habit in the pupils. It will help in forming a habit of making references and comparisons in pupils and facilitating a combination of topical with chronological approach.

Should there be a single prescribed textbook or more than one?

Should a single textbook or more than one textbook be prescribed for a particular class is a very controversial issue. There is a danger of using one single textbook as it is likely to constitute a boundary and set a limit. The pupils are likely to develop a wrong idea that history means the textbook of history. It is also thought that however good the 'staple' textbook, it is unlikely to be good enough to act as the pupil's sole support. So, the alternative suggested is to use a single textbook as a standby and make available a set of textbooks, each presenting subject matter from a different point of view. This will minimise the tendency to depend solely on the printed word. Also, the pupils will be able to compare and contrast different viewpoints.

Use of the textbook

Basic textbooks are likely to be widely used for years to come. It is essential that the teacher knows the proper use of textbook. The textbook may be used:

(i) To give definite information—Textbook is a storehouse of basic information. It also contains narrative details. The teacher should guide the pupils in knowing what is essential and how much he should remember.

(ii) To establish a common background of basic information on
the part of all the pupils. The use of the textbook can help introduce
all pupils to sum-up all the key ideas of the unit, acquaint them
with the vocabulary, help them learn enough about the topic to be
able to proceed intelligently.

(iii) *To set exercises.* The textbook can be used for setting logical
and imaginative exercises. The pupils may be asked to write
questions to answers or they may be put to situations in which they
are supposed to give their own imaginative answers. For example,
"Imagine you were a...and write a letter...." exercises can be
set for compiling the list of the things people would have used or
needed in certain circumstances. Any question arising from the
reflection, "What would it have been like...?" will be a question
worth asking, and trying to answer, for it relates history to living
persons in a way that the material of the textbooks may not succeed
in doing all the time. Questions can also be set on the illustrations
given in the textbook. If proper questions are set on illustrations,
they can be a subject of serious attention.

Such type of compositions help the child to think of historical
events as having actually happened, and give him opportunity to use
his imagination in transforming textbook information into something
which, however, wide it may be, is personal and vivid.

(iv) *To summarise learning.* The textbook can be used to sum-
marise the learning of the unit activities.

So, the textbook may serve as a point of departure for unit study,
a frequent point of recall and a point of return.

*When to use the textbook?*

There are certain points which need to be considered for the
proper use of the textbook—should the teacher follow the textbook
in teaching class lessons or not? Should the textbook be studied
before the delivery of the lesson? Should the textbook be used
during the lesson?

It is asserted that if the teacher follows the textbook in teaching
class lessons, it will be easier for the pupils to follow the lesson and
the textbook. If the teacher follows the book but presents the
material in a novel manner, adding interesting anecdotes, the ap-
proach is quite good. The lesson delivered by the teacher should
preferably contain page references to textbooks and other reference
books. This practice would prevent the pupils from following the
textbook mechanically. At the same time, it would also help them
develop an independent approach to the study of the textbook.

It will pay rich dividends if the teacher asks the pupils to read
particular lesson, from the textbook before he delivers the lesson. They should be asked to read the lesson in advance. This will enable the pupils to become familiar with the new subject-matter. It will be easier for them to comprehend the material without much effort.

As far as the use of the textbook during one lesson is concerned, opinions are quite divergent. But, on one point, there is unanimity that textbook should never be made a substitute for a class-lesson. It should always be supported by class-lessons which should be made interesting with the help of various devices as stories, illustrations, use of original sources. General ideas may be developed with the help of examples; the pupils may get details from the textbooks, reference books, etc.

The textbook needs to be studied thoroughly. The questions may be given from the pupils. The pupils should be asked to answer the questions with the help of material given in the textbook and reference books.

The textbook should also be used for setting small objective type questions for internal tests. This will ensure that the pupils do read the textbook thoroughly so as to have the basic knowledge of history.

Cautions in the use of the textbook

1. Textbook to be subsidiary and supplementary, not primary and fundamental. The textbook should be considered a means by which the student is helped in his study. The student should never develop an idea that their task is simply to learn what is given in the book and no more. The textbook should be regarded as a part of the curriculum and not as a source of making it.

2. Reading aloud of the textbook in the class is not desirable. It may occasionally be useful to read aloud a passage of special importance or difficulty. In that case, it is best read by the teacher, otherwise reading aloud is a waste of time.

3. The teacher should not be a mere uncritical mouthpiece of what is contained in the textbook. The best of textbooks are fallible like the best of men among us. The teacher should see that the textbook does not become the whole outline, content and plan. He should also see that the textbook does not monopolise the whole time of the pupil and that it does not become the sole source of reading. On the highest level, the textbook may be used as a supplement, a basis for common understanding, and a point of departure; it should not dominate or determine the content or procedure of the course.
Whatever method or methods the teacher may follow, the overall effect in the use of textbook should be to achieve the objective of the teaching of history. Attempts should be made to stimulate the pupils' historical imagination to know more of history and to rationalise causal relationships pertaining to different historical events. There should be well-graded and thought-provoking questions which make the history textbook not an end in itself but a means to realise desirable objectives.

History textbooks, if used effectively, not only vitalise instruction in the class but also give a new meaning to history teaching and learning.

Preparation of textbooks

Preparation of textbooks is a challenging task which can only be taken up by experienced teachers and learned scholars who combine scholarship with experience, knowledge of schools and their needs.

Some writers are of the opinion that in the interest of national integration, textbooks should be nationalised, while others advocate that undue emphasis on national needs may result in dull uniformity.

Quite recently, when the 10+2+3 pattern was introduced, textbooks were prepared by Central Board of Secondary Education and NCERT. The books were under heavy criticism. Now, in the ninth conference of the Boards of Secondary Education held at Chandigarh on Feb. 10-12, 1978, it was decided that NCERT should concentrate on the production of instructional material and that state governments, education/examination boards, schools and other educational agencies should be free to adopt and develop this material to suit their particular needs.

Recommendation of the Patel Committee on Social Studies Textbooks for different classes

Classes V/VI-VII/VIII:

The Committee has realised that there will have to be textbooks for each of the areas of study but the number of these can be reduced by having one book for science and one in which civics and history are combined.

The Committee has recommended that the number of pages in each textbook should be reduced to the minimum and that the language used should be easily understood by children of the particular age group.
Classes VIII/IX-X

History, Civics and Geography

The Committee has recommended that in the area of social studies or social sciences, history, civics and geography only are sufficient to provide a broad-based general education and that such correlation as is natural and possible should be introduced.

The Committee has suggested Frames which give the main topics in each subject and it will be for the states, local authorities, education/examination boards and schools to plan and fill in the details. The Committee has not suggested uniform courses of study. The Committee felt that "A single rigid scheme of studies for all schools may prove to be beyond the competence of some schools and may not provide a sufficient challenge to other schools. The content of courses finally framed must be capable of being taught or studied within the allotted time."

The Committee has emphatically said that in each subject, only the main ideas should be introduced; these should be few and important. It has also stressed that too many subjects should not be taught and whatever is to be taught, should be taught thoroughly. Thus, the Committee believes that the main concepts in the subject should be studied and that unnecessary details which overload the syllabus, and lead to the memorising of scraps of information, should be avoided.

Supplementary Reading Materials

Importance of supplementary reading: In addition to the textbooks and oral lessons delivered by the teacher, supplementary reading is of potential value for good history teaching. Whereas the former aims at following the main currents of affairs hand in hand, the latter aims at throwing sidelights on the main topics. The textbook cannot satisfy all aspects of critical knowledge and may be even lacking details with regard to current references. Herein come supplementary readers and other materials to fill up the lacunae. "Recitations alone cannot possibly make up proper teaching of history. It is absolutely necessary from the earliest to the last grade that there should be a parallel reading of some kind." The teacher should have firmly in his mind that it is impossible to teach history without reference books as it is difficult to teach chemistry without glass apparatus and rubber tubes.

The textbooks, with only rare exceptions, are not self-explanatory

to the pupils and thus stand in need of elaboration. Elaboration is possible in two ways—by the teacher and through the reference books.

Books containing well-chosen extracts and anecdotes can go a long way in bringing the past to the imagination of the pupils. For older pupils, advanced works, reference books, source books, books on related subjects and allied fields are very useful as by handling them and pouring over them, they will get a wide view of the subject in all its bearings. Similarly, the pamphlets on historical topics occasionally published by national historical societies, books containing short but well-written historical plays on important occasions of the past provide admirable classroom material for younger children.

In short, supplementary reading is of potential value for good history teaching.

Aims of Supplementary reading: Like any other educational activity, supplementary reading is intended to achieve certain objectives:

1. Supplementary reading must serve to widen the horizon of the learners and to add to their fund of knowledge.

2. It should serve as a means for bringing out the relationship between the past and the present—Let the teacher use the material from the dramas, letters, diaries, etc. which help in a conscious way to turn back the clock of time. "The essential condition" in the words of Johnson, "is that they should leave feelings for and about the past."

3. It must help in the enhancement of the information already acquired through the textbook—For this purpose, the pupil must be left to find his own initiative, what he ought to find and to report in the class his own independent summary. He may, in all cases, be required to enter in his notebook the main facts.

4. It should encourage the learner to form an acquaintance with historical literature—This should be so treated as to emphasise the record as well as the recorder.

5. It should help the pupils form the conception of how history is constructed—This objective can be achieved through actual exercises in historical criticism and construction. These things, however, require careful adjustments. The students should not be allowed, therefore, to come face to face with hard and unspecified questions leading to unspecified answers. On the other hand, they should be encouraged to deal with the specified aspects of historical study. The development of historical consciousness is the main aim of such questions.
(6) It should help in the self-study of the subject.

(7) It should help in making history teaching more interesting and inspiring—A teacher in the possession of the knowledge of supplementary studies can put life even in the dry text and break the monotony of his teaching work.

*Guidelines for making supplementary reading beneficial*

When we, as history teachers, feel it necessary to suggest supplementary reading, we should bear in mind the following guidelines to get full benefit:

(1) A course in supplementary reading should be arranged scientifically and carried out without any element of compulsion. The teacher will do well to follow the suggestion of Johnson in this respect, "There should be no set questions to answer, no problems to solve, no looking forward to any formal report, but complete freedom to read because he likes it or to stop reading because he dislikes it." At the most, pupils can be encouraged to express their honest opinion when they feel inclined to do so.

(2) If this extra reading is to succeed, it must afford so much pleasure to the child that he is engrossed in it.

(3) The books which are to form the basis of extra reading should be less expensive and easy to obtain.

(4) The language of supplementary readers and such other materials must not be more difficult than that of the textbooks as it is likely to diminish the interest of pupils.

(5) The supplementary literature should be properly and scientifically classified and arranged in a proper sequence.

(6) The supplementary literature should aim to supplement the textbook and not convey the whole matter as given in the text.

(7) While suggesting books for extra-reading, the teacher should bear in mind the mental capacity of his pupils. The pupils should be in a position to grasp the material presented in the textbook.

(8) Finally, supplementary literature should convey historical truth and not distortion of historical facts.

Before the teacher makes any suggestion for undertaking ancillary reading, he must be definite about the following:

(i) What type of optional or compulsory supplementary reading is he to suggest?
(ii) Is the supplementary reading, that is suggested, to be the same for all the students or is it to be according to their various intellectual attainments?

(iii) Are the students to remain confined to one book or a small number of books or they be introduced to a large number?

(iv) How much reading is to be reasonably imparted?

(v) How should reading be arranged and assigned?

(vi) How should it be reported?

(vii) What devices should be pressed into service to maintain the interest once aroused?

While assigning supplementary reading to the class, the teacher should bear in mind the following points:

(i) Avoid the wastage of time involved in making assignments.

(ii) No time should be wasted in finding out the books. Every class should have a reserved shelf of its own where books can be kept. A separate period should be set apart for the purpose.

(iii) The smaller the library, the greater the need of its adjustment. To face this difficulty, the class may be divided into groups and each group then makes use of the library in that period.

(iv) The pupils should be encouraged to keep their own record of supplementary reading they have gone through. They should put down the following particulars in that record:

(a) Author's name
(b) Name of the book
(c) Name of the publisher
(d) Newspapers or magazines read by them
(e) Extracts taken.

**Supplementary reading materials**

Various types of supplementary reading materials can be used:
(1) Historical fiction; (2) Biographies; (3) Plays and poetry; (4) Newspapers and magazines; and (5) Travel stories.

(1) *Historical fiction.* Historical fiction gives the aesthetic pleasure
of reliving the past. It enables us to enjoy the charm and strangeness of a remote age and listen to the voice of distant times. Historical romance reminds us of the fact that history is about human beings. "By recreating the past, historical fiction serves as a stimulus to the imagination, provides opportunities for the exercise of critical faculties and offers endless opportunities of extending human sympathy." Also, it is a source of entertainment and gives a taste for history. What the historian cannot do, the fiction writer can. He can not only create an age and society by a series of devices but fill the gaps in the story by the brilliant interpretations of the various characters. He dilates upon the conflict of wills and is, thus, able to explore the depths and heights of human nature. All these are of great value to the students of history.

Two types of historical fiction can prove useful—background novels which create a living picture of the past world, and those which focus the attention on the interpretation of famous historical personalities. Bankim Chandra Chatterji's *Anand Math* is invaluable for creating a sense of unity and national pride in the people. *Bande Matram*, the song that became the anthem of the struggle for national freedom is enshrined in this very novel. This depicts one phase of India's freedom struggle in the 19th century.

Similarly, Munshi's *Jai Somnath* portrays Mahmud Gazni's march to Somnath and the valiant struggle between the citizens and the conquerors.

Historical novels available in different languages should be recommended for supplementary reading for creating interest in the past and widening the horizon of their understanding.

(2) Biographies. Biographies, no doubt, provide interesting reading. They also can supplement historical information. In the early medieval Mughal period, biographies of famous kings were written which throw a flood of light on the type of conditions prevailing in the period of a particular monarch. Vikramarka-Deva Charita, Kumarapla Charita, Rama Charita and Harsha Charita in the early medieval period and the biographies of Guru Nanak, Guru Gobind Singh in the medieval period and those of Mahatma Gandhi, Jawaharlal Nehru, Lal Bahadur Shastri, etc. in the modern period, are all invaluable. These biographies have one limitation—the literary effect dominates historical facts and events and the biographer is always eulogising the hero. If the historian is vigilant, with the help of other sources, in addition to the biographies, he can weave a sufficiently reliable account.

(3) Play and Poetry. They supplement the knowledge of history in more ways than one. Dramas of Kalidas supplement our knowledge of the great events of the reign of ancient rulers of India. The
poetical work of Harisena throw a flood of light on the achievements of Smudragupta. Tulsi's *Ramayana* also gives a lot of information on human thoughts and development of society during the reign of Ram Chandra. The plays written by modern dramatists—*Harish Chandra, Kohinoor Ka Lutera*, etc. are very useful for supplementary historical knowledge. Chatham rightly remarked, “I have learnt all my English history from Shakespeare’s plays.” “Poetry points what history describes” because the colour, rhythm, vividness, the pulsating life of the theme could revitalise the scenes of history. The pages of history presented through ballads and folk songs can prove accounts of the stirring events set to music. *Chandi Di War* is an excellent source of historical knowledge.

(4) **Magazines & Newspapers.** So many magazines are published for school children these days. They contain material of different types which can supplement classroom information. These magazines contain interesting stories, which throw a flood of light on various topics of history. What remains mostly sketchy and dry in the textbooks becomes lively and interesting and is easily remembered by the students.

Some magazines contain life sketches of personalities which provide interesting anecdotes and details. They provide good supplementary information. Magazines like *Nandan, Parag, Dharamyug, Hindustan, The Illustrated Weekly of India*, etc. are all very useful.

The daily newspapers are also effective for providing the current information. At times, they can serve as a starting point to stimulate interest and also tie the past with the present. Also, the study of newspapers reveals the relationships of specific events to the larger current scene. Movements, trends, ideas and changes in politics, international relations are all important. The modern age when man has landed on the Moon—a feat undreamt of a couple of years earlier, has made the students interested in inventions, discoveries and research. It is the newspaper which can give him the latest information and keep his information up-to-date. The newspapers help in closing the gap between information contained in the books and changing developments of the world.

The special issues of the newspapers such as Republic and Independence Day Numbers are full of information. The life-sketches of great personalities and the descriptions of historical buildings and places can enrich the historical knowledge. The special features, the editorials, the cartoons, etc. all can enlighten the students. The latest researches, excavations, and discoveries are giving a new slant to history. Therefore, it is important that the students are made newspaper-minded right from the beginning.

(5) **Travel stories.** Travel stories also provide much of historical
information. The travel accounts of Fahien, Hiuen Tsang and Itsing throw a good deal of light on the social and cultural aspects of the life of the times. These Chinese travellers came to India as religious pilgrims. They travelled widely and spent a few years in India. It is true, they viewed life mainly from the Buddhist angle but still our information is increasing manifold.

Similarly, the Arab sailors and merchants and the visitors who came during the Sultanate rule provide a comprehensive account of the areas they visited. Alberuni’s account gives interesting information of the time of Mahmud of Ghazni, Ibn Batuta provides interesting information of Mahamud Tughlak’s period. Marcopolo, who came early in the 14th century has given us attractive pictures of the places he visited in South India. Guru Nanak’s travel accounts—Udasies, provide a lot of information about India of the 15th century.

The Portuguese and the Italian travellers have described the marvels of the Vijay Nagar Empire and the great achievement of its rulers.

Work-books

Work-books are vital for realising various skills. By working on the materials in the work-book, the pupils learn by doing. The tasks should be of such a nature that they would lead to the concretisation of the concepts presented in the textbook. For example, the pictures of the different scripts of different countries may be given, and the pupils may be asked to name them. Similarly, the pictures of some of the tools and weapons of old and new age may be given and the pupils may be asked to name them. Again, pupils may be asked to locate places and events in given maps and time lines. Problems may also be given which require application of the knowledge gained in new situations. Objective type questions may be asked which could be answered with the help of textbooks.

Programmed Instructional Materials

Here the instructional material is presented through a machine or a book, which performs the functions of a personal tutor. The individual student works at his own speed; his responses are a necessary part of teaching. Programmed instruction is cybernetic in the sense that each response of the learner acts as an input to the teaching system and determines the next output, i.e. one step leads to the other in a sequence. There is a perpetual teacher-student interaction going on in the programme. The programmed textbook is a valuable instructional aid for teaching history.
General Reference Material

There is quite a large general reference material—encyclopaedias, gazetteers, atlases, pamphlets, brochures, etc. which provide the latest and rare information which need to be brought to the notice of gifted students in particular and average students in general. These will lend an air of reality to historical facts.

Advanced books on History

In addition to the text and supplementary readers, there are advanced books to which the pupils should be exposed. This will pave the way for later specialisation and research by those having special interest in the subject. A list of books is given in Appendix I.

The textbook, though very important among the instructional aid, needs to be supplemented with other aids like the work-books, test items, charts, films etc., to be able to acquire the expected learnings in terms of knowledge, understandings, skills of learning, behavioural skills and attitudes. *Instructional kits* consisting of a textbook and accompanying materials, need to be developed and made available to the history teacher. The multi-media approach it is felt, will lead to better and effective teaching.

Instructional Materials for Teachers

Efficient teaching in history, as in any other subject, depends upon the competencies and professional advancement of the teacher. He should be well-equipped both in the area of content and methodology. In order that he is able to deliver the goods he should be clear about what he is supposed to do. He should have the following:

1. *Syllabus* which provides a broad framework of the course of studies in history.
2. *Curriculum guides* and teacher's *handbooks* which indicate the ways and approaches to the teacher for preparing his daily lessons, keeping in view the objective to be achieved.
3. *Teacher's manual* which contains very useful guidelines for effective teaching of textbooks.

Proper use of all these will ensure effective teaching on the part of the teacher and effective learning on the part of the pupils.

Summary

Instructional materials like textbooks, supplementary reading materials and work-books, etc. are very significant learning tools,
Judicious use of these materials will make the learning of history effective.

1. History textbook is an indispensable tool for teaching and learning history. It gives the minimum knowledge at one place; helps in self-teaching; provides logical and comprehensive material; ensures uniformity of good standard; provides a base from which both the teacher and the pupil may start and continue to work; provides confirmation and sustenance; rectifies the limitations of the classroom situation.

2. A textbook is a specially written book which contains selective and systematic knowledge specially meant for a particular grade.

3. Johnson has listed three types of history textbooks—Precis textbooks, Manuals and Course.

4. A history textbook should help in achieving the purposes of history teaching. It should be child-centred; should contain fluent narration; should have a clear and self-explanatory arrangement; should open up various avenues of thought and study; should be well-illustrated; should be free from indoctrination; should be simple, interesting and attractive enough to take the form of a self-study reader, and should be up-to-date.

5. Proper use of the textbook needs to be ensured.

6. Preparation of textbooks should be taken up by experienced teachers and learned scholars.

7. Supplementary reading is of potential value for good history teaching. Biographies, historical fiction, dramas and poetry, magazines, travel stories may be used to supplement the textbook.

8. Work-books are vital for realising various skills.

9. Instructional material as curriculum guides, teacher’s handbooks, teacher’s manuals help the teacher both in the area of content and methodology.

Evaluation

1. What is the place and importance of history textbook? What factors will you keep in mind for choosing a textbook for VIII Class?

2. What are the essential qualities of a good history textbook?

3. "Textbooks are excellent servants but very bad masters." In the light of this remark, give concrete suggestions for the proper use of history textbook.
4. "The hickory stick has all but vanished as a means of punishment, but not the textbook." In the light of this remark, give some suggestions for the proper use of history textbooks.

5. "Textbook deserves neither condemnation nor slavish respect. Textbooks are amenable and pliable; they should be neither scorned nor worshipped." In the light of this statement, discuss the proper use of history textbook.

6. Discuss the different types of history textbooks. Which of these would you recommend for use by your students and why?

7. Compare the use of several textbooks with the use of a single textbook.

8. How would you use the History textbook in the secondary classes? Elucidate with the help of an example, choosing any topic from the syllabus.

9. What are the advantages and limitations for state-wide or country-wide adoption of textbook?

10. In the light of the criteria suggested, evaluate the textbooks of IX and X class recommended by NCERT.

11. Discuss the importance of supplementary reading. What type of supplementary reading would you suggest for secondary classes?

12. How would you encourage supplementary-reading for broadening historical perspective of your class children?

**Collateral Reading**

1. *Better History Textbooks.* UNESCO, 1953,


Audio-Visual Aids

The Place of Audio-Visual aids in history Teaching

The history teacher is under considerable pressure to make relevant what took place many centuries ago. He has to reconstruct a past which is shrouded in dim obscurity. Mere verbal descriptions cannot make history come alive, to live, to be vivid and to be relevant to the lives of learners who are either present-oriented or future-oriented. A variety of audio-visual aids—pictures, maps, films, filmstrips, models, cartoons, time friezes and charts, graphs etc. can be drawn into the course, somewhat akin to raisins in the dough, and can be a welcome relief from normal routine. These aids can reinforce the teaching of history many ways:

1. Help pupils to experience historical knowledge directly. For example, we may not be able to witness now the route followed by Alexander for his invasion of India and journey back, but we may see a map depicting the same. This is not time-consuming. Also, it is a far better source of knowledge than the verbal description of the route.

2. Supplement the spoken word. History teaching inevitably deals with words which go beyond experience of pupils. We have to use a vocabulary of politics, economics and the arts; we have to talk of places not only of immediate vicinity but of different corners of the world; we have to mention people not only of the immediate locality but of different times and climes. To make all these realistic and vivid before the pupils, mere chalking and talking will not help. The teacher must take the help of the audio-visual aids to supplement and explain the spoken word.

3. Make history real, vivid, vital, interesting and life-like. History is a subject which has gone into disrepute because of its dead uniformity and frozen and fixed account of facts. There is an urgent necessity of uplifting the teaching of history. The use of audio-
visual aids can add zest, interest and vitality to any learning situation and make history a living subject.

(4) Help in developing time and places sense. Use of time line, for example, can help us to know how long did it take for Industrial Revolution, when England was passing through two Golden period of Elizabeth, India too was passing through the palmy days of Akbar. Similarly, use of map will show the location of Delhi—how far is it from Deccan, how this distance was one of the weakening the administration at the Centre.

(5) Develop sense of causal relationship. History has to discuss the causal relation existing between happenings and has to trace the development of human society through such relationships. In order that these be understood properly, we must take the help of a variety of audio-visual aids.

(6) Help the teacher in developing his subject-matter. For example, a teacher may show pictures of Egyptian Agriculture, Metal Workers at work, smelting and pouring the metal—and develop the lesson regarding occupations of the people by suitable questions.

(7) Supplement the material of the textbook. The audio and visual experiences provided by these aids help in the better understanding of the text. History rises above the history textbook.

(8) Help making learning permanent. They say, history is a subject one forgets quickly. Through the utilisation of more than one sensory channel, the teacher of history can help to clarify, establish and correlate concepts, interpretations and appreciations. Thus, this will enable students to learn faster, remember longer, gain more accurate information.

The use of audio-visual materials does not mean a retreat from or abandonment of traditional reading, writing and speaking skills, but it does provide incentive to those students who have somehow not brought these aptitudes with them, even at the senior high level.

One study in California recently reported that a full course of study in American history was designed for poor readers. Instead of the traditional standard text, a course outline was followed in which content was conveyed by study prints, slides, films, tapes, filmstrips, and records carefully selected. Evaluation was favourable and matched well with central groups studying by traditional means. The most interesting results, however, were that these poor readers now found a new incentive to read historical material and to express themselves in writing as never before.
Fig. 2. Cone of Experience

- Direct Purposeful Experiences
- Contrived Experiences
- Dramatic Participation
- Demonstrations
- Field Trips
- Exhibits
- Motion Pictures
- Radio Recordings Still Pictures
- Visual Symbols
- Verbal Symbols
Defining Audio-visual Aid

Audio-visual aids are devices which present units of knowledge through auditory or visual stimuli or both with a view to help learning. They concretise the knowledge to be presented and thus help in making a learning experience appear as real, living and vital. They supplement the work of the teacher and help in the study of textbooks.

Types of Audio-visual Aids

Edgar Dale bases his classification upon the kinds of experiences presented through the aids. He calls it the "Cone of Experiences." The range of experience through audio-visual aids as classified by him is between direct experience and pure abstraction as clear from Fig. 2. These divisions are not intended to be rigid. They overlap and sometimes blend into each other. The author desires the cone to be a 'visual metaphor' of learning experiences depicting the various items in the order of increasing abstractions as one proceeds from direct purposeful experience which is the bedrock of all education. The second stage involves the use of contrivances like models. Dramatics invoke a reconstructed experience and step in where contrivances fail. Participation is better than mere watching.

But very often we cannot participate in the experience and have to be spectators; even in dramatics only a small number can participate. Observation, therefore, comes upper-most in education and this category includes items like demonstrations, field trips, exhibits, motion pictures, radio, recordings and pictures. In these, we simply watch and listen. Aids like film projectors, radio and epidiascope come in this category.

When we speak of India, Asia or Europe, none of the above aids can help us in showing these to the class. Here we have to show them a 'map' or a 'chart'—mere abstract representations of the originals. We may include them in the category of 'visual symbols'.

Lastly come the verbal symbols which simply signify that a certain word stands for an object, action or thing. The symbol can be anything from a word and an idea to a formula and philosophic aphorism.

For purposes of convenience, we shall classify these aids into four types as is clear from Fig. 3.
Fig. 3

1. Periodicals
2. Books
3. Newspapers
4. Slides
5. Filmstrips
6. Models
7. Graphs & Charts
8. Pictorial materials
9. Globes & Maps
10. Tape Records
11. Photograph discs
12. Radio
13. Motion Pictures
14. Television
1. Printed Aids
   (1) Periodicals
   (2) Books
   (3) Newspapers.
2. Visual Aids
   (4) Slides
   (5) Filmstrips
   (6) Models
   (7) Graphs and Charts
   (8) Pictorial materials
   (9) Globes and Maps.
3. Audio-Aids
   (10) Tape records
   (11) Phonograph discs
   (12) Radio
4. Audio-Visual Aids
   (13) Motion Pictures
   (14) Television

Some important aids

Chalk-Board

The chalk-board is one of the most valuable aids for making instruction in history concrete and understandable. When it is used properly, it can set standards of neatness, accuracy and speed. An illustration drawn on the chalk-board during a lesson can restore the attention of the class. Many vague statements can be made clear by using the chalk-board for sketches, outlines, diagrams, directions and summaries. The chalk-board, used as occasion demands, throughout a lesson, enables children to see what they have heard. This can connect the aural and the visual sensations. This connection, to a great extent, helps in learning.

The chalk-board can be used for presenting facts, listing questions, problems, sources and references, and making assignments. The chalk-board may become the medium through which group projects are worked out. They can be illustrated and summarised by means of chalk-board techniques.
Important points in using the chalk-board: The following points will aid in the effective use of the chalk-board as a visual aid:

(1) Keep the chalk-board clean. A clean board eliminates needless distractions and makes writing on it easily read from all parts of the room.

(2) Write in straight rows starting at the top left corner.

(3) Make your letters and drawings large enough to be seen from all parts of the room. Cramping your letters, or diagrams cramps teaching. Letters to be seen at thirty feet, ought to be about two-and-a-half inches in height.

(4) Do not cover up the material on the chalk-board by standing in front of it. Use a pointer.

(5) Talk facing the class. Talking to the black-board with your back to the class will lose your audience.

(6) Plan ahead what you will write on the chalk-board, but never draw a map before hand or by constant reference to a book, as these may give the impression that map drawing is a difficult task.

(7) Get together everything you need for the chalk-board before the class begins—chalk, rulers, T-square, compass, protractor, stencils or any other device which may help you draw.

(8) Make sure that the chalk-board is not high above the eye level of the children. The lower half should be skipped over. We should also make sure that it is well-lighted by natural or artificial means, and that the front row of desks is at least eight feet away from it.

(9) Occasionally, a dramatic visual presentation can be made by preparing the entire chalk-board in advance and covering it with strips of paper which will be removed one by one as the demonstration proceeds.

(10) Put complex matter on the board before the class meets. Do not waste class-time by drawing figures after the opening bell.

(11) Give a good shape to what you write. Shabbily phrased outlines or topics handicap both learner and teacher. Chalk-board exposition should be organised in simple, manageable, easily worded units.

(12) Use your pupils as assistants. Students will enjoy making some of the drawings and outlines for you; they will learn from doing. The common concentration of teachers and pupils can turn the writing board into a quietly potent unifying force.
(13) Make sure that chalk-board is periodically served.

**Types of materials that should go on the board.** The following types of materials can go on the board:

(1) A key date, a key personality, a key event, very large figures, to refer to frequently during a period.

(2) Time lines or parts of a time line on a period or country.

(3) Maps of various kinds, drawn by the teacher or by students.

(4) Summaries of class-work sometimes compiled as the discussion develops, sometimes written after the discussion.

(5) Materials from which students are to make choices.

(6) Questions for a unit of work.

**Excursions and field trips**

Excursions and field trips can provide unparalleled learning experiences particularly in the teaching of history. They can provide first-hand observation and new information to enable the students to realise that history is not mere a story. They can add spice and break the monotony of history lessons. They are also of great use for developing an appreciation of architecture, sculpture, painting, etc. They are so helpful in illustrating the historical method, as they are, in fact, the source of history. With their help attempts can be made in cooperation with the pupils to build up history of any particular historical happening.

**Kinds of trips**—Trips can be of various kinds:—

(1) Trips within the school or trips within the walking distance.

(2) Longer trips in the community to historic spots.

(3) Day trips to a State capital, college, historic spot, etc.

(4) Trips in vacations for a week or so to Delhi, Bombay, Calcutta, Ajanta or Ellora caves or other special places.

**Criteria for selecting trips**—The following criteria may be useful for selecting trips:—

(1) A trip should be related to the topic under discussion, as a follow-up on the topics studied, or as motivation of a new topic.

(2) It should provide something that can be learnt better by direct experience than by textbooks, films and other methods.
(3) It should give students experience that they cannot easily have alone, in small groups or with parents.

(4) The distance should not be too long for the time available.

(5) The expenses should be low.

(6) It must have the approval of parents and school administration.

*Preparation, conduct and follow-up—Excursions and trips can prove useful if they are well-planned, well-conducted and well followed-up. For this purpose, a number of hints are suggested below:

(1) The teacher should make a survey of the local possibilities in regard to original material in history. He should then work out a plan for historical trips and excursions for a whole session, closely correlating such plans with teaching of history in the class.

(2) The pupils should be carefully prepared for the trip or excursion. They should have an idea of what to expect and how the new information will be useful. Merely looking at some objects may not be educative. Thorough preparation should be made with the help of appropriate questions, references, reports, stories, clippings, pictures, motion pictures, etc.

(3) Every detail of the trip should be carefully and completely worked out beforehand. Nothing should be left to chance. Once the plans are made they should be followed as closely as possible.

(4) The trip should be carefully supervised so that it is really a serious educational opportunity, not a gay picnic.

(5) After return, the experiences from the trip should be systematised and correlated to the history lesson.

(6) Each trip should be carefully evaluated, the record of which may be kept for future guidance.

(7) The trips should be carefully followed up also. A variety of activities including diaries, photos, bulletin boards, articles in the school magazine, thank you-letters, etc., can help in the follow-up. Discussion of various features at appropriate times can also be of help.

*Possibilities of excursions and trips in the community. Every community offers innumerable possibilities and opportunities for excursions and trips. No teaching possibility in the area should be overlooked. The only point which is to be borne in mind is that the excursion must suit the age level of the pupils. Following are some of the possibilities of direct study of historical materials.*
(i) Monuments, battlefields, sites of historical events, old forts, etc.

(ii) Tombs, memorials, burial grounds, etc.

(iii) Places of worship, temples, mosques, etc.

(iv) Museums and houses of old families with relics of historical interests such as weapons, utensils, costumes, paintings, culture, old manuscripts, etc.

(v) Art galleries.

(vi) Ruins of capitals and educational centres.

(vii) Administrative and legislative centres with records of historical decisions and happenings.

(viii) Sites of excavations, etc.

Objects and Specimens

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

Objects may be defined as real things which have been removed as units from their natural settings. Coins and stamps, Indian relics, early tools, etc. are some of the objects which can be used with effect in history.

Specimens may be defined as typical objects or part 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 bringing into play all the five senses—touch, sight, hearing, smell and taste.

Histrionics

Histrionics include dramas, plays, pageants, tableaux, soliloquies, etc. History and literature are full of ready-made histrionics which can throw a flood of light on historical events. They help the child to push out the boundaries of his lifespace—enable him to express in imagination; makebelieve his ideas, his concepts and his feeling about events and happenings of the days gone by. Transported by
the magic of play acting, he puts himself in the place of other people. He feels the mental agony of Babur craving to save the life of his son even at the cost of his own life. He speaks like Rana Pratap to save the honour of his country. He re-reenacts the role of Bismarck struggling to find "a place for Prussia under the Sun." And in so doing, he develops at least a glimmer of insight into what it is like to be someone else.

Histrionics can serve so many purposes of teaching history:

(i) They can initiate a problem.

(ii) They can also prove effective tools for evaluating the results of instruction in history. Used as a tool of evaluation, histrionics make a galaxy of learnings observable and thus reveal the degree to which children are internalising the knowledge they are acquiring.

Acting is a wonderful way of learning. Let the children engage in creative make-believe-acting, and they will learn what no teacher can teach. Let them play and act the understandings to be assimilated in history, and that which is unclear is understood, and the remote becomes near and alive.

Different forms of Histrionics. Histrionics may vary from the spontaneous acting out of roles to the carefully rehearsed full length plays complete with costumes and scenery. Between these extremes are such other forms as puppet shows, pageants, pantomimes, tableaux, dialogues, etc.

The Play

The play is carefully rehearsed by school children or adults and this is staged using proper costumes and stage setting. Every participant memorises his or her predetermined part in the play and performs accordingly. Such plays develop the personality of the pupils and also help them in acquiring historical information. They also help in making history lively and interesting. The plays may be selected from the writings of reputed authors. The pupils may cooperate in designing the scenes and costumes. These can lead them to a study, may be sometimes, of original sources.

There should be follow-up work in the class after the plays have been staged. The class may judge the historical authenticity of the subject-matter of the drama. The historical information gathered from the drama may also be summarised.

The Pageant

In pageant, more importance is paid to setting and action and
less to speed. Persons appear in proper dresses and make-up and parade before the audience. The parade makes its own story. For example, foreign travellers coming to India from different countries during the Ancient, Medieval and Mughal periods may appear in a chronological sequence, with a standard bearer carrying a poster in bold-letters with the basic information regarding the traveller. There may be background music or song appropriate to the occasion to make the pageant more interesting.

Instead of dresses and make-up, only posters can be hung around the necks of pupils with strings to indicate the historical personalities they represent. Topics like Rome and China under different rulers, Mughal Empire under different emperors, Religions of the World etc. may form the subject-matter for pageants.

Pageants can give a lot of information in an interesting form within a comparatively short time. They are helpful in revision work and can be presented after the study of a topic has been completed.

A recent development of the pageant is exemplified by the “Sound and Light” spectacles. With modern techniques of lighting and display, historical events are presented in archaeological sites, buildings and gardens. The dramatic recitation of a text is accompanied by music and sound, while changing light effects emphasise the building or site. Light and sound programme on History of Red Fort, Amritsar Sifti Da Ghar, History of Congress, Jallianwala Bagh etc. provide unforgettable dramatisations of historical events. Some of the techniques used in these presentations may be applied in simplified form to class-room productions for special occasions.

Pageants cannot be considered as part of the every day classroom programme because they require a great deal of labour and money and are rather inflexible.

The Pantomimes

In a pantomime, the participants express themselves through only bodily actions usually to the accompaniment of music. No announcement is made to give the audience any clue to what is being presented. Pantomiming does not require rehearsals, costuming or staging. It can be utilised in almost any class-room and in many learning situations.

Pantomimes are particularly valuable for shy children.

The Tableau

The tableau is an acted play without words. The students, either as individuals or as groups, try to represent some scene by a silent
motionless posing. It is very effective in representing an emotional theme. It is also presented generally without any announcement and the audience is to guess what is being presented. Some examples are given below:

(i) At the background of a world of misery, Guru Nanak and his teachings may be shown here as appearing like a light.

(ii) In the midst of communal riots, Mahatma Gandhi may be represented as the guardian angel.

Tableaux may be arranged on topics as Boston Tea Party, Declaration of American Independence on 4th July, 1776, secession of seven southern states with the reasons given by the representative of each State for the same, speech by Abraham Lincoln on the question of slavery and the need to preserve the unity of the American nation, etc.

Since the tableau is an acted play without words, some attention must be paid to costumes and scenery. Tableau, well-prepared and presented occasionally, can be of much value as an aid to teaching history.

Puppetry

Puppetry is a specialised form of dramatisation which ordinarily employs doll-like figures of human or animal forms. The puppets may be mechanically operated or they can be operated by hand with the help of strings. It is the operator who speaks for the puppet in different tones and plays different roles.

Puppetry has two main forms: puppets and marionettes. Puppets which are simpler to make and operate, are held and moved by the hands of the operator. Marionettes are manipulated by strings, wires or rods from a different level.

If the teacher knows the operation of puppets, he may deliver a whole lesson in history through the puppets. There can also be puppet shows with proper use of light and stage effects.

Puppetry has got certain distinctive advantages. It can present ideas with extreme simplicity without elaborate scenery and costume, yet quite effectively. Distracting details are eliminated so that attention is focussed on the dramatised experience itself.

After every puppet show, there should be follow-up work in the class. Puppet shows have the greatest appeal for pupils of primary classes, but can be used with profit with pupils of higher classes also.
Suggestive list of events for full-length plays

1. Alexander and Porus
2. Shivaji and Aurangzeb
3. Prithvi Raj and Sanyogita
4. Chandra Gupta and Chanakya
5. Akbar and his nine jewels
6. Guru Nanak and His Teachings
7. Buddha and His Teachings
8. Harish Chandra
9. Jesus Christ and His Teachings, etc.

Suggestive list of events for class dramatisation

1. Ashoka’s propagation of the Dhamma
2. Buddhism—its spread
3. Golden Age of the Guptas—A scene in the court of Chandra Gupta and Vikramaditya could be dramatised
4. Sher Shah’s administrative system
5. Round Table Conference
6. A Congress Session

Important points for successful histrionics

(i) In introducing histrionics in class-rooms, we should carefully see that the class takes them seriously.

(ii) The teacher should not dominate the show; he should only direct and guide from the background. Pupils should be encouraged to come forward and express themselves.

(iii) Characters should be chosen as appropriately as possible. Teacher should take care that some pupils do not monopolise all the activities.

(iv) There is no need for stage-setting and scenery in a class-room play. The chalk-board can present forests and a cleared space can become a market place. The emphasis should be on action, gestures, expression, voice and interpretation rather than on clothes, scenery and setting.

(v) Histrionics must be properly followed up. Questions, wisely chosen by the teacher, should open up wide discussions and ultimately help in increasing knowledge and understanding.
Models

Original materials are quite rare in history. Even those which exist are within easy reach of all schools. Naturally, 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. Models 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 visualising the historical reality such as buildings, sculptures, etc. Sometimes, models may be the shortest and easiest way of presenting certain concepts to pupils. For example, in explaining the peculiarities of Gandhara Sculpture, observing a single work of the age may be far more educative than verbal description of the type of sculpture.

Models can invest history with the sense of reality. Things which might have appeared as 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. For example, a lesson on "Postal system through the Ages" may be taught by the source method with the help of models. Use of models is specially useful in primary and junior secondary classes.

Types of Models: A variety of models can be used for illustrating history.

(i) Models of personalities who have made their contributions to history in specific fields—political, religious, social and economic and cultural. Such models help pupils to identify themselves with personalities and, thus every event connected with them becomes more meaningful and interesting. Models of personalities are useful in the junior classes.

(ii) Models of armours and weapons of different ages directly convey historical information. They can be used for class dramatisation and exhibitions, besides ordinary day-to-day lessons.

(iii) Models of human dwellings, utensils, ornaments, costumes, etc., in different ages are also very useful in history teaching. They may also be used for class dramatisations and exhibitions, besides ordinary history teaching.
(iv) Models of pillars and rock inscriptions and to the effectiveness of history lessons.

(v) Models of places which are sites of events of the greatest historical importance, for example Kurukshetra and the battlefields of Panipat, and Plassey etc., can develop pupils’ interest in the study of history. They can also be used in exhibitions.

(vi) Models illustrating agriculture, means of transport, means of communication, etc., through the ages can create interest in the process of development and impress upon the students how man progressed from stage to stage.

(vii) Models of documents or copper plates (in clay or plaster of paris) can go a long way in teaching history by the source method.

(viii) Models of architecture and sculpture are very useful in developing proper concepts. Such models are available from commercial firms.

(ix) Models of gods and goddesses worshipped during the different ages can help in creating proper awareness among pupils regarding the process of religious development.

Schools should purchase models, whenever necessary—but it is advantageous to try to prepare most of these models, through the joint efforts of teachers and pupils. A great variety of materials can be used in model preparation—card board, paper, papier-mache, clay, wood, bamboo, plaster of paris, plasticine, metals, plastics, strings and so on. Imagination and availability of substances usually determine the materials used.

**Qualities of a good model:** In order that the model serves the purpose of greater educational profit, it should have the following qualities:

(i) Accuracy—A model must be accurate. Crude representations may be permitted in the art room but they have no place in the teaching of history. The aim of the historical model is to impress upon the pupil’s mind through the medium of sight; it is of little value to expose the pupils to inaccuracy in important essentials.

(ii) Simplicity—The model should not be obscure or complicated.

(iii) Utility—The model must have great historical significance.

(iv) Interesting—The model must be interesting to enable it to motivate the pupils and maintain their interest.

(v) Inexpensive and easily available—Material required for the
model should be inexpensive and easily available; only then will it be popular.

(vi) Participation of the whole class—The preparation of models should provide opportunities to as many students as possible.

Principles of Use: Models can be useful for generating student interest and for challenging thought only if they are properly used. The use of models can be made more effective if some of the following principles are observed:

(a) Models should be used in class in as interesting a manner as possible. Anecdotes and interesting historical sidelights will add to the effectiveness.

(b) Everyone in the class must be able to see the model easily, and preferably, the entire class should see it at the same time. Closer examination or individual study may follow.

(c) Models should be used in conjunction with other learning materials as texts, films, dramatisation, resource persons, etc.

(d) Students should be encouraged to examine the models, ask questions, and make generalisations.

(e) Unrelated objects, specimens, or models should be out of sight so that they do not divide the attention of pupils. After the model has been used, it should be put away for future use.

(f) Students should be encouraged to produce models to illustrate many of the objects, concepts or ideas.

6. Graphs

Graphs are flat pictures which employ dots, lines or pictures to visualise 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 clarification and remembrance.

Kinds of graphs: (1) Line graph (2) Bar graph (3) Circle graph (4) Pictorial graph.

In history teaching, the Line graph and the Bar graph can prove very useful.

Line graph—The line graph is used when there are a considerable
Fig 4. Line graph.
number of data to be plotted or when the data are continuous. The concepts are represented with the help of simple lines, vertically or horizontally drawn. Variations of the line graph include the high low, and shaded line graph. Pictorial illustrations and cartoons are occasionally used on Line graphs to increase their interest and readability. A shaded line graph attracts more than a solid line graph because it provides more contrast. Figure 4 gives the line graph showing population growth in India 1901-71.

*Bar graph*—Here inter-related statistical information is present by means of bars vertically or horizontally made. Figure 5 gives the Bar graph showing Fifth Plan Educational Outlay.

*Pictorial graph*—Pictorial graph is an outstanding method of graphic representation. Pictures are used for the expression of ideas. They are thus more attractive and are easily understood. In a pictorial graph, a complete story is told with pictures. The number or size of the pictures conveys the proportionate amount. It is not as exact as other types of graphs, because there is a certain amount of estimation on quantity. Children like them, and they are useful with adults. Graphs, being symbolic and abstract in character, are best used in the body and summary of a lesson after the student has acquired a background of information from other sources. They are, by nature, a summarising device. They are best used as such.

7. *Charts*

Charts may be defined as 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, relative amounts, developments, processes, classification and organisation.

*Types of charts:* There are many types of charts:

1. Genealogy charts
2. Flow charts
3. Relationship charts
4. Tabulation charts
5. Chronology charts

Most commonly used charts in history are genealogy charts, flow charts, chronology charts, and tabulation charts.

*Genealogy charts* are used to represent the growth and development
BAR GRAPH SHOWING 5th PLAN
EDUCATION—OUTLAY

% AGE OF OUTLAY

Elementary Education | 43
Secondary | 14
University | 20
Cultural Programme & Social Education | 4
Technical Education | 9
Other Programmes | 10

OUTLAY-CRORE RUPEES

Elementary Education | 743
Secondary | 241
University | 337
Cultural Programme & Social Education | 70
Technical Education | 164
Other Programmes | 171

Fig. 5. Bar graph.
Fig. 6. Genealogy Chart.
FLOW CHART  CHANDRAGUPTA MAURYA'S ADMINISTRATION

CENTRAL ADMINISTRATION

EMPEROR
GREEN
(EMPEROR)
(WORKS)
(SAMHARITRI)
(chamberlain commander in chief)
(bauverka isenapatiji etc)

ADHYAKSHAS
AMATYAS
ASSISTING MINISTERS

MANTRIS
PARISHAD

INFLUENTIAL PEOPLE

PROVINCIAL ADMINISTRATION

MAGHA PROVINCE
EMPEROR ASSISTED BY
DURGA PALAS OR COMMANDER OF FORCES

NORTH WESTERN PROVINCE
KUMARA OR ARYAPUTRA
ASSISTED BY DURGA PALAS OR COMMANDER OF FORCES

WESTERN PROVINCE
KUMARA OR ARYAPUTRA
ASSISTED BY DURGA PALAS OR COMMANDER OF FORCES

SOUTHERN PROVINCE
KUMARA OR ARYAPUTRA
ASSISTED BY DURGA PALAS OR COMMANDER OF FORCES

CITY ADMINISTRATION

MAYOR ASSISTED BY
STHANIKAS & GOPAS

MAYOR ASSISTED BY
STHANIKAS & GOPAS

MAYOR ASSISTED BY
STHANIKAS & GOPAS

MUNICIPAL ADMINISTRATION

SIX BOARDS

MOKHSES
BIRTHS & DEATHS
MARKETS
MANUFACTURED GOODS
MUNICIPAL TAXES

MUNICIPAL ADMINISTRATION

SIX BOARDS

MUNICIPAL ADMINISTRATION

SIX BOARDS

MUNICIPAL ADMINISTRATION

SIX BOARDS

MILITARY ADMINISTRATION

SIX BOARDS

GUARDS & SHIPS
MILITARY TRANSPORT
FORTS
SOLDIERS
ELEPHANTS
MILITARY CHARGES

JUDICIAL ADMINISTRATION

KINGS COURTS

COUNT FOR TWO VILLAGES
COUNT FOR TEN VILLAGERS
COUNT FOR EIGHT HUNDRED VILLAGES
COUNT FOR REVENUE

FINANCE AND LAND REVENUE
OFFICER
(SAMHARTA)

MINES, FORESTS
CATTLE & BOARD
WATER TAKES

SPY SYSTEM

STATIONERY SPIES
PARLOR SPIES

Fig. 7. Flow chart.
of an empire or dynasty. Taking an analogy from the tree, the origin is a single line, rectangle, circle or other representations of the trunk and the various changes or developments are shown as the branches. Such charts have been traditionally used in history to represent blood-relationships between the members of the same line with the help of visual symbols. Figure 6 shows the Genealogy chart of the Khaljis.

*Flow charts* are used to show sequence and the functional relationship as the organisation of city administration, the relationship between the executive, judicial and legislative departments or the relationship of different rulers, United Nation’s structure etc. This is done when there is continuity and chain of historical events and sequence. In this chart, lines, rectangles, circles or other graphic representation are connected by lines showing the directional flow of the organisation. While designing a flow chart, care must be taken to preserve a sense of order and sequence: Figure 7 shows administration of Chandragupta Maurya in the form of a flow chart.

*Chronology charts* provide a chronological framework within which events and developments may be recorded. They develop time-sense among the pupils, helping them to comprehend and visualise the pageant of time and its relationships. The relation between the different aspects, for example, political developments, cultural achievements, religious changes, foreign relations, etc., can be most easily shown in a chronology chart. The preparation of a chronology chart can be a class activity, a group activity or an individual piece of work. It can be planned to last one year, three years or even through the five years of a secondary school. Figure 8 shows a chronology chart of Medieval Indian History for VII Class.

In constructing chronology charts, the following hints can prove useful:

(a) Only important dates should be inserted.
(b) They should represent only space relations.
(c) The scale used should be accurate and uniform.
(d) They should be beautifully built so as to capture the imagination and attention of the pupils and have a picturesque effect. Different types of symbols might be used in order to distinguish the various features.

*Tabulation chart: Here the historical data is presented in a tabular form. It enables us to gain a comprehensive view of the facts at sight. The data is analysed under several heads and sub-heads. Themes such as great battles of Indian history may be analysed under
<table>
<thead>
<tr>
<th>Period</th>
<th>Foreign Relations</th>
<th>Cultural Achievements</th>
<th>Religion</th>
<th>Political</th>
</tr>
</thead>
<tbody>
<tr>
<td>800 AD</td>
<td>Rastrakuta rulers</td>
<td></td>
<td>Cholas</td>
<td></td>
</tr>
<tr>
<td>900 AD</td>
<td>Cheras</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000 AD</td>
<td>Mahmud Ghaznavi</td>
<td></td>
<td>Hoysalas of Dwarsamudra</td>
<td></td>
</tr>
<tr>
<td>1100 AD</td>
<td>Later Chalukyas of Kalyani</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1200 AD</td>
<td>Ramanujacharya</td>
<td></td>
<td>Muhammad Ghori</td>
<td></td>
</tr>
<tr>
<td>1220 AD</td>
<td>Mahadevacharya</td>
<td></td>
<td>Yadavas of Devgiri</td>
<td>Slave Dynasty</td>
</tr>
<tr>
<td>1300 AD</td>
<td></td>
<td></td>
<td>Khalji Dynasty</td>
<td></td>
</tr>
<tr>
<td>1360 AD</td>
<td>Ibn Batuta</td>
<td></td>
<td></td>
<td>Tughlaks</td>
</tr>
<tr>
<td>1400 AD</td>
<td>Vascode Gama</td>
<td></td>
<td></td>
<td>Behmni Dynasty</td>
</tr>
<tr>
<td>1440 AD</td>
<td>Arrives at Calicut</td>
<td></td>
<td></td>
<td>Invasion of Timur</td>
</tr>
<tr>
<td>1500 AD</td>
<td>Portuguese</td>
<td></td>
<td></td>
<td>Sayyids</td>
</tr>
<tr>
<td>1526 AD</td>
<td>Conquest of Goa</td>
<td></td>
<td></td>
<td>Lodhis</td>
</tr>
<tr>
<td>1545 AD</td>
<td></td>
<td></td>
<td></td>
<td>Babur</td>
</tr>
<tr>
<td>1556 AD</td>
<td></td>
<td></td>
<td></td>
<td>1st Battle of Panipat</td>
</tr>
<tr>
<td>1565 AD</td>
<td></td>
<td></td>
<td></td>
<td>Humayun</td>
</tr>
<tr>
<td>1571 AD</td>
<td></td>
<td></td>
<td></td>
<td>2nd Battle of Panipat</td>
</tr>
<tr>
<td>1580 AD</td>
<td></td>
<td></td>
<td></td>
<td>Akbar</td>
</tr>
<tr>
<td>1590 AD</td>
<td></td>
<td></td>
<td></td>
<td>East India Company</td>
</tr>
<tr>
<td>1599 AD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1600 AD</td>
<td></td>
<td></td>
<td></td>
<td>Jahangir</td>
</tr>
<tr>
<td>1619 AD</td>
<td></td>
<td></td>
<td></td>
<td>Shah Jahan</td>
</tr>
<tr>
<td>1628 AD</td>
<td></td>
<td></td>
<td></td>
<td>Shivaji Aurangzeb</td>
</tr>
<tr>
<td>1656 AD</td>
<td></td>
<td></td>
<td></td>
<td>Greatest Southern Extension of Mughal Empire</td>
</tr>
<tr>
<td>1660 AD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1689 AD</td>
<td></td>
<td></td>
<td></td>
<td>Nadir Shah</td>
</tr>
<tr>
<td>1707 AD</td>
<td></td>
<td></td>
<td></td>
<td>Ahmad Shah Abdali</td>
</tr>
<tr>
<td>1739 AD</td>
<td></td>
<td></td>
<td></td>
<td>3rd Battle of Panipat</td>
</tr>
<tr>
<td>1800 AD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 8: Chronology chart.
the heads—name of the battle, year in which fought, the parties involved, the results and significance etc. Figure 9 shows the First War of Indian Independence in a tabular form.

8. Maps

One of the most valuable of historical documents for the students of history is the map; could they but read it. As stated earlier place and time are two most important concepts in history; Every historical happening is a happening in a definite place and in 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.

Historical happenings occur in a place, and locating the place means concretising a historical happening. The place of happening has always some influence over the course of happening, hence it is very apt to say that there can be very few lessons in history without reference to map. The expansion of empires, the location of important historical cities, the movement of peoples, the varied influences of geographical factors on historical events, etc., cannot be adequately explained without maps. Panipat had been the scene of battles thrice—three battles of Panipat changed the course of history. The map will highlight the strategic position of Panipat. There is the Arab-Israel conflict and tension between two power blocs—because of the oil fields and their importance in the world economy. Most of the times historical happenings have geographical causes. The history of a country is greatly influenced by geographical features. Thus, a map is almost indispensable in most history lessons. Whenever teacher needs to illustrate the content of history relating to topics in which history and geography interact, e.g., exploration, discovery, colonisation, extent of empire, military strategy, route of travels, war scenes, the maps are the best form of visual aid to be used.

Types of maps: Different types of maps can be used to make history interesting:

(1) Relief Maps: They may be considered as a model of the geographical features of a place. They should be used where geographical features have a direct influence on the course of historical events. For example, relief map of the north-western frontiers can be very useful to show why so many invasions of India took place through the passes.

(2) Flat maps: Flat maps of different kinds, for instance, political, physical, population, economic, rainfall, temperature, soil and vegetation, roads and the like can be very helpful. All such types of
THE MUGHAL EMPIRE
AT THE DEATH OF
AKBAR (1605)

Fig. 10. Map.
maps can be used sometime or the other. Most popular out of these maps which are used in history are political maps, as maps showing empires in ancient India, India on the eve of Muslim Conquest, growth of the Mughal Empire, growth of Marhatta Empire, growth of the British power in India, Europe in the 17th Century, Europe in 1918, world in 1939 etc. Flat maps may also be used for showing campaigns, treaties, boundaries, routes of armies, routes of travels, etc. Fig. 10 shows the map of Mughal empire at the death of Akbar (1605).

Pictorial Maps: In such type of maps, pictures, dots or other symbols or drawings are used to show location of important data or relationships. A pictorial map need not be statistical. For example, students may be asked to tuck pictures of monuments on it to get a general pictorial idea from it.

Use of Maps: Maps, by themselves, will not create interest. It is important, that their use is made effective. While using flat maps, it is advisable that a simple outline map is used in the class for the purpose of teaching, and the relevant points are developed in the map in course of teaching. For example, the maps to show the extension of the empire under Samudragupta should start with an outline map of India, showing the few places under the control of Samudragupta, at the time of his accession; new places can be indicated on the map as the conquests of Samudragupta are presented to the pupils, one after the other. It is also desirable that the individual pupils should possess outline maps and fill them as the lessons progress and, as the map presented to the class as a whole, is developed.

For example, when the teacher wants to teach Europe of 1914 and Europe of 1918, he should prepare an outline map of Europe, take a thick paper of the same size as that of the map, and cut out the portions of the different countries, before World War I and after it. By lifting and shutting the sheets of paper, the teacher can help to compare and contrast the two positions.

In lower classes, use of flannelographs can make the presentation of maps effective. The outline of the map may be fixed in the flannelograph and the relevant places or objects—forts, battlefields, capitals, routes of invasions, etc., may be placed inside the boundary of the map in appropriate places as the lesson advances. This technique gives dramatic effect to the use of maps and provides opportunities for activities to pupils.

Electric devices can also be used for making the presentation of maps interesting. Places, to which attention is to be drawn, can be illuminated by the pressing of buttons. This device can prove effective in the primary and junior secondary classes.
(a) Maps should not be overcrowded. They should not present more things than are required by the lesson.

(b) It shall be desirable to have the outline of the map and develop the contents as the lesson proceeds.

(c) While the maps are presented in class, the pupils should have their own maps to work on. This will help sustain interest. Children in the junior classes could be given printed outlines for filling in details while senior children could draw maps themselves.

(d) Maps should be unusual enough to arouse student interest.

(e) Maps should be both accurate and up-to-date.

Maps are indispensable for establishing place relationships. They are significant tools for explaining historical events. Johnson has very aptly said, “History has been made up by maps as well as recorded in maps.”

9. Pictures: Children, by their very nature, are picture-minded. This love of children for pictures can be capitalised to add zest, interest and vitality to the teaching of 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

(a) Picture post cards—Picture post cards showing historical sites and buildings, museums and monuments, art galleries and courts etc., are very useful.

(b) Pictures made on charts or pasted on charts—These can prove very useful for class-teaching purpose. Pictures of great reformers, great personages, great kings, battlefields, scenes from the courts, architecture, costumes, armours, life in primitive times and afterwards, development of means of transport, development of war weapons, development of postal system etc., are very useful in teaching history.

(c) Textbook and reference book pictures—They help and supplement the reading material in history.
(d) **Pageant-type aids**—For the primary classes, nicely drawn and coloured portraits are very useful as the children at this stage are interested in personalities and their activities. If a number of portraits are presented in a chronological order, they may help in covering the presentation of a selected number of historical topics. For example, the *Bhakti Movement* may be presented with the help of pictures of the various saints. Similarly, topics like social reformers, leaders in the struggle for independence can also be illustrated through pageant-type aids. Pageant type presentations can also be used for teaching topics like postal system, agricultural implements, domestic utensils in India, houses, war weapons through the Ages, dresses of the people in different states of India, Stone Age Culture, etc.

(e) **Picture-assembly**—This is another useful device for making history interesting and effective. It has been seen that a single picture cannot present a historical topic; a number of pictures can be assembled together to present it. For example, topic like Shah Jahan as a builder may be presented with the help of following pictures; a portrait of Shah Jahan in the centre and pictures of his typical buildings around the portrait with suitable captions. Topics like social reforms in India after 1858, religious reforms in India after 1858, nationalist movement from 1905-1918, Roman civilization at a glance, reformation in Europe, democratic and nationalist movements after 1815, etc. can be presented through picture-assembly. Old illustrated journals and calendars are rich sources for collecting historical pictures. Photographs are also available in all historical places. These pictures may be assembled aesthetically according to the requirements. A word of caution! Too many pictures in a single picture-assembly should be avoided. Four or five should be the optimum number.

(f) **Picture-diagram**—This is another popular device used to present concepts in history in visual form, particularly with the seniors. Here, pictures, instead of words, are used to present abstract concepts, whereas in pageant and picture-assembly types of presentation, concrete objects or actual happenings are presented in pictures; in pictured diagrams, abstract ideas are presented in picture-symbols. In picture-diagrams, the objects drawn or painted are mere symbols; they represent other ideas than are apparently presented by the pictures. The ideas represented are indicated by appropriate titles.

The composition of a picture-diagram requires imagination and originality in thinking. It is an interesting device for promoting learning in history.

(g) **Cartoon**—A cartoon does not present the reality directly; it is a metaphorical presentation of reality. The cartoonist depends on humour, 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 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.

**Sources of Pictures**: There are many sources from which pictures can be obtained easily and inexpensively. Some of these are—newspapers especially Sunday supplements, magazines like *Life*, *Time*, *Chandamama*, *Nandari*, *Pictorial Reviews*, *Illustrated Weekly of India* etc. The teacher should encourage the pupils in the collection of appropriate pictures.

**Qualities of Pictures**: Pictures are supposed to supplement the spoken word. It is essential that they should be of the highest quality. They should be purposeful, relevant, significant, truthful, authentic, up-to-date, complete, simple, stimulative, suggestive of reality and interesting. They should be large enough to be easily seen and understood by the pupils sitting on the last bench. They should be free from smudges, blurs, scratches or blemishes. They should have good captions or apt descriptions.

**Using pictures effectively**: Selecting a good picture and preparing it for class-work are useless gestures unless the picture is utilised effectively. Below are given some suggestions for effective use of pictures:

(i) The pupils must be led to look into the pictures. They must be led to see actively, critically, and with personal satisfaction.

(ii) A picture must be definitely and intelligently taught. A picture leaves much to the imagination. Some of the things such as distance, speed, action, height, weight, breadth, sound, etc. are mere distractions. Just exposing the picture will not help to convey all these ideas. For proper interpretation and understanding, a picture must be taught intelligently.

(iii) Sufficient time should be given to comprehend a picture. Learning a picture should not be handicapped by hustle and hurry, which brings inadequate and careless response and often unprepared and untimely anticipation of the next point. The pupils must learn not only to look at pictures but look into them, understand the details and interpret them.

(iv) Too many pictures should not be shown in one lesson. Studying a few carefully selected pictures is more profitable than merely looking at a greater number.

(v) Pictures should be closely related to the lesson, as unrelated pictures serve only to distract attention.

(vi) Small pictures should be used for individual or group study.
(vii) Loose pictures can be displayed on the bulletin board with notes or questions attached which direct or challenge the children’s observations.

(viii) Flannelograph method may be used to create a dramatic effect and keep the pupils, interested. Small pictures can be utilised if a piece of linen or sand paper is pasted at the back of a picture as it can stick against a flannel or blanket without any adhesive. Pictures can be shown one after the other to develop the subject matter, almost as in the case of a cinema picture. Children should also be encouraged to express their ideas through pictures. The creative work of children in the form of sketches, paintings, and cartoons, is a remarkable way of learning history.

10. Slides

Slides are becoming increasingly popular in history teaching. They are relatively inexpensive to purchase, can be quite easily constructed and stored, and may be used countless times without deterioration. They possess an attention focusing power which increases class interest and motivation. They can be projected in a partially darkened room thus facilitating for the class discussion and note taking. They can be enlarged to any desired size, repeatedly shown, and held on the screen for any period of time. They are quite flexible in that a variety of printed, typed or drawn materials can be presented in many different colours or combinations.

Careful planning is necessary to make the most efficient use of slides. The slides can be used to introduce the lesson. They can be used during the development of the lesson and also for summarising the lesson. They can even be used for evaluation. It is necessary that slides are worked into the lesson-plan.

A few examples are given below to explain the point:

1. Teacher can prepare the students for a lesson of Indus Valley Civilisation by projecting the slides of Mohenjo-daro and Harappa.

2. A lesson of Shivaji may be introduced by showing a few pictures of Maharashtra.

3. Lessons on Mauryan Art, Gupta Art, Mughal Art and the like could very effectively be presented through pictures.

4. Guru Nanak’s travels may be presented by a few pictures of the route he took and the places he visited.

5. Life of Buddha can be presented to the class with the help of a few slides.

6. Shah Jahan’s buildings could very well be presented with the help of slides, etc.
Now slide albums are available on social sciences which could go a long way in making them lively and interesting.

The effective use of slide necessitates the following:

1. The teacher knows how to operate the projector with ease and confidence.
2. The teacher is fully conversant with the contents of the slide and their educational potentialities.
3. Only a few slides are shown at a time.
4. The pupils are properly helped in getting the story told by the pictures.

II. Films

A single picture is effective but pictures presented in sequence have an accumulative effectiveness. They enrich learning by presenting a series or sequences of meaningful experiences involving motion. They can enlarge or reduce the actual size of objects and present processes that might not otherwise be possible to duplicate. They are innately attention-getting, generally heighten interest and motivation and offer a satisfying authentic experience based upon dramatisation and emotional appeal. They can transcend the barriers of time, complexity, and space and bring the past, present and probable future into the classroom. They heighten reality by individualising experiences of the outside world and promote a greater understanding of abstract relationships and concepts.

A number of types of films can be used in the teaching of history—films giving information, films dramatising an event, episode or the life of an individual.

In history, instructional films, as Mughal Glory, Six Years of Freedom, etc., documentary films as Unknown Freedom Fighters, Khajuraho, etc. and newsreels presenting in simple description terms the current events are useful. In addition to these, certain commercial films as Andolan, Mughal-e-Azam, Jhansi Ki Rani, Haqeeqat, Kalidas, Johar in Kashmir, etc. are quite useful.

There are certain limitations to the use of films. The effective use of the film requires special skill and knowledge in the use of projection equipment. The scheduling of appropriate films and equipment is often difficult and time-consuming. Also, it does not of itself enable the student to participate actively in the learning experience. These are the problems to be guarded against.

It shall have to be admitted that it is possible to see reconstruc-
tion of famous historical events, life in other lands and abstract relationships through this device. Films create a common denominator of experience through which reality can be achieved, processes explained, and situations reproduced.

To ensure the best use of films for instructional purposes—the teacher should know what it is about, how it fits into the material being taught. He should see it before projecting it before the pupils, prepare notes on it and carefully plan how best to use it.

12. Filmstrips

A filmstrip is a series of related still photographs on a single roll of processed film. Taken together, the separate pictures present some process or product learning in a step by step fashion. Most filmstrips are 35 millimetres. The average number of single pictures on a filmstrip is thirty-five, although the number can vary from ten to one hundred. They may or may not contain captions or titles. They may be produced in black and white or colour and are sometimes accompanied by recording which carry narration, music and sound effects.

The filmstrip possesses many advantages. It allows for student participation either during the actual showing or by shutting it off at intervals to engage in discussion. Unlike the motion picture, the image can be retained on the screen as long as desired. It is inexpensive. It is small and compact. The filmstrip projector is a very simple machine which can be operated by any teacher.

A wonderful series of 20 filmstrips—Bring India to your classroom has been produced by the All Morrin Studio, Bombay. Some filmstrips in the series—India in the Making, Historical Delhi, Land Marks of India, Festivals of India—are very useful.

13. Radio

Radio is one of the auditory devices which may be utilised for teaching history. It enables the students to listen to the expert, the historian, the author and the first-rate teacher. It can transcend distance and enable the people to hear personalities who are shaping history and thus lend a sense of reality to history. It enables the pupils to be conversant with current history; he feels himself an important part of current history.

There are many types of radio programmes—the school broadcast, the light programme and the general broadcast. Out of these, the school broadcasts are specifically meant for the pupils and are relayed during school hours. In these broadcasts, talks and plays on historical topics may be broadcast. There may be systematic talks
on national history suited to different classes.

Besides talks, there should be dramas on historical themes. Sometimes, in the general broadcasts too, there are broadcasts of historical interest. If the history teacher remains in touch with the radio programmes, he can take advantage of these programmes to make history an interesting subject.

For taking the maximum advantage from the broadcasts, it is very necessary that the teacher creates an atmosphere which is conducive to instruction through radio. He should select those radio lessons which are meaningful to the students and contribute to the study of history. Radio lessons, to be useful, should be integrated with instruction.

Like all other lessons, radio lessons, too, should have three essential parts—introduction, broadcast and follow-up.

The aim of introduction is to stimulate the curiosity of the students. The teacher can give some information about the programme or write some important point about the programme on the black-board or indicate on the relevant work, map or other aid. He should give a suitable background before the broadcast. A radio lesson can prove effective if it contains something the students never knew before. This will give great satisfaction at the prospect of learning a new fact, getting a new idea or reinforcing an old one.

During the broadcasts, use of visual aids like maps, models, pictures, etc. should be made. Significant words and statements should be written on the chalk-board. These will help in making broadcast an “audio-visual” experience. Listening should be an active process for the students.

In the follow-up work, the teacher may consolidate the learning gained by the pupils, by briefly reviewing what had been presented in the broadcast. The teacher should help the pupils in removing their doubts and clearing the misunderstandings, if any.

It is also essential to carry on evaluation work. Evaluation has to be done in terms of the objectives. For instance, if the chief aim of the broadcast is to impart information, specific questions on the knowledge imparted may be asked.

14. Television

Television, being an improvement on radio, can literally bring the world into the classroom. The “eye” and “ear-mindedness” of students makes television one of the most promising of present-day educational forces.
Television has been said to be “the blackboard dramatised, the picture brought to life. “It offers a vitality and newness which attracts attention, creates interest, and stimulates desires to learn. It, as a matter of fact, intrigues the viewer by means of every trick of mass communication developed within the last 50 years.

Television has its own psychological and emotional appeal, which can transcend the barriers of space and time, of disciplines and personalities. History can be seen through the eyes of specialists in many different fields of learning. The unity and interdependence of many experiences and creations can be brought out more forcefully on television than in classroom where the teacher inevitably is limited in the scope of his personal approach.

Old monuments, art and architecture, pieces of sculpture, museums, art galleries, development and growth of civilisations, war weapons through the ages, our march towards freedom, story of printing, origin and spread of religions, etc. can be very easily taught/supplemented through television. History, in fact, can be brought to life. Television can bring the expert not only in voice but in person in the classroom. Our museums and archives contain frequently but one specimen of natural or man-made objects. These cannot be made available to classrooms. And yet their use is very much necessary. Television is a wonderful aid here.

Television teaching programme can be of various types:

(i) *Total Television Teaching*—The total teaching responsibility is carried by the television teacher. The role of the classroom teacher is that of a supervisor only.

(ii) *Supplemented Television Teaching*—The television teacher introduces a particular topic which is further developed and enriched by the classroom teacher.

(iii) *Television supplementing and enriching classroom teaching*—Students receive instruction primarily from the classroom teacher while the television programmes are meant to supplement the classroom teaching.

(iv) *Television as a Teaching Aid*—The classroom teacher is in complete control and uses television as a tool which he manipulates with his own hand.

**Summary**

1. To make history ‘come alive’ to live, to be vivid, to be relevant to the lives of the learner, a variety of aids may be used by the history teacher.
2. These aids can help pupils to experience historical knowledge directly; supplement the spoken word, make history real, vivid, vital, interesting and life-like; help in developing time and place sense; develop sense of causal relationship; help the teacher in developing his subject-matter; supplement the material of the textbooks and help make learning permanent.

3. Aids are of various types—printed aids, visual aids, audio-aids, audio-visual aids, etc.

4. Whatever aid is used, it should be suitable to the background, abilities, interests and needs of the pupils. They should be used properly.

**Evaluation**

1. What are audio-visual aids? How are they useful in learning?

2. Enumerate and explain the important audio-visual aids that may profitably be employed by the teacher of history in the different classes of schools.

3. Keeping in view the need of practical work and experience, both in school and outside, explain some of the audio-visual aids that can be employed in the teaching of history at the senior stage in our schools.

4. What do you understand by the phrase ‘making the past real’? What devices would you use for this purpose while teaching ‘Rise and Growth of British Empire in India’.

5. “The primary purpose of models and pictures in the teaching of history is to give definiteness to visual imagery.” Comment on the above. Bring out the utility of models and pictures for junior classes of history.

6. Discuss the importance of excursion as an activity for teaching history. Plan an excursion programme for the students of the IX class and then show how the knowledge so gained is more useful than what students should have learnt in the classroom.

7. What is the importance of the following audio-visual aids in the teaching of history? What precautions should we take while using them?

   (a) Radio (b) Films (c) Maps (d) Television.

8. How are histrionics useful in teaching history? What are the
different forms of histrionics? Suggest some important points for successful histrionics.

9. What use would you make of maps, time lines and charts in teaching history to high school students? Select a suitable topic from the X class syllabus to illustrate your procedure.

10. Discuss the place of radio and television in the teaching of history.

11. How are graphs useful as devices in the teaching of history?

12. What are the types of charts especially useful in the teaching of history. Give examples of some of the charts.

13. 'One of the most valuable of historical documents is the map'—Discuss. What type of maps can prove useful for the teaching of history?

14. Discuss the importance of pictures in the teaching of history. What types of pictures can be useful? Give suggestions for an effective use of pictures.

Collateral Reading


Methods of Teaching History

“Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.”

—Secondary Education Commission

Need of Right Methods

Method forms the most important link in the total teaching-learning chain, which has, on the one hand, the goals and purposes, and, on the other, results and values. It is the middle link which connects in an organic way the objectives with its value or result counterpart. It is the method that determines the quality of result.

All decisions regarding teaching procedures in history need to be governed by the objectives of teaching this subject as a whole and the specific objectives of teaching a particular unit or lesson. For the achievement of comprehensive objectives of teaching history, methods are needed as could expose the pupils to knowledge and experiences helpful in the development of understandings, critical thinking, practical skills, interests and attitudes discussed earlier.

It is desirable, rather necessary, that history teacher is well conversant with the different teaching procedures to be able to pick up the right one for a particular unit or lesson. The right method is one which arises out of the needs of a learning situation, emerges out of the abundance of information and skill of the teacher, and above all, harmonises with the content to be taught and agrees to the requirement of the most important personality in the process of education—the child.

It is said, there is no single road to successful learning. There are many roads—highways and byways; royal roads and narrow-lanes; delightful paths and rough ones. And it is necessary that
history teacher possesses the knowledge of most of them to be able to teach the man’s story to the young children effectively. With a tremendous increase in teaching procedures, equipment, materials and means during the past few decades, it has become essential that teachers are able to use a number of permutations and combinations of methods, devices and techniques to make history teaching interesting, vital and living.

Characteristics of a good method

A good method of teaching history has the following characteristics:

(i) It should rouse a large range of interests in the minds of students.

(ii) It should inculcate among the students desirable values and proper attitudes in habits of work.

(iii) It should shift the emphasis from varbalism and memorisation to learning through purposeful, concrete and realistic situations.

(iv) It should evolve out of the teacher’s experimentation on actual classroom situation.

(v) It should have ample scope for pupil activity and participation.

(vi) It should stimulate the desire for further study and exploration.

(vii) It should awaken an interest in the materials and techniques that the historian uses to enable the students to know ‘how we write history’. It should give them peeps into the workshop of the historian to enable them to know the varied interpretations of historical events and clash of characters.

Different Methods of Teaching History

As discussed earlier, methods of teaching a subject are the means through which certain well-defined aims are achieved. In history, the pupils are supposed to acquire knowledge of facts, e.g. knowledge about the American War of Independence, Nationalist Movement in India, etc. They are also supposed to develop insight into the causal relationships existing between the facts—the events preceding those big movements and their impact on the history of that particular country and the world. The pupils should also develop the capacity of applying the laws and principles to new situations and to
discover new knowledge and new laws and principles with their help.

It is obvious cramming of facts of history will not help in the acquisition of historical knowledge. In order that the knowledge acquired becomes a part of the personality of the pupils, it has to be made so concrete and realistic through appropriate devices that it becomes related to his experience with a little mental effort. It is for this reason that various activity methods are as important in learning history as they are in learning the other sciences.

Knowledge of facts will develop insight into the causal relationships. For imparting knowledge, the teacher can try textbook, story or lecture on telling method, etc. For developing attitudes and skills, a number of methods as project method, problem method, discussion method, source method, assignment method, socialized recitation, etc. may be helpful.

Now we shall discuss different methods which may be used depending upon the age, interest, need of the child as well as the unit to be taught.

1. *Textbook Method*

This is perhaps the most widely used basic approach to history teaching today and also perhaps the least desirable because of its lack of variety and flexibility. History, as a school subject, so rich in content and so wide in application probably requires a basic textbook in order to keep both teacher and student directed continuously towards coverage of the specified material. The teacher shows his class how to understand and get most from the textbook. Sometimes, the textbook is used in a topical procedure; the pupils study the lesson in order to master topics.

*Merits*

The pupils can concentrate their attention on the minimum essentials. As the textbook is specially written for the pupils, it can give a connected view to the pupils as to what is to be learnt. Unnecessary waste of time on the part of the pupils is avoided.

*Limitations*

The use of a single textbook is the least interesting and least effective. Sometimes, the textbook takes the place of the subject; it constitutes a boundary. The pupils memorise the textbook material verbatim; they accept blindly the views and interpretations of authors. This proves harmful as the power of critical thinking does not develop.
If the teacher is alert, and gives additional knowledge to the abler pupils and simplifies the material for the average, the textbook can prove a boon. Textbook method can be used in association with other methods of teaching history. Generous use of other methods and devices is most desirable to supplement textbook method to avoid the development of narrow outlook among children at all levels.

2. Story-telling Method

Story-telling method is one of the most important methods of teaching history. Narration, in fact, is an art in itself which aims at presenting to the pupils, through the medium of speech clear, vivid, interesting, ordered sequence of events in such a way that their minds are able to reconstruct these happenings and they live in imagination through the experiences recounted. The teacher's capacity, as an actor and speaker, can make the lessons lively and interesting to the pupils; they can almost visualise the events and the personalities concerned before their eyes.

At present, it is generally believed that for the age-group 8 to 10, history should mainly be a carefully chosen and graded series of stories woven with attractive descriptive details. This would rouse the interest of children and provide scope for imaginative understanding and thorough enjoyment.

Types of stories

There are three types of stories which can be used in the teaching of history:

(i) True stories—These stories need a distinct place in history teaching in schools. According to Jarvis, such stories render a valuable service in the efficient teaching of history.

(ii) Myths—Such stories are without any distinct historical value. They deal with fairies and other supernatural entities. Such stories fail to foster the scientific spirit. These myths can hold no great place in history teaching.

(iii) Legends—These are stories which possess some element of truth with the true historical stories but they fail in matters of accuracy of detail. They can be used in the junior stage as, at this stage, accuracy is not the major consideration.

Jarvis is of the opinion that truthfulness should be the major criterion to guide us in taking the help of stories in teaching history. He says, “Historical stories, then whether they be facts or legends, must be formulated by a truthfulness which is higher than mere accuracy of incidents.” There is a danger lurking in
sticking too closely to the principle given by Jarvis as the imagination of the pupils cannot be fully developed through true stories only. It is, therefore, recommended that all types of stories as myths, legends, moral fables and true historical tales should be told to the pupils. Of course, the type of stories and the manner of their narration will vary with the age of children who are to be the listeners. Upto the class V, the method of teaching history should be mainly the story-method. Knowledge regarding the scripts, numbers, trade, money should be imparted through story method. As the child advances in age and understanding, in the middle and secondary classes, stories and anecdotes help to create interest while using other methods as lecture or conversational method or even discussion method or source method, telling of related stories will go a long way in making history interesting and vital.

Also, a student of middle class with superior learning ability and advanced reading skill will gain enriched knowledge from reading the life of Mahatma Gandhi, Jawaharlal Nehru, Lal Bahadur Shastri or any great man or woman in our age—in addition to his regular textbooks.

Selection of stories. In using the story method, the teacher should pay special attention to the following:

1. Story should be told in an orderly manner. Expressions as “oh, I forgot to tell you about an important point” does not speak good of a story-teller.

2. The teacher may take the stories from any source he thinks suitable, e.g., cave life, hunting life, local or world history, etc. but he must take the necessary continuity into consideration.

3. The teacher must know the story fully well. Full knowledge of the story will help him a lot in narrating the story methodically and with full confidence.

4. The story should be full of actions and details. It should present vivid pictures and should be full of descriptions of places, persons and things. Frequent reference to geographical conditions should be made during the narration of stories.

5. Proper intonation and gestures are very important in narration. Natural tone and pleasant manner make the narrative effective.

6. Narrations should be made interesting by the use of handy illustrations such as metaphors and similes, correlation with the verbal experience with which children are familiar.
Catchy words and phrases should be used to create proper images. Whenever there is a speech or dialogue, it should be given in direct speech. Narration can be made very interesting if one of the characters takes the role of a narrator. The story of Samudragupta and his conquests can be told as if Samudragupta himself were telling it.

Advantages: Story-telling, as a method of teaching history, is useful in so many ways:

1. Enhancement of interest—Story-telling can make history throb with life and interest. It is the most effective way of bringing out all the aspects—cultural, social, economic—of pre-historic, ancient and medieval societies.

2. Development of imagination—A good story told in a proper manner goes a long way in firing the imagination of listeners. It is sure to take them away from the matter-of-fact world and, thus offer ample scope for the play of their imagination.

3. Training of creative faculties—History, if taught according to the story-telling method, can help in the training of creative faculties of children. Stories of scripts, numbers, trades, money, means of communication, means of transport, discoverers and scientists, etc. have a unique value of training the creative faculties of children.

4. Inculcation of virtue—The story-telling can be relied upon by the teacher as the best ally for help in producing in his pupils the much coveted traits of character as piety, truthfulness, valour, charity and the like. He can very easily achieve success in his objective by relating to the pupils the life-stories of the great personages who possessed the desired traits. Jarvis supports this contention in the words, “The story is adding in the formation of ideals of conduct and so is contributing to the development of child’s character and personality.”

Story-telling is an art. Every history teacher should know this art. He should have rich imagination and accurate, wide and varied knowledge of the past. This will provide him with a rich mine of interesting stories. He should be able to supplement his telling with visual teaching aids and asking of developmental and other types of questions only then will he be able to drive the facts home to the pupils.

3. Biographical Method

According to this method history is taught through biographies presented in a chronological order.
The ideology behind this method is that great men represent their times. They initiate or influence great historical movements and thus represent in their individual personality the collective thoughts and actions of the social order. So, a preliminary study of these lives equips a pupil with sufficient knowledge and insight into history to profit by a study of their movements at a later stage. They say, "The history of what man has accomplished in this world is at bottom the history of great men who have worked here." Great men sum up and represent humanity.

Biographies of great men as Socrates, Lincoln, Lenin, Tolstoy, etc., do tell us a lot about the times they lived. Lives of famous personalities in Indian history such as Mahatma Gandhi, Pandit Nehru, Subhash Chandra Bose, Rajendra Prasad, Radha Krishnan, Lal Bahadur Shastri, Zakir Hussain, V.V. Giri and a galaxy of others make fascinating reading and tell us a lot to reflect the ethos of the epoch in which they lived.

Merits: Biographies are the best medium through which a child can learn history, particularly in the early stages, because—

1. The individual person is a simple subject to study than the tribe, city or nation.

2. Children have a natural and healthy interest in persons. They live and suffer with their heroes and thus enlarge their own experience in a manner scarcely to be thought to in dealing with social groups. Biography, thus, has a great appeal for them.

3. Acquaintance with the great and noble characters of the past creates a desire to be like them. Patriotism and other moral virtues develop in the pupils. The association with the great personalities helps in ennobling the lives of the youngsters.

4. The biographical approach solves the problems of motivation to a large extent as the facts woven round concrete personalities become living and interesting.

5. It is believed that the personality of a king or even a despot is the true index of the condition of his subjects. Personalities, therefore, help in the study of even government and society.

6. The method has a great human appeal and as such, has a rosy future in the domain of higher learning.

Drawbacks: The demerits of the method are present as

1. The theory that 'great men represent their times' cannot be accepted in its entirety. We are living in the century of the common man. The rise of the masses to complete social power is a significant phenomenon that has effected the very texture of life. Hence
the story of mankind has to be told from a new angle of vision with a focus on the common man.

2. Great men do not represent their times. Great as they are, far above the average humanity of their times. "They are rebels and occasionally martyrs", says Ghat. Even fame is no infallible index of their greatness for it has often been observed that it has so often been denied by contemporaries and has been only bestowed by posterity.

3. It is based on undemocratic distinctions between great and small, the high and the low born. Democracy has been instrumental in sweeping aside all such distinctions. It will be an anachronism if history sticks to the basis which has gone into disrepute.

4. Teaching history round lives of great men will lose sight of great world developments and forces and over-simplify world events.

5. History, if it is reduced merely to the form of biographies, is apt to fail in providing the continuity of treatment very important in history.

6. No single individual, howsoever great and lofty, can represent the many-sided interests of society. The great man picked up might have been a great fighter, a great law-giver, a great administrator, a great patriot, a great reformer, but he could not have been great in all spheres. If history just sings only of the exploits of 'great men', there is very possibility of so many things of a period being left out.

7. There is possibility of some period being without a man really great. While tracing the story of humanity, one is sure to come across certain dark periods wherein little progress was made. How is such a period to be taught?

8. The method tends to develop hero-worship. Worship of heroes might be considered a merit by its chief votary Carlyle, but the modern psychological thought does not take it to be wholesome for the growth of the young. The modern psychologist believes that under the towering personality of the great men, the child's personality may have only a stunted growth.

9. Development of time-sense is one of the requirements of history teaching. But left alone with the biographical method, the history teacher may find it difficult, sometimes even impossible, to follow the chronological order.

Safeguards: The following safeguards will help in improving this method:

1. Only outstanding events or movements should be selected
and individuals should be grouped round them. Johnson has tendered a very sound counsel. "Biography can, on the whole, be made more historical by making it more biographical by grouping men around events rather than events around men and by studying men first of all as men."

2. As no single person can represent his age fully, more than one should be selected. For example, the story of John Washington does, in no way, suffice to give an intelligible picture of the great American Revolution which resulted in the drawing up of a great constitution far across the seas. Lenin, the most central figure of the Russian Revolution of 1917, may not be deemed suitable for representing the great rising against the Czars in all its phases. Independence of India in 1947 was the work of a galaxy of great personalities, however, important Gandhi or Nehru may be considered.

3. The biographical method must bid adieu to the idea of excessive hero-worship.

Whatever may be thought of this or that specific use of biography, history for schools, without emphasis upon the personal element, is in a large sense an empty stage. However magnificently set, it is lifeless without the players. In the early stages, only the biographical method needs to be followed. The method will be helpful at later stages also to supplement and illuminate the narrative treatment.

Biographical method, with all its shortcomings, is sure to survive as an efficient instructional method at almost all stages.

It would be more useful to use biographical material to illustrate movements and problems of the past or to assign biographies as supplementary reading to students in history courses.

4. Lecture Method

Lecture is the oldest method of teaching history, particularly to the secondary classes and above. The method can be used:

(i) To motivate—While starting the study of a new unit or topic, the teacher can, sometimes, present the outstanding aspects effectively in a lecture. He can indicate some of the significant persons, events and problems and thus arouse the curiosity of the pupils.

(ii) To clarify—When, in the study of a unit, problem or topic, the pupils are troubled by the same difficulty, lecture can be given to save time. The situation may call for review, for a
new synthesis, for an interpretation, or for the establishment of hitherto unrecognised associations. A few minutes' lecturing can help to clarify matters and thus save valuable time.

(iii) To review—Through lecture, the teacher can very well guide the pupils by summarising the main points of a unit or topic and indicate some of the important and significant details.

(iv) To expand content—Lecture is one of the best ways of presenting additional materials. Pupils are interested to know history beyond the textbook. A good history teacher with his wide experience of books and the world, can give a lecture to enrich and expand the contents of a book.

The method will be particularly useful in dealing with units concerning causes, events and results of the World War I and II, Fascism and Nazism, United Nations, Cold War, Emergence of Asia, Africa, Latin America, Importance of the Third World, Developing Countries, the Contemporary World and India, International Peace and Cooperation, New Economic Order, etc., as no textbook, however, comprehensive it may be, gives the latest and most up-to-date information about these topics.

Advantages: There are numerous advantages of using the lectures method.

1. A well-prepared and a well-delivered lecture can make history interesting. They say the spoken word is frequently far more effective than the printed one. While delivering a lecture, the teacher can indicate, by tones, gestures and facial expressions, the exact shade of meaning that he wishes to convey. He, in fact, can act out his point. By shifting his position, by impersonating characters, by changing his voice, etc., he can impress his message. He, in fact, can, impart life and blood, colour and vividness to the lifeless and colourless printed material.

2. Through lecture, the teacher gets an opportunity to come into immediate contact of the pupils—He can see and know whether the pupils are appreciating what he says or not. In case of some doubt, he can repeat the message or change the approach and thus manage to carry the pupils along with him.

3. Lecture gives training in listening and taking rapid notes.

4. Lecture saves time of the pupils—The lecture ensures adequate preparation by the teacher. This proves very useful for the pupils. Greater enthusiasm and interest on the part of the teacher is bound to be felt by the pupils as the enthusiasm is infectious.
5. **Good lectures stimulate brighter pupils**—They are prompted to put in more work.

*Limitations*: The method does have certain drawbacks however.

1. *An extensive use of the lecture method tends to substitute the teacher for the pupils*—Learning is participating in the learning process. That means, the pupil deserves the opportunity to talk, to ask questions so that the best of learning takes place. If the teacher falls in the habit of giving frequent lectures, he is probably securing valuable experience, but in the meantime, the pupils are deprived of their chance to similar experience. To guard against this danger, the teacher should resort to an occasional and informal use of this method.

2. *Lecture tends to substitute the teacher for the textbook*. Only a rare teacher can present a more well-integrated synthesis of content than that contained in a good textbook.

  Occasional interpretative lectures should be given. Whenever lecture is used as a method, it must contain additional and up-to-date material so that the pupils attend it seriously.

3. *The lecture lessens the opportunity for the pupils to learn by doing as ready-made 'cooked' material is presented to the pupils*. A good reliance upon vicarious learning can be the result.

4. *Lecture can quickly develop a deadening monotony*—It is only an exceptional teacher who can stimulate and keep up the interest of the students continuously.

**Suggestions to make the method successful**

1. *The teacher should choose the occasion for the lecture with great care*. The opening of a unit or topic, presentation of additional material, summarising of an extensive topic, clarification of a complex problem, elaboration of a current event having historical roots, are some of the best occasions for the use of this method. Sometimes, the teacher can give a hint about some topic or unit to be developed in some later lecture. Pupils, thus, can be led to anticipate a lecture with eagerness.

2. *The teacher should prepare a synopsis of the lecture and give it to the pupils*—It will save the teacher from pointless digressions. It will enable the pupils to pay undivided attention to the lecture. In this way, the teacher can take the pupils along with him as the pupils know the plan of the teacher.

3. *The teacher must be very careful about the delivery of the lecture*—He should speak clearly and slowly so that the pupils are
able to keep pace with him. He should talk to the students rather than lecture to a class. To lay emphasis on a point and also to attract the pupils, rise and fall in his voice is also necessary. Frequent but natural changes of positions help the speaker to feel at ease and also ensure every member of the class an equal opportunity to hear.

4. Lecture should be full of humour—It should be enlivened by analogies, comparisons, illustrations and incidents that bear upon the topic. Aids as pictures, films, film stories, slides, diagrams, etc., should be used to make the lecture interesting.

5. Lecture should often be followed by a written test to measure the success or otherwise of the lecture. The success of any teaching procedure can be measured through the amount of learning which takes place. If the pupils have learnt well, the lecture is successful and, if not, the teachers can revise his methods.

Lecturing is an art and its successful performance depends upon the teacher's extent and depth of knowledge, his awareness of human factors of interest and motivation, upon a dramatic sense. "Just anybody" cannot lecture satisfactorily—the teachers must be well-prepared. He must have a great reserve of background knowledge from which to draw. He must be "full of his subject" as John Stuart Mill said once. The lecture must be able to reinforce key ideas and facts in an organised coherent whole.

Thus, as a method of teaching history, the informal lecture is a method and not the method. It should be used not frequently nor too hopefully.

5. Conversational Method or Question-Answer Method

This method follows more or less the question-answer technique. The teacher puts questions to the pupils in such a manner that their answers lead to the development of the lessons to be presented; the teacher supplements and elaborates the answers of the pupils from time to time. It is believed that, by asking questions, the relevant past experiences come to the fore and the familiar and known associations help in learning and grasping the unfamiliar and unknown. For acquiring the new historical knowledge, the pupils readjust the old. Thus the old and new get integrated, the process of learning gets simplified.

Sometimes, the teacher puts questions to the pupils to motivate and create a felt-need for the solution of a problem. During the preparation stage, questions are asked directly on such past experiences of the pupils which are relevant to the present lesson. The questions, on the past experience, are put in a fashion that the present lesson appears to the pupils as a problem in whose solution they would be naturally interested. Such questions are generally
developmental. In the presentation stage, both the narration and developmental question are used in seeking the solution to the problem developed during the preparation stage. The procedure develops the pupil's insight into the lesson and leads to the learning of subject matter presented. In the application stage, questions are asked to help the pupils apply the learning gained to new situations. Thus, the learning is consolidated and insight deepened.

The conversational method is quite a good method of teaching history. It is essential that the method is supported by different visual-aids like pictures, charts, models, films, filmstrips and different activity methods including different forms of dramatisation, etc. That way, interest of the pupils is ensured and learning of history becomes an interesting experience.

6. Note-Dictation

Some teachers resort to note-dictation as one of the methods of teaching history. This method is used due to the following reasons:

1. Lack of suitable textbooks—The absence of suitable textbooks is one of the reasons for the use of this method by most of our history teachers. In textbooks, some topics are magnified beyond proportion because they have some individual appeal for the writer, others receive scanty treatment, the language too is tough. The textbooks meant for school children are written by university and college professors who neither have experience of teaching youngsters nor are conversant with their psychological needs. No wonder, the reading material is tough and beyond the comprehension of average students. To get speedy results, teachers start dictating notes.

2. Pressure of work—History teacher in our schools is generally over-burdened with work. He is expected to teach at least thirty-three periods a week. He does not get enough time for thorough preparation. To add to all these problems, he is generally allotted some period towards the flag end of the day, when most of his pupils, due to strenuous work put in the preceding periods, especially in such exacting subjects as mathematics, English, etc., are already tired. To avoid the distraction of attention on the part of students due to exhaustion and to keep the pupils engaged, the teacher starts dictating notes.

3. Shortage of time—The curriculum in the subject is overcrowded. To finish the work in time, history teacher looks for a short-cut—dictation of notes provides him with one and he readily jumps at it.

4. External examination—Teachers dictate notes of important
and expected questions to get good results.

5. Lack of power of expression—Some of our history teachers lack the power of expression. To conceal this weakness, they take to the device of note-dictation and thus are saved the trouble of making preparations.

How Notes are dictated: A number of practices are being followed by teachers:

1. Some teachers prefer to give detailed notes on important topics only, e.g., notes on cold war, technological development, international peace and cooperation, new economic order, fascism and nazism, etc. These notes, as a normal practice, are given, when the teacher has already discussed the topic in the class. But it is not necessary that it should always happen.

2. Some teachers give notes in the form of substance on the black-board, after explaining the topic in detail. They, sometimes, also require the pupils to prepare the lesson in advance at home. Pupils are asked to copy the substance from the black-board.

3. Some teachers prefer to give notes in the question-answer forms. They select important and expected questions and dictate answers.

Defects: Certain drawbacks of the method can be listed as:

1. There is general agreement that note-dictation is a malady which is eating into the vitals of history teaching. The dictated note, it is rightly argued, cannot afford any training in the use of critical powers, which is one of the important aims of teaching history. On the other hand, a pupil takes the matter dictated by teacher as gospel truth and cram it without testing the relevance of the material.

2. The method is based on the principle that instruction is but a process of memorisation and history teaching is synonymous with the memorisation of facts communicated by the teacher.

3. Pupils do not develop the habit of consulting reference books; they even start disregarding the textbooks. Thus, they fail to develop proper insight into the subject.

4. A grave defect of this method has been outlined by Incorporated Association of Assistant Masters of Secondary Schools, "The dictated notes cannot develop or train the pupil in any of the critical or selection power, the encouragement of which is one of the main objectives of history teaching."

The main aim of teaching history is to make the pupils think.
Pupils should be encouraged to develop the habit of expression and consulting all possible good works on the subject. Instead of dictating notes, they should be encouraged to prepare their own notes.

7. The Assignment Method

This method is generally advocated for the teaching of history in higher classes. The history syllabus is split into significant topics or units; each topic, in its turn, is subdivided into learning assignments for pupils. The pupils are usually required to prepare the assignments in writing. It is felt, written assignments help in organisation of knowledge, assimilation of facts, and better preparation for examinations.

Types of Assignments: We can use four types of assignments in history:

(i) Preparatory Assignments—These assignments are meant for circulation purposes. The pupils can be prepared for the work which is to follow on the next day. After this preliminary pilot work, the teacher can lead the class with ease and understanding.

(ii) The Study Assignments—Pupils carry on the study individually or in groups. These assignments can vary with the individuals ‘each according to his need’ and ‘each according to his capacity.’ The teacher guides the pupils in their problems.

(iii) The Revislonal Assignments—This type of assignment is given for (a) providing draft to the work done by the students, (b) checking their retention and reproduction of the facts, incidents, etc. of the topic, and (c) for checking the understanding of the topic. These assignments are worked out in advance keeping in view the specific objectives of the subject matter being tested.

(iv) The Remedial Assignments—These assignments are devised in the light of pupil’s reactions to the three types of assignments mentioned above. The purpose of these assignments is to remove weak points and clear misunderstandings.

Criteria of a good Assignment

A good assignment must satisfy the following criteria:

(i) It should be definite, clear and interesting; there should be no vagueness or ambiguity.

(ii) It should be sufficiently challenging so as to be able to stimulate pupil’s interest in it.
(iii) It should be significantly related to the topic of which it forms a part. It should lead pupils to meaningful complete learning experiences.

(iv) It should appeal to the pupil’s curiosity or his desire to achieve a well-established interest.

(v) It should not be too big—it should not take more than a week to prepare it.

(vi) It should not take more than two class-periods to discuss it in broad outlines.

(vii) It should be flexible enough to meet the different range of interests and abilities represented in the group.

Procedure

The syllabus of history, for a particular class, may be divided into suitable units and then, a tentative plan for preparatory and study assignments, should be chalked out. An individual record of the work done by the different pupils should be maintained.

The assignment should be evaluated in terms of the objectives. An assignment lesson may be divided into three parts:

(i) Preparation for the assignment—In this step, efforts are to be made for developing the pupil’s interest in writing the assignment. Broad heads under which the assignment is to be written, should be outlined. The necessary information, including references, etc., which would help the pupils in working out the assignment, should be given. This work can be completed in one period.

(ii) Writing the assignment—The pupils may write the assignment at home or in the class. If they write the assignment in the class under the supervision of the teacher, they should be allowed the facilities to consult books and ask questions whenever necessary. This work may take more than one class period.

(iii) Selection of pairs of pupils for mutual correction—The pupils may be given a list of the types of probable errors which may occur in writing history assignments to help them in their correction work. Common errors may be omission of vital facts, wrong statement of facts, statement of irrelevant facts, failure to bring out causal relationships, errors in language and spelling, etc. The pupils may be asked to point out all these.
(iv) Correction by pupils—The pupils may be asked to correct their assignments at home.

(v) Correction of sample assignment scripts by the teacher and preparation of common list of errors.

(vi) Discussion of the list in a "Correction Class". The common errors committed by the pupils should be discussed in a correction class to check their recurrence.

Advantages of Assignment Method

1. The assignment method is a kind of activity method—the pupils learn through their own activities as self-study and writing.

2. Through written assignments, the pupils set a training in the organisation of facts.

3. Assignment provides the best possible mind-set which is a prerequisite for effective learning.

4. It enables the teacher to know the interests of his pupils in a particular subject area. He is also able to discover the specific abilities of the individual pupil which may be developed and used for their own good.

5. It lends itself easily to objective-centred teaching, and it makes learning an exciting experience for pupils.

6. The teacher can foresee the difficulties, which the students may have to face in the learning of a topic. He can guide the pupils by intelligently putting thought-provoking questions in his assignments. The question and guidance to read or to study a topic will prepare the pupils to face the difficulties boldly.

7. The method helps both teaching and learning process. The experience gained through the assignment will help in remedial teaching and learning.

8. The method is quite suitable for the pupils of different ability levels—gifted, average and slow.

8. Supervised Study

In the words of Bining & Bining, "By supervised study, we mean the supervision by the teacher of a group or a class of pupils as they work at their desks or around their tables. In this procedure, we find pupils busy at work that has been assigned to them by the
teacher. When they meet a difficulty that they cannot overcome, they ask the teacher for direction and assistance. The teacher, when not called upon, walks quietly up and down the classroom or remains at his desk watching the pupils do their work, continually on the alert for any wrong procedures that the pupils may follow. He is always ready to direct and aid them." Maxwell and Kilzer define, "...supervised study as the effective direction and oversight of the silent study and laboratory activities of pupils."

**Advantages of supervised study**

1. Supervised study, as one of the activities, is quite useful in history because a directed study procedure by the teacher in the class is essential as certain skills essential to successful use and understanding of history materials can be acquired only through practice under the teacher's supervision. The teacher gets the opportunity of observing the pupil's from a close quarter and thus he can be of considerable help in ways more than one.

2. Pupils benefit from individual attention by the teacher who brings to the situation his knowledge of each pupil, accumulated from observation. The teacher can detect pupil habits of study, efficiency of study skills and degree of progress. At the spot guidance can be given. This can prove very useful. Pupil's time is saved as the errors can be observed. This will enable the teacher to redirect his efforts.

3. Democratic human relations are encouraged. In supervised study, pupils learn to share materials, to wait their turn to understand their own difficulties. This develops a sympathetic attitude towards the difficulties of others.

4. Teacher becomes aware of the individual differences and these become a guide for the teacher. He can guide the individual who proceeds slowly into effective learning experiences meaningful for him. He can also guide the individual who works more rapidly and requires greater challenge to use his ability. The discontented pupil can be given a more satisfying life as he is guided by teacher's questions or suggestions to overcome difficulties.

5. As the teacher is constantly supervising, materials can be used more efficiently. Under the teacher's guidance of individual pupils, the pupils learn the specific types of information available in various reference books.

6. Knowledge of pupils is broadened. When the pupils study some phase of the class problem, the pupil may discover interesting lines of related knowledge which he may explore later. The experience of finding new facts helps him to appreciate greater truths.
7. Better pupil-teacher relationships develop. The teacher, instead of being a hard task master, is a helper and guide. He gets an opportunity for displaying sympathy and understanding. The teacher is able to understand the pupil and his difficulties and is in a position to spur him on to greater effort.

8. Supervised study experience can be influential in establishing habits of critical thinking, as the entire purpose of the supervised study procedure points towards the realization of good judgement, discrimination in evaluating ideas and an objective investigation of facts on the part of the pupils. The supervised study period encourages the pupils not only to compare facts but also to evaluate the sources of facts withholding opinion until enough evidence is available to justify a conclusion. Thus, pupils learn to examine the material critically. Thus, in itself, is a valuable experience.

Role of the Teacher

As with all new methods, much is expected from the teacher here also. Teacher should be fully conversant with the plans to be followed. Moreover, he should be a very good observer and supervisor to detect pupils' difficulties and weaknesses. Only an alert teacher can help pupils to develop good study habits, working skills and a cooperative spirit which is conducive to group learning. The teacher should make efforts to assist each individual in meeting the goals he has established for himself.

9. Discussion Method

Discussion is one of the most valuable methods of teaching history. They say "two heads are better than one" but when a number of heads combine to solve a problem, wonderful results can be achieved.

A problem, an issue, a situation in which there is a difference of opinion, is admirably fit for discussion method of teaching history. Here, ideas are initiated; there is exchange of opinion accompanied by a search for its factual basis. Speech is free and responsible. Values are not quarrelled about; they are created. The participants are interrelated in a process of competitive cooperation. Discussion, in fact, is an ordered process of collective decision-making. It seeks agreement, but, if it is not reached, it has the value of clarifying and sharpening the nature of agreement.

Discussion, as a method of teaching history, may be used for the following purposes:

(i) For laying plans for new work;
(ii) For making decisions concerning future action;
(iii) For sharing information;
(iv) For obtaining and gaining respect for various points of view;
(v) For clarifying ideas;
(vi) For inspiring interests; and
(vii) For evaluating progress.

Forms of Discussion

Discussion may be informal or it may assume some such form as a debate, a symposium, a panel or a round table discussion. We can adopt any one of the forms.

The debates can be arranged on such topics for secondary classess:

(1) If Martin Luther had not started the Reformation Movement in Europe, the political and economic history of Europe would have taken a different course.

(2) The execution of Charles I was the right step taken by the English under the prevailing circumstances.

(3) Growth of royal absolutism in Medieval Europe did more good than harm.

(4) If the colonists of America were represented in the British Parliament, American Revolution would not have taken place.

(5) The solution of the problem of disarmament cannot be found within the problem itself but outside it, as the problem is not one of disarmament as such but rather the problem of the organisation of world community.

(6) Arrange a security council debate on the Namibian question. The symposiums can be arranged on such topics:

(i) Confucius and his thoughts.

(ii) The achievements of the Greeks in the field of science, literature, government, art and the life of an ordinary Greek.

(iii) The development and perfection of Roman Law.
Discussions could be arranged on

(1) If Alexander would have been defeated by Darius III.
(2) If Alexander would have lived and succeeded in establishing the Pan-Hellenistic empire....
(3) Nowhere was the achievement of the Greeks greater than in art and architecture.
(4) Remnants of colonialism and the urgent need to eradicate them.

Planning of the Discussion

Discussion method can produce the desired results if the teacher and student representatives do considerable planning. The whole process may be divided into three steps—preparation, discussion and evaluation.

Preparation—Thorough preparation of discussion is very necessary. The teacher should read wide enough and deep enough. He should read purposefully and critically and prepare the material conscientiously. Points to be discussed should be arranged logically. They should be written on the chalkboard for guidance. Problem to be discussed should be a felt one. If the pupils do not initially feel its need, they should be brought to do so.

Conduct of discussion—While conducting the discussion, the teacher should see that it is disciplined. The arrangement of seats should ensure face to face talk. Since the strength of the discussion is obtained from the information and viewpoint of all members of the group, it is necessary that all contribute to its progress. It is a thinking-together process which breaks down if one member of the group dominates it. The teacher must see that every member of the group participates. He should be sincere, courteous, and good-natured. He should encourage sincere questions and comments.

Teacher must create a good atmosphere. A relaxed and informal climate is essential if desirable results are to be achieved. The teacher should see that the discussion is truly a cooperative experience, not a competitive quarrel. He must continually discourage attack upon persons and seek to bring the participants to focus their comments on the proposition not the person.

Evaluation—Discussion must result in certain achievements as expanding information or lessening or removing prejudices, changing attitudes or ideas, or increasing the range of his interests, or altering his ideas concerning national and interna-
tional policies, or causing him to become a more active citizen. We must evaluate the discussion with these motives in mind.

Advantages: As a method of instruction, discussion has so many advantages:

1. The method is useful both for the juniors and seniors. On the lower level, children learn through conversation and discussion, to take turns, listen attentively, act cooperatively, speak distinctly, stand and sit correctly, respect the ideas of others, share interests, ask pertinent questions, utilise simple information and comprehend the problem before the group. On the upper level, children plan and discuss problems with the entire group and in smaller units. A group learns together and presents important information, makes suggestions, shares responsibility, shows interest, respect the opinions and ideas of others, comprehends the topic, evaluates the findings and summarises results.

2. Discussion helps in clarifying and sharpening the issues; new ground is discovered both for agreement and disagreement. Old ideas and values may be replaced by new ones.

3. Discussion helps the pupils to crystallize their thinking, and identify the concepts needing further study. Thus, their knowledge of history becomes clear.

4. Through discussion, students may come to know and understand that difference in perspective need not result in disaster and that people may believe in the same thing for different and acceptable reasons.

5. Discussion helps the student in discovering what he did not know, what he has overlooked and wherein he is mistaken both as to facts and the method of interpreting them. Equally important, he may find out what he knows and with what surety he knows it.

6. Discussion gives knowledge a round trip. It is not the one-way affair of the lecture. It engenders more reflection than the ‘pingpong’ of the question and answer recitation. Of all the means of teaching history, it is furthest from rote learning. It employs reasonable persuasion in place of cajolery, threat, coercion or propaganda.

7. Discussion is valuable in that it represents a type of intellectual team-work, resting on the philosophy and principle that the pooled knowledge, ideas and feelings of several persons have greater merit than those of a single individual.

8. Discussion engenders toleration for views which are at variance from those one holds.
9. Discussion can help the teacher in discovering students who have a potential for becoming genuine leaders.

10. Lastly, Discussion, activates thinking along the lines of self-evaluation: it is helpful in establishing an attitude of looking forward to progress and growth.

It is obvious, discussion, as a method of teaching, can yield very good results.

10. Socialised Recitation Method

One of the major long range aims of history is to bring students into a sense of awareness of their society and to stimulate in them, a feeling of social responsibility. Man lives in societies, not as a lone being, either physically or intellectually. Therefore, there is a need for developing various techniques for the purpose of socialising the class-room situation. Socialised recitation method is an attempt in that direction. The identifying mark of the socialised recitation is its major reliance on verbal communication rather than on reading and writing. Different activities may be used from time to time. As a basic structure in this approach, there must be an outline of material to be covered, either in a text-book, a number of books, or presented in some other fashion. As each part of the subject is covered, the students are presented with questions designed to stimulate the mental activity of class and to produce some kind of answer. The answers may be written out in advance and read during class or they may be produced in a discussion situation where the students may be required to “think on their feet”. Study guides are an important adjunct to this type of teaching. Each segment of learning is represented by a list of questions. The question may be taken from the text book and passed on to the pupils or written on the black-board. They are always characterised by a question element, and thus fit very well into the socialised recitation approach.

It has been recognised on all hands that wider the participation of the pupils, the greater and quicker the learning on the part of the pupils. Socialised recitation is useful to meet this need. This method can be used in history for the introduction of a topic, talking over a significant event or as preparation for studying a problem. The method develops reflective thinking, supplements previous knowledge, encourages creative expression, develops desirable social attitudes by providing practice in a large variety of socialised situations and provides opportunities for practice in the techniques of co-operative thinking.

The traditional procedure of teaching history i.e. putting questions and getting answers etc. place a premium on memorization, for in
most situations of this kind, the pupil knows that his performance in the recitations will be measured by his ability to reach factual material. There is always the possibility that the pupil may recite correctly and yet fail to comprehend the real meaning of what he has committed temporarily to memory. There may also be a corresponding lack of understanding on the part of the pupils who listen to the recitation of others. Moreover, in the formal recitation, there is a lack of incentive for exercising initiative, originality and independent thinking. In socialised recitation, group thinking is developed, class-room becomes a unit of dynamic group life; pupils feel a sense of freedom; no one is repressed.

Forms of socialised recitation

(a) Socialised recitation may assume many forms: It can be a sort of Committee meeting in which the members decide on an agenda, express their ideas freely, share their information willingly, and eventually come to some conclusion about an issue or a problem.

(b) The whole class may carry on the discussion with teacher as the discussion leader.

(a) The class elects a chairman to guide the discussion and discussion takes the pure form of socialised recitation.

(c) The class may be organised as a parliamentary group with a president, a vice-president, a secretary and other special office bearers.

Advantages of the method

It trains the pupils for participation in social environment: It gives opportunities for participation to the pupils. Such participation implies ease and freedom in conversation, the readiness to mix in friendly groups and the ability to work in cooperation for the interest of the class as a whole. Thus, one of the objectives of teaching history is achieved.

2. It ensures increased learning—The democratic voice in determining class-room activities results in increased learning.

3. Qualities of leadership are developed. Opportunities are provided to the pupils for participation in a number of socialised situations. Students who possess leadership get chance for their development.

4. Socialised recitation, at its best, is democracy in action. It implies a faith in the ability of pupils to work cooperatively in the
solution of problems. The combined intelligence of all members of this group proves significantly greater than the sum of their separate insights. Cooperative thinking tends to produce better decisions than those rendered by individuals working alone.

5. Valuable lessons about and practice in correct parliamentary procedure come as incidental results.

Limitations: Some writers are of the opinion that the method suffers from certain weakness. They say, "Socialised recitation is time-consuming, permits a few pupils to dominate the discussion, produces monotony, is difficult to organise and manage and permits wanderings from the topic."

Arthur C. Bining and David H. Bining write, "One great danger in the use of the method resides in the likelihood that the lesson will be socialised in name only. In other words, we shall have the form, but not the substance...The procedure may become mechanical and pupils respond not through any social urge but through habit or desire to please the teacher. Under such procedure, the method has less value than the old type recitation."

It is also believed that socialised recitation is wasteful of time. It is not conducive to an adequate mastery of the subject-matter of history.

It needs to be pointed out that the importance and value of this method lies in the 'Socialised' part and not the 'recitation' part. The social values of the method are very advantageous. The method is recommended as one of the methods rather than the sole method of teaching history. History teachers, who are interested in improving their procedures, should become extra careful to combine efficiency with economy. Careful training of the pupils will save time and a good teacher will not allow the socialised recitation to become futile. Whatever are its limitations, the method can go a long way in remedying the ills of recitation from which history teaching suffers. What is needed is the proper training of the pupils and efficiency on the part of the teacher.

How to make socialised recitation effective in history

Below we give some suggestions to make socialised recitation effective in history:

1. Socialised recitation should centre round a topic which is important from the point of view of the pupils. The best topics for socialised recitation are those in which pupils have expressed interest.

2. The teacher should prepare for every thing as to ways of handling
possible conflicts and for reducing tensions and blocks to good human relations. The planning, of course, should be flexible enough to permit adjustment as the socialised recitation proceeds.

3. **During the period of socialised recitation, a friendly atmosphere must prevail.** Each pupil should be made to feel that he has something significant to contribute and that his ideas are sought and valued. The teacher should help pupils understand that it is possible to disagree without being unpleasant or destructive.

4. **The teacher should have good control.** He should see that socialised recitation “keeps on the track,” and the class moves from discussion to decision and from decision to action. The degree of control that will need to be exercised by the teacher will depend on such factors as maturity of the group, previous practice in self-direction, interest and spirit of cooperation among pupils.

5. **Socialised recitation should never be used to promote the spread of prejudice.** Pupils, should be encouraged to substantiate their own personal opinions about the topic or issue with accurate information and typical thinking. Each pupil should be given an opportunity to urge his point and to convince the group of the wisdom of his own position of truth as he sees it.

Socialised recitation is more a spirit, an atmosphere, a situation in which both the teacher and pupils should work cooperatively. The teacher should be a guide, leader, adviser and helper. The pupils should look to him for help, and friendly guidance throughout all discussion. They should be free to ask questions, interpolate comments or make suggestions as the occasion arises.

11 **The Project Method**

The project method is the most concrete of all types of activity methods. It provides learning experiences suited to individual differences.

Project is an activity willingly undertaken by the pupils for the solution of a felt need in them; but the activity is such that it leads to learning as prescribed in the curriculum. It is a form of concrete activity that is directed towards the learning of a significant skill or process. It has a wide connotation and can be taken to include any activity like dramatics, pageants, making models, drawing maps and charts, collecting pictures, preparing scrap-books, going on historical tours, arranging exhibitions, preparation of history wall newspaper, organisation of debates, etc. which enable the pupils to learn history in a practical manner. The method transcends the subject-barrier because while undertaking a project of history, it is possible to learn some geography, literature, art, etc. also.
Some basic principles of the method are—

(a) Activity—the project should involve activity-mental or motor.

(b) Purpose—Activity should be purposeful—it should be a felt-need of the pupils.

(c) Experience—The project undertaken should provide varied types of experiences—manipulative, concrete, mental etc. to the pupils.

Steps in a project

1. Selection of the project—The project should arise out of the felt needs of students. It should have a direct relevance to one or more topics in the history syllabus. It will be better if it is relevant to the syllabus of other subjects like geography, civics etc. It is one of the important duties of the teacher to guide the pupils so that they are in a position to choose a good project. Self-choice and self-imposition will enable the pupils to work whole-heartedly and energetically. They will be stimulated to better planning, thorough execution and successful completion of the project. Hence, though the teacher may guide the deliberations, the final choice of the project must be made by the pupils. The project must enlist the whole-hearted involvement of the whole class.

2. Planning—Now the plan for the execution of the project needs to be prepared. Discussions may be held; the pupils and teachers may be given the freedom to express opinions and give suggestions. The teacher may express the difficulties and limitations inherent in the working of the different plans. After taking stock of the resources, a plan for the project should be drawn up. The class may be divided into small groups, each with a definite responsibility in connection with the working out of the project. The time-schedule for the project and the resources required (in the form of reference books, charts, maps, museums, etc.) for its successful execution, should be included within the planning. For example, organising a model U.N. Security Council Session, debating the West Asian problem, may be taken up as a project in history for a class in which Political Composition of the World after World War II is included in the syllabus. When the project is accepted, broad outlines regarding the requirements of U.N. Security Council Session and the debatable points, regarding the West Asian problem, should be listed. The whole plan should be written down by the pupils in their note-books. The pupils should be asked to study the topic thoroughly well at home.

3. Executing—When the plan of the project is ready, the class is ready to plan execution of the project. Pupils distribute the various
duties among themselves according to individual interests and capacities.

Writing the script for the debate may be taken as the first part of the project. Two groups may be engaged in the work. They may write down the important points to be debated—later work done by the groups may be coordinated. Another group may be assigned the duty of arranging the session in the proper manner for the debate. Another group may be engaged in making maps showing the West Asian countries which could be utilised during the debate.

The execution may be divided into two parts—(i) rehearsal and other preparations for the model sessions, and (ii) the actual model session. The session could be held before the class or before the whole school.

The teacher has to be very vigilant during this step. He is to see that every child is assigned some work and every pupil contributes something towards the successful completion of the project. He should not give too much help in order to speed up the work. He should guide the pupils as to the sources of relevant information. He has to supervise the activities and watch the progress of the project. He has to coordinate the knowledge to be imparted through a project. He has to see how an activity such as the organisation of a model session of U.N. Security Council may easily involve history, geography, craft work and art, to say nothing of the many calculations required in planning expenditure, keeping accounts and producing a balance sheet or the practical science involved in stage lighting and effects. Thus, the teacher has to see that pupils get a variety of experiences through this method and learn a good deal by the way as they undertake different activities.

4. Follow-up—During this stage of the project, written assignments could be given on the different aspects of West Asian problem. These may almost be like examination questions. Follow-up work may take other forms as preparation of a Wall newspaper out of the materials prepared, point-wise description of the problem may be put on the wall magazine, etc.

5. Evaluation—Evaluation or appraisal of the work done is of utmost importance. The pupils should review their work just to find out that nothing has been omitted and that the work has been carried out in accordance with the laid down plan. The mistakes committed should be noted to serve as eye-openers for the future, useful experiences and successes are also taken note of to serve as good examples.

6. Recording—A complete record of all the activities connected with the project should be maintained. It is necessary that in the
project book, everything is put down regarding the choice of the project, the discussions held, proposals advanced and accepted, duties assigned, books and journals consulted, information sought, work undertaken, difficulties felt and experiences gained and short and long-term gains obtained. Important guidelines for future reference should be noted down.

The project book, if well maintained, can serve a very useful purpose because it will embody in itself the valuable experiences of the group. Well-prepared project books may be awarded prizes.

Some examples of Projects: (a) Ashoka and his age, (b) The Gupta Age, (c) The Indian Renaissance, (d) Indus Valley Civilisations, (e) Geographical Exploration, (f) Nationalist Movement in India, (g) Achievements of Independence, (h) The Socialist Movements, (i) Stages of Evolution and Development, and (f) U.N.O. and its achievements.

Advantages of the method

1. The method is in accordance with the psychological laws of learning. It provides the most natural conditions of learning. No wonder, the material learnt through the project is retained for a longer time.

2. The method develops the creative mind. It helps the child learn to improvise, to invent, to experiment, to find knowledge in all ways possible.

3. The method results in social benefits as separate groups take responsibility for making their own contributions which are subsequently pooled and become the class effort.

4. The method helps in the growth of both the student and the teacher. The student, stimulated by and encouraged in his exploration of many materials, will ultimately approach other areas of learning in a similar manner. The teacher will grow in his understanding of a child's creative developments.

5. The method makes learning more interesting and effective. Pupil gets the joy and pride in the finished product of their labours which provide a spur to further creative work in life.

Limitations of the Method

Though the project method is the most interesting of all the activity methods, it has certain limitations:
1. Children taught by the method often show astonishing knowledge of details in odd things but reveal depths of real ignorance outside the projects.

2. The portion of the syllabus covered through a project, in most cases, is insignificant as compared to the time spent on it by the class.

3. It is also not possible to ensure any kind of systematic work—every topic in the syllabus of history at different stages may not be dealt with through this method.

Project method can be used as a method of teaching history. It is desirable to undertake one or two projects in every class to develop the interest of the pupils in the study of history. It will become monotonous if used too frequently. It should be used as one of the methods and not as the sole method.

12. Source Method or the Historical Method

This is another activity method of teaching history. According to this method, the pupils are expected to build up history with the help of available source material. For example, the spread of Buddhism during Ashoka's period may be studied with the help of Edicts, Samudragupta's conquests may be studied with the help of inscriptions. One of the most important skills which the students of history must learn is the skill to use sources—how do we know history? It is very important, therefore, to teach the use of sources, i.e., to accept it as a method of teaching history.

While use of the source method is advocated, it does not mean that the aim is to convert the school boys into full fledged historians. The objectives are quite limited. They are:

(i) To enable the students to develop critical thinking by using the sources and weigh historical evidence.

(ii) To enable the students to form their own independent judgment through a critical analysis of sources.

(iii) To develop elementary skills of collecting data, sifting the relevant, organising them and interpreting them.

(iv) To create proper atmosphere so as to make the people and events of by-gone-times more real to students.

(v) To stimulate the imagination of the students for reconstructing the past.

(vi) To develop and promote interest in the study of history in the right perspective.
Different sources of History

History is a subject that mainly deals with the past. Past, as we know, cannot be easily observed directly. It is equally difficult to recall it. But luckily there are certain ‘traces’ left behind by past events and well-preserved by the foresight of man which help the historian to reconstruct the past. He weaves a systematic and logical account of the past events with the help of different sources. He seeks, selects, analyses, compares, contrasts and reconstructs the past with the help of sources.

Sources are classified in different ways—archaeological sources, literary sources and oral traditions. Literary sources—primary and secondary sources. The archaeological sources can be divided into three categories:

(a) Monumental findings which include buildings, images pottery and terracotta figures and other antiques.

(b) Epigraphies which include inscriptions on stone slabs, pillars, rocks, copper plates, walls of buildings, bricks, terracotta, stone seals and images.

(c) Numismatics evidence is collected from the study of coins.

Literary sources

These sources can be divided in three groups:

(a) Sacred or religious literature—The Vedas, the Epics, the Puranas, Buddhist religious literature contained in Tripitakas: the Vinaya-pitaka, the Sutta-pitaka and the Abhidamma, the religious books of the Jains—the Angas, etc.

(b) Secular Literature—It can be divided into two classes—Private literature and official literature. Private literature includes dramas, novels, poems, books on grammar and astronomy, medicine and art, biographies, auto-biographies, diaries, traveller’s accounts, etc. Kalidasas ‘Shakuntala’ and ‘Vikramorvashi’, Visakhadatta’s ‘Mudra Rakshasa,’ Kauilya’s ‘Arthashastra.’ Aryabhatta’s ‘Aryabhatiya’, Babar’s ‘Babarnama’ etc. come in this category. Official orders, despatches, sanads, firmands, decisions of the law courts, etc. come in the category of official literature.

Foreign Testimony—Accounts written by foreigners like Fa-Hein, Megasthenes, Nearchus come in this category.

Oral Traditions

This is very helpful for local history. Tod’s annals, Dipvamsa
and Mahavamsa etc. come in this type of source.

Primary and secondary sources

Sources can also be classified into primary and secondary ones.

Primary sources are those sources which are the accounts prepared by persons who were either directly connected with an event or were eye-witnesses to it. Minutes of parliamentary and judicial proceedings, laws, treatises, official papers of states, autobiographies etc. can be put in this category.

Secondary Sources are the sources which were prepared by persons who were far away from the scene of actual happening but who took help of the eye-witness accounts in preparing them. The standard historical works of the various periods generally based on original accounts etc. may be classified as secondary sources.

Source method at different stages: Source method can find a good scope for profitable application, although its use will be different at different stages. Dr. Keatinge points out that original sources can be used for creating atmosphere in the junior stage. Such a use of these sources does not necessitate any great exposition. Its use is almost itself evident. It is easier for pupils, for instance, to realise the atmosphere of nervousness that benumbed Aurangzeb and to get an insight into the real course leading to his death when they read Guru Gobind Singh’s Zafarnama, the victory letter sent to Aurangzeb through his emissary, Bhai Daya Singh. Or it may be much more interesting for them to understand the reasons that led to Alexander’s giving up his idea of the conquest of the whole of India when the Greeks listened to the Plutarch’s account of the reports that reached the Camp of the vast army that was lying in wait at Pataliputra.

Use of the sources, as an exercise, can be profitably used at the upper middle stage. As a first step for introduction to the source, it would be better to ask the pupils to find out the writer of the document or to ascertain other essential particulars about him from internal evidence. They should also be told that an account given by a non-party individual is all the more valuable as it is unbiased and that a chronicle is possessed of a greater value if it is written by a contemporary or by one who has lived not long after the events or it is near the place or places where the events took place. With this knowledge from initial experimentation in the method, the young learner can then be left to himself to collect, examine and correlate the facts and even to compare and rationalise different conflicting accounts of characters. The exercises, to begin with, should be fairly simple and graded in difficulty.
To achieve satisfactory results, these points should be borne in mind:

(i) It is better to give a little practice at the initial stage in giving pretty and well-considered answers.

(ii) An original source, especially an extract, must be in the hand of the child and read carefully by the children themselves. In the absence of the source book, cyclostyled copies of the extracts should be pasted on the blackboard to be copied by the pupils.

(iii) The teacher should try to get good books containing the sources of history.

(iv) Pupils should be encouraged to study the source books in the library after the oral work by the teacher is over.

(v) After the pupils have read them, a separate time should be fixed when the teacher, along with his pupils, could discuss the sources.

(vi) After the discussion work is over, the teacher may give the assignment to the pupils. They may be asked to write their own impressions and inferences.

**Techniques of using sources**

**Pre-lesson use of sources**: The teacher can use sources to motivate the pupils for a particular topic. He can recite a number of couplets of Bhakti saints and thus prepare the pupils for the study of the Bhakti Movement.

**Mid-lesson use of sources**: The use of sources can be made for developing the lesson also. The teacher tries to substantiate and illustrate the information, the view point with the help of sources.

While teaching about the people of India during Harsha’s period, the teacher quotes the following extracts from the accounts of Hieun Tsang.

“Although they are naturally light-minded, yet they are upright and honourable. They are not deceitful in their conduct and are faithful in their oaths and promises. In their rules of government, there is remarkable rectitude.”

These extracts create more appeal, impart reality and vividness to the lesson and reinforce the impact of teaching. Curiosity of the pupils is whetted and they become eager to learn more and more.

**Post-lesson use of sources**: Sources can be used by the teacher
after he finishes the lesson. Useful extracts from the original or secondary sources may be given to the students and they may be asked to write answers to some questions on their basis. This technique will be particularly useful for the gifted students. They can be encouraged to pursue their interest in a particular topic, do some critical thinking and analysis and prepare an account of their own.

Advantages of Source Method: The source method, as a method of teaching history, has a number of advantages:

1. It develops a sense of vividness and reality. If the method be harnessed to serve history, it will not remain merely a tale of magic people for children, it will rather turn into a living reality.

2. It can satisfy the curiosity among children on the question “how do we know this?” The method according to Hasluck, “gives the children an insight into the methods by which history has been built up.” The method develops the historical sense in the pupils. The sense of objectivity, which is so very important to a student of history, can be particularly developed through this method.

3. The original sources serve as an effective means for creating a right type of atmosphere for the child to learn the subject. “The sources vitalise history to the child by giving him the associations and atmosphere of the past,” says Ghosh. Keating points out that the original sources can be used for the production of a congenial and motivating atmosphere.

4. The use of sources provides certain useful mental exercises—right thinking and imagination, comparing and analysing, drawing inferences, self-expression and discussion. This is not possible through any other method of teaching history.

5. The original sources can be used to illustrate more important points in support of an oral lesson or to supplement the one-sided picture of historical events.

6. The method initiates the pupils in historical research. This can prove them useful later.

7. Though the method is most suitable for the pupils of higher classes, it can be used with advantage by pupils of the primary classes. The study of local history through this method will make history more concrete and meaningful for them.

Limitations of the method

The method suffers from certain limitations:

1. It is not always possible for the teachers of schools to have an
easy access to the sources—particularly the original sources.

2. Utilization of sources is not easy for the teachers as they are not trained in historiography—The teachers should be given training in an elementary knowledge of historiography.

3. The method is too complex and technical. Hence the use of this method is difficult at the junior stage. Its frequent use even at the senior stage is doubtful.

4. The sources available are in many languages and scripts covering a period of more than three thousand years. All teachers are not conversant with different scripts. Hence their use is difficult.

5. There is also the difficult problem of sifting the suitable evidences from a multiplicity of sources. By, insisting upon the use of source method, we do not aim at making our pupils research scholars nor is it a possible aim to achieve. By introducing the laboratory method in science, we do not try to make our students research scholars. They repeat only those experiments which have been performed by the scientists. The same may be said of the source method in history. "The road travelled is more important than the destination reached." Use of the method for selected topics will make history study appear more real and interesting. Attempt should be made to make the use of sources well-planned and purposive, well-directed and geared to the needs of the subject and to the specific skills and understandings it seeks to develop.

Unit Method

Unit teaching is one of the most popular approaches being followed in history teaching these days. The approximately 150 to 160 daily lessons normally found in a history course constitute simply too many distinctive parts to be contemplated coherently. The grouping of related lessons into about ten to twenty or more major topics provides a tangible aid both in planning instruction and in comprehending the scope of a course. The arrangement is useful to both teachers and students.

What is a unit?

The word ‘unit’ has been defined differently by different writers. The ‘unit’ as defined in the Dictionary of Education is an organisation of various activities, experiences and types of learning around a central problem or purpose, developed cooperatively by a group of pupils under teacher—leadership involves planning, executions of plans, and evaluation of results.
Hanna, Hageman and Potter state that “a unit can be defined as a purposeful learning experience focused upon some socially significant understanding which will modify the behaviour of the learner and enable him to adjust to a life-situation more effectively.”

According to Johnson, “Unit is a segment of experience which is cut out for study; within it, method is employed. It is my understanding that every unit is a project. It is a project in the sense that one projects inquiry into it. Further more, every unit has a topic, theme or central tendency or whatever name you choose to call it, otherwise it could have no unity. Every unit is a contract in the sense that the student enters upon a contract or obligation to study how the things which it contains are related, how they work, how cause and effect are identified and related; and how a conclusion is reached. Every unit is also a problem, a problem of significance and meaning in some unknown or less than thoroughly known phase of human experience.”

Jarolimek defines unit “as a means of organising materials for instructional purposes which utilises significant subject-matter content, involves pupils in learning activities through active participation intellectually and physically and modifies the pupils’ behaviour to the extent that he is able to cope with new problems and situations more competently.”

An analysis of these definitions reveal the following characteristics of a teaching unit:

(i) It is purposeful learning experience.
(ii) It has significant content—it is comprehensive enough and has unity of purpose.
(iii) It involves pupils in learning activities through active participation both intellectually and physically.
(iv) It modifies the pupil’s behaviour to the extent that he is able to cope with new problems and situations more competently.

Types of Units: There are two general types of units, each of which has many variations.

1. Resource Unit—It is a teacher’s guide to planning and action. It is a sort of blue print of suggestion’s and resources for developing

a theme, problem or topic. All resource units, regardless of form or structure, include the following elements:

(i) Statement of objectives related to a theme.
(ii) Problem or topic
(iii) An approach.
(iv) Content or subject-matter basic to the area of study.
(v) Direct and related experiences.
(vi) Organising and summarising experiences.
(vii) Evaluation of learnings; and
(viii) A collection of instructional resources.

2. Teaching Unit—It describes the development of a unit of work in the class-room. Also referred to as the unit in action, the teaching unit focuses on implementation, on the learning activities and processes that take place as the unit develops. The needs, the maturity level and the background experiences of a particular group of children set the boundaries of the unit and determine its direction.

Thus, a resource unit contains an organised collection of teaching ideas and suggestions built around a large topic of significance and the teaching unit contains definite plans for teaching a specific group of children under a given set of circumstances. A resource unit can serve as a reserve from which the teacher may draw ideas, suggestions and aids when he plans a teaching unit as is clear from Fig. 11

Essential steps in unit planning

The following steps may be followed in planning a unit:

(i) The teacher must be clear about the specific objectives of teaching a particular unit. Objectives may be clearly stated in categories like 'knowledge', 'skills', 'attitudes', etc. They must be clearly stated and properly worded. They must be achievable and must make the teacher conscious of the process of teaching.

(ii) The theme can be compared with the 'wash' that a painter gives to the canvas before painting a picture. The theme will enable the teacher to get a clear back-ground of the whole unit and will also focus the attention of the teacher on the main points of teaching.
(iii) The *content* or *subject-matter* must be selected with care and should be arranged in proper order and sequence.

(iv) Details of different *methods* of teaching history to be used for teaching the particular unit should be given.

(v) Details of *teacher’s activities* e.g. explanations, putting questions, drawing time lines, showing places on maps, making comparisons, showing films, filmstrips, showing pictures, encouraging pupils to read books related to the topic etc. should be given in the unit plan.

(vi) This step in a unit suggests the learning aspect of the educative process. The teacher may suggest here some of the activities which are essential for learning history. These activities may be varied types—activities in the class-room, outside the class-room, individual activities, or group
activities. Map reading, drawing the outline maps and showing the places, drawing timelines, collecting pictures and making albums, reading reference books, etc. can be some of the pupil activities.

(vii) Varied type of resources can be used in a unit:

(a) Community resources available in the form of buildings, castles, forts, etc,

(b) Reference books for the guidance of teachers and pupils are very necessary. Such books should be easily available. A list of films and filmstrips can also help.

(c) Different types of teaching aids may be utilised for better teaching of a unit. The specific aids to be used in the teaching of a unit should be listed.

Characteristics of a good history unit

The following points can prove helpful for selecting, planning and developing a unit in history:

(i) The unit should help in the achievement of the aims and objectives of history teaching. It should help in obtaining knowledge about a very important segment of history; develop knowledge of significant concepts; enable the pupils to develop various skills as drawing maps, locating important places, drawing sketches, placing events on date line, collecting pictures, preparing albums etc; enable the pupils to develop the spirit of national and international understanding, develop critical thinking about political, social and economical events etc.

(ii) It should deal with a sizable topic which is really of some significance to the pupil. It should be challenging to the pupil.

(iii) It should emerge out of the children’s past experiences and should lead to broader interests. It should contribute to the continuity of the child’s learning.

(iv) It should be of appropriate difficulty in terms of the child’s understandings, interests and capabilities. A variety of activities, materials and modes of expression are essential in meeting individual needs so that each child gets opportunities to make worthy contribution to the achievement of group purposes.
(v) It should provide opportunities for creative experiences, like dramatic play, preparation of charts, models etc.

(vi) It should provide scope for the use of a variety of materials and activities like community resources, audio-visual materials, dramatic play and taking excursions, map making, planning, discussing and evaluating.

(vii) It should allow the use of sufficient amount of book and other learning material. We should see that the unit can be carried through to successful conclusion with the material available.

(viii) It should be suitable to the maturation level of the child. In the primary grades, units should be of shorter duration than those in the middle and upper grades. While primary grade children may engage in history units which last a few days to a week, upper grade children may engage themselves in a single unit for three to four weeks and continue to find themselves in challenging interesting material.

Advantages

1. Unit planning and teaching affords limitless possibilities for the development of critical thinking, planning, consideration for others, responsible habits of work, listening, discussing, reporting, etc. In the words of Jarolimek, "The extension of knowledge and the development of skills, abilities and attitudes are all possible outcomes of good units."

2. The organisation of experiences and materials into units facilitates the child's learning significant relationships, concepts and processes. Acts learned in their proper context are remembered longer. The unit, because of its flexibility, provides facility in adopting instruction to individual differences of children. Unit planning rejects the notion of fixed, uniform standard of achievement which all must attain and substitutes the concept of continued progress and growth for individual children. Pupils have a hand in certain aspects of the planning, which itself focuses attention on the individual child, his chief concerns, problems and interests. In units, which are well-planned and well-taught, standards of achievement are kept at a high level, but they are also different for each child. The structure of the unit facilitates this kind of approach to meeting the educational needs of individual children.

3. In a unit, the needs of the learner, (as distinct from the
requirements of the content) are given top consideration. The unit provides for varied experiences, activities and opportunities for the development of the child.

4. The unit focuses attention upon significant results and thus avoids the confusion and discouragement which comes from long attention to insignificant details.

5. It is impossible to study everything at once. Unit is a logically useful division. It cuts out a field or phase of study. Attention is fixed upon important details for a specific period.

Conclusion

When all has been said and discussed, it will have to be admitted that there is no single method of teaching history which could be recommended for all topics and all situations, but there are many delightful roads to learning. Whatever procedure is followed, what the teacher should aim at is the vitalising of the different facets of human story in varied colours. He can move forwards and backwards in time, he can fly into other space and present a global picture of the story of humanity. It is only by a creative approach to teaching that the child would discover the present and get peeps into the future. Provision should be made for an analytical, comparative and lively study of trends and tendencies instead of a chronological piling up of facts and figures. Let the children discover the key that will open many doors of knowledge about the past and give them the sheer delight of learning.

One of the best ways to ensure diversification of approach, to provide for reinforcement of basic skills, knowledge and generalisations, to take advantage of modern trends and to blend the best of the old and traditional with the new and experimental is to employ the unit approach. If a unit of significant learnings is envisioned in the light of the objectives of history and with an evaluation scheme in mind, any or all possible methods may be employed to reach those objectives. Student interest becomes less of a problem. In unit teaching, the best of methods, techniques and devices may converge and produce the best of results.

Summary

1. Method forms the most important link in the total teaching-learning chain. It is necessary that the history teacher is fully conversant with the different methods of teaching history.

2. A good method can arouse a large range of interests in the
minds of students and inculcate desirable values and attitudes in the pupils.

3. A number of methods of teaching history can be used as textbook, story telling method, biographical method, lecture method, note dictation, conversational or question-answer method, discussion method, unit method, the assignment method, the project method, socialised recitation, supervised study, the source method etc. There is no single method which could be recommended for all topics and all situations. What the teacher should aim at is the vitalising of the human story in different facets and varied colours. Unit approach provides the opportunity for the use of various methods, devices and techniques.

Evaluation

1. Discuss the need of right methods of teaching history. What methods will you suggest for teaching history?

2. Briefly describe the lecture method of teaching history. What are the advantages and disadvantages of this method in (a) primary school (b) secondary school?

3. "The project method of teaching history is, in fact, training in historical research and, if well done, is more valuable than making children memorise large number of facts..." Discuss the importance and utility of project method in the teaching of history in the light of the above statement.

4. What place would you give to the following in the teaching of history? (i) Socialised recitation method (ii) Source method (iii) Note-dictation (iv) Conversational method (v) Assignment (vi) Supervised study (vii) Textbook method.

5. What do you know about discussion method of teaching history? What precautions will you bear in mind to make discussion useful and interesting? Discuss the advantages of this method in detail.

6. Describe fully, under the following headings a "Project" in history which you would like to carry out:

(a) Age of children.
(b) Preliminary discussion.
(c) The teacher's preparation.
(d) The part played by children.
(e) The development of the project.

(f) The achievements hoped for and gained.

7. What is the importance of source method in the teaching of history? What are the various types of sources that the teacher may use while teaching history? What are the limitations of this method?

8. How will you use socialised recitation as one of the methods of teaching history?

9. Formulate a project in detail for VIII standard history class with a view to utilise the class excursions as a basis for learning the subject.

Your design may essentially include the following areas:

(i) Objective of such a project.

(ii) Activity programmes you would devise.

(iii) Evaluation procedure you would adopt.

(iv) Your role at the execution stage of the project.

10. How would you prepare your classes for discussion of a problem? How would you assess the results of such a group discussion?

Collateral Reading


The History Class-room, Library and Museum

"History is a subject with its own techniques and it may fairly be claimed that it needs its own room for their effective use. Many of its essential aids cannot easily be carried about the school; the history pupil requires atlases and reference books at hand, much as the chemical student needs his reagents; the history teacher who wishes to take full advantage of the newer technical aids to his work needs and deserves a place in which they may be permanently accessible. Moreover, an atmosphere favourable to the study of history should be created and this can be far more readily achieved if history rooms are set up where work done and in progress is visible."

— C.P. Hill.

Why a history class-room

It has long been recognised that subjects like science and handicrafts which require considerable apparatus and equipment need to be taught in rooms specifically fitted and reserved for them. History also requires a specially equipped class-room for these seasons:

1. To provide history teacher a home—If the history teacher is to be inspired with the requisite faith in himself and imbued with essential imaginative strength, he has to be provided with a home of his own. Of course, the most vital piece of apparatus in the history is undoubtedly the history teacher himself but if there is to be full scope for imaginative and practical methods of teaching, the provision of "a home of his own" is necessary to assist him to develop an enthusiasm for the subject and to provide him with best opportunities for awakening a corresponding interest in his pupils.
2. To create and maintain an effective history atmosphere—A room, well-equipped with equipment and material for history teaching, will help in creating and maintaining a much-needed atmosphere for history. For example, the wall displays of varied nature can motivate the juniors, whereas the room will provide a good activity centre for the seniors.

3. To make history teaching more effective—Specialist accommodation gives greater scope for variety in teaching methods and facilitates the use of teaching aids. The permanent display of important maps and charts and constant reference to them by the teacher is sure to make history teaching effective, lively and interesting.

4. To save teaching time—Equipment like maps, models, projectors etc. is too cumbersome to carry round the school. A permanent base will save a lot of time. For instance, chalk boards can be prepared before hand, and the diagrams etc. can be preserved for future use.

The History Class-room

The history room should be larger than the average class-room. A floor area of 600 sq. feet is ample for a class of 30, leaving space at the back for the history students and at the front for teaching demonstrations and playlets. With a proper arrangement for ventilation and light (about seven feet from the floor level), the wall space could be utilized for display of the chalk-board, bulletin board, models, maps and book-shelves. It should have the scope to serve the purpose of audio-visual room.

The room should be so painted and arranged that it should provide an inviting and stimulating atmosphere. It should be as much unlike the bare-walled and fixed type of class-room as possible. The arrangement of furniture and display should be informal to give an impression that something interesting is happening in that room. It should look like a place where one is expected to do things, rather than like a place where one is asked to recite formal lessons.

Furniture. The necessary items of furniture in a history room are working tables, chairs, shelves, stands, map racks, radio-racks, almirahs and chalk boards. The tables should be small and flat which can be easily re-arranged for group-work.

Seating arrangement should make for comfort, health and efficiency of the pupils. It is better that sitting units—individual desks or dual desks or tables and chairs—are movable and easy to re-arrange for a variety of purposes for the teacher’s lessons, or group work or construction of various kinds. Furniture should provide
storage facilities for the pupil's books, pictures etc.

There should be a standard double drawer table which may be movable so that it could be used for general administration as well as instruction. The table should be equipped with an Atlas, a table dictionary, a memorandum pad and a desk blotter.

There should be show cases with glass tops for exhibiting collection of coins, relics etc.

A permanent projection screen may be fixed above the blackboard which can be easily lowered for projection work any time. The windows should be provided with dark curtains which could be used when a film is to be screened.

It will be very helpful if a permanent channel railing with sliding hooks is fixed along the black-board wall for hanging maps, pictures or graphs during teaching.

**Equipment.** A good history class-room should possess:

*Maps*—Historical, economic, geographical, political and social maps of all the countries.

*Charts*—Printed charts and charts prepared by pupils and teachers.

*Time Graphs*—These may be provided to show the gradual and incidental rise and fall of the dynasties, the progress of rival powers, ideas and cultures, personages and monuments.

*Time Lines*—Every history class-room should provide a time line which should run half way along with the wall. It should be painted or made of either the hard-board or card board. Important dates and persons should be marked appropriately all along the line while teaching. The pictures of the important persons about whom the class is to study, can be nailed. Pupils can be made familiar with the distance between the lives of great persons.

*Models*—Ready-made models may be got from the market. The pupils should also be encouraged to prepare models connected with the different topics under the guidance of the teacher. Good models prepared by the teacher should be exhibited in the history room.

*Albums*—A model classified album is also an essential part of a history class-room. The pictures should pertain to different topics in history.

*Museum*—Collections of ancient coins, historical relics such as ancient paintings, art pictures, sculptural works, edicts, collected by the pupils and history teacher should be exhibited suitably in the history class-room.
Art Gallery—Ancient, Medieval and Modern paintings pertaining to history arranged class-wise or in chronological order should be available in a history class-room.

Costumes—Costumes of different kinds and peoples should be provided for staging dramas, etc.

Flags—Flags of different nations of the World may be provided with explanatory notes wherever necessary, with special reference to the history of our National Flag.

Audio-aids—Radio, tape-recorder, gramophone need to be provided.

Visual Aids—Film projector, Filmstrip projector, magic lantern, epidiascope, etc. should also be provided.

Reference books—Provision should be made for good historical novels, dramas, pictorial books, illustrating the life and customs of different peoples, important historical works of ancient writers. Some good books on sociology, history, geography; besides biographies, auto-biographies and travel stories, are also needed. These books will prove quite useful because they will always be at hand when the subject is being taught.

Bulletin Board—It is also necessary in a history class-room because on it could be displayed relevant cuttings and pictures collected by pupils from magazines and newspapers. Maps, pictures, cartoons, newspaper reports on topics done or in progress in the class-room, can be displayed on the bulletin board with a caption or study questions for pupils. Map of the world, showing the controversial spots of the world with suitable newspaper cuttings, can also arouse the interest of the students and keep them in touch with the current problems—which can be said to be the history in the making.

No room, however, complete with furniture and equipment, will, by itself, make a perfect place of the proper study of history. The class-room must be extended by the wise teacher into the world outside, as far as he and his pupils can go, as a result of visits and all kinds of community contacts. He must understand that all history cannot be taught inside the class-room, with the help of the textbook and by the teacher alone. Living and frequent contacts with the outside world will alone justify the purpose of the special room for history.

Improvising Good Learning Environment.

We have discussed above, how a good class-room for our subject needs to be furnished and equipped. But in the situation as it prevails in our schools, teachers seldom get the desired furniture and
equipment. What should be done if none of the special equipment is provided? Improvisation is perhaps the only answer. A teacher should improvise and improvise well. A room desk, charts and cupboard are the basic needs. He can cello tape the pictures to the wall, use the back of a map for a screen. Similarly, pictures can also be collected from the old issues of magazines, weeklies etc. Some resourcefulness is required on the part of the teacher to make history room a miniature world to exhibit and to record the historical developments of exploration, research and discovery. The history room, in short, should serve the purpose of a class-room, a library, a workshop, an amateur theatre, a stockroom—all rolled into one. Let it become an interesting and exciting centre for activity for all the students of history in a school.

History Library

History library is indispensable for effective teaching of history. An adolescent has a natural desire to read because he is curious about the world around him. If this is skilfully guided, we can lay a proper foundation of our students’ reading habits and stimulate their interest in reading. The main objectives in building up a history library are:

1. to create interest in the subject,
2. to stimulate the student’s mind into a fine restlessness;
3. to develop in the student a critical attitude and a capacity for independent judgement;
4. to cultivate in the student a taste for extra reading; and
5. to acquaint the pupils with the various forms in which historical materials can be had.

In any group of secondary school students, there is a wide range of reading ability and mental maturity. No one set of books can meet the needs of all students in a group, nor any one book be found that will be read with equal ease and understanding by all students. It is this factor that calls for a judicious selection of reading materials suited to the reading levels of the individual in group or class.

Then, again, history contains many abstract concepts which are often remote from the experience of a student and these concepts are presented in a language and style far beyond their understanding and reading ability. History library can provide for this great variation in the reading ability of the pupils.

Moreover, if the students are to be taught to interpret data and develop their critical faculties, they should be asked to read two or
three books on the same topic representing conflicting points of view; they should realise that not only are there two or three sides to a question but that the printed word is not to be taken as the final word. This way they will become more mature in their judgment and more balanced in their own social philosophy.

*Important Library Resources for History.* In order to appeal to the varying interests of students and teachers, there should be the provision of book as well as non-book resources.

*Book Resources.* Books are essential for presenting different points of view for providing adequate background for understanding the causes behind events and results thereof. In the book resources, we can include:

1. **Textbooks:** The library should contain a variety of most up-to-date textbooks in history.

2. **Unit booklets:** The booklets on a variety of topics ranging from the history of our own country and those of distant lands should also be available in the school library.

3. **Literary materials:** Inspirational literature—biographies, historical fiction, tales of adventure, dramas, travel books—should be an important part of a history library.

4. **Reference materials:** The library should be fairly well-equipped with reference materials—standard or conventional reference books and non-conventional reference books. Conventional reference books include dictionaries, encyclopedias, directories, year books, atlases, maps, charts, pamphlets, hand-books, manuals, and books of knowledge. There should be some picture collections which should include well-known masterpieces. These prove most valuable to teachers especially for class-room use.

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

A list of books needed for history section of school library is given in Appendix 1.

*Non-Book Resources.* Non-book resources such as periodicals, pamphlets, newspapers and other materials can prove extremely helpful in vitalising the teaching of history. The following are important non-book resources which should be available in the school library. (1) **Periodicals:** The school library should subscribe to a few good periodicals and magazines which throw light on current events and the various aspects of Indian life. (2) **Newspapers:** It is very essential that the history teacher and pupils keep well-informed of events of
national and international importance. Newspaper is a wonderful agency for that. Every school should provide a local newspaper and one or two other daily newspapers of All-India circulation. (3) Social documents and publications: Brochures, yearly calendars, date-books, folders containing rich information about various places, regions and towns published by tourist bureaus and important business concerns should also form an important part of library materials. (4) Non-reading materials: Library must have an extensive picture file. It should have maps, globes, charts, graphs, models, films, filmstrips, slides etc. Among the auditory materials may be included radio, tape-recorder and sound films etc. Audio-visual equipment such as projector, recorder, radio, etc, may also be housed in the library for use by the entire school.

Utilization of library resources for history.

The pupils, must be taught the technique of locating the resource material available in the school library. The skill in locating relevant references and resource materials in a very little time is a precious one in as much as it would increase their motivation and favourably mould their attitude in utilizing library and other available resources in school or elsewhere. Assignments should be given in the form of problems rather than collection of the unrelated facts for memorisation. This would compel the pupils to investigate and examine multiple sources. In the course of their search, pupils will not only assimilate some of the essential facts concerning the learning unit, but more important than that they will be using these facts in a creative and productive way to arrive at their own independent conclusions, and thereby will invariably grow in enriched knowledge, abilities, skills and interests.

The library today is considered to be the 'Intellectual Laboratory' of the school. "Library and school are taken as inseparable lifeforces. Teachers appreciate that textbooks are no longer "Educational Bibles" to be used alone. Libraries are the treasure-vaults of ideas, the store-houses of knowledge and the flowing streams of living thought. If history is not to concern itself with all that is dead and gone but a continuous stream, library must be accepted as an integral part of history teaching programme.

History Museum

Museum—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.

Instruction through visits to museums is becoming increasingly
popular in all progressive countries. It is being generally recognised that museums, especially those which preserve historical and cultural objects, impart wholesome education at all levels. They give new impetus to teaching methods. In most progressive countries, museum is being recognised as an instrument of public education with vast potentialities. In Canada, a well organised modern museum is considered essential to the educational system of the community. In Sweden, visits to the museums are connected with curriculum. Museum collections are a valuable aid to teachers in giving life and reality to school courses, at every stage of formal education. The organised class visits to the museum have been the accepted practice in most countries of Europe and America for several years. Guided tours, walk-talks and illustrated lectures supplement book-bound curriculum of schools.

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 realise that history deals with facts. 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.

The history museum in the school may have these sections (a) Local history (b) National history (c) International history. The local history section may be built with local relics. Images of gods and goddesses, carvings in bricks or stones, pottery pieces, ancient books, ancient coins, costumes etc. can be the part of this section. These can stimulate interest in the pupils in the study of history and can invest the study with a sense of reality. The National history section can be built up with the help of models as it may not be possible for each school to get original relics. The models can be prepared by the pupils with the help of history teacher and art master. Some commercial agencies in the country also supply the historical models. The models should be displayed topic-wise. Models may be prepared on Graeco-Buddhist school and Mathura School, Civilization of India during the New Stone Age Harappa and Mohanjo-daro, sculptures of the Gupta Age.

Similarly, for world history, curios from different countries, stamps, coins, flags, dolls etc. can be kept.

The school history museum can be gradually built. Efforts should be made to find real objects which should be authentic but need not be valuable. There should also be models, photographs, diagrams, charts. But the temptation to show too much must be cautiously resisted. An elaborate account of each exhibit-names of
teachers and pupils responsible for the collection of the items, date purpose, utilization, expense and any other necessary information about it, should be kept in a record book or in some other permanent form. The relics collected should be presented in chronological order with proper titles and annotations. The exhibits should be decently displayed. The relics, which are not immediately required, should be kept stocked in boxes and exhibited on appropriate occasions only.

A good history museum is not merely a collection of items; it should be a useful collection of useful items.

Summary

1. History needs a class-room of its own to provide history teacher a home; to create and maintain an effective history atmosphere; to make history teaching more effective and to save teaching time.

2. History class-room should be well-equipped with adequate and comfortable furniture, teaching equipment as maps, charts, time-graphs, time lines, models, reference books, bulletin board, etc. It should also have an art gallery and museum.

3. History library is indispensable for effective teaching of history. The pupils must be taught the technique of locating history source material available in the school library.

4. Museum is a place of study and a centre for recreation: national and local museums throw great light on social, cultural and artistic progress. Their collections can make history a live subject and can give new impetus to teaching methods. Students can visit the museums. Classes can be organised in museums and galleries. Every school should have a history museum.

Evaluation

1. Why is it necessary to have a history room in a school? How will you equip it?

2. The school library has a pivotal place in the modern instructional programme. How will you use library for effective teaching of history?

3. Discuss the importance of museum in the teaching of history. Keeping in view the prescribed course of history for secondary classes in your State, suggest ten items in order
of importance that you will begin with for the development of history museum in your school.

4. “The teaching of history at the secondary classes will remain ineffective and pointless without library resources.” Discuss. Give a list of a dozen books in history which are must for all the libraries.

Collateral Reading


The History Teacher

The pivotal position of history teacher

The teacher occupies a pivotal position in the whole process of history teaching. In spite of the development of new types of mechanical teaching aids and in spite of an increasing emphasis on pupil-centred education, it is still a fact that it is the teacher who, after all has been said and done, can make history a living, interesting and useful subject. The raw material of history, as discussed earlier, is humanity itself. That further explains why the man or woman, who would interpret it to children, occupies the central position. The story of man has to be interpreted in as objective and sincere a manner as possible. This is possible only if the teacher is equipped with some essential qualities.

Essential qualities in a history teacher

Mastery of the Subject—The history teacher should be well-equipped as far as the academic requirements go. Even for teaching primary classes, he should at least be a graduate in the subject. He should have made a special study of some period of human history. He should also acquire a good background knowledge of the trends in recent history of international relationships. In the higher classes, in addition to a thorough knowledge of his special subject, the teacher's studies should include social sciences and humanities. He should be acquainted with the methods of historical research.

Every history teacher should widen his historical vision by acquiring some basic knowledge of such subjects as modern languages, history of philosophy, history of literature and geography as these will reinforce the teaching of the subject. Without the knowledge of different social sciences, the history teacher is quite likely to perpetuate unknowingly out-moded social concepts or repeat theories and assumptions that are in dispute. The history teacher should
have a knowledge of civics also. The modern social agencies have emerged directly from the past. That explains the necessity of a knowledge of civics for the teacher of history. He should also read enough about the general cultural history of mankind, the rich and diverse heritage of which every man in every country can say, 'this is mine.'

Master of Techniques—The history teacher should be expert in various methods and techniques of teaching history. He should be able to make his classes enthralled and provide that friendly climate in the class-room that makes learning quicker. Sense of humour is a great help in every type of teaching, but in history it is absolutely essential as without it the story of man would be intolerable.

The history teacher should be a good story-teller as that will help him in creating an interest in the subject. Also, he should be an actor. Invariably, the teacher has to get something accepted. He has to persuade. He has to give off sparks, as the Americans say. He has to be dynamic. He has to make his pupils catch his enthusiasm. He should be able to "act out" the story of man. To a master teacher, history is drama and the people in it are the actors, it is the pageant of mankind, plots, intrigues, personalities, movements, successes and failures. Such a teacher uses a wide variety of devices to recreate other times and other peoples and to help pupils to step into the shoes of all kinds of people in all periods of world history.

As lecture and simple narration are getting out of date as methods of imparting historical facts, teacher should be very well conversant with technique of asking developmental questions. There has to be two-way traffic between history teacher and history student.

The teacher should be able to follow such a method as may help to make the class-room a place of hard work and high standard—a laboratory where teacher and pupils work together as a team on the solution of important problems and the achievement of significant ends. He should use dramatised lessons, group discussion lessons, project lessons. He should also have the skill of writing plays and act different roles. He should be a good planner and organiser so that the new methods and devices which he uses, prove effective.

The history teacher should be well conversant with the use of new mechanical aids. He should be acquainted with the working of the most popular types of the apparatus as epidiascope, filmstrip projector, film projector and should be able to operate them. He should possess the skill of follow-up work so that the projection of films and film-strips leads to the desired learning in the pupils. The history teacher should have a sound knowledge of different techniques of evaluation. He should know the skill of framing objective type tests,
framing short answer type tests, and objective rating scales for
awarding marks to questions other than objective type.

Professional growth of history teacher

Historical facts are being changed in the light of latest researches.
Whatever is given in the textbooks is not the last word in history.
That explains the necessity of keeping historical knowledge most-up-
to-date, otherwise the teacher can commit the crime of imparting old
and outdated information. The teacher must continue to grow-
professionally; he must keep abreast of recent scholarly contributions
in the field; he must keep his mind vigorous and young, constantly
fed on fresh material.

He should attend the seminars and workshops, refresher courses
and summer institutes to be equipped with the latest content and
methodology of teaching history. He should study standard works
by Indian and foreign authors to keep himself informed of the latest
views and findings.

The history teacher should be given opportunity to attend local,
regional and national history conferences and to take part in discuss-
sions about textbooks and audio-visual methods in use in his own and
other countries.

Demonstrations of new and effective teaching techniques which
should include visits to outstanding educational institutions, advice
from expert education officers etc., should form a part of inservice
education of history teachers.

Objective documentation on current affairs and the activities of
international organisations should be made readily available to history
teachers.

The history teacher should be conversant with the studies con-
ducted by UNESCO on different aspects of race. He should study
international organisations in the light of their historical evolution.
He should search the origin of human deeds in the past with the
zeal of an explorer.

To conclude, we may agree with R. Boyce, 'The teacher of history
must have the power of realising the dead past in the living present,
must, in fact, have a touch of imagination as well as a vastly large
amount of positive knowledge'. History is a very difficult subject
to teach. In the hands of an inspired teacher, history like any other
subject, can become a means of real education.
Summary

The teacher occupies a pivotal position in the whole process of history teaching. He should be the master of the subject as well as teaching techniques. The history teacher should continue to grow professionally.

Evaluation

1. "Method, however apt, is meaningless without the mastery of the content. "Discuss this statement with reference to the equipment of history teacher.

2. "In the hands of an inspired teacher, history like any other subject, can become a means of real education". Ameliorate this statement, describing the role of the teacher—his qualifications, training and equipment in making history an effective means of true and real education.

3. How can you become a successful history teacher? Discuss the essentials of successful teaching of history at the Secondary stage.

4. Why is professional training essential for history teacher? What other qualities should he possess in order to be a good teacher of his subject?

5. Discuss the responsibilities of a modern history teacher.

6. "The bed-rock, however, on which any programme of history finally breaks down is the teacher." Discuss the qualities that are essential for a teacher of history in the light of the above statement.

Collateral Reading


Teaching Chronology

Importance of Chronology in History

Teaching chronology is one of the important objectives in teaching history because the sequence of events is the clue to understanding of both past and present. History is one school subject which helps in the development of a mature sense of time and chronology. It is important in this subject that the pupils should know important dates, not because those dates are significant in themselves but because they are key to a recognition and grouping of the various elements in the total situation. Chronology, of course, is not history but certainly it is the scaffolding of history. It makes clear the two ideas of change or development and continuity in human affairs. For pupils to develop a sense of the past and to see its relation to their own lives, they have to move back and forth along a base time line. This is the only way students can build a sense of perspective or formulate for themselves significant time concepts. Development of time-sense among students, therefore, is one of the responsibilities of history teachers.

It is very important for the students of history to be familiar with important dates as 4241 B.C. (Egyptian Calendar established), 3000 B.C. (Pyramid of Gizeh built), 776 B.C. (First olympiad in Greece), 551 B.C. (Confucius born in China), 214 B.C. (Great wall of China completed), A.D. 570 (Birth of Mohammad), A.D. 1215 (Magna Carta granted to barons by king John), A.D. 1440 (Printing invented), A.D. 1492 (Columbus discovered America), A.D. 1688 (Glorious Revolution), A.D. 1776 (The Declaration of American Independence), A.D. 1789-1799 (The Era of French Revolution), A.D. 1870 (Declaration of French Republic) etc. 24th October, 1945 (U.N. came into being), 1947 (India became independent), 1950 (India became a Republic) etc. as they are significant milestones in man’s progress and development. Students should be familiar with what preceded and what followed. There are certain bare essentials in any discipline and in
history, the chronological outline should be familiar to students as
the alphabet in language and multiplication tables in arithmetic. Time
is the stuff of which life is made—let us develop in pupils the capacity
to conceive life and actions under certain relations. Let the pupils
realise that there is logic in the past and that every event has a cause.
Let the facts be presented to students as related logical sequences in
a predictable pattern. In short, it is absolutely essential in this dis-
cipline that pupils become chronology-conscious.

Dimensions of Chronology in history

The requisite dimensions of chronology in history are:

(a) Location
(b) Distance
(c) Duration; and
(d) Simultaneity

Location. By location we mean spotting the events on the line
of time. The time, we know, is infinite and is flowing without a
break. Unless we locate the facts in time and space, we cannot
measure distance. Again, one spot is connected with the other.
When we say that Indian National Congress was founded in 1885 or
India became independent in 1947, we only point to a spot. With the
help of relation that exists between the various spots of the time line,
we determine the relative position of events. Locating is, according
to the needs of history, the most preliminary work. As no event or
person exists in isolation and every type of historical activity falls
under causal sequences, location is a very important dimension of
chronology.

Distance. Distance means the length of time that stands between
two personalities, between two events, between two periods. For
example, the distance between two periods will show the social and
cultural progress or retrogression that we have made.

While spotting the line of time to serve this purpose, we should
select only those dates which are landmarks. A.D. 1526 is a date of
this nature in Indian history, because it signifies the decline of the
Sultanate and the beginning of the mughal rule; A.D. 1707 is another
important date because it signifies the gradual down-fall of the
glorious Mughal Rule in India; A.D. 1947 is still another significant
date when India finally became free.

The dates also provide the associative bonds. For instance, we
know India became free in 1947, by subtracting it from 1978,
we can very well say that India became independent 31 years ago. With all the limitations of the human factor involved, we can measure life and activity.

*Duration.* By duration is meant the period during which an idea, a religion, a philosophy, a movement assumes a concrete shape. With the help of the duration, we balance our judgement. We become more positive and decisive in our conviction. We can easily measure the process of development during a particular period. For example, an event known in history as Industrial Revolution was the result of inventions spread over a period of 120 years from 1750 to 1870. Similarly, the struggle for Indian Independence which started in 1857 ended in 1947 when India finally threw the shackles of slavery.

*Simultaneity.* Parallel developments have taken place in the history of different countries simultaneously and at different times. While teaching history, these should be pointed out for comparison and contrast. For example, when England was enjoying its palmy days in the period of Elizabeth, India too was passing through a prosperous era during the period of Akbar. Similarly, the happenings in Great Britain have necessarily influenced happenings in India during the modern period (e.g. a Labour government holding office in Great Britain and the Declaration of Indian Independence have positive relationships). These comparisons and contrasts will lend relevance to developments in history in different countries.

**Examples of Varying Types of Time Concepts**

Persons, events, trends, movements and forces of historical significance have appeared at recorded or otherwise ascertainable time in the past. Different types of time concepts as general designations, proximate designations, specific dates have been used.

**Examples of Varying types of Time concepts**

<table>
<thead>
<tr>
<th>General Designations</th>
<th>Proximate Designations</th>
<th>Specific dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A long time ago</td>
<td>the 1920's</td>
<td>Jan. 26, 1950</td>
</tr>
<tr>
<td>Recently</td>
<td>about 1760</td>
<td>June 28, 1914</td>
</tr>
<tr>
<td>Before</td>
<td>The Second</td>
<td>Oct 2, 1869.</td>
</tr>
<tr>
<td>Eventually</td>
<td>century.</td>
<td></td>
</tr>
<tr>
<td>Once upon a time</td>
<td>B.C.</td>
<td>Centennial date</td>
</tr>
</tbody>
</table>
In early times for a decade 200 years ago
During the recent past. before the sixth century 50 years hence
At about the same time as from 1526-1857 decade
For many years Time of Ashoka Century

General designations of time are used when exactness of a time interval is not of significance. More definite terms are used for approximately designating the length of historical periods and for roughly dating events. Terms range from two centuries ago and third year of the decade to general and inclusive designations as age of Darkness, Age of Discovery, Ancient Times. Such terms are useful in dating approximately a development or trend and especially in teaching the lapse of time.

How the pupils can be made Chronology or date-conscious?

How the basic ideas and dates of history can be made to stay with the pupils and how pupils develop a concept of time, is a very important issue in the teaching of history. Dates are generally regarded as slippery, soon to be forgotten. How to ensure that dates stay with the pupils and they develop a deep and full understanding of time and chronology?

A deep and full understanding of time and chronology is the result of long, continuous, cumulative exposure to its various elements by carefully planned experiences. The children need to understand how time is measured in terms of hours, days, weeks, etc. The less precise concepts gain meaning from first-hand experience, e.g. 'now' 'then', 'soon', 'long ago', 'after', 'before' etc. By and by, as the child matures, such words as decades, generations, century, era and millennium become meaningful to him. By the time the student reaches the higher secondary stages, he should be capable enough to use the calendar, recall date-events and use definite and indefinite time expressions and arrange happenings in sequential order. At this stage, the pupil finds time separated from personal experience. Here, it is necessary to give social relevance to the mathematical continuity of human development.

The secondary school student needs to be helped to acquire and develop the following skills:

(i) Use correct terms needed in our system of reckoning time;
(ii) Interpret correctly, within reasonable limits, time concepts to varying degrees of definiteness.

(iii) enquire the time of occurrence of events, movements, personalities and file new acquired information into a basic framework provided by a few key dates;

(iv) use time-lines and time-graphs

(v) arrange series of related events in chronological order.

Some Guide-Lines for Teaching Chronology

1. Use of significant dates—Dating a historical event is the only true and accurate way of placing it in time. A specific date is, therefore, more meaningful than a general designation. Research also reveals that definite dates are more easily learnable than are vague designations. So, a history course should stress a selected number of key or pivotal dates chosen on the basis of their historical significance. Each date should be introduced in association with one or more events that it locates in historical time. The dates should be emphasised by repeated use in class and other study activities. They may serve as chronological signposts or pegs upon which students can hang other historical dates, thus forming a chronological framework.

2. Development of concepts of b.c. and a.d. Enough practice and explanation should be given to the students for the historical recognition of large numbers of B.C.’s as indicating earlier times and about A.D’s showing later times.

3. Meaningful sense of chronology—Students can develop a meaningful sense of chronology by repeatedly relating events that had significant sequence. Their learning may be reinforced by recurrently facing such questions as: when did the event occur? what related event(s) preceded it? followed it? Were the events related in cause or effect as well as in time? etc.

Regressive time lines only present the landmarks in historical events and the span of time presented by a single unit is long—might be 100 or 50 years. For example, in a lesson on Guru Nanak, to give an idea about the time in which Guru Nanak lived, travelled and preached, a regressive time line may begin with A.D. 2000 and take 50 years as its unit. These important events may be placed on the time line—Independence of India, Battle of Plassey 1757, signifying the beginning of British rule in India, 1707 death of Aurangzeb—signifying decline of Mughal Empire, 1526 First Battle of Panipat, signifying the establishment of Mughal Empire, 1469 the birth of Guru Nanak. After locating the topic in a proper place, we may
take the help of a progressive time line to present the happenings related to the topic.

Devices for the teaching of Chronology

A number of devices can be used for the teaching of chronology:

1. *Time Line*—It is a very simple device which reduces time sense into space sense for easy comprehension. It helps in knowing “how much before” and “how much after” an event. The concept of space also involves the concept of sequence and distance. Time is represented by a horizontal or vertical line and the happenings are fixed on it according to their dates of occurrence in a chronological sequence.

Time lines can be of different kinds—*progressive and regressive time lines, pictorial time lines and comparative time lines*.

In progressive time lines, the sequence of happenings march from the *past to the present*, as the happenings have actually occurred in time. In regressive time lines, the march of happenings is from the *present to the past*, as if we were moving backward.

Progressive time lines present the happenings in a chronological sequence—on a horizontal or vertical line (presently horizontal lines are preferred to vertical lines). A line is divided into equal units comprising an inch, half an inch, etc.

Each unit marked on the time line represents a fixed amount of time say five, ten, fifty or hundred years. The important events, falling within the time represented by the time line is then fitted into appropriate places on it.

When we try to give to the child an idea about the time of happening of an event, we tell him that it occurred before his birth, his father’s and grandfather’s and even much earlier than that, regressive time line is helpful. It develops in pupils their first sense of time-sequence in regard to historical events. Such time lines are of great use for primary classes. Fig. 12 shows the regressive and progressive time lines and Fig. 13 shows the time line of India’s March towards Freedom.

Time lines can be made pictorial to make them attractive. The events, personalities to be located on the time line may be presented through picture symbols. For example, events and personalities on Time Line of Indian Civilization may be presented by appropriate pictures as shown in Fig. 14. Pictorial time lines are more used in lower classes and in exhibitions.
Fig. 12. Regressive and Progressive Time Line.
TIME LINE OF
INDIA'S MARCH TOWARDS FREEDOM
1857—1947

1857 - First war of Independence
East India Association

1867 - Poona Savrajank Sabha
Indian Association of Calcutta

1877 - Madras Mahajan Sabha
Indian National Conference sponsored
National Conference merged with Congress

1887 - Indian National Congress formed
Indian Council Act

1897 - Gokhale raised voice against Economic repression

1907 - Muslim League founded
Minto Morley Reforms
Partition of Bengal
Ghadir Party established in U.S.A. & Canada
Montague Chelmsford reforms
Non-Co-operation Movement

1917 - Jallianwala Bagh massacre, Rowlatt Act
Gandhiji sent to jail for 6 years
Congress Khilafat Swaraj Party formed

1927 - Jawaharlal Nehru becomes Congress President
Motilal Nehru report & draft constitution
Civil Disobedience Movement
Govt. of India Act

1937 - Quit India movement
Netaji forms INA in Singapore
Interim govt. formed

1947 - India becomes Independent

Fig. 13 Sample Time Line.
TIME LINE OF INDIAN CIVILIZATION

3000 B.C TO 1000 A.D

3000 B.C

INDUS VALLEY CIVILIZATION

2000 B.C

ARYAN CIVILIZATION

1600 B.C

RAMAYAN

1000 B.C

MAHABHARAT

800 B.C

L. MAHAVIR

599 B.C

L. BUDHA

563 B.C

ALEXANDRA'S INVASION 327 B.C

273 B.C

ASHOKA THE GREAT

ANDHARA'S RULE 322 B.C. TO 185 B.C

A.D

200 B.C. TO 200 A.D. KANISHKA'S RULE

120 A.D

GUPTA'S GOLDEN AGE

320 A.D. TO 534 A.D.

320 A.D

HARSH VARDHAN 605 TO 647 A.D

629 A.D

CHALUKYAS

HUEH TSANG'S VISIT TO INDIA

629 A.D

PALWAS 600 TO 660 A.D

RASHTRA KUTA'S

753 TO 970 A.D

1000 A.D

CHOLAS 985 TO 1112 A.D

Fig. 14. Pictorial Time Line.
Comparative time lines are also of great use, particularly in higher classes. In such type of time lines, events happening in different countries are placed side by side, so that one may be compared with the other. A comparative time line may be drawn for different purposes. We may compare how the same historical happening has occurred in different countries at different times. For instance, “the dates of the Industrial Revolution, or democratisation or commercial expansion etc. in selected countries may be presented in comparative time lines in order to draw certain general conclusions from such presentation.”

Comparative time lines can also prove useful when the happenings in one country have a bearing on happenings in the other country. For example, as mentioned earlier also, a labour government holding office in Great Britain and Declaration of Indian independence have positive relationship. So, while teaching Indian history during the period, time lines of Indian and British history, if used side by side can certainly prove useful. Fig. 15 shows the comparative time-lines of India and England from A.D. 1500 or A.D. 1950.

Suggestions for Drawing a Time Line

1. Dates should be very few—Time line should be drawn to cover a long period. According to Johnson, “the dates may be inserted merely to keep the pupils chronologically conscious of where he is while he is there.” So, it is necessary that only those dates are selected which are associated with outstanding events, human actions, and movements.”

2. Time lines should be used for showing significant events personalities and movements—They should be prepared for depicting the movement of great ideas and the rise and growth of the historical dynasties. They should be used to demonstrate the development of historical features. They should be used for measuring the corresponding rise and fall either of the two cultures, two rulers, two dynasties.

Use of Time Lines.

A time line is a symbolic presentation of certain ideas, it is absolutely essential that pupils get a good grasp of the symbols used in the time line. As far as primary classes are concerned, it is generally felt that it is difficult for the pupils at this stage to understand time relationships and symbols. Thus, a systematic use time line, may not be possible. Later also, we should begin with regressive time lines and gradually switch over to the use of progressive time lines. Comparative time-line may not be used earlier than in class IX.

Once the use of time line has been started, it should be used in
Fig. 15. Comparative Time Line.
almost every lesson. Frequent use of the time line will make the pupils so used to its symbols that they will appear to them as reality. It will be better if time line is drawn on the black-board before the lesson starts, and relevant events are placed on the time line as the lesson develops. Every pupil should also have a similar time line drawn in his history note book.

Large-sized time lines should be prepared and exhibited in the history room for ready reference.

3. Map Exercises. To help pupils to understand time in relation to space, exercises may be given on outline-maps. The pupils may be asked to show events with dates on the map.

4. Quiz Exercises. Quiz exercises involving dates, events, personalities, countries, movements, etc. may be given. Example—India became independent in......Name the movement associated with 1942 in the history of Indian Independence.

5. Panel Discussion. Discussions on important topics as the World War 1914-18, and World War II 1939-1945 can lead to meaningful generalisations and conclusion about time.

6. Assignments. This is another device of promoting time sense among pupils. Trace the history of Industrial Revolution from 1750 to 1870.

Evaluation. Once we have emphasised the teaching of chronology in history and have taken steps for the same, it becomes essential—we try to evaluate the achievement of the pupils in this respect. A number of exercises can be set for the purpose.

1. Arrange the following events in chronological order:
   - Permanent settlement of Bengal.
   - Nadir Shah’s Invasion.
   - Treaty of Bassein.
   - Second Battle of Panipat.
   - Partition of Bengal.
   - Macaulay’s Minutes on Indian Education.
   - Arab Invasion of Sind.
   - Buddha’s Nirvana.

2. Mention against each event in column 2 the correct year from column 1:
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>Foundation of the Congress</td>
</tr>
<tr>
<td>1835</td>
<td>Quit India Movement</td>
</tr>
<tr>
<td>1920</td>
<td>Civil Disobedience Movement</td>
</tr>
<tr>
<td>1916</td>
<td>Non-Cooperation Movement</td>
</tr>
<tr>
<td>1930</td>
<td>Declaration of Complete Independence</td>
</tr>
<tr>
<td>1942</td>
<td>Home Rule Movement</td>
</tr>
<tr>
<td>1947</td>
<td>Foundation of the Muslim League</td>
</tr>
</tbody>
</table>

3. A list of incidents is given below. Say whether it happened in:

(a) Ancient times
(b) Medieval times
(c) Modern times
(i) Grant of Diwani to East India Company
(ii) Communal Award
(iii) First Battle of Panipat
(iv) Nadir Shah’s Invasion.
(v) Hieun Tsang came to India
(vi) Battle of Thanesar

Important Dates in World History

B.C.

1. 776 First Olympiad in Greece
2. 490 Battle of Marathon; Greeks defeated Persians
3. 480 Battle of Thermopylae.
4. 327-326 Invasion of India by Alexander.
5. 221 Chin Hung Ti Universal Emperor in China. Great wall completed
6. 55 Invasion of Britain by Julius Caesar
7. 44 Assassination of Julius Caesar by Brutus
8. 4 Assumed birth of Jesus Christ
A.D.

29  Crucifixion of Jesus Christ
375  Invasion of Europe by Huns
569  Birth of Prophet Mohammed at Mecca.
622  Flight of Mohammed from Mecca to Medina. Mohammedan Calendar commenced on July 15.
871  Accession of Alfred the Great to the throne of Britain.
901  Death of King Alfred the Great
1066  Battle of Hastings; Norman Invasion of England.
1215  Magna Carta signed by King John II
1338  The Hundred Years War broke out.
1431  John of Arc obtained victory over English; burnt alive at the stakes.
1440  Printing was first invented.
1443  The Black Death broke out in England.
1455-85  Wars of Roses in England
1486  Diaz rounded the Cape of Good Hope
1492  Columbus discovered America
1498  Voscodia Gama discovered sea-route to India.
1517  Beginning of the Reformation
1529-36  Reformation in England under Henry VIII.
1558-1603  Reign of Elizabeth in England
1564  Birth of Shakespeare
1588  Defeat of Spanish Armada; England became ‘the mistress of seas’.
1599  Arrival of Dutch traders in India.
1600  Establishment of the British East India Company in India.
1616  Shakespeare passes away
1649  Trial and execution of Charles I
1660  Restoration of Monarchy in England
1665  The Great Plague of London
1679  Habeas Corpus Act.
1688  Glorious Revolution in England.
1701-14 War of Spanish Succession.
1707  Union of England and Scotland.
1763  Treaty of Paris; it weakened France, made England a great colonial power.
1776  Declaration of American Independence.
1783  Treaty of Versailles. England recognised the independence of U.S.A.
1789  George Washington elected First President of America; French Revolution; Storming of the Bastille.
1798  Battle of Nile.
1800  Act of Parliamentary Union between England and Ireland.
1805  Battle of Trafalgar.
1815  Battle of Waterloo; Congress of Vienna.
1821  Death of Napoleon at St Helena.
1832  Reforms Bill passed.
1833  Emancipation Act of 1833. It abolished slavery in the British dominions.
1837  Accession of Queen Victoria to the throne of England.
1855  Crimean War.
1863  Slavery abolished in America.
1870  Declaration of French Republic.
1905  Japan defeats Russia.
1911  Chinese Revolution.
1912  Establishment of Chinese Republic.
1914  Outbreak of World War I
1917  Russian Revolution.
1918  End of World War I.
1919  The Paris Conference; The Treaty of Versailles.
1920  The League of Nations founded on January 10.
1921  Irish Free State established.
1923  Turkish Republic proclaimed with Kemal Ataturk as its First President.
1924  Lenin died, power passed into the hands of Stalin in Russia.
1925  Treaty of Locarno between Great Britain, France, Germany, Italy and Belgium.
1933  Hitler became the Chancellor of Germany.
1935  Italy invades Ethiopia; the Declaration of Saar plebiscite.
1936  Edward VIII abdicated the throne of England; George VI ascended the throne.
1939-45  World War II.
1939  Britain and France declare war on Germany.
1941  Germany declares War against Russia; Japan bombs Pearl Harbour.
1943  Allied armies drive Germany out of Africa, Conquer Sicily and invade Italy.
1945  Yalta Conference; San Francisco Conference; Germany surrenders unconditionally; First Atom bomb dropped at Hiroshima and Nagasaki; unconditional surrender of Japan and end of World War II.
1947  India achieved Independence.
1948  Burma and Ceylon achieved independence; assassination of Mahatma Gandhi; Jewish State of Israel formed in Palestine.
1949  North Atlantic Pact signed; Eire declared a Republic; Coup d'etat in Syria; Indonesia became independent.
1950  India became a Sovereign Democratic Republic; South Korea attacked by North Korea; Civil War in Nepal; Tibet occupied by the Chinese People's Liberation Army; Death of G.B. Shaw.
1951  Liaquat Ali, Prime Minister of Pakistan and General Ali Rajamara, Premier of Iran assassinated; Libya achieved independence; Japanese peace treaty signed.
1952  Death of King George VI; Coup d'etat in Egypt; General Eisenhower elected 34th President of America.
1953  Death of Stalin; coronation of Queen Elizabeth II; Col. Nasser becomes President of Egypt.
     Death of Marshal Stalin; Cease fire in Korea; Mount Everest conquered.
1954  General Conference of Big Powers on Korea and Indochina.
1955  Bandung Conference.
1956  Independence for Tunisia and Morocco; Revolution in
Hungary; Nehru honoured with the ‘Freedom of the City of London.’

1957  
Ghana achieved independence; Japan admitted to U.N.O.; 
Malaya achieved Independence; artificial earth Satellites 
launched by Russia.

1958  
U.A.R. proclaimed; Coup d’ etat in Iraq.

1960  
Sixteen countries in Africa achieved independence and 
admitted to the U.N.

1961  
Russia sent Yuri Gagarin into space in Yostok I; U.S.A. 
launched Alen Shepard into space; Summit talks between 
Kennedy and Khrushchev at Vienna; Non-aligned nations 
meet at Belgrade; Death of Dag Hammarskjold.

1962  
17 Nation Disarmament Conference met at Geneva. Cuban 
crisis resolved.

1963  
Russia launched the first woman—Valentina Tereshkova into 
space; Partial Nuclear Test Ban Treaty signed; Malaysia 
established; Assassination of President Kennedy; Kenya and 
Zanzibar achieved independence.

1964  
Olympiad held at Tokyo; Death of Prime Minister Jawahar 
Lal Nehru.

1965  
Bloodless Coup in Algeria; Pakistan’s invasion of India.

1966  
Death of Mr. Lal Bahadur Shastri; Coup in Nigeria, Ghana, 
Uganda.

1967  
Chinese exploded the hydrogen bomb; Cultural Revolution 
in China.

1968  
Peace talks between U.S.A. and North Vietnam opened at 
Paris.

1969  
Sino-Soviet armed clashes along the eastern Sector; First 
human landing on the moon by three astronauts, Armstrong, 
Collins and Aldrin; General Yahya becomes President of 
Pakistan.

1970  
Death of Lord Bertrand Russell, Death of Soekarno, G.A. 
Nasser and General de Gaulle.

1971  
Indo-Pakistan conflict which ends in liberation of Bangla 
Desh.

1972  
President Nixon visits Peking and Soviet Union.

1973  
Discovery of the Water Gate bugging incident—rocks U.S.A.

1975  
Vietnam War ends.

1976  
Death of Mao-tse Tung; Jimmy Carter elected as President.
1977 Military captures power in Bangladesh and Pakistan; Republic of Vietnam admitted to U.N.

1978 President Carter visits Poland, Iran, India, Saudi Arabia, Egypt, France and Belgium.

**Important Dates in Indian History**

**B.C.**

623-544 The Buddha according to Ceylonese tradition.

540-468 Mahavir the founder of Jainism.


1498 Vasco da Gama discovered the sea route to India.

1600 Foundation of East India Company.

1620 Birth of Shivaji.

1773 The Regulating Act was passed.

1793 Permanent settlement of Bengal.

1858 The East India Company dissolved and the Government of India taken over by British Crown.

1885 Indian National Congress founded (December 28).

1905 Partition of Bengal.

1918 Montagu-Chelmsford Report.

1919 Rowatt Act passed; Massacre of Jallianwalla-bagh.

1920 Inauguration of Non-cooperation movement by Mahatma Gandhi.

1920 Chauri-Chaura outrage, Gandhiji’s conviction for years.

1928 Visit of Simon Commission.

1931 Gandhi-Irwin Pact; Congress participation in R.T.C.

1932 Communal award—Poona Pact.

1935 Government of India Act passed.

1937 Provincial autonomy inaugurated—Congress takes over in seven provinces.

1942 Congress rejects Cripps proposals and launches the “Quit India” movement.

1945 The I.N.A. Trials at Red Fort, Delhi.

1947 India becomes independent on August 15.

1948 Assassination of Mahatma Gandhi, (January 30).

1950 India becomes a Sovereign Republic from January 26.
1951 First Five Year Plan started.
1952 First General Elections and Rajendra Prasad elected President.
1953 Formation of Andhra Pradesh.
1954 Voluntary Transfer of French Possessions to India.
1956 Second Five Year Plan started.
1957 Second General Elections.
1959 Inauguration of Panchayati Raj in some States.
1960 Formation of Gujarat and Maharashtra.
1961 Third Five Year Plan started.
Second Census of Free India,
Liberation of Portuguese Possessions.
1962 Third General Elections; Dr. Radhakrishnan elected President; Formation of Nagaland. China invaded India.
Lal Bahadur Shastri appointed P.M.
1965 War with Pakistan.
1966 Death of Prime Minister Shastri.
Mrs. Indira Gandhi appointed P.M.
1967 Fourth General Elections.
1969 Zakir Hussain’s Death.
V.V. Giri elected President.
1971 Third Census of Free India.
1971 War with Pakistan.
1974 First Nuclear Explosion (May 18)
1975 Launching of Arya Bhata (19th April)
1975 Satellite Instructional Television Experiment (1st August)
1975 Declaration of Emergency (June, 1975)
1977 Death of President Fakhruddin Ali Ahmed.
1977 Sanjiva Reddy elected President.
General Elections; Lifting of Emergency.
Morarji Desai appointed Prime Minister.

Summary

1. Teaching chronology is one of the important objectives of teaching history.
2. The requisite dimensions of chronology sense in history are four—location, distance, duration and simultaneity.

3. Different types of time concepts are general designations, proximate designations and specific dates.

4. A number of devices as time-lines, map exercises, quiz exercises, panel discussions, assignments, etc. can be used for making the pupils chronology-conscious.

Evaluation

1. Teaching chronology is essential in history. Why? What techniques will you use for teaching chronology?

2. "Time is said to be a major concept in teaching of history." How would you develop time-sense in your pupils?

3. What are the dimensions of chronology-sense? How will you make the pupils Chronology-Conscious?

4. "The only device which we use in our history lesson is dates, but the use of dates has not resulted in developing in the pupils time-sense." Discuss the statement. How (i) duration, (ii) distance, and (iii) location, work as time relations which constitute our time-sense.

5. To develop time-sense is one of the accepted aims of teaching History. Suggest ways and techniques to realise this objective.

6. How would you develop time-sense in the pupils of your class? State your answer by giving illustrations specifically describing: (i) the method you would adopt in your classroom teaching. (ii) teaching aids you would devise for the purpose.

7. "The question of how many dates to use, especially in history textbook, is a problem that parallels the question of proper names." Comment.

Collateral Reading


Utilizing Current Events and Contemporary Affairs

Current Affairs Defined

What has happened too recently in all fields of human knowledge to be included in textbooks is by common consent regarded as current affairs. They are history in the making. They contain the problems and issues of the insistent present—with double face pointing towards the past and the future.

Importance of Current Affairs in History

History, as we know, deals with the past. It has to be understood that past history alone is insufficient to give pupils the necessary judgement and understanding of present events. Current affairs need to be studied as a means of increasing interest in world happenings. In fact, they are history in the making, seen at close and enlarged range. They contribute much to an understanding of today’s happenings and naturally, therefore, should receive prior attention. Teachers of history must have this sense of the “insistent present” and must agree with White-head that “The present contains all there is. It is holy ground: for it is the past and it is the future.”

As stated above, current affairs are history in the making. They, thus, help in closing the gap between information contained in history books and rapid developments taking place in the world. There is no textbook in history that having been studied and assimilated will give complete and most up-to-date information about every thing.

If we expect our adults to have a permanent interest in current developments and a sincere desire to keep informed, the ground work for these attitudes, interests and skills must be laid in the school. Junior newspapers can serve as stepping stones to the reading of adult publications.
Current affairs is a phase of training for community and world citizenship. There was a time when we could pursue a policy of detachment and isolation. Whether it was a wise policy or not, is now a matter of historical interest. No such policy is now possible even if we desire it. The aeroplane, the radio, the ships, the world trade, the wars and cultural exchanges, have made the world one economic unit. Today, a broader horizon needs to be developed. We require information and more information about all parts of the world.

Current affairs as interesting happenings must be a part of the learning activities for the child. He should know what is going on around him to find explanations of various events and phenomena around him. That way he will become an active participant in the events around.

In history, current affairs are particularly significant. Many news items can vitalise a unit and tie the past with the present they represent an extension and exemplification of the major topics in history. A study of current events not only integrates the past with the present but reveals the relationship of specific events to the larger current scene. For a teacher of history, knowledge of up-to-date current affairs is a professional imperative.

Types of Current Affairs

The monthly magazines, weeklies and dailies are filled with affairs ephemeral and permanent, trivial and important. There are incidents and scandals which are merely sensational or of passing interest. That means, the teacher has to be careful in selecting suitable material to be used in history.

Movements, trends, ideas and changes in politics, international relations, labour, inventions, discoveries, research and new developments in industry, strides in scientific progress, are always of interest to the students. For the history course, the domestic affairs in relation to problems and issues must be recognised in the mass of current facts. Only persistent problems and issues of outstanding contemporary importance should be considered in the current affairs course. The material selected should be comprehensible and should be related to the objectives of different grade levels.

Objectives of Current Affairs

Current affairs need to be integrated into the curriculum for achieving the following objectives:

(i) To promote critical appraisal of information obtained from various agencies as radio, newspapers, magazines etc.
(ii) To promote discrimination in the choice of authors and sources of information.

(iii) To develop skill in resolving inconsistencies, contradictions and errors.

(iv) To increase the ability to distinguish between fact and opinion, between a major and a minor fact, between a permanent principle and a temporary trend.

(v) To develop the ability to make valid generalisations.

(vi) To broaden and deepen sympathies.

(vii) To promote understanding and toleration.

(viii) To vitalise citizenship.

(ix) To appreciate the inter-dependence of peoples and nations; and

(x) To promote the sense of world peace.

Selection of Current Events

Events selected for class-room use should be suitable, reliable, recent, useful, notable, and should have definite scope, continuity, and wide consequences.

Materials for Current Affairs

There are four main sources of current materials. They are the printed materials, visual materials, auditory materials, and materials gained first-hand. All these report the latest developments in the unfoldment of a process.

Newspapers may be regarded as the minimum textbook for the study of current affairs. In spite of all the difficulties which they present for the immature reader, they remain the one indispensable source. Under the careful supervision of the teacher, they will yield large returns.

Weekly journals, weekly news magazines, current pamphlets, recent books on the social sciences, contemporary problems, and great persons, political leaders, social reformers etc., occasional radio and television programmes, lectures, discussions,—are all full of rich materials for current affairs which are sure to enrich the content of history.

Utilization of Current Events and Contemporary Affairs

Current events may be utilised for the teaching of history as a resource, as a method and as a means of motivation.
(i) Current affairs as a resource: History teachers can regard current affairs as a resource, a reservoir of illustrations, a point of departure to clarify and exemplify the realities described in the textbooks and units. They may use them to augment other instructional resources and as a means of sensitising the class to the need for up-to-date information.

(ii) Current affairs as a method: History teachers can use current affairs as a method and approach to the teaching of history. Since much of history is remote in time, place and experience of the pupils, history teachers use current affairs as a point of contact and as a means of approach. They use current events and contemporary affairs as a starting point for certain units to stimulate interest and initiate discussion among the pupils.

(iii) Current affairs as a means of motivation: Current affairs can be utilised by history teachers as a means of motivation. There is no doubt that the pupil is interested in what is now happening. Since he is already interested in an election, a campaign, a global event; an invention, a discovery, it becomes easy to lead him to the study of a former election, campaign, event, invention or discovery. That way, current events serve a wonderful motivational technique. It is the process of going from the known to the unknown, from the familiar to the unfamiliar.

The best programmes are those which will, at some time or other, utilise all the three approaches. It much depends upon the history teacher who capitalizes upon the available material. History teachers should have freedom enough to combine a whole period to the study of current affairs, to use an event as a point of departure or to use it as a basis for explaining a point: Units dealing with topics as inter-cultural relations, discoveries in science, explorations in space, developments in modes of communication and transport do grow out of current affairs and need to be utilised for reinforcing teaching of history.

Procedures for Utilising Current Events and Contemporary Affairs

Different procedures may be adopted for the utilisation of current affairs and contemporary affairs:

(i) Daily discussion of current topics
(ii) Use of news bulletin board.
(iii) News map; and
(iv) Use of activities as panel discussions, round table discussions, debates, quiz competitions, dramatisations, making of charts, maps and graphs, drawing cartoons etc.
(i) Discussion of current topics: Sometimes, current topics are discussed in the morning assembly, at the beginning of each school day, when children report news items. Happenings close to the children, however, trivial they seem, have value for discussion. Details of living and working together, give an opportunity of knowing and understanding realities—one’s own realities and realities of others. As children advance in age and ability, the collection of news may become of general interest. It is, therefore, necessary to build the child’s interest in the news. He should be encouraged to bring news clippings whenever he finds them which he feels are worthwhile enough to the students in general. The teacher’s role in this respect is one of leadership, encouragement and example.

While dealing with controversial issues, every effort should be made to develop scientific approach for handling various issues. An objective point of view, sound judgement and proper guidance are most essential in any discussion.

The history teacher should help the child develop his powers of critical thinking and his ability to discriminate between significant and sensational news. He should help children evaluate news stories in terms of the number of persons affected by the event and the reasons for its importance.

(ii) Use of News Bulletin Board: News bulletin board may be used for displaying interesting news pictures and news stories to which the child may turn for information concerning current affairs. It should contain sections on the school, city, nation and world; sections on current events, music, science, politics, history, arts etc.; significant pictures; captions that arouse interest. The display may contain sport stories, men in the news, complex national and international issues, president’s or Prime Minister’s itinerary, maps showing venue of conferences and discussions; maps showing places of disturbances, earthquakes, cyclones and other catastrophes, even jokes and cartoons etc.

News bulletin board may be kept in a place from where children pass regularly. Let it be placed near the doorway of the history class-room since the pupils may stop for a moment or two on their way in and out of the class-room to watch an interesting news item.

To make the pupils interested in reading the news items, history teacher should give due thought to the selection of the items, to the physical arrangement, to the orderlines and design, to the use of eye-catching leads such as “stop, look and think”, etc. News clippings collected by the pupils may also be displayed on the bulletin board. The teacher can organise the display in an attractive manner by dividing the board into sections designated as “Local news”, “Country news”, “Science in the news”, “Sports in the news”, “Our home
town in the news”, etc.

(iii) *News Map:* A large world map can be placed on the bulletin board with sufficient space around it to post clippings, pictures, charts and so on. Coloured strings or narrow strips of paper may be used to connect the news story with the location of spot where the event occurred.

News map has the value of combining the study of current affairs with the development of map reading skills. So many advantages can follow if the pupils are given the responsibility for keeping the news-map up-to-date and handling the mechanics for its preparation.

(iv) *Use of activities:* A variety of learning activities may be used for the utilisation of current affairs.

(a) *The Panel Discussion:* A selected group of pupils, usually four to eight, and a chairman may present a previously prepared subject before an audience. After the presentation, the remainder of the class could ask questions, clarify points or add to what the panel has said. Members of the group may raise questions or express their opinions. At the close of the discussion, the chairman summarizes what has been discussed, weaving the various trends of thought into an integrated whole.

(b) *Round Table Discussion:* History teacher can arrange a round table open discussion by members of a class, each presenting his own views and giving what facts he can to reinforce them. The chairman introduces the topic and gives a summary at the close of the period. There is no formal division into sides, for and against, because the purpose is just to clarify an issue than to come to a definite conclusion.

(c) *Debate:* Two groups of pupils present arguments for and against a given proposition, say success of our foreign or defence policy. The opposing sides are well-balanced in intellectual ability. The proposition is usually the solution to a problem rather than the problem itself. After both sides have determined the issues, they select and present the evidence that will prove the issue true or false. When these have been presented, both teams refute the opposition’s main points.

(d) *Making Charts, Maps and Graphs:* Charts, maps, graphs etc. can be prepared to show steps in an event that led to a crisis or route of an air flight of importance, scene of a war, scene of agreements, scene of natural calamities, etc.

(e) *Keeping Scrap books of events or personalities:* Collection of news clippings and pictures and keeping them in scrap books in a chronological sequence, is also a useful activity for creating and
maintaining interest in current affairs.

(f) Drawing Cartoons to illustrate a current event: Cartoons dealing with current events as an election campaign, change in government, handling an important national issue by prime minister or a minister, the weakness in the policy of a foreign minister, etc. can provide useful material with humour. The procedure can be used effectively with pupils in higher classes. A note of caution: The teacher should avoid having children draw cartoons which might be offensive to individuals or groups.

(g) Dramatising News events: Events like conferences, negotiations, high level meetings between highly placed persons can be dramatised in the class. This will create a good deal of interest.

(h) Preparation of note-books or files: Pupils can be encouraged to prepare special note-books or files on special topics of current interest. They may be encouraged to collect the latest information from different sources so that the note-book or file becomes some sort of a source book for the topic. This type of activity will be found to be specially useful with pupils in the senior classes.

(i) Talks by Visitors: Talks by experts, historians etc, on topics of current interest, if delivered in class or school assemblies, will bring history in the making within easy reach of children. By laying bare the different sides of an event, active interest of the pupil can be created.

(j) Comparative study of coverage in different newspapers and mass media like radio and television: Different newspapers and mass media cover the events in different proportions. If we have a comparative study, we will be able to understand the event in proper perspective.

(k) Mock Broadcasts and Telecasts: This is another technique of creating interest in current events. Mock broadcasts will highlight the current events and focus the interests of pupils.

(l) Quiz Competitions. These competitions regarding men and events in news can prove a very interesting technique for creating interest in current events. Such quiz competitions, when televised, are useful for creating general interest in current events and contemporary affairs.

Difficulties in the use of Current Events

(i) Limited or biased sources of information: Most of the time, teachers cannot lay hand on sufficient and impartial information. This will mean student will be forming opinion which may not be correct.
(ii) Highly controversial issues to discuss—Most of the time, it is found that issues are very ‘hot’. Their discussions can create problems.

(iii) Superficial coverage—Time available is not adequate and, sometimes, the methods of teaching too are not satisfactory leading to superficial coverage of the current event. This may result in half-baked knowledge being passed on to the students.

(iv) Inadequate background of teachers—Teachers too may not have enough knowledge about current events. They may not be able to deliver sufficient information.

Role of the Teacher

The teacher is a key figure in formulating current affairs programme and making it a success. The history teacher’s own interest, his own enthusiasm, his own understanding of what should be accomplished, are matters which determine success or failure of current affairs programme. That means, his role as a teacher is significant. If he is to serve as a guide and a thinker—he must be well-informed about the current affairs and contemporary problems of the day and the latest discoveries which are reshaping the history of the past from time to time.

The history teacher must be wide awake. He should have a broad knowledge of current issues and their origin. He must listen to news broadcasts, read current news items, study and analyse reports and editorials, participate in schools and community projects, see good news reels and discussions. All these will enable the teacher to judge the relative reliability of different sources and a sense of mastery over current affairs.

While dealing with current events and contemporary affairs, the history teacher should earnestly endeavour to train pupils in critical appraisal, and distinguish facts from opinions. Only then current affairs will reinforce and vitalise the teaching of history.

Summary

1. Current affairs are history in the making. They help in closing the gap between information contained in history books and changing developments of the world. They need to be integrated into the history curriculum.

2. Main sources of current materials are—printed materials, visual materials, auditory materials and materials gained first hand.

3. Current affairs can be used as a resource, as a method and as a means of motivation.
4. A number of procedures can be used for utilizing current events and contemporary affairs—daily discussion of current topics, use of news bulletin board, news map, and activities as panel discussions, round table discussions, debates, quiz competitions, dramatisations, making of charts, maps, graphs, drawing cartoons, etc.

5. In order that current affairs reinforce and vitalise the teaching of history, teacher should endeavour to train pupils in critical appraisal and distinguish facts from opinions.

Evaluation

1. What should be the place and importance of current affairs in the teaching of history? Give an outline of some present day topics that may form the course of current affairs for X class.

2. Show how history unit might be developed around the current affairs topic. What would be the strength and limitations of the history programme built entirely around current affairs?

3. Why current affairs should be introduced in the school programme? What are the possible objectives which will guide you?

4. Plan, prepare and display a current affairs bulletin board for use with a class in which you have a special interest.

5. “Reading about current events is so generally associated with newspapers that current events may be regarded as synonymous with news.” Comment on the above statement. Explain your plan of teaching current events in history.

Collateral Reading


Teaching Controversial Issues

Controversial Issues—a part of history

Almost everything we teach is controversial or has elements of controversy in it. It is more true so far as teaching of history is concerned. The more we interpret the present with the help of the past, the more we are likely to encounter controversial issues. Often there is disagreement over "facts" from the past and interpretation of men, events and moments. The subjective element plays a more important part in the process of acceptance, selection and interpretation of facts in history than in other branches of social sciences. This fact is important because how a historian views past happenings, may also determine, to some extent, his attitudes to current problems in society.

Again, history, as discussed earlier, studies the development of society. It is for this reason, the society, in turn, drags history into its manifold problems of conflicting, antagonistic and contradictory forces of tension and development. It is for this reason also that history cannot be neutral. It has immense power of moulding the attitudes and habits of people—that is why it is urgent for us to consider seriously as to what and how history should be taught in the class.

Controversy is inherent in the nature of the subject. Our knowledge of the past is limited. The source material is not adequate. With the result, a lot of difficulty is experienced in weaving a true account, in separating the truth from falsehood. There is also the difficulty of language. The data available in varying terminology, at times, is highly confusing. No wonder, interpretations of different historians are different giving birth to controversies.

The historian's approach to the study of history also influences his interpretation of facts. There are historians who try to relate various facts with one another with a view to present a
picture they want to present. Thus, subjective factor involved in interpretation of facts introduces an element of controversy.

History cannot be treated as a finished product. Each generation needs to study it afresh. The controversies play an important part in knowing a past better as, in the process, many issues get clarified and concepts become clearer and ultimately an acceptable picture emerges which may further be challenged or modified by later researches.

Some controversial issues in Indian and World history

**Indian History**

1. Origin of Aryans
2. Period of Vedas
3. Akbar as a national king
4. Aurangzeb and Shivaji
5. Shivaji and Afzal Khan
6. Aurangzeb's rule and role
7. Aurangzeb's responsibility for decline of Mughal Empire
8. Causes of the Failure of Sikhs in the First and Second Anglo-Sikh Wars
9. The Revolt of 1857
10. Macaulay's Role
11. Impact of the British rule
12. Responsibility for the partition of India
13. Kashmir Issue
14. Re-organisation of the states
15. India's Foreign Policy

**World History**

1. The success of Foreign policy
2. Vietnam Issue
3. Role of U.N. and non-aligned nations in promoting international peace and cooperation
4. Total ban on armaments—nuclear and conventional
5. Nuclear Test Ban
6. Non-proliferation of nuclear weapons
7. Neo-colonialism—a threat to international peace, security and cooperation
8. Namibian problem
9. Rhodesia problem
10. White regime in South Africa menace to peace, etc.

Types of controversies

The controversial issues in history are of two types:

(i) those concerning facts;
(ii) those concerning the significance, relevance and interpretation of a set of facts.

Controversies on facts may arise due to insufficient data or doubts regarding the plausibility of the available accounts. The issue of the origin of Aryans is an issue in point. A number of theories have been given by different historians. For instance, the latest findings have shown that Aryans were not the original inhabitants of India; they migrated to India sometime near about 2000 B.C. It is very important that the history teacher makes the students aware of the different aspects of the controversy.

Controversies due to interpretation

It has been seen that sometimes the approach of the historian is not scientific, he is biased and views facts through coloured glasses or there are some deep-rooted prejudices. Sometimes, the event or phenomenon is viewed in isolation. Due to all these factors, interpretation of an event is faulty, leading to controversy. For example, some historians hold Aurangzeb responsible for the decline of Mughal Empire. Now, can this interpretation stand the questions—Can such mighty empires collapse due to the failings of a single individual? What were the institutions that developed in the Mughal Empire? How these institutions interacted with each other? What were the policies adopted by Aurangzeb towards Rajputs, Marhattas and Sikhs? What is the relevance of these policies to the decline of Mughal Empire? Such like questions will broaden the perspective of looking at this issue and will help in modifying the earlier stand. This way, we will realise the contribution of various institutions to the decline of the Empire.

What controversial issues are appropriately taught?

1. *The topics within the competence of the group.* The teacher should be careful in dealing with the young pupils. He should not thrust adult concern upon the young lot. At the same time, he
should not underestimate the interests of boys and girls in controversy or their competence to handle such problems under competent guidance.

2. Topics of interest and importance to the class. It is very essential that interest is created in some important issues by showing the students how relevant these issues are.

3. Issues that are not too ‘hot’ at the moment. ‘Hot’ issues can be handled properly by highly experienced teachers. New and inexperienced teachers should take up only those issues which are within their competence.

4. Issues for which there is adequate time. Controversial issues cannot be handled in a short time. If we want that the issues do not lead to misunderstanding and misconception, we should handle the issue adequately. This can only be done if there is adequate time for the purpose.

5. Issues for which there is adequate material. All the facets of an issue can be dealt with only when adequate material is available.

Teacher’s Role

Opinion is divided about the role of the teacher in handling controversial issues. Some educators are of the opinion that teacher should serve largely as moderator, chairman or umpire. Others feel that a teacher should play a more outspoken role. Perhaps a combination will suit the best, depending, of course, upon the situation.

It is of utmost importance that the history teacher is adequately equipped with the latest knowledge regarding the issue. He should be able to refer to the new findings, provide the students with extracts from original sources and encourage them to refer to them on their own.

The teacher should create an atmosphere that emphasises free enquiry and the weightage of evidence. This will help the students develop critical thinking and problem-solving skills and respect honest differences of opinions. He should set an example of always considering various points of view about controversial issues that arise. He should hold back his opinions and should give his personal opinion at the end if students ask for it or if he feels compelled to express his own opinion, whether it is sought or not, stating his reasons for this opinion or point of view. But he must refrain from indoctrinating children with his own opinions or convictions about an issue. He must also refrain from using the class-room to promote partisan blocs, sectarian religious views or selfish propaganda of any kind.
The teacher should also give training to the pupils in the use of sources to enable the pupils to arrive at their own conclusions.

Teaching Controversial Issues

As stated above, the teaching of controversial issues demands a great caution and resourcefulness on the part of the teacher. Teaching of ‘hot’ topics involves divergent opinions and heightened emotions that makes it necessary that certain principles for maintaining the decorum must be decided upon well in advance, for example the discussion is not to be dominated by any one student, no name-calling by anybody, quoting of authorities without facts, speaking politely and to be listened to patiently.

The following procedure may be followed:

*Introductory session*—It will be quite useful to provide an introductory session. Here, the students may be provided opportunities to express their strong feelings freely before they are challenged to examine or re-examine their points of view. This will help the teacher in knowing what has to be examined and how he should proceed. The specific points of controversy involved in the topic should be listed.

*Stating the problem*—The teacher now should help the students state the problem and delimit it. He should make all the relevant data and information available to his pupils for study. He should ensure that all the sources like the books, magazines and periodicals as well as visual aids like pictures, charts, sketches, etc., are properly listed and are available for the use of pupils. He should help them gather data to present the argument for and against specific and alternative course of action, and finally arrive at a choice between these alternatives. The teacher should encourage the students to read as much as possible and compare as many available sources as possible, representing different issues. This will enable the pupils to develop scientific attitude and view historical facts objectively.

*Discussion and Group activities*—The pupils should be encouraged to take up some group activities as collection of opinions of different authorities on the controversy, collection of extracts from original sources wherever available, panel discussions or debates. These will help crystallise their thinking.

The teacher should also see that all sides of a question are presented. If possible, he should get students to present issues that have been neglected. If necessary, he should present other sides himself. If it makes him feel bitter, he could state as “Some people believe...” If the discussion on a controversial issue gets out of hands,
he should stop the discussion for a while or postpone it for another
day till emotions have cooled down a little.

Drawing conclusions—This is, of course, the last step in the pro-
cess. The students need to be helped to draw conclusions with the
help of a number of questions as, what is the controversy? What
are the reasons for the controversy? What are the conflicting evi-
dences? Which of the evidence looks least biased and more authen-
tic? Has the controversy been solved? These questions posed by
the teacher, will help the pupils analyse the data collected, sift it and
come to their own conclusions.

Summary

1. History is full of controversial issues.
2. There are two types of controversies—those concerning facts
   and those concerning the significance, relevance and interpre-
tation of a set of facts.
3. Only those controversial issues can be appropriately taught
   which are within the competence of the group, are of interest and importance to the class, are not too
   ‘hot’ at the moment, and for which adequate time and mate-
   rial are available.
4. Teacher should be adequately equipped with the latest know-
   ledge and research about the issue. He must refrain from
   indoctrinating children with his own opinion or convictions.
   He should give training to the pupils in the use of sources.

Evaluation

1. What do you understand by controversial issues in history?
   Give some examples of controversial issues in Indian history.
   How should the history teacher teach them in the class?
2. “History might be said to give us a series of different but
   incompatible portraits of the past, each reflecting it from a
different point of view.” Elucidate. How do you propose
teaching controversial topics?
3. What principles should be borne in mind by a teacher while
   teaching controversial issues?
4. What care would you observe while discussing controversial
   problems with your class? Illustrate your answer by refer-
   ring some problems.
5. Discuss the teacher’s role in the teaching of controversial
   topics.
Collateral Reading


History Teaching and National Integration

National integration cannot be built by brick and mortar, it cannot be built by chisel and hammer. It has to grow silently in the minds and hearts of men.

—Dr. Radhakrishnan

"Political integration has already taken place to some extent, but what I am after is something much deeper than that—an emotional integration of the Indian people so that we might be welded into one nation and made into one strong national unit maintaining at the same time all our wonderful diversity."

—J. Nehru

Ours is a vast country with a very ancient past. A peep into the pages of its history shows a continuous conflict between centripetal and centrifugal forces. Whereas geographical unity of the country, the feeling of sacredness of the motherland and the mainstreams of a common culture have been the cementing factors, linguistic differences, social distinctions, religious differences, local and regional loyalties, economic disparities, etc., have been weakening our national life. Patriotism (a noble sentiment, of course) appears to have assumed the connotation of love of regional language, one’s own culture, one’s own caste and so on. So much so that a river that flows through two or more states has become a subject of conflict not only between two or more states but also between two ordinary individuals who may happen to discuss it in a roadside cafe. We are fighting for the distribution of waters even. And yet today as never before we must stand as one nation. The tendencies of parochialism, linguism, communalism, egoism are posing a serious challenge. Unless steps are taken to create an emotional upsurge amongst the people for national unity, the fissiparous tendencies in the people may lead to serious consequences. History may repeat
itself and India may be parcelled into several antagonistic states. No nation can flourish or exist long without the unity of spirit. The choice before us is unity or destruction. We must, therefore, hold together as a single, compact, undivided nation or we will fall to pieces. We must achieve and consolidate the unity of India. Without it, nothing worthwhile can be accomplished. If we wish to retain our hard-won freedom, national emotional integration has to be our prime concern because once the people are integrated emotionally, i.e., once they start feeling as one nation, there will not be any further difficulty to national solidarity. National emotional integration is, therefore, the greatest need of the hour.

What is National Emotional Integration

“National integration” in the words of Dorothy Thompson, “is a feeling that binds the citizens of a country.” For Preston “the job is to inculcate knowledge of our country, pride in it, and respect for the best in our national, environment, aspirations, and traditions, and a wish to improve our country.”

National integration means bringing about economic, social, and cultural differences prevailing among people within a tolerable range. It implies doing away with interstate prejudices based on linguistic and cultural differences. It aims at fostering increasing respect and affection for those belonging to other cultural and ethnic groups. It consists in saving people from sectional prejudices and pre-possessions. It creates and strengthens in them attributes of patriotism and national pride. With the result, basic loyalties are liberalised and existing antagonisms are minimised. National integration, thus, implies a realisation of the fact that there can be unity in diversity. The feeling of overall oneness of the nation results in fostering National Integration.

What is emotional integration? Emotional integration is not geographical, economic, social or political; it is the intellectual integration which education can accomplish as the first target later to be followed by functional integration. The intellect functioning in the cause of national integration can be given the name of emotional integration. An emotionally integrated community gives us the feeling of espousing a common cause and gives up old loyalties to caste, language, religion, etc. National integration aims at unifying the people and not making them conform to one pattern. Instead of aiming at lifeless uniformity in thought and action, it gives the progressive realisation that there can be similarities among differences. It is a harmonious and healthy blend of sentiments. Emotions may centre around an object, a person, a family or a group. If

these are built around the nation as the centre, the result is national emotional integration. This is manifest in our love for the country, feeling of joy in its prosperity, feeling of resentment when danger threatens it.

**Why National Emotional Integration**

We must strive for promoting national emotional integration among our pupils for the following reasons:

(i) *To preserve the unity in diversity*—India is a land full of diversities. There are differences in languages, food habits, dresses, customs and the ways of life of the people in different parts of the country. There is also a common bond of a common culture, which binds every individual into a single nation. This unity in diversity has to be emphasised.

(ii) *To ensure rapid social, economic and educational progress*—India can progress in the various fields if it is united.

(iii) *To enrich the cultural life of the nation by developing the culture of the various groups as part of a single nation.*

(iv) *To check fissiparous tendencies*

(v) *To ensure security from internal danger and external aggression.*

**Role of Education**

Education, properly oriented in respect of the knowledge which it imparts, the capacity for thinking which it develops, the training of emotions which it undertakes and the practical activities which it organises, can be a potent instrument in making the people of the country an integrated nation. It is the ignorance of the other people’s ways of living and thinking, ignorance of the democratic and secular nature of our Constitution which strengthen the separatist tendencies and it is the function of education to remove the ignorance. Education can become an effective laboratory of Indian culture in which not merely the culture is examined for the maladies and for learning the ways of continuously improving the inter-relationship of regional sub-cultures but also for a better appreciation of the differences among sub-cultures. In order to bring about national integration in the country, our schools need to make a deliberate effort to reorient their educational programmes. This reorientation is required under various aspects of school programmes like the aims of education, the content, the teaching process, text-books, the research and so on. Through content, methods and devices, education should develop the following:
(1) The understanding that India is one nation.

(2) The understanding that there is a basic unity underlying the diversities in India’s culture.

(3) A legitimate pride in one’s own culture and also an appreciation for the culture of others.

(4) An understanding that throughout India’s history absorption of alien cultures and their Indianisation have constantly taken place.

(5) An appreciation that the different parts of the country are economically interdependent and that the country faces many common problems in the matter of food, health, education, employment, etc. particularly in rural areas.

(6) An understanding that the country’s social and economic progress depends upon the cooperation of all parts and all people of India, and also upon the balanced development of every part of the country.

(7) A feeling that the cooperation and effort of every citizen is essential for the attainment of the country’s ideals enshrined in our Constitution, e.g., progressive democracy, secularism and socialistic pattern of society.

(8) Respect for other individuals and their beliefs, irrespective of the place of their birth, religion and language.

(9) An appreciation of steps the country has taken and is taking towards the attainment of national integration.

(10) A skill to subordinate group or local loyalties to loyalty to the nation.

(11) An understanding that tradition and history have to be tackled and interpreted in an objective way so as to serve as a sound foundation for a growing society.

History and National Integration

For the purpose of producing a strong sentiment of nationalism and integrity of India, history is the most important school subject. History must inspire its students with love of the motherland. It should give us a conspicuous view of the long period through which we have maintained the essentials of our culture, assimilated many races, received many religions and given shelter to many languages. It should be taught as a pleasant story of mankind, not a tale of court intrigues, murders, battles and religious persecutions. The Indian history should give us a panoramic view of the long period through which we have maintained the essentials of culture. Selection of lessons, examples of illustrations used in teaching, books suggested
for general reading—each of these may be used as a source of patriotic influence.

Content of History. As far as the content of history is concerned, certain guidelines are suggested below:

History for national integration does not mean a distorted view of the past nor does it mean a special write-up for propaganda. It should be an unprejudiced presentation of facts based on a careful understanding of the past that will lead to scientific history.

The heritage of India in its two antecedental areas namely, the heritage of conflicts in its religious, linguistic, economic, political and cultural dimensions and the heritage of cultural unity in its projective and maintenance dimensions must be identified. "Unity-diversity" may be laid bare before the pupils. It needs to be emphasised how India—a geographical unit has made people belonging to different faiths, religions, and languages, even different races feel that they belong to one country. How people who came from outside ultimately became Indians and were assimilated in the culture of this country. The fact needs to be brought home to the pupils that, notwithstanding, India being a land of sharp contrasts and baffling variety in language, dress, food, manners, customs and religions, she has essentially and fundamentally possessed great unity and continuity of culture and that there flows a current of unity despite apparent diversity. Indian history is replete with such examples. Chaitanya of Bengal, Meera of Rajasthan, Eknath of Maharashtra and Purandhar Dass of Karnatak felt the same impulse and sang the same songs to the glory of God. People from the North went to Remeshvaram in the South and people from the South went to Badrinath in the north. The Hindu saints of Bhakti cult and Muslim Sufis did influence each other and the society. It is for these reasons perhaps that Mr. Nehru said, "I saw a thousand facets of the country of mine, in all their rich diversity and yet always with a unifying impression of India upon them." This is a true description not only of the past of India but also of the contemporary life of the people. Process of synthesis needs to be highlighted.

The students should also be exposed to the phenomena of "unity-diversity". There were invasions, loots, burning of cities, vandalism and massacres of the innocent in the past in India as in other countries. The question is why take up old troubles and inject the poison into young children? Let such history wait. History which emphasises the points of interdependence, cooperation and integration should first find a place in the school curriculum.

There is a predominant cultural unity throughout the country. The sanctity of family life is as much emphasised in the south as in the north. The marriage ceremonies, the Namkaran ceremonies, etc.,
are much the same in different parts of the country. The system of cremating the dead is common to the entire Hindu society. The Bangali wife with her Bindi and Sindur is not, in any way, different from a Panjabi woman in the north west or a Gujrati or Madrasi woman in the south. The Holi, Diwali and Dussehra are celebrated with the same enthusiasm everywhere.

There is also an under-current of unity even in the different religious sects of India. The stories of ancient religious heroes—Rama and Krishna—are sung with as much devotion in Tamil Nadu as in Punjab, U.P. and Bengal. The cow and the Vedas are respected throughout the country by the entire Hindu community. The conception of sixty-eight Tirthas of the Hindus makes India one country as some Tirthas are in the far south as Rameshvaram, some in the extreme north as Kailash and some in the extreme east as Jagannath Puri and some in the west as Somnath.

Similar is the case with languages. Though we have 544 dialects or more spoken in India, there is only one sacred language and literature namely, Sanskrit, acknowledged as such by all sections of Hindus irrespective of their area, race, caste and creed. Sanskrit is the only vehicle of Hindu theology, philosophy, law and mythology throughout the length and breadth of India.

Again, the teacher should emphasise the spirit of toleration of India. He can emphasise that during the Golden Age of the Guptas, Fahien was impressed by toleration of the people. Harsha also adopted the policy of religious freedom. Akbar—the Great made conscious efforts to integrate the people politically and emotionally into a single nation. He introduced the principles of the widest toleration of opinion, of justice to all and thus welded together all classes of the community. Abul Fazal, a great friend, philosopher and guide of Akbar wrote in Ain-i-Akbari. “The king should be above all religious differences and should see that religious considerations do not come in the way of the duty which he owes to every class and community. Under his all embracing care every one should find peace and happiness so that the benefits conferred by the shadow of God are universal.” Thus, religious toleration was preached and practised in the past and people developed readiness to accept difference. Not only that, in architecture, painting, music and other fine arts, we find a unique blend of the Persian and the old Indian style. Example such as these can be easily culled forth from different periods of Indian History to emphasise the oneness of Indian culture and people through the ages.

A short and simple history of the National Movement, dating back from the inception of Indian National Congress and culminating in the fulfilment of fervently cherished goal of emancipation,
must be taught to every child before he leaves the school. Thus, history, which is a saga of sacrifices willingly made and sufferings patiently borne by Indians from all parts of India at the altar of freedom, will go a long way in instilling national consciousness and apprising the youth with the price which the preceding generations paid for freedom. The traditions of the Independence Movement can give the children a peculiar sensitivity to the mission and greatness of India. The heroes—Gandhi, Nehru, Patel, Azad, Bose, Dass, Bhagat Singh, Pal, Bal and Lal, etc., may be presented as Indian heroes irrespective of the areas to which they belong. The students should be made fully familiar with the historic events as Quit India Movement, the Dandi March, Jallianwala Bagh Tragedy, Declaration of Complete Independence 1930, etc.

The two theatres of Indian history, namely, the Gangetic plain and South India should be linked together for high-lighting and giving proper perspective to the important facets of history. Such a complete approach will help the children to get a vision of India as a whole.

Every child should be made familiar with Indian Constitution, principles of Indian democracy, our political and economic ideas, etc. The ideas of national objectives and national solidarity alone can kindle in young people love, loyalty and pride for the country and its people.

Current events should be given adequate emphasis both in curriculum and methods of teaching. The impact of events in the pre-independence period and the achievements after independence should be understood in the correct perspective. Similarly, the impact of the world events such as the awakening of Japan, the Russian Revolution, the World Wars, the role of Indians in the Wars, the Vietnam issue, the Revolution in China, the Chinese and Pakistan aggressions against India, the Bangladesh issue etc. need to be taught to the students. Students should be made emotionally aware of the part they will have to play in building up the strength of the country and in preserving the freedom and the extent to which the nation’s strength and freedom are going to be affected by world events. The contemporary world and India should be an important unit in the history syllabus.

The students should also be made familiar with the Five year Plans to impress upon them how India has forged ahead, “to the service of millions who suffer” and “to give reality to our dreams”.

*Teaching of History*. Proper teaching of history is one of the best ways of creating a sense of Indianess in the students. If history is given a new outlook, through proper orientation, the future will become more
fascinating and hopeful—it will certainly become better than the immediate past of frustration and humiliation. This will be possible if presentation of history is given proper attention. What is required?

*History of India should be presented as a coherent whole.* Our treatment of history should be so broadbased that the children get a vision of the whole country at a particular time. This will enable the student to visualise something of the wide-sweep of human movements at a time and appreciate the part played by different sets of contemporary people. For example, when Harsha was ruling in the north, Pulkesin II—the powerful Chalukya king who defeated Harsha, was ruling in the south and trying to consolidate his big empire. The Battle of Talikota was fought in the south which disintegrated a big empire like Vijaynagara.

*History should be presented in an objective way*—It should be presented in a correct perspective so as to develop wholesome and desirable attitudes in the minds of children towards various happenings. It will have to be remembered that no cultural history of a nation, as ancient and as varied as India, can be expected not to have “situations of conflict” in its trajectory. Such situations of conflict have to be handled very cautiously. Issues like Aurangzeb and Shivaji, Shivaji and Afzal Khan must be handled very carefully. While dealing with Aurangzeb and Shivaji, the teacher should point out that both were great heroes who fought against each other for their high ideals. Shivaji tried to liberate the oppressed from the Mughal rule because by this time, Mughal state had lost its national character—thus he was justified in defying the Mughals. So, to paint Shivaji as a robber and Aurangzeb as a devil, is not in the interests of national solidarity. Similarly, teaching about Shivaji and Afzal Khan episode, the teacher can tell that there was a great misunderstanding and distrust prevailing at that time. Naturally, both were fully prepared for self-defence. In the interest of national and emotional integration, great care needs to be exercised while handling such situations. The whole approach should be open-minded and objective so as to develop critical thinking among the pupils. They must be trained to differentiate facts from opinions.

*Emphasis should be on cultural synthesis*—While teaching Indian history, emphasis should be laid on the contributions of different peoples and cultures and synthesis wrought through the ages. It needs to be emphasised how social and religious reformers, political leaders, poets, philosophers and scientists—from all parts of India have helped and contributed in the pool of Indian culture.

*History Text-books*

Proper history text-books can help a lot in promoting national integration. Text-books should give an objective account of forces
and trends which tended to synthesis and fusion of 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 all India 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 achievements but should also make a significant mention of the future aspirations of resurgent people of India.

Researches 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 solidarity.

It is fortunate that NCERT and Central Board of Secondary Education are making special efforts to see to it that history does help in promoting national consciousness. Dubey has even said: "If history and heritage can help arouse nobler emotions and engender the divine properties, immense good may be done to the society."

Techniques for promoting National Emotional Integration

A number of techniques could be used for promoting national emotional integration:

1. Singing of the National anthem and other patriotic songs can go a long way in creating in the mind of the young a rightful pride in their country.

2. Symposia, debates and discussions on topics of secular nature, besides increasing the thinking capacity of the pupils, will also widen their mental horizon about the diversification of their country.

3. Stimulating children to read newspapers and books of non-communal nature, throwing light on the contributions of nationalists, will also help in creating national attitude.

4. Acquainting children with the national projects and consequent progress will make them conscious of the greatness of their country.
5. Talks may be given to the pupils on the ways of living of people in different parts of the country so as to create better understanding of the country as a whole.

6. Festivals pertaining to different sections of the community may be celebrated with national outlook. They are the symbols of our cultural heritage and can be exploited to bring home to children the essentially basic unity of the Indian culture and their national background.

7. The celebrations of national days and secular festivals can also go a long way in promoting national consciousness. Once their imagination is aroused and they become emotionally aware of the significance of such occasions and demonstrations of our cultural solidarity, the festivals would be increasingly creative of a sense of community and national coherence.

8. Documentaries and school broadcasts can also promote national consciousness in students by highlighting the synthetical trend in Indian culture.

9. Exhibitions on the life of different people living in different parts can also help us to achieve emotional integration.

10. Different educational institutions can be helped in formulating "sisterhood programmes" among themselves. These programmes would envisage the visits of selected students of their institutions on reciprocal basis and provide opportunities for cultural activities, which will help them to lay down irrational prejudices arising from narrow considerations of regions and groups. These contacts will help a lot in promoting cross-cultural understanding.

Summary

1. National integration is the greatest need of the hour.

2. Education can play a big role in promoting national integration.

3. History is the most important school subject for the purpose of producing a strong sentiment of national integration. To enable history to play its part, it needs to be rewritten in an unprejudiced form. Its content should be reoriented, textbooks should be purged of all that is anti-national. The teacher should be extra careful in handling the situations of conflict.

4. Different techniques like symposia, debates, discussions, talks, celebration of national days and secular festivals, exhibitions, etc. should be used to promote nationalism among the pupils.
Evaluation

1. What is national integration? Discuss its need and importance.

2. History teaching should not aim at chauvinism. It should aim to foster patriotism which is not narrow? Explain the statement.

3. How can history teaching be reoriented to be a significant factor in national integration?

4. How would you teach history to fight against forces of disintegration and promote those of integration?

5. "We do not yet have a well-built historical pageant of India that will highlight and give the proper perspective to the important facets of history." Discuss the statement. What topics need to be included in the course of history to give proper perspective to the important facets of history?

6. How far do you accept education for national integration as an aim of history teaching? What techniques do you suggest to promote national integration?

Collateral Reading


Developing International Understanding

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.

"Education shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace."

(Article 26 of the Universal Declaration of Human Rights)

We are living today in a shrinking world. The speed of modern communication and transportation and the range and destructiveness of modern weapons have erased the margin of distance and time. Conflict, in any part of the world, has a direct bearing on the life of man in the street. It is common knowledge that the world is divided into armed camps. A race of armament is going on. Recent statistics have shown that the annual expenditure on arms exceeds 250 billion dollars representing 6% of the GNP of the whole world. The expenditure on arms is twice as great in the countries of the third world as in the most advanced countries. This naturally hampers their development. Besides, a feeling of cold war is created in all countries.

And yet, today as never before, peace is the universal demand right from the new born babe to the grown up adult—here, there and everywhere. The world of sorrow, cold war and competition needs to be converted into a world of smiles, co-existence and co-operation. This will be possible through international understanding. We must make efforts to cut at the root of misunderstandings because these have led to dissensions which have further led to wars causing destruction of the things we prize most—peace, prosperity, culture, civilisation and so on.
There are two incontroversial facts in the present day world—the inevitability of international contact and the increasing power of destruction available to the world’s nations. Equally there are two hopeful prospects, the possibility of greater common understanding through the multiplication of contacts and the immense possibility for constructive work through the mutual cooperation of the peoples of all nations. The challenge of the latter two prospects is an educational one. Thus, education can accomplish not a little in building up right international outlook and healthy attitudes among the future citizens of the world. Since wars begins in the minds of men, it is in the minds of men that the defences of peace must be constructed. Only right education can do the job...it can create attitudes that may lead to better international understanding and cooperation; it can foster world loyalties, a sense of moral values and faith in the human spirit. One of the main purposes of education should be to help the pupils to understand the momentous changes going on in the world around them and appreciate the need for cooperation with peoples of other nationalities, races and creeds. Education on international lines can make the citizens of tomorrow the torch-bearers of peace and enlightenment.

Our Constitution in its Article 51 clearly states that:

the State shall endeavour to

(a) promote international peace and security;
(b) maintain just and honourable relations between nations;
(c) foster respect for international law and treaty obligations in the dealings of organised peoples with one another; and
(d) encourage settlement of international disputes by arbitration.

It is obvious, we as a nation, are committed to maintain honourable relations between nations. In fact, future of mankind, as a whole, depends on peaceful co-existence. This idea has to be instilled in the minds of the young at the impressionable period of their life. It is necessary that education should include in the programme those knowledge, attitudes and skills which enable the children to understand some of the global relationships in the modern world.

Implications of International Understanding

For the promotion of international understanding, it is essential to:

1. Know and understand how people on other lands live;
2. Recognise the common humanity which underlies all differences in culture;
3. *Work* for a fair and just world order with security, freedom and fair play for all people;

4. *Maintain* interest in world affairs;

5. *Recognise and help to solve* world problems according to practices of democracy;

6. *Appreciate* the contribution of all people to world citizenship and that there is a human culture;

7. *Combine* love of one’s own country with a broad social consciousness towards the problems of the world;

8. *Understand* the economic and cultural factors which make the world an interdependent community of nation;

9. *Respect* the dignity and worth of man by giving him equality of rights and opportunities;

10. *Take* world as one unit;

11. *Believe* in common values and goals for the world community;

12. *Understand* that victories of peace are greater than victories of war.

This is what we have to strive for through education.

**The Role of History**

Curriculum in general, and history teaching in particular, can help a lot in establishing a new social order in which every man is a citizen of the world. History is a field of study that easily lends itself for fostering international understanding but can also ruin it altogether. It depends how the facts of history are presented and interpreted. Facts and events need to be presented in the larger perspective of mankind in preference to regional frame-work. While referring to the historical events and facts, it may be proved that wars and other international conflicts are not unavoidable as some people maintain, but are precisely the conditions created by groups of men. Causes of war, in particular, should be explained with critical analysis. Economic factors, religious and political fanaticism, fear and distrust should be spotlighted as some of the major causes that bring about international conflicts and wars.

History should be so presented as to link progress with peace. It should not be presented as a mere series of intrigues, aggressions and devastations, pillages and conquests organised by kings and rulers, despots and dictators, the deeds and misdeeds of our emperors and statesmen, the dates of their births and deaths; their triumphs and defeats. The cultural history, the social history and the history of sciences must get adequate attention along with the political history so that the foundations could be laid for the understanding of
the complex economic problems. The unique features of social history and the diverse cultural patterns of the different countries of the world need to be understood. Why not teach history as a struggle of man to reach beyond himself to approximate to the ideal of freedom and a human awakening? Why should it not look upon Nations great and small as participants in a common enterprise, some forward in their undertakings, others restricted in their efforts, unequal in their contributions, but equal in their desires and will for peace and progress?

The evolutionary aspect of the history of man needs careful presentation. The major inventions and discoveries of man through the ages in various parts of the world should be given due weightage. Discoveries and inventions should be viewed as the cumulative contributions to the progress of mankind. The rise and fall of many civilisations and their distinct contributions to the culture of man should be highlighted. The pupils should be made familiar with the main course of human history, in varied aspects of unity and diversity, change and development.

While teaching history, the fact which needs to be brought home to the pupils is that races and nations had never lived in complete isolation but were influenced by each other. These influences have increased enormously in the present century. The inter-dependence of nations needs to be stressed particularly with reference to post-war developments and the role of UNO in the progress and development of many countries of the world. The UNESCO and its contributions to the progress of mankind needs to be impressed upon the students.

A simplified bird’s eye view of world history given to the students can also help in international understanding. Knowledge of different nations, governments, economy, technology, literature and art would develop in children an idea that “each country is like a flower in the garden of God and has beauty and fragrance of its own.” Thus, the pupils will learn to appreciate the diversity of culture and realise that, in spite of this diversity, there is an underlying unity—unity of common human feelings and sentiments.

The treatment of history should be objective. Opportunities should be offered for studying and analysing the prejudices of colour, race, religion, culture, language in the light of objective facts. This will help in the eradication of prejudices. Knowledge promotes understanding.

Minority groups, other races and other nationalities should be presented justly and fairly. The slogan, “My country right or wrong” is full of malice towards all. It must be discarded straightaway. Unpleasant facts and undesirable conduct should not be
ignored but they should be placed in proper perspective. Controversial issues should be presented objectively. It is the duty of the teacher to lay bare before the pupils the truth. Bias and prejudice should have no place in teaching.

The treatment of political conflicts is an important issue in furthering the cause of international understanding. The clarification of the past rulers of our own country and presentation of the rulers of other countries as villains indicates a false sense of nationalism. The projection of nationalism to the remotest past is responsible for giving a wrong colouring to events. Migration of peoples from one part to another, whether peaceful or otherwise, should be recognised as a part of history. We should accept the events as such and emphasise that the people acted according to the mores of their times. Careful presentation of history can go a long way in developing a healthy international outlook in the pupils.

In order to make the child internationally alert, he should be given the sense of “space and location as affecting human actions.” He must have a vivid concept of the globe, where he can see all its parts in terms of whole and where he can see his own country in interrelationships. This will enable him to have the realisation that international contact, conflict and cooperation in modern world is inevitable. He will realise the importance of contact, the ways to enhance co-operation and the ways to avoid conflict.

The ideal of human freedom, dignity, equality and brotherhood should be emphasised. Education in history should help us grow mature and free, to flower in love and goodness, to increase wisdom and virtue. We should work for general renewal of humanity. If enough men and women arise in each community who are free from racial and religious fanaticism, who will oppose strenuously every kind of mental and moral tyranny, who will develop, in place of an angular national spirit, a sound world view, we will get near the concept of one earth and one family.

History books should be written with a view to eliminate national animosites and prejudices. In the words of Lord Russell, “The history books should carefully abstain from glorification of any one member at the expense of any other. They should make past wars between nations appear as foolish.”

The histories of the different countries need to be rewritten to give them an international slant because most of the time, historical facts have been given with certain bias and prejudice. In the interpretation of historical events, facts and figures, details and descriptions, have been distorted. Significant accounts have been omitted. Facts quoted out of context have changed the nature and colour of historical events. For instance, Asian History presented from
European point of view, has neither been history nor Asian. There are glaring omissions and distorted accounts. It is absolutely necessary that historical facts are presented in clear and objective perspective.

**Indian History in World Perspective**

A peep into the pages of history reveals that right from ancient period, India was having cultural and trade relations with other countries and India never lived in isolation. The series of invasions, starting with the Aryans, show that in spite of the natural frontiers, India could never escape from the major events that shaped Asia and Europe. The cultural links with the eastern and western countries, through land and sea, are the interesting aspects of history. The remains of temples, buildings, etc. and the coins in Central Asia and Malaya Archipelago, have proved beyond doubt that Indians, in the ancient period, had played a distinguished part in moulding the civilisation and culture of the vast regions in the continent of Asia which lie beyond the Himalayas and the sea. Similarly, right from the dawn of history, India had commercial contacts with other countries. Rice, pepper, spices, pearls, ivory, cotton, etc. were exported to Eastern and Western countries, thus fostering international contacts.

Discoveries at Harappa and Mohenjo-Daro and the Boghus Koi inscription clearly show that India had close cultural connections with Western Asia. With Alexander’s invasion, India and the Western Asia became more closely connected with each other.

With the establishment of the Indo-Greek Parthian and Bactrian kingdoms, India’s relations with Rome and Greece became more intimate. Indians borrowed a good deal from Greece in Astrology, Art and Literature. Trade with Rome greatly enriched India.

India had ties with Northern countries like Bactria, Khotan, Tibet and China also. Sir Aurel Stein’s excavations and explorations have proved beyond doubt that the language, alphabet, art and administrative system of Bactria and Khotan were borrowed from India. Several great scholars of India were invited by the rulers of Tibet and these scholars gave to the Tibetans their language, religion and culture. There was frequent exchange of scholars between China and India also. There were several colonies of Indians in China. Fahien, Hiuen Tsang and Itsing—famous Chinese travellers, visited India. The permanent influence of religion, language and fine arts in South-East Asian countries, Central Asia and China which can be seen even today, clearly indicates the close cultural contacts between India and these countries.

Similarly, the spread of Islam and the Muslim rule in India, with
all its major contributions, is a story by itself. "The Arabs Scholars" says Dr Ishwari Parshad, "sat at the feet of Buddhist monks and Brahman Pandits to learn philosophy, astronomy, mathematics, medicine, chemistry and other subjects of study." These Arabs afterward, spread these ideas which they had learnt from the Indians to European countries. The numerical figures, which the Europeans learnt from the Arabs, were in reality Indian figures as the Arabic name of the figures-"Hindsa" suggests. The Saracen civilization borrowed a good deal from Indo-Aryan culture. The culture of India was also enriched through contacts with the cultural traditions of the Arabs, the Turks and the Persians.

Coming to the modern times, India came in contact with Europeans. Different fields of life in the country had the domination of the West. During the 19th and 20th centuries, there was a clear influence of European culture on Indian life and institutions. As a result of this spread of modern western education and thought during the 19th century, a large number of Indians imbued a modern, rational, secular, democratic and nationalist political outlook. They also began to study, admire, and emulate the contemporary nationalist movements of European nations. Rousseau, John Stuart Mill and other Western thinkers became their political guides, while Mazinni, Garibaldi and Irish nationalist leaders became their political heroes.

Two World Wars and the Russian Revolution and the awakening of the eastern countries did influence India and accelerated the pace of our nationalist movement.

Since Independence, our contacts with other countries have increased a lot. India has cultural ties with a number of leading countries of the world. It is the leader of the non-align movement. Her policy has been endorsed by a number of newly emerging Afro-Asian and European countries. For ushering in a period of peace, non-aligned nations, can play a great role because they do not think in terms of power politics but about the conditions in which everlasting peace can be established. Universal peace requires a world order which ensures protection against racial discrimination, freedom for all peoples and large scale technical and financial assistance from rich nations to developing nations to help them achieve economic development as quickly as possible.

Techniques of promoting International Understanding

1. Celebrating the days of international significance: The commemoration of the heroes of peace on special days, the celebration of birth days of great men and women of all lands and nations, celebration of international days as UNO Days, Children's Day, Armistice Day,
celebration of international weeks, etc. can go a long way in developing international understanding. Similarly, observance of special days like ‘Russia Day’, ‘America Day’, etc. when talks, exhibits, films, etc. pertaining to the particular country may be shown, can also prove useful.

In this connection, help may be taken from the various embassies.

2. Graphic and dramatic representations of the horrors of modern warfare: These will show up war for what it really is—a silly, futile, sadistic and essentially inhuman business. These will help in making the pupils alive to the dangers of war and advantages of peace.

3. Mock Sessions of World bodies such as UNO and dramatisation of historical events can create inter-national awareness.

4. Organising model sessions of the UN Disarmament Commission discussing topics as total ban on ornaments—nuclear and conventional, Nuclear Test Ban, Non-proliferation of nuclear weapons, etc. can prove immensely useful.

5. Organisation of debates. Debates on topics pertaining to international problems, the role of UNO and its organs, can be of much use. For example, when pupils debate on the proposition, “The solution of the problem of disarmament cannot be found within the problem itself, but outside it, as the problem is not one of disarmament as such but rather the problem of the organisation of the world community”, they will realise the necessity of creating a world community.

6. Arranging children’s interviews with foreigners present in our own country. These will provide the children with opportunities of asking all sorts of questions about their country. Thus, their mental horizon will be widened.

7. Use of news items or broadcasts or telecasts. A news item about another country, or broadcast or telecast can be converted into pleasant experiences of children about that country.

8. Meeting of children from other countries. If the children of other countries happen to be in our country, opportunities may be sought to bring them together in order that they may exchange views about each other’s country. They will know each other’s dresses, games, celebrations, foods, stories and ways of living.

9. Biographies of great men and women who fought to establish peace in the world can also be a great incentive to the children.

10. Use of books, pictures, films and filmstrips about other countries can go a long way in promoting inter-national understanding.
11. Exchange of photographs, pictures and small gifts may be encouraged among children of all nations.

12. Pen friendship with children of other countries can establish international contacts and harmony among children.

13. Sending greetings on occasions of national importance—Children of the school of one country may be led to send greetings to those of the other.

14. International camps. When students and teachers from different nationalities gather together for common living and common work in international camps, way is prepared for international understanding. Work projects undertaken help in working for the welfare of the downtrodden and thus self or national consciousness shades into larger issues of humanity.

15. International Study camps. These camps equally help in breaking cultural barriers. They help in creating respect for the cultures and people of different nations. These short-term seminars provide an excellent opportunity of studying together various aspects of ‘Education for a World Society’. Excellent opportunities of experience in international living and learning are provided.

16. Study Tours. Study tours of short duration also enlarge human understanding and sympathy. They provide first-hand observation, personal contacts and group discussions and thus, life-transforming experiences are provided. With change of place we not only change our ideas but also our opinions and feelings.

17. Exhibitions of paintings and other works of art. These exhibitions of one country, shown in another country, can enable us to understand those countries about which we know little or nothing. In the words of S. Radhakrishnan, “Art Exhibitions, where we have works from different traditions, foster friendship by enabling us to see the world with each other’s eyes. Art speaks a universal language and the different artistic traditions are to be regarded as dialects of this universal language....Diplomatic encounters develop differences. Art exhibitions strengthen unity. They point out how we laugh when tickled, bleed when cut, suffer when frustrated, enjoy when fulfilled.” International exhibitions encourage a world outlook in the best possible manner.

18. International book fairs. This is yet another way of creating international awareness, and international understanding.

19. Maintaining of scrapbooks. Children should be encouraged for maintaining scrapbooks of different countries which will enable them to understand the world better.
20. Building of a museum. Children may be encouraged to collect curios from the different countries which may be kept in the school museum with the required information about the curio.

21. Organisation of projects. Projects may be organised on model UN Security Council Sessions, debating the various international problems. These will develop an understanding of the problems in proper perspective.

Role of the History Teacher

The history teacher is one of the most important agents for creating and promoting one world understanding. It is he who can teach peace and foster in the rising generations an international outlook. It is he who can become a force for good in the world community.

In order to produce world-minded citizens, the teacher must be world-minded himself. He must extend his background of information if he wants to develop global perspective among his children. Informed about the contemporary world scene and its historical background, he can help promote better understanding of the world. He should not believe in absurd generalisations like "British are all children of pernicious Albion", "The Chinese are cruel and secretive", "All Scotchmen are thrifty", "Frenchmen are excitable", "Dutchmen are stolid", "Englishmen miss the points of jokes", etc. To enable the children to grow up free from prejudice, the history teacher has to break down prejudices within himself. He should teach them how to think objectively. So far, teachers have taught children the history of Americans, Russians, French, English, etc., they have not taught the history of humans. To promote international understanding, it is essential that history teacher emphasises that "man remains man" first and then he can be called a Russian, an American, an English man and so on.

Children must be given training in critical thinking. Wars begin in the minds of men. It is, therefore, important that defences of peace are constructed in the minds of men. Mind should be educated for reasoning and critical thinking. The teacher should help the children to develop "social skills which are necessary for creating international understanding." Ability to evaluate and to use constructively the differences of opinions, ability and personality shown by any group; ability to differ from the opinions of another person without disturbance of friendly personal relationship, ability to arrive at a consensus on a controversial matter—such skills need to be developed among the pupils. These social skills can go a long way in dealing with misunderstandings which arise between different cultures. Giving them correct knowledge and emphasis on correct facts will enable the children to understand the plans and policies of other countries. Thus, the way will be prepared for
international understanding.

The teacher has Herculean task before him. Most of his work can be done in precept, example, criticism and discussion. He should inculcate among children the right values of life-like cooperation, friendliness, love of justice, love of truth, appreciating the contributions of others. He should enable the pupils to recognise the existence of propaganda around him, point out the fallacies in specific terms, refuse to support false propaganda and build a citizenship which will not tolerate the distortion of the truth for national or personal ends.

Teachers of history are in a happy position to influence thousands of young minds. If they succeed in making every child world-minded, peace will take care of itself.

Summary

1. If human civilisation and humanity are to be saved, war must be made impossible. Since wars begins in the minds of men, it is in the minds of men that the defences of peace must be constructed. Only right education can do the job.

2. History can be a very good means of promoting international understanding. The content, methodology and text-books of history must be thoroughly overhauled to enable it to play a most important role.

3. Techniques like celebration of the days of international significance, graphic and dramatic representations of the horrors of modern warfare, mock sessions of world bodies, model sessions of UN Disarmament Commission, debates, children's interviews with foreigners, biographies of great men and women, etc. may be used to promote international understanding.

4. Teacher can perform the noble mission of teaching peace and bringing the much desired peace in the universe.

Evaluation

1. "Civilisation is a world product, not a national one." Comment upon this statement and show how it may be possible to reconcile national and international aspects of the subject of history to the cause of modern civilisation.

2. In what way can history be useful in promoting international understanding? In what way it will have to be overhauled to enable it to do the job?
3. Through what different stages, starting with the initial one of the individual interests and problems should the mind of the child be developed by means of history to produce in him an international outlook? Discuss each stage of development separately.

4. "Indian history should be taught in the perspective of world history." Discuss.

5. 'Man actually does possess the means of either destroying himself or realising his brotherhood in practical worldwide unity.' Amplify the above statement and explain how history can be helpful in producing in the minds of young children a desire for worldwide unity and universal brotherhood.

6. What content in history and methods of teaching would you suggest to promote international understanding among secondary school students?

7. How far do you accept education for international understanding as an aim of history teaching? Select a topic of your choice from Indian history and then suggest how will you deal with it in order to create a spirit of internationalism in students?

Collateral Reading


Evaluation in History

Evaluation approach to the teaching of History

The process of education includes three major divisions—formulation of objectives, designing learning experiences for the achievement of objectives and assessing the outcomes of education. So far we have been discussing the first two divisions of the educative process. Let us now take the third division—how to assess the outcomes of teaching history?

Evaluation is an important part of the whole educational programme. Not only that. There exists an inalienable three-fold relationship among objectives (ends) teaching procedures or learning experiences (means), and evaluation (evidence). They influence and strengthen one another.

Evaluation is an inclusive concept—it indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of the desired outcomes. It is a compound of objective evidence and subjective observations.

Evaluation involves three steps:

(i) Identification and formulation of objectives;

(ii) Their definition in terms of pupil behaviour, i.e. what changes do we expect in the child by each one of those objectives; and

(iii) Construction of valid, reliable and practical instruments for observing the specific phases of pupil behaviour such as knowledge, information, skills, attitudes, appreciations, personal, social adaptability, interest and work habits.

How to develop an effective evaluation programme?

For the development of an effective evaluation programme in
history, the teacher must be acquainted with:

(a) The objectives of history in respect of the subject as *a whole and of specific units*.

(b) The relationship between the Educational Trinity mentioned above, namely, objectives, learning experiences and evaluation.

(c) The varied purposes of evaluation, i.e. diagnosis, guidance, grading, classification, etc.

(d) The elementary theory and practice of measurement.

(e) The techniques and tools of evaluation—*their preparation and uses*.

(f) The follow-up procedure to utilise the "feed-back" in the classroom.

![Evaluation Triangle](image)

**Fig. 16. Evaluation triangle**

As discussed earlier, for teaching purpose, the course of history is sub-divided into units or topics. For each unit or topic, specific objectives are formulated. These objectives are more concrete both in terms of modification of the behaviour and the knowledge to be imparted. Each objective has two specifications—*content specification* and *competence specification*, which imply what subject-matter
has to be imparted and what behaviour changes may be expected as a result thereof. The teacher devises the learning experiences in the light of these objectives. He uses various methods, techniques and devices to expose the pupils to the learning experiences. During this process, teacher continuously evaluates whether the objectives are being achieved or not. He uses various techniques, e.g. written and oral questions, observation, interview, various types of records, etc.

For an effective evaluation programme the following points can prove useful:

(i) Evaluation should aim at testing the degree to which the objectives of teaching the subject have been achieved. Has the pupil developed certain higher abilities, like understanding and critical thinking? Has he gained knowledge of historical facts? Has he developed the practical skills like drawing maps, charts, diagrams, etc.

(ii) The scheme of evaluation should also ensure an effective coverage of the syllabus through giving proper weightage to different areas of content as the lack of it will result in the neglect of the portions not covered by evaluation.

(iii) As all abilities, understandings, skills, attitudes cannot be successfully tested through one single device, it is necessary that, in a programme of evaluation, different devices may be used. The device to be used needs to be chosen very judiciously.

(iv) Whatever device is used, it should ensure objectivity in results.

Techniques of Evaluation

For testing knowledge of facts, understanding, critical thinking, etc. in history the following may be used:

(i) Oral tests.
(ii) Essay tests.
(iii) Short-answer type tests.
(iv) Objective type tests.

**Oral tests**

These tests can be used for testing knowledge of individual pupils. Oral tests in history offer an opportunity to test in depth especially a student’s independent thinking. Through tactful questions, the testee can be made to exercise his own thinking and not operate on borrowed argument alone. If the student gives an incomplete
answer, the same can be got completed by another question, thus at the spot correction is possible. In addition to the day-to-day classroom testing, oral tests can be used at least twice a year for testing the promptness in knowledge of facts or express ideas coherently on a topic.

This technique is quite valuable if the questions are serially arranged to throw full light upon a particular unit of study. Another well-known procedure for an oral test is to get the questions written on separate cards. The testee may draw out one or more of these cards from a pile. He can be given a few minutes for getting into a proper mental setup followed by an answer and supplementary question.

In addition, pupils can be required to participate in class debates and discussions. A panel of judges can evaluate on such occasions.

It is advisable to award a grade on a three or five point scale, rather than a numerical scale. If need be, it may be so converted afterwards.

The oral test has certain limitations. It is time-consuming and can become, at times, very subjective. Moreover, judging on the spot is comparatively an imperfect measuring device.

*Essay type tests*

In this type of test, the pupils are called upon to write in 300-500 words the answer of essay questions. Attempt is made to test the student’s abilities to interpret data; organise and summarise ideas; apply principles; describe events, persons and places; think creatively and critically. The examinees have to recall the facts or principles.

They have to list, outline, describe, compare and contrast; explain, discuss, develop, summarise, evaluate, arrange, select, define, illustrate, interpret and criticise.

*Examples:*

1. When did the War of American Independence break out? What were the causes of colonists’ success and Britain’s failure?

2. How, when and by whom were the American colonies established? Who became the ‘human raw material’ of these colonies?

3. What were the problems at the time of Harsha’a accession to the throne?

4. How did the Saints of the Bhakti movement help in the evolution of common values both among the Hindus and the Muslims?
5. Was the revolt of the Indians in 1857 against the British rule a Mutiny or a War of Independence? Give reasons for your answer in a few lines.

**Advantage of essay type tests**

1. The essay alone can test a pupils’ capacity for sustained thinking and his ability to marshal facts and arguments in order to prove or refute a point of view.

2. Essay is the best means of evaluating the qualitative aspects of expression of thought.

3. Essay type test also helps in securing evidence on attitudes and controversial issues.

**Shortcomings**

The essay type test lacks most of the qualities of a good measuring instrument—some of the shortcomings are:

1. *The essay test includes many irrelevant factors such as the quality of the language used, the spelling, the handwriting, etc.* The examiner who marks an examination paper in history is willy-nilly, marking the subject matter of history as well as the language. He thinks that he is estimating the candidates’ knowledge in history whereas he is all the while being unconsciously influenced by extraneous things such as handwriting, neatness, spelling, correctness of the wording, the thousand and one things that go to make a series of written answers. For correcting such type of irrelevant factors, no corrective formulae exists.

2. *Accurate marking of essays is an eternal problem.* As essay is an intricate mental product which can be analysed in a variety of ways and yet can never be analysed completely. Each examiner consciously or unconsciously makes his own analysis, measures each element by his rod, weighs each factor in accordance with his own scale of values. The element of subjectivity plays such a cardinal role in the scoring procedure that teachers dare not see eye to eye with one another on a second series of values assigned independently to the same papers. Sometimes, examiners have been found to reverse their judgement almost completely when asked to mark the same papers they had scored earlier.

K.S Acharlu conducted an investigation in which each one of the twenty-seven examiners (who were all experienced graduate teachers) valued twenty-seven essays written by school students. He discovered a wide disparity, so much so that in the case of one pupil four examiners failed him, twenty gave him just pass marks, eight put
him in the second disvision while three gave him first class marks.¹

3. **Comparatively much time is spent on answering the essay type of paper and evaluating the answers.** If the examiner wants to be fair to all the examinees in an essay type of paper, he must be armed with elaborate checklists and with every answer paper, he must tick off the points in the list. This is rather difficult.

4. **The sampling done by essay type test is very arbitrary and limited.** Generally eight to ten questions are set, out of these five or six are to be answered in two to three hours. Thus, the test measures the student's proficiency only in a limited field. Moreover, the chance factor plays a great part.

**Short-answer type**

In this type, short questions are set to which pointed answers have to be given. Answers may vary from one word to 50 words. The main purpose is to test a large amount of knowledge, abilities and understandings within a short time.

The answers in a short-answer type are not standardised and are not provided in the question paper. There is not much scope for variations in answers as the demand of the question is very specific. Language does not play a predominant part in the answer as the examinees are not required to write much. Scoring may be made more objective than the essay type tests as a specific scoring key or an objective rating scale can be adopted.

The short-answer type questions are not as mechanical as the objective type tests. They can be used for testing understanding of causal relationships and appreciation of contributions of great personalities within a short time.

**Example:**

1. Give three arguments to show that Industrial Revolution in England ruined Indian Economy. (Knowledge)

2. Explain the four factors that led to the growth of national consciousness leading to the formation of Indian National Congress. (Knowledge)

3. Identify and enumerate four points to justify that the Revolt of 1857 was a popular rising. (Understanding)

4. Enumerate the four ways in which the Protestant Reformation influenced life and developments in western Europe. (Understanding).

5. The policy of mercantilism was the main source of trouble between the English Government and their colonies in America. State three main features of the policy as it worked in America. (Critical thinking)

6. Identify and explain one main feature of the Indus Valley Civilisation. How do you infer that the civilisation had contact with other civilisations of the times? (Critical thinking).

7. Though Jainism, like Buddhism, was a reform movement of Brahmanism, it could not expand. What might have been the possible reasons? Mention any two. (Critical thinking).

Objective tests

Teachers use objective tests which enable them to measure the achievement of their pupils. For this purpose, they employ items of a number of types. Such tests can be administered in a short time; there is no possibility of difference of opinion among examiners as to whether responses are to be scored right or wrong.

Merits of objective type tests

The following special advantages are claimed for the use of objective tests in history:

1. Extensive sampling—As a large number of objective type questions can be answered in a short time, they are specially suitable for testing a large content of history syllabus. The examiner can put his finger on pupil’s strong as well as weak points.

2. Objectivity of scoring—The items are so framed that the answers are brief and usually admit of only one correct response. It eliminates subjectivity in both answering and scoring.

3. Minimum use of language—The test requires minimum use of language—thus language does not prove a hurdle in getting better scores.

4. Economy of time—Since the responses are definite and brief, the examinees can answer a fair number of questions within a short interval. The examiners can also score rapidly.

5. Minimise cramming—Objective tests do not lend themselves to cramming, skipping over certain portions of the course of studies and the pouring out of mugged up information verbatim.

6. Gives greater satisfaction to pupils—Instead of probing the mind at a dozen points only, objective tests do probe it at a hundred different points. They offer the pupil a greater feeling of satisfaction—a feeling that at any rate he or she has got his or her deserts.
7. Elimination of bluffing—High sounding and bombastic words cannot deceive the examiner into the false idea that the pupil possesses very wide knowledge. Pin-pointed answers are expected. Element of bluffing is eliminated. Thus, examinations based on objective type tests are more reliable and more valid than examinations based on other types of items.

Limitations of objection type tests

1. Objective type tests are not suitable for testing the understanding of causal relationships, the appreciation of principles and ideas, though from the point of view of good evaluation of historical content, evaluation of such a segment of behaviour is quite important.

2. They do not help in showing the pupils’ general understanding of the subject nor his interpretation of facts, his capacity for organising and formulating his knowledge nor his initiative and originality.

3. Objective type tests appear to be very easy for pupils of higher classes. Pupils secure more marks on objective type tests than on essay type tests.

4. As the answers are very small, there is more scope for copying than in essay type tests.

5. As the answers are suggested in the item, guessing is encouraged. Thus, the examinees may score more marks by guessing.

It needs to be pointed out that if the tests are properly constructed and administered, these problems can be eliminated. Some safeguards are suggested below:

Guidelines for the construction of objective type tests

1. It is necessary that the time for the test should be neither too short nor too long. The amount of time good students are expected to take in answering the questions should determine the time to be allowed for an objective type test.

2. Every objective type test should have a general instruction, in which the pupils may be informed of the time allowed for the test and advised that they should not spend too long a time on a particular question and that they should be quick in answering it. If they find a particular question difficult, they should move on to the next and come back to it at the end.

3. There should not be any alternative question in an objective type test.

4. The scoring key for the test should be prepared.
5. It is advisable to ask only one or two types of questions as less time will be taken in reading the instructions for them.

TYPES OF OBJECTIVE TESTS

(1) *Multiple Choice Questions*

*Objective—Knowledge*

For the following questions, there are four answers marked A B C D. Only one answer is correct. Write the letter indicating the correct answer in bold letters in the right hand margin within the brackets.

1. Bronze Age was mainly characterised by
   (A) end of stone age.
   (B) invention of fire.
   (C) food gathering had started.
   (D) birth of specialisation.

2. The area between the rivers Euphrates and Tigris is known as
   (A) Chinese civilisation.
   (B) Indus civilisation.
   (C) African civilisation.
   (D) Mesopotamian civilisation.

*Objective—Understanding*

Write down the correct answers in the bracket at the right hand side using A B C or D.

1. The Athenian democracy was based on the assumption that
   (a) all citizens were fitted to serve the country.
   (b) all inhabitants have the same rights and privileges.
   (c) the court and the council were providing checks and balances.
   (d) all citizens were strong enough to defend the democracy.

2. Greek civilisation declined due to its
   (a) large number of city States.
   (b) dependence on foreign countries for food.
   (c) large scale colonisation and exportation of goods.
(d) self-pride, excessive freedom and disunity.  

**Objective—Critical Thinking**

Select the most appropriate response.

1. Although there was perfect agreement between England, America and Russia in the several war time conferences on the reconstruction of the post-war world, the signing of various treaties with the vanquished nations was unduly delayed. This is because

   (a) there were disagreements between USA, France, UK and USSR on the question of new territorial boundary and frontiers of the defeated nations.

   (b) divided on ideological and political grounds, the western powers and USSR viewed all aspects of treaty provision in each case from the point of view of their future strategy of world domination.

   (c) there were acute differences over the question of sharing the booties of war.

   (d) the vanquished nations were not represented in the peace parleys.

2. Post-war development in Europe and the world almost resembled the conditions that existed on the eve of the First and Second Wars with regard to

   (a) the system of entangling military pacts and counter-pacts.

   (b) the system of balance of power.

   (c) the aggressive designs of powerful nations.

   (d) economic rivalry between industrially developed nations.

(2) *True-False or Yes-No*

Here a number of statements are given and the pupil is required to write ‘T’ and ‘F’ or ‘Y’ and ‘N’ against them.

**Example**

(i) Mahayana Buddhism regarded Buddha as an incarnation of Vishnu and a part of Hindu pantheon.  
(Understanding)
(ii) The Ten Commandments stabilised the religion of the Jews. (Understanding) ........................................

(iii) Christ was born before Buddha. (Knowledge) ........................................

(iv) The extent of Mauryan Empire was greater than that of the Gupta Empire. (Knowledge) ........................................

(v) The Bill of Rights converted England from an absolute monarchy to a limited monarchy. (Understanding) ........................................

(3) Completion type

In this type, questions asked only involve the filling in of proper name, date, etc. They test knowledge of facts.

Examples

1. (i) The First War of Indian Independence was fought in ......................

   (ii) The Indian National Congress was founded by an English man named ......................

2. Fill up the blanks selecting the appropriate word/words.

   (a) Justinian regarded ...................... as the head of the Church (Pope, Bishop, himself)

   (b) Charlemagne's surest claim to fame rests upon his encouragement of  ...................... (religion, warfare, learning)

   (c) Ka'ba is the house of worship of the (Jews, Muslims, Christians)

   (d) The first Arab invasion of Sindh took place in A.D. ...................... ...(643, 660, 708)

(4) Sequence of Events

In this type of test, certain items are given which are to be arranged in chronological order.

Examples

Arrange the following in sequence:

Crips Mission
Third Battle of Panipat
Minto-Morley Reforms
EVALUATION IN HISTORY

The Tragedy of Jallianwala Bagh
First War of Indian Independence
Battle of Plassey
Salt March

(5) Marching test

In this test, two lists of items are given without any order or arrangement. The pupils have to match items from one list with appropriate items of the other list. The aim is to test the understanding of facts.

Examples

Match item under column ‘A’ with those under column ‘B’

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) I believe in blood and iron policy in unifying Germany.</td>
<td>(a) December 1773</td>
</tr>
<tr>
<td>(ii) My aim is to preserve the union at any cost.</td>
<td>(b) Abraham Lincoln</td>
</tr>
<tr>
<td>(iii) Man is born free but is everywhere in chains.</td>
<td>(c) Declaration of the Rights of Man</td>
</tr>
<tr>
<td>(iv) The Congress of Vienna</td>
<td>(d) Bismarck</td>
</tr>
<tr>
<td>(v) Risorgimento</td>
<td>(e) 1815</td>
</tr>
<tr>
<td>(vi) Monroe Doctrine</td>
<td>(f) Prussia, Russia, Austria and Britain</td>
</tr>
<tr>
<td>(vii) I will not rest my arm and soul until I have broken the chains that bind my fatherland to Spain.</td>
<td>(g) Italian nationalist spirit</td>
</tr>
<tr>
<td>(viii) Boston Tea Party</td>
<td>(h) Simon de Boliver</td>
</tr>
<tr>
<td>(ix) All men are born and remain free and equal in right.</td>
<td>(i) 1823</td>
</tr>
<tr>
<td>(x) Quadruple Alliance</td>
<td>(j) Rousseau</td>
</tr>
<tr>
<td></td>
<td>(k) Mussolini</td>
</tr>
<tr>
<td></td>
<td>(l) Declaration of American Independence</td>
</tr>
</tbody>
</table>
(6) Classification test

This type of test can be utilised with advantage in testing knowledge of historical facts.

Example

Underline the name which is different from the others in each of the following groups of names:

(i) Guru Nanak, Christ, Hazrat Mohammad, Arya Bhata.
(ii) Akbar, Chandragupta Vikramaditya, Jahangir, Chengiz Khan.

(7) Relationship test

In this test, relationship between the two things is asked. It is intended to test understanding.

Example—1

For each event given below, give place and year with which you associate it:

<table>
<thead>
<tr>
<th>Event</th>
<th>Place</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shivaji’s Birth</td>
<td>.......</td>
<td>.......</td>
</tr>
<tr>
<td>Foundation of UNO</td>
<td>.......</td>
<td>.......</td>
</tr>
</tbody>
</table>

Example—2

Suppose Rachna were a high caste Brahmin lady living through the following periods of Indian history.

(a) Later Vedic Age         (L.V.A.)
(b) Gupta Age               (G.A.)
(c) Medieval Age            (M.A.)
(d) Post-Independence India (P.I.I.)

A few statements describing some aspects of her life are given below in a tabular form. Read each statement in relation to the conditions of social life prevailing in all the periods of Indian History and put a tick mark within the brackets under the period wherein the condition is true.
**Statements**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. She could move about in the street without purdah.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>2. She could get high education.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>3. She had equal political rights as men.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>4. She could marry outside her caste.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>5. She could divorce her husband.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

**Recall type**

In this test, questions are asked to which simple and small answers have to be given. They mainly test knowledge.

**Example:**

1. Which of the Mughal Emperors was fond of art and architecture?
2. Who was the founder of Marhatta revolt against the Mughals?
3. Name the four Vedas.
4. When was India declared a Republic?

**Testing skill**

**Example**

1. Arrange the following events on time line.
   1. Stamp Act
   2. Seven Years' War.
   4. Declaration of Independence.
   5. Surrender of Cornwallis at York Town.

2. In the outline map of India indicate the extent of empire of the Guptas, centres of learning like Taxila, Nalanda, famous art sites like Ajanta, Sanchi, Amaravati, etc.
3. In the outline map of the world show major trade routes, both land and sea, through India and abroad.

Testing application of knowledge

Example:

1. What does India need to learn from the people of America?
2. How can India exploit its own natural resources for the industrial and economic development of the country?

Standardised Tests in a History Examination

Standardised tests have also an important place in a history examination. A standardised test is technically superior, is carefully planned and executed and thus is likely to be better in quality. All the questions which go into a standardised test are expertly written, properly pretested, rigorously analysed and scientifically refined. Standardisation of its administration and scoring also makes measurement more dependable. It gives the standing of a student in relation to all students in the same age group or grade. The reliability and validity of the test are established through statistical procedures.

Now the history syllabus will be almost uniform throughout the country, standardised achievement tests in history can be of great use.

Limitations of Standardised Tests

1. Standardised tests are not amenable to frequent usage. They lack the element of flexibility; they cannot be easily integrated with instruction. They cannot be used for weekly, monthly or quarterly tests.

2. It is difficult to keep a standardised test secret as it is used by many.

This danger, of course, can be obviated if a number of parallel standardised tests are prepared and the examinees, in this case would not know which would be used and when.

Both the types of tests—teacher-made tests of different types and standardised tests, useful as they are for different purposes and at different levels, should be used to complement each other. Let teacher-made tests be used as a basis for appraising the course in particular units of instruction within the classroom and standardised tests be used primarily for making comparisons of the overall achievement of different pupils of different classes and of different schools.
Designing a Good Test in History

There is no doubt about this fact that lot of improvement is needed for testing the achievement of students in history.

Criteria of good questions and question papers

Below we discuss the criteria of good questions and question papers in history:

(i) Objective—Questions should be based on a predetermining objective of instruction so as to be valid.

(ii) Content—Questions should be based upon a topic or sub-topic.

(iii) Form—Questions should be written in the form suited to them. Certain forms of questions are more suitable than others for testing some objectives and topics. So the test constructor should use his discretion in the selection of proper form, i.e., essay, short-answer or objective type.

(iv) Wording—Questions should be written in clear and unambiguous language. They should also be within the comprehension of the students and should clearly indicate the scope and length of the answer.

(v) Difficult level—Questions should suit the level of attainment of the child. They should be neither too easy nor too difficult.

(vi) Allotment of marks should be judicious.

(vii) Time should be adequate.

Analysis

Questions and question papers need to be analysed. It needs to be found out whether enough weightage has been given to the different objectives of teaching history, and to different content areas; whether enough weightage has been given to different forms of questions and there is adequate number of questions in each form; whether distribution of marks is proper; whether allocation is proper; whether scheme of options is sound; and whether difficulty and discrimination levels of the question paper are satisfactory; and whether scoring key and marking scheme is sound.

Design of a Question Paper

Design of a question paper is a broad policy statement made by the examination authorities and passed on to the paper setters for framing a question paper and to schools for preparing students on
the lines suggested. Before preparing the design of a question-paper, decisions regarding the following should be taken:

1. Weightage to objectives.
2. Weightage to contents.
3. Weightage to form of questions.
4. Weightage to difficulty level.

Blue-Print

A blue-print is a more detailed document on which a question-paper is based. While different blue-prints can be prepared from the same design, a number of question papers based on the same blue-print will be more or less parallel.

Preparation of Question Paper

Following steps should be taken while preparing a question paper:

1. Preparation of the design.
2. Preparation of the blue-print.
3. Construction of questions according to the requirements of the blue-print.
4. Editing the paper including the arrangement of questions according to objectives, content of form.
5. Preparation of a scoring key in case of objective type questions, and model answers and marking scheme in case of short answer and essay type questions. Regarding the latter, the paper-setter should give an outline of the answer in points.
6. Question-wise analysis of the paper—This should be undertaken in order to see whether the question-paper conforms to the requirements of the blue-print.

Framing of suitable Questions

For the framing of suitable questions, following steps should be taken:

1. Deciding upon the objectives and their specifications to be tested.
2. Locating topics on which the questions can be set.
3. Deciding the form of question that should suit a particular objective and topic.
(4) Finding out interesting, challenging novel situations as far as possible.

(5) Writing questions in clear and definite language.

(6) Framing questions in such a way that the scope of answers becomes definite.

Some suggestions are listed below for the preparation of a design of a history paper:

(1) *Weightage to objectives:* The following plan of marks-allotment among different objectives can prove useful:

(a) Acquisition of knowledge        60%
(b) Application of knowledge        20%
(c) Development of skills           20%

(2) *Form of Questions:* Questions included may not be essay type only but the question paper may contain all the three types of objective based questions viz., essay type, the short answer type and the objective type.

The essay type questions may require writing answers of three to four pages—200 to 400 words each.

Regarding the length of short answer questions, they may require extremely brief answer and should not take more than five lines or 30 words.

As far as the objective type of items are concerned, they may only be of the multiple choice variety for the present and should be so designed as to test higher abilities than mere recall.

(3) *Options:* Options may be included in the question paper as follows:

(a) *Essay-type questions:* It is suggested that only internal choice be provided in respect of essay-type questions. Care should be taken to ensure that the alternatives are balanced and equivalent in respect of the content area, the difficulty level, time required for answering and the scheme of marking. Each essay-type question should have one option.

(b) *Short-answer questions:* In this type of questions also, only internal choice may be provided. The criteria for providing options stated in respect of the essay-type questions hold good here also.

(c) *Objective-type questions:* No option should be given in respect of the objective type questions.
Sample Unit Test

Unit: “Industrial Revolution”.

Max. Marks : 25

Class IX  X  Time: 35 mts.

INSTRUCTIONS

1. Answer all the questions.

2. Do not try to read all the questions in the beginning. Solve them one by one.

3. If you find any question difficult, do not waste your time on it. Proceed to the next and come back to it at the end.

4. This test has two sections. Proceed on serially from Section A to Section B.

5. All questions of Section A carry one mark each. In Section B questions number 11 to 15 carry two marks each and question No. 16 carries five marks.

6. Questions have to be answered in the question paper itself by putting the letter of the correct alternative in the bracket provided in the right hand margin.

7. Answer question numbers 11 to 15 in about five lines and question No. 16 in about 15 lines.

8. In case you want to change an answer, do not overwrite but cancel it and rewrite.

9. Time for the total test is 35 minutes.

<table>
<thead>
<tr>
<th>Content</th>
<th>Knowledge</th>
<th>Critical Thinking</th>
<th>Skill</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E S O</td>
<td>E S O</td>
<td>E S O</td>
<td>Qs</td>
</tr>
<tr>
<td>a. Meaning of Industrial Revolution</td>
<td>- 1 (2)</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>b. Conditions favouring Industrial Revolution</td>
<td>- 1 (2)</td>
<td>1 (1)</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>c. Effect of Industrial Revolution</td>
<td>...</td>
<td>3 (3)</td>
<td>1 (2)</td>
<td>1 (2)-5</td>
</tr>
</tbody>
</table>
d. Revolution in Perspective

|   | 1 (5) | ... | 1 (1) | ... | 2 (2) | ...... | 4 | 8 |

e. Impact on India

|   | ... | 1 (2) | 1 (1) | ... | 2 (2) | ...... | 4 | 5 |
|-------------------------|-------------------------|
| 1 (5)                   | 3 (6)                   | 6 (6)  | ... | 1 (2) | 4 (4)...| 1 (2) | 16| 25|

Weightage 10 Qs. 17 marks 68%, 5Qs. 6 marks 24%, 1Q. 2 marks 8%.

SECTION—A

1. At the time of the Industrial Revolution England had an abundant supply of labour because—

   A. There was a very rapid rise of population.
   B. There was an influx of population from other countries.
   C. The enclosure movement rendered large number of people landless and unemployed.
   D. Wages given to the workers were very high.

2. In the beginning industries were started in England, where.

   A. There was abundance of water.
   B. There were dense forests.
   C. There was plenty of iron and coal.
   D. There was regular supply of electricity.

3. The discovery of the method of rotation of crops led to increased production because:

   A. Better tilling methods were introduced.
   B. Lands were not left fallow.
   C. Better manures were used.
   D. Land was enclosed.

4. From the following statements concerning the effects of the Industrial Revolution pick out the one which is not true:

   A. It led to the factory system.
   B. Cities became overcrowded.
   C. Large areas of land in the village were left uncultivated.
   D. Things were produced at a large scale.
5. Below are given some of the demands of the chartists. Which one has not been granted so far?

A. Manhood sufferage.
B. Vote by ballot.
C. Annual Parliament.
D. Payments to the members of Parliament.

6. Robert Owen tried to improve the conditions of the workers by:

A. Opposing industrialisation.
B. Employing children and women in factories.
C. Reducing the hours of work and raising the wages.
D. Passing on ownership of his factory to the workers.

7. Industrial Revolution led to the development of capitalism under which:

A. Economic disparities were reduced.
B. Economic power was concentrated in the hands of a few.
C. Means of production were owned by the society.
D. Production was carried on for the benefit of society as a whole.

8. Socialism aimed against:

A. Large scale manufacture of goods.
B. Private ownership in means of production.
C. Control of means of production by society.
D. Equitable distribution of wealth.

9. Capitalist countries conquered part of Asia and Africa because:

A. They were invited by the people of Asian and African countries.
B. They wanted to spread the benefits of industrialisation in these countries.
C. They wanted to establish peace in the world.
D. They wanted to have markets for their manufactured goods and sources of raw materials.

10. Government of India wants to establish a big iron and steel plant in the country. Which of the following factors should be ignored in selecting a place for this plant?
A. Where cheap labour is available.
B. Where political leaders are not interested.
C. Where electric power is available.
D. Where necessary raw material is available.

SECTION—B

11. What do you mean by "Industrial Revolution"? What are the essential conditions for the Industrial Revolution to take place?

12. Give four important conditions that brought about the Industrial Revolution in England.

13. Do you agree that industrialisation has reduced human drudgery? Enumerate three reasons in support of your answer.

14. From the list given below, select four places which registered a marked increase in their population consequent upon the Industrial Revolution and locate them on the outline map of England.

15. What was the immediate effect of the Industrial Revolution on the cotton industry in India?

16. State the immediate effects of the Industrial Revolution on the life of the workers under the following heads:
   (i) Health (ii) Skill (iii) Morals (iv) Economic condition.

Weightage Chart

A—WEIGHTAGE TO OBJECTIVES

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Objective</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knowledge</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>Critical thinking</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>3.</td>
<td>Skills</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

B—WEIGHTAGE TO CONTENTS

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meaning of Industrial Revolution</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Conditions favouring Industrial Revolution</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>3.</td>
<td>Effects of Revolution</td>
<td>7</td>
<td>28</td>
</tr>
</tbody>
</table>
4. Revolution in Perspective 8 32
5. Impact on India 5 20

Total 25 100

C—WEIGHTAGE TO FORMS OF QUESTIONS

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Form</th>
<th>Marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Essay type</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>Short answer type</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Objective type</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Scoring and Marking Scheme

Q No. 1 2 3 4 5 6 7 8 9 10
Key: C C B C C C B D D B 10

One mark for each question.

11. Following points may be covered in the answer (i) production on a large-scale by means of machines instead of hands, (ii) Replacement of domestic system by factory system. 2 (one mark each)

12. (i) Availability of labour (ii) Stable political system (iii) Enclosure movement (iv) Capital derived from colonies. 2 (one mark each)

13. (i) Introduction of machines in farming (ii) Better manures. 2 (half a mark each)

14. (i) Lancashire (ii) Middlesex (iii) Surrey (iv) Durham 2 (half a mark each)

15. (i) Handicrafts suffered (ii) Instead of exporting muslin we imported cloth from England. 2 (half a mark each)

16. Following points may be covered in the answer.

Health: Workers dwelt in slums, were undernourished. 5
Skill: Workers became skilled in use of machines.

Morals: Social bounds were broken affecting the morals of the people.

Economic Condition: Cottage industries suffered, large-scale production required new markets, people in cities prospered.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Objective</th>
<th>Specification</th>
<th>Topic</th>
<th>Form</th>
<th>Marks</th>
<th>Est. Diff. Value</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knowledge</td>
<td>Recall</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>$\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>-do-</td>
<td>-do-</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>$\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>-do-</td>
<td>Discrimination</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>-do-</td>
<td>-do-</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Critical thinking</td>
<td>Draws conclusion</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>$\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>-do-</td>
<td>Predicts</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Knowledge</td>
<td>Discrimination</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Critical thinking</td>
<td>Draws conclusion</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>-do-</td>
<td>-do-</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Knowledge</td>
<td>Recall</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>$\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>-do-</td>
<td>-do-</td>
<td>1</td>
<td>S.A.</td>
<td>2</td>
<td>$1\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>-do-</td>
<td>-do-</td>
<td>2</td>
<td>S.A.</td>
<td>2</td>
<td>$1\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Critical thinking</td>
<td>Thought provoking</td>
<td>3</td>
<td>S.A.</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Skill</td>
<td>Location of places</td>
<td>3</td>
<td>S.A.</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Summary

1. Evaluation is a very important part of the teaching process. There is an internal relationship between the educational trinity, namely, Objectives, Learning Experiences and Evaluation.

2. A number of techniques can be used to evaluate the achievement of students in history-observation, checklists, conferences, diaries, teacher-made tests-essay, short answer type tests, objectives tests, etc.

3. A good question paper should be valid, reliable and comprehensive.

4. While designing a question paper due weight should be given to objectives, content form of questions and difficulty level.

Evaluation

1. Make out a strong case in favour of the need of reforming our present system of examination in history.

2. Why should reform of history examination be considered as very important for the success of reforms introduced in methods of teaching history? Discuss.

3. “Present system of examination in history fails to achieve its real objectives.” Discuss this statement critically. Give suggestions for suitable tests in history.

4. What is meant by objective type test? Give some examples of these tests. What are the limitations of these tests?

5. What are the different kinds of objective type tests which are normally in use in history. Illustrate each one of them.

6. Give two illustrations of each of the following types of objective tests: (i) Multiple Choice, (ii) Matching Test, (iii) Completion Test, (iv) True-False, (v) Classification Type.

7. What is meant by short-answer type questions? Discuss their advantages in a history question paper.

8. Discuss the place of standardised tests in a history examination.
9. Suggest suitable test items for the following units:
   (i) Social Reforms in India in the 19th Century.
   (ii) American War of Independence.
   (iii) Nationalist Movement in India.
   (iv) Industrial Revolution.

10. Prepare an objective type test pertaining to any period of Indian history, which may consist of 10-12 items of different types for VIII class.

11. "History does not repeat itself; history papers do." Comment.

What suggestions can you offer to make history question papers more objective and more varied?

12. Choose a topic in history. Suggest the specific objectives with reference to it, work out the behaviour changes you will expect of the student to realise and write the test items to evaluate two of the behavioural changes.

Collateral Reading


Planning History Lessons

As stated in an earlier chapter, a teaching unit generally contains matter to be covered in about 3 to 10 teaching periods from which the teacher must select and reorganise the material for a given day's lesson. Now the question arises, how should the teacher select and reorganise the material for a day's lesson? How should he prepare the plan of the lesson so as to achieve the desired results? Why should he plan the lesson? What principles can help him? Let us discuss this aspect of history teaching.

Experienced teachers often do not write out lesson plans in detail, but they do think through the aims, methods and resources, either keeping these aspects of a lesson in their minds or jotting a few notes on paper. Beginning teachers need to write out lesson-plans. Careful planning of lessons is essential for experienced as well as beginning teachers. Lesson planning, in fact, is fundamental to effective teaching.

Defining a lesson-plan

“A lesson-plan” in the words of Lester B. Sands, “is actually a plan of action. It, therefore, includes the working philosophy of the teacher, her knowledge of philosophy, her information about and understanding of her pupils, her comprehension of the objectives of education, her knowledge of the material to be taught, and her ability to utilise effective methods.” A lesson-plan is the title given to a statement of the achievements to be realised and the specific means by which these are to be attained as a result of the activities engaged in, during the period. It points out what has already been done, in what direction the pupils should next be guided and helped and what work is to be taken up immediately. “It is the teacher's mental and emotional visualisation of the classroom experience as she plans it to occur.” It is, in many ways, the core, the heart of effective teaching.
A lesson-plan should tell very simply the story, the way the teacher intends rightly or wrongly, to employ children for a given period. What he and they are going to do. This written ‘story’ should show both sincerity and a plan—a flexible and informal plan.

The “story” of the intended lesson should, however, not look like a story. In one sense, the teacher is playing a role—possibly the chief role in a performance (with no play-acting, of course), the plan, therefore, should look more like a programme. There should be bold headings and lesser headings indicating the different things that are to go on at different times, who are to do those things—(teacher or children or both), what aids are to be used, and a certain amount, not every word of what is to be said.

Need for lesson-planning

Careful lesson-planning is the foundation of all good teaching. It performs some specific functions:

(i) It forces consideration of goals and objectives, the selection of subject matter, the selection of procedure, the planning of activities, and the planning of evaluation devices.

(ii) It keeps the teacher on the track, ensures steady progress and a definite outcome of teaching and learning procedures.

(iii) It helps the teacher in effective teaching. Teacher looks ahead and plans a series of such activities as will progressively modify children’s attitudes, habits, information and abilities in desirable directions.

(iv) It prevents waste. It helps the teacher to be systematic and orderly. It encourages proper organisation of subject matter and activities. It prevents haphazard teaching. It goes a long way towards eliminating disorder and other ills of thoughtless teaching.

(v) It can ensure that the teacher does not “dry up” or forget a vital point. It can remind him of the telling phrase, the apt quotation or the effective smile or illustration at the right moment in the lesson. The teacher can enter the class without anxiety, ready to embark with confidence upon a job he understands and prepared to carry it to workmenlike conclusion.

(vi) It serves as a check on unplanned curriculum. It provides a framework to help the work, directing along the lines of the syllabus at a suitable rate. The hierarchy of lessons becomes well-knit and interconnected. Continuity is assured in the educative process. Needless repetition is avoided.

Lesson planning does entail hard work. Yet it is potentially the
most rewarding sort of professional work that a teacher can do, because in this planning, he has the opportunity to use every bit of his skill, intelligence, ability... in short every opportunity to become a really fine teacher!

**Principles of Lesson-Planning**

Below we list some principles which may be helpful in preparing a lesson-plan:

1. The teacher should prepare a careful but flexible plan. He should be so secure in the plan that he should be free to change it as the developing lesson and the needs of the children require. The plan is to be used as a guide rather than as a rule of thumb to be obeyed blindly. The teacher should have the courage to depart from it when the needs of his children demand.

2. The teacher must have mastery of and adequate training in the topic from which the subject matter has been selected for a certain lesson.

3. The teacher must be fully conversant with new methods and techniques of teaching history.

4. The teacher must know his pupils thoroughly and organise the materials in a psychological rather than merely a logical fashion. He must understand his pupils’ traits and interests in order to know how to provide for them.

5. The teacher must ensure active pupil participation.

6. Since monotony is a defect, so work during a lesson should be varied, particularly with young pupils. This variety of work may be marked on different occasions or at different stages of the lesson in the same period, by pupils’ writing, watching, doing or listening to some person.

**Steps in Lesson-Planning**

For teaching history effectively, the teacher has to proceed in a systematic manner. For this purpose, some steps (although there can be no rigidity about them) have to be followed. Let us now discuss those steps which may help you in preparing a lesson plan in history.

*Formulation of educational objectives (Aims)*

As the teacher sits at his desk planning a lesson, he should ask himself these questions:

(i) Is this lesson primarily one of attitudes, skills, concepts, or
knowledge? or is it a combination of two or more of these?

(ii) If he can get just one idea or attitude or skill or concept across today, what should it be? What does he want them to know when they leave the classroom? "What is the bull’s-eye" of the teaching target for today?" as is so well said by Leonard Kenworthy.¹

(iii) What are one or two other major aims? Are these aims suitable for this class or far beyond their level of comprehension? Or possibly behind them?

(iv) Are these aims specific?

He should remember that the specific aims will be determined in their relationship to general aims. He should think out the statement as to what he intends to do in that particular lesson, e.g. to enable the pupils to be familiar with the social, economic and cultural advancement during the Gupta Period.

Selection and Organisation of Content

Now he should ask himself:

(i) What type of content should he select to enable him to achieve the intended objectives?

(ii) How can he use the present knowledge of the pupils to make the lesson meaningful and interesting to the pupils? How can he arrange the relevant facts in order and correlate it with the lives of the students?

(iii) How much time will be spent in discussion, revision, practical work or in disciplinary interruptions. This will enable him to arrange rate of exposition accordingly.

(iv) How can he start this lesson? Can he use this motivation throughout the lesson?

(v) How can he reach the slow students? How can he reach the fast students?

(vi) What materials or aids can he use best? Are these suitable for all the students?

(vii) How can he summarise the lesson?

(viii) What home-work should he give?

Motivation of Preparation:

The word motivation is used in two different ways:

1. Motivation as a broad approach to teaching: In this sense, motivation includes all that we know about learning. It is something that is going on all through the period. It comes from the teacher's use of his voice, from good questioning, from relating the past to the present and from many other sources.

2. Motivation as a means of getting a lesson underway: In this sense, motivation means ways of getting a lesson started, getting a lesson "off the ground" so to say.

He can motivate the pupils for the new lesson:

(a) By the use of objects: Costumes, coins, sculpture pieces, pictures, etc. may be used to start a topic.

(b) By opening with a startling statement or question: At the beginning of the lesson, the teacher makes the statement—The Sepoy Revolt of 1857 was the First War of Indian Independence. The rest of the period can be spent in discussing why this statement is true.

(c) By using sociodrama: The teacher announces that he wants volunteers for positions in the court of Aurangzeb. Some pupils may volunteer to play the role of Aurangzeb, some others may play the role of Shivaji. In this way, pupils may be motivated for discussion on Mughal-Marhatta Relations during the time of Aurangzeb.

In a similar way, individuals can be selected or asked to volunteer to represent the great freedom fighters. They can then be asked to make brief statements on how they contributed in the struggle for Indian Independence. For this type of lesson, an assignment to learn about the role playing should be given to one of the pupils in advance. Throughout the lesson, these roles should be maintained.

(d) By posing a problem: As soon as the class starts, the teacher says that some recent excavations have been made which have brought to light some human skeletons of Harappan age at a number of places like Chandigarh, Ropar, Lothal, etc. What is your idea about the extent of Harappan civilisation? The rest of the period can then be spent in discussing the details of Indus Valley Civilisation.

(e) By using a filmstrip or film: There are certain very good filmstrips and films available which can be used to motivate the students. The sources of filmstrips and films have been given in Appendix—.

(f) By using the Chalkboard: At the start of the period or before the students have entered the room, the teacher draws a pyramid on the board. Then he suggests that in some way, this represents the Indian people at the time of 1947 when British were to quit India. During the rest of the period, the class fills in this chart with the Prime Minister, Lord Mountbatten, and other leaders. A discussion
can then describe how Indians took over the reins of government in their own hands.

A word of caution here! Not all the lessons need to have a startling opening. The motivation can come from intrinsic interest aroused in scores of ways over a long period of time. But the techniques suggested above, and others, have been given to illustrate how teachers can arouse and maintain interest throughout a period.

Students’ Activity and Teachers’ Role

There should be a fair distribution of time between students’ and teachers’ activity. Teacher can keep his pupils active by frequent questions—fairly distributed over the whole of the class. The pupils can be encouraged to ask questions. Thus, there should be two-way traffic. As far as possible, the pupils should be active participants in the learning process. From time to time, it is helpful to keep a record of pupil participation:

(i) To see how many questions are coming from pupils.

(ii) To see who is taking too much part in class discussion and who is not taking enough part.

(iii) To see if there are parts of the room that the teacher is neglecting.

Recapitulation and Assignments

A lesson without recapitulation is an incomplete one. The principal purpose of this step is to make the presentation more effective. It helps the pupils to come to some conclusion with reference to the wider significance of the problem. An attempt is made to ask children to “tell back” or reproduce what they have learnt. The pupils learn how to express themselves and how to reproduce the material learnt.

Assignment of some work, out of the work done, is essential for the consolidation of knowledge. Let the pupils do some exercise in the form of answers to some question (objective or essay type), draw the maps and indicate the extent of empires or important places, collect the statements, sayings or couplets of great leaders, saints, and prepare scrapbooks, write out reports, etc.

Chalkboard work

Though the lesson is expected to be learnt in class, it is necessary for the pupils to have some record of it with them for future reference. Again, a brief outline of the lesson ought to be more precise and concrete to them. Hence the teacher should make the chalk-
board summary of most of the lessons.

Chalkboard summary should be brief, precise, neat and systematic and it should cover the whole lesson. It is difficult for the teacher to develop it off hand in the class. It is always best to think out the chalkboard summary before hand and put it down in the lesson note for reference.

Chalkboard summary, save in very elementary cases, should be in the form of an outline—as it is only a frame of reference for the pupils for guidance in their studies. Though the chalkboard summary should cover the whole lesson—it should be made in points and sub-points. If there are proper heads for the points and sub-points, they can become self-evident even without the help of complete sentences.

Chalkboard work can also include sketches, outlines, diagrams, maps, graphs, pictures, time lines and directions.

Chalkboard summary, as far as possible, should be developed with the help of pupils along with the lesson.

_Evaluating a lesson_

After a lesson is completed, it is advisable to evaluate it. The teacher can do it by asking these questions and filling in the columns to the right with comments.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the motivation effective?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Could I maintain this motivation throughout the lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Were the aims clear to the pupils?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did I have the right number of aims?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Were my questions effective and well-distributed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Were there questions from the class during the period?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Was my command and mastery over the subject sound to enable me to change the plan where necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Did I use some effective audio-visual aids?

9. Was I able to involve the slower and quieter students?

10. Was I able to satisfy and challenge the superior student?

11. If I did not know some thing, did I call on the class for help or promise to look it up?

12. Did I try to repeat or review, or use facts from time to time to drive the facts home to the pupils?

13. Was there enough pupils participation?

14. Did I include a homework assignment?

Essential Preliminary Information

A lesson plan should always contain the following preliminary information:

Roll No. of the Pupil Teacher..............
Class..............................
Average age of the pupils..............
Subject..............................
Unit..............................
Sub-unit or Topic..............
Duration of the lesson..............
Date..................

This information should also be given on the top left-hand corner of the chalkboard in the classroom. It will facilitate matters for the supervisor or the examiner who is to criticise, judge and evaluate the lesson while it is being given to the pupils.

Now we shall give some sample lesson plans for the guidance of teachers.

Some Lesson Plans

<table>
<thead>
<tr>
<th>Lesson Plan 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Unit</td>
</tr>
<tr>
<td>Topic</td>
</tr>
</tbody>
</table>
Objectives
Understandings

1. Throughout history human beings have tried to communicate their feelings and ideas to their fellowmen.

2. Development of scripts is one of the attempts in this direction.

Knowledge

1. The pupils will be able to know the origin and development of scripts of different countries as Mesopotamia, Egypt, China and Indus valley, etc.

2. The pupils will know about the invention of first script and first alphabet and the contribution of the countries in this direction.

3. The pupils will know the material used in the beginning for writing.

4. The students will also know about the scholars who helped in deciphering these scripts and that this is a tough job.

Skills

The pupils will be able to develop the skill, draw the pictures of the scripts of different countries and understand their meanings.

Interests

The pupils will develop interests how symbols and pictures were used in the early stages to express ideas.

Material Aids

1. Map of the world showing Mesopotamia, Egypt, China, Indus valley.

2. A chart showing scripts of different countries.

Teaching Procedure

Story method will be followed. The teacher will try to maintain the interest and hold the attention of the pupil with interesting narrative and small questions. Scripts will be compared with the scripts of Hindi, Punjabi, English, etc. The map and chart will be used at appropriate places.

Previous knowledge

The pupils are familiar with the scripts of their mother tongue and English and know the importance of script in a language.

Introduction

To test the previous knowledge of the students and to arouse the curiosity of the pupils for the reception of the new lesson, the teacher will ask the following questions:

1. Children, when you want to communicate a
message to your friend, how do you do it? (Say it or write it).

2. When you want to communicate in writing, what language do you use? (Hindi, Punjabi or English)

3. What is that medium called through which a language is written? (script)

4. What do you mean by script?

5. Which country of the world invented the first script in the world?

When the pupils are not able to give a proper answer, the teacher will announce the aim.

Announcement of the aim

Which was the first script of the world? Where did it start? Which country invented the first script? What materials were used for writing? This is a very interesting story of man’s history. Script is a very essential medium of writing. Today, we shall know the story of script—how man took the help of pictures and symbols to express his ideas and share his feelings with his companions and used different mediums according to convenience.

Presentation

Dear pupils, just see on this map of the world, notice this shaded area between the rivers—this is Mesopotamia—which means the land between the rivers. Its southernmost region was, in ancient days, called Sumer and was the heart of Mesopotamia. The first writing of the Mesopotamians was in the form of pictograms—signs, symbols and pictures which denoted objects. Later, they found the difficulty in expressing ideas with the help of a purely pictographic script—the Sumerians solved this difficulty by using certain pictures or signs to represent certain ideas—for example, the weight or volume of a thing. These symbols stood for ideas, names and words.

Sumerians further developed their system of writing by making the script phonetic, that is, making the symbols represent syllables and sounds of a word. These symbols could then be combined in innumerable ways to represent objects, ideas and sounds.

The Sumerians were the first people to evolve a proper system of writing. Their system is called cuneiform or wedge-shaped. They wrote with a sharp stylus made of reed on the smooth surface of clay tablets. The three-sided sharp reed, when stamped into clay, made
a wedge-shaped mark. The system came to be known as cuneiform from the Latin word cuneus, which means a wedge. A clay tablet when baked became a page of a book. A large number of such tablets have been excavated. Most of these tablets are business documents, letters, deeds of sale, contracts, royal inscriptions and religious texts. The script was deciphered by Henry Rawlinson, who, with his newly acquired knowledge, unravelled the secrets of Mesopotamian civilisation.

1. What is meant by Cuneiform script?
2. What are the special features of this script?
3. Who deciphered this script?
4. What material was used by Sumerians for writing?

Dear pupils, just have a look at the map—locate Egypt on the map. Here in the Nile basin, a great civilisation flourished long time ago. The Egyptians too have contributed a lot in the development of script.

It is said, the Egyptians perhaps learnt the idea of writing from the Sumerians before 3000 B.C. but their writing is not a copy of cuneiform. The Egyptian script is known as hieroglyphic which means sacred writing. It consisted of 24 signs, each of which stood for a single consonant. Vowels were used much later. Later about 500 symbols were used to represent various essential ideas. It is said the Egyptians wanted to keep a systematic record of the activities of administration. That is why they felt the need of a script of writing.

The Egyptians wrote with reed pen on the leaves of a plant called papyrus. They also prepared ink with the help of gum and ‘kajal’.

To Egyptians belong the credit of giving the first alphabet to the world, paper, ink and reed pen.

Just as we see there are 26 letters in English script, 35 in Punjabi, 45 in Hindi—in Egyptian script, there are 24 letters.

The Egyptian script was first deciphered by the French scholars.

1. What need was felt by the Egyptians for developing a script? Name the script used by the Egyptians.
2. What are the special features of the hieroglyphic script?
3. What material was used by the Egyptians for writing?
4. Who deciphered the Egyptian script?

Dear children, locate China on the map of the world. This
country also made its contribution to the story of scripts. It is generally believed that the Chinese script was originally derived from the Sumerians. It started as a pictographic script—a picture stood for a word. Later, it was developed as an ideographic script in which a sign represented an idea. These were about 40,000.

Writing was considered an art in China. Same techniques were used throughout the country. There were about 3,000 words which they used. 1,400 words have been deciphered.

The Chinese used brush and ink for writing on bamboo or silk.

Children, there are certain special features of the Chinese script.

The Sumerians invented writing for the purpose of accountancy and developed it for the use of the temple and the warehouse. Sumerians were practical-minded people with few literary interests.

For the Chinese, on the contrary, writing was from the outset, inseparable from works of art because he used a brush and silk (or bamboo) instead of a stylus and a clay tablet.

Another remarkable point about the Chinese script is the absence of any change since the earliest times. The ideographs underwent much simplification in Egypt and Sumer, but no such simplification took place in China. Even today, a Chinese educated person has to know about twenty thousand ideas and their representation.

1. What are the special features of Chinese script?
2. What material was used by the Chinese for writing?
3. What are the differences in the scripts of Sumerians, Egyptians and Chinese.

Dear students, we have been able to know something about the scripts of Mesopotamia, Egypt and China through the efforts of great archaeologists and scholars. Nearer home, we have not been able to get information about the scripts used in the Indus valley. So far the evidence goes, the Harappa script disappeared and left no direct descendants. The fierce Aryan warriors, who overthrew the Harappa civilisation, are not likely to have been writers and Kshatriyas, although they produced poets and philosophers, their works are more likely to have been transmitted for many centuries. It is only in the later Vedic period that a more settled form of civilisation led to the founding of great cities in which literary studies were pursued. But there survived no written documents of that age, and when at
last, writing is in evidence, the script bears no relation whatsoever to that of Harappa. Dear students, try to locate Indus valley on the map. The Harappa and Mohenjo Daro civilisations extended from Baluchistan to south Gujarat. Harappa was discovered in 1925. Since then many attempts have been made to decipher the seals unearthed from the buried cities. The sealings found in Lothal provide a clue that these labels were affixed on packages of goods which were stocked or examined in the warehouse of that port city—thus the main use of the seals was commercial.

Neither the language nor the script of the writings on the 2,000 seals from Indus sites are known. It is said, there were 390 signs in the Indus script—but of these 40 are basic. During the later Harappa period, they were reduced to 20. It is possible Harappans might have disciplined their script into an alphabetic system.

The Harappans script had advanced beyond the ideographic stage and to a large extent, even beyond the syllabic stage. It gradually had vowel symbols to an equality of representation with consonants.

Latest attempts have been made by S.R. Rao—a leading archaeologist to read the Indus script.

1. How many signs are there in the Indus script?
2. Who is attempting to read this script recently?

Recapitulation or Evaluation

The students will be required to complete the following:

1. The script of Mesopotamia is called.........................because it was.............
2. The Egyptian script is called.................................which means.............
3. The Chinese script was.................................which means
   .................................and.................................which means.............
4. Sumerians used.................................and wrote on......................
5. Egyptians used.................................and wrote on......................
6. Chinese used.................................and wrote on......................by.............
7. The first alphabet of the world was invented by......................
8. Use of ink was first made by......................

Chalkboard summary

The chalkboard summary will be prepared with the help of
pupils. The summary will contain the following:


2. Egypt—hieroglyphic script—24 signs used as consonants—first alphabet of the world. Wrote on papyrus leaf with reed pen.

3. China—pictographic and ideographic script—wrote on silk or bamboo slips with a brush and ink. Script—changed very little.

4. Indus valley—390 signs—40 basic—reduced to 20. Script advanced beyond ideographic stage, even syllabic stage—had vowels equal with consonants. S.R. Rao trying to read the script.

Lesson Plan 2

Class: VI

Unit: Mauryan Empire

Sub-unit: Life under the Mauryas

Aids: (1) A map of India showing the extent of Mauryan Empire.

(2) A picture of Sanchi Stupa.

(3) A time frieze of Mauryan Age.

Aims

General aim—To lay stress on the following points:

(i) The establishment of a vast and powerful empire under the Mauryas carried with it a number of beneficent factors in terms of social welfare.

(ii) The imperialistic idea implied economic progress and prosperity by the circumstance of a strong central rule and unification of large areas under the administration.

(iii) The new empire idea showed itself a success in the matter of promoting the cultural life of the people.

(iv) For the first time there was a successful attempt at evolving a common language for the whole of India.
Specific aim. To familiarise the pupils with the social, economic and religious life of people under the Mauryas—325-184 B.C.

Introduction or Motivation. To motivate the pupils for the new lesson, the teacher can ask the following questions:

(1) Who was the founder of Mauryan Empire?
(2) What is his greatest contribution to Indian History?
(3) What was the impact of political unification on the life of the people during this period?

Announcement of aim. Today, we shall study how the establishment of a vast and powerful empire under the Mauryas resulted in economic progress and prosperity and cultural advancement.

Presentation. The new information will be imparted with the active cooperation of the pupils. Sources will be used as far as possible. Various activities will be resorted for enlisting the interest of the pupils. Chalkboard summary will be developed along with the lessons.

Content or Matter

Section I

Social Condition:
(a) The caste system—society divided into four Varnas and other castes (lower down in the scale).
(b) Ascendancy of Brahmanism
(c) Family life—joint family system—position of women. Women scholars.
(d) Slavery a recognised institution.
(e) Food—use of rice, barley, wheat and milk.
(f) Education—religious in character. The art of writing—the Brahmi script.

Method

The teacher can introduce the lesson by presenting the following extracts from Megasthenes’s Indica:

(i) “People never drink wine except in sacrifices.”

(ii) “They have no suits, no litigation about pledges of deposits. They do not require seals or witness. They generally leave their houses and property unguarded.”

(iii) “Their robes are worked in gold and ornamented with precious stones. They wear also flowered garments made of the finest muslin.”

(iv) “Truth and virtue they hold in high esteem.”

In the light of the above, the class can discuss the most significant features of Mauryan society.
Section II

Economic Condition: Economic life controlled by the state—it organised agriculture, industry and the trade of the country. Village—the unit of agricultural life, agriculturist classes—peasant, proprietors and landless labourers—village relief works and village service looked after rural welfare—sources of revenue—land, water cess, forestry. State monopoly in industries, mining industry nationalised. Manufacture of salt-licenses to traders—profits fixed—Government traded also in gold, pearls, corals, diamonds, etc.

State had a monopoly on ornament industry, building of boats and ships—scope for private enterprise allowed. State control of prices, weights and measures.

Trade taxed—import and export duties—maintenance of trade routes in state—sea-borne foreign trade encouraged.

Right of coinage vested in State.

Section III

Architecture and Art—Pillars, stupas and rock caves formed an important part of architectural work. Stupas of Sanchi—practice of engraving on stone.

Persian influence on architecture. Stone dressing and polishing a unique feature—Great patronage to art by the Mauryas.

Section IV

Language. One common language for the whole empire attempted
Asokan inscriptions in Bali—this promoted cultural unity.

Re capitulation or Evaluation. (1) Dramatise the role of Megasthenes presenting the report of the Indian people to an audience of Greeks.

(2) Identify points of similarity and difference between the life of the people in cities and villages in Mauryan times and now.

Home Assignment. (1) The pupils may be asked to write a short essay on the social and cultural life of the people during the Mauryan age.

(2) The pupils may be asked to draw an outline map of India and indicate the extent of Mauryan kingdom along with its important towns.

Chalkboard Work


   Food—use of rice, barley, wheat and milk.


4. Language. One common language Pali.

Suggested References for Teachers


3. Asokan Inscriptions by Radha Govind Basak (Rock Edict VI, p. 35).

4. Ancient India as described by Megasthenes and Arrian by M.C. Crindle.

5. Asoka and the Decline of Mauryas by Romila Thapar, pp. 55-93.
LESSON PLAN 3

Class—VII

Unit—Sultanate of Delhi.

Sub-unit—Reformation and Bhakti Movement.

Aids—(1) Maps of India showing different states—during the period—fifteenth and sixteenth centuries.
(2) Time frieze of the Bhakti Movement.
(3) Sources such as couplets from the teachings of the Bhakti saints.
(4) A chart of the techniques of various Bhakti saints.

Aims

General—To lay stress on the following points:

(1) The impact of a vigorous religion like Islam on Hinduism in fifteenth and sixteenth centuries.

(2) Bhakti Movement was universal in character and appeal.

(3) Even in a period of political disintegration, Bhakti Movement released unifying forces in society and asserted human equality and brotherhood.

(4) Bhakti Movement gave new orientation to the concept of worship—devotion to God rather than ritualism and formalism.

(5) Bhakti Movement constitutes a significant landmark in the development of a national culture.

(6) To reach the masses, the Bhakti saints preached in the language of the people. This contributed to the growth of modern Indian languages and literature of various regions.

Specific aim. To familiarise the pupils with Reformation and Bhakti Movement.

Introduction. The teacher can introduce the lesson by asking the pupils following questions:

(i) Who were the Sufis?
(Expected answer can be—Sufis are people who believe in the renunciation of the world and its pleasures; people who take to ascetic way of life for realising God.)
(ii) Who were these mystics and preachers in the thirteenth century of whom they have read?

(Expected answer—Muinuddin Chisti and Nizammuddin Auliya)

(iii) What were their main teachings? The teacher can also introduce the subject with the following quotation—"Seldom in the history of mankind has the spectacle been witnessed of two civilisations so vast and so strongly developed, yet so radically dissimilar as the Mohammedans and the Hindus, meeting and mingling together."

(Cambridge History of India III, p. 518)

Announcement of aim—Today, we shall study about the Reformation and Bhakti Movement and see the impact of this movement on Indian society and religious thought.

Presentation. The unit will be developed with the active cooperation of pupils. Full use will be made of relevant sources. Activities will be capitalised to keep up the interest. Chalkboard summary will be developed along with the lesson with the active cooperation of the pupils.

Content or Matter

Method

Section I

1. Condition of Indian society and religion—caste system—its rigidity. Formalism and ritualism in religion.

2. Rise of Bhakti Movement—emphasis on devotion rather than on rituals—Monotheism—Ramanuja—Not yet a social movement.

What do you know about the condition of Indian society and religion during fifteenth and sixteenth centuries?

Teacher can use sources such as couplets from the teachings of the Bhakti saints to bring home the points to the pupils, e.g., "Brother, from where the two masters of the universe came!"

"Tell me, who has invented the names of the Allah, Ram, Krishna, Hari, Kabir and Hazrat. All ornaments of gold are made of a unique substance."

"Ram and Khuda are one and the same." "Those who talk of high and low are drowned.
They have perished... There is one earth and only one potter, one is the creator of all; all the different forms are fashioned by one wheel.”

(Chaitanya)

"O Mullah, why do you call upon the God so loudly. Is thy God deaf and dumb? Look into your own heart and you will find him there.”

(Kabir)

"Remember Actions determine caste
Man exalts or lowers by his own acts,
By devotion to the sacred name
Release from the wheel of birth and death is obtained.
Do not worry about distinction of caste,
Realise that this light is in all,
There is no caste on the other side.”

(Nanak)

Sectional Revision. (1) What were the causes responsible for the rise of Bhakti Movement? (2) Name the saints who helped in its rise?

Section II

Influence of Islamic ideas of human brotherhood and equality—one God. Sufis—their ideas. Personal relations of love and devotion with God. Influence of Sufis on Indian society and religious thought.

Growth of Bhakti Movement as a social movement. Contributions of the saints: Ramanand, Kabir, Chaitanya, Nanak, Bhakti saints of Maharashtra, Kashmir, etc. Namdeva, Tuka Ram, Vallabhacharya—

How did Islam influence the reformation?

How did Bhakti Movement grow into a social movement?

The teacher will compare with the contemporary reformation in Europe and Buddhism in India.
opposed caste system—opposed formalism and ritualism in religion—opposed dogmatism of both Hinduism and Islam.

Assertion of equality of all religions, human equality and brotherhood. Drawing of followers from all castes and religions.

Sectional Revision. (1) Name the saints who were helpful in making Bhakti Movement a social Movement. (2) What were the main features of this movement?

Section III

Impact on Indian society—Dissolution of differences and antagonism on the basis of castes, creed and religion.

Evolution of common cultural values.

Laying the foundations of a democratic form of living.

Message of Bhakti preached in the language of the people facilitated the growth of modern Indian regional languages and literature—growth of regional cultures.

A significant heritage of India’s national culture.

Recapitulation or Evaluation. The work of the students may be evaluated by some of the following approaches:

(1) Questions

(a) Explain how Bhakti Movement delivered a new social message of the worth of every human being.

(b) “By their message, these saints revolutionised the Indian society in a peaceful, invisible way.” Elucidate.

(2) Discussions

Discussions may be organised on:

(a) Common characteristics of the Bhakti Movement.

(b) The Bhakti Movement and the growth of new society.
(3) Assignments

Matching or alternative response assignment.

Teachings of different Bhakti saints, may be given.

Home Assignment. Collect the sayings or couplets of different Bhakti leaders.

Chalk Board Work

(i) Indian Society and religion—caste system—in its rigidity. Formalism and ritualism in religion.

(ii) Rise of Bhakti Movement—Emphasis on devotion rather than on rituals. Monotheism, not yet a social movement.

(iii) Influence of Islam:

(a) Islamic ideas of human brotherhood and equality—one God.

(b) Sufis—their ideas—Personal relations of love and devotion with God.

(c) Influence of Sufis on Indian society and religious thought.

(iv) Growth of Bhakti Movement as a social movement—Contributions of the saints: Ramanand, Kabir, Chaitanya, Nanak, Bhakti saints of Maharashtra, Kashmir etc. Nam deva, Tuka Ram, Vallabh acharya, etc.

(a) Opposed Caste System.

(b) Opposed formalism and ritualism in religion.

(c) Opposed dogmatism of both Hinduism and Islam.

(d) Assertion of equality of all religions, human equality and brotherhood.

(v) Impact on Indian society:

(a) Dissolution of differences and antagonism on the basis of caste, creed and religion.

(b) Evolution of common cultural values—laying the foundations of a democratic form of living.

(c) Growth of modern Indian languages and literature.

(d) Growth of regional cultures—significant contribution of India’s National culture.
Suggested References


LESSON PLAN—4.

Unit — Mughal Empire

Topic — How far was Aurangzeb responsible for the downfall of the Mughal Empire?

Class — VII

Time — 40 minutes.

Objectives

Knowledge — To impart information regarding the causes of the downfall of Mughal Empire in general and Aurangzeb’s contribution in particular.

Understanding — (1) To develop understanding among the pupils that the downfall of big empires is not caused by a single historical event, but can be attributed to several causes.

(2) The causes were much deeper and lay in the administrative set-up developed by the Mughals.

(3) Aurangzeb was responsible for the downfall inasmuch as he reversed the policies of his predecessors.

Attitudes — To develop among the students the attitudes to critically examine the controversial issues.

Teaching Aids — A map of India showing the extent of Mughal Empire.

Previous Knowledge — The pupils are familiar with the general causes of the downfall of Mughal Empire.

Introduction — In order to test the previous knowledge of the pupils, the teacher will ask the following questions:
(1) How did the absence of a definite law of succession affect the Mughal Empire?
(It led to frequent wars for the throne)

(2) How did the Mansafdari system affect the Mughal Empire?
(It made soldiers loyal more towards their immediate officers than towards the emperor).

(3) How did the negligence of the Mughal army affect the Mughal Empire?
(It affected the security of the Empire and enabled the East India Company to gain a foothold in the coastal areas).

(4) How far was the frontier policy of the Mughal responsible for the downfall of Mughal Empire?
(The weak and ineffective frontier policy of the Mughals encouraged foreign invasions of India and thus weakened the empire.

(5) How far was Aurangzeb responsible for the downfall of Mughal Empire?
The pupils will not be able to answer this question satisfactorily. At this the teacher will announce the aim.

*Announcement of Aim*

Dear pupils, you know that a number of causes were responsible for the downfall of such a big empire. An empire which was at the peak of its glory during the period of Akbar, which continued fairly well during the period of Jahangir and Shah Jahan, declined during the period of Aurangzeb. It is also thought that the policies of Aurangzeb were, to a great extent, responsible for this immediate decline. Let us study this problem objectively. Was Aurangzeb really responsible for the downfall of Mughal Empire?

*Matter*  
Aurangzeb, during his time reversed some of the policies being followed, since the time of Akbar. His religious, Rajput and Deccan Policies were different—that is perhaps the reason why some historians hold Aurangzeb responsible for the downfall of Mughal Empire.

While Aurangzeb’s religious policy was, to some extent, responsible for the downfall, a thorough

*Method*  
The teacher will tell that Aurangzeb’s Religious, Rajput and Deccan policies were different from his predecessors. That is why these are considered to be the major causes responsible for the downfall of Mughal Empire. It is a controversial issue, which needs to be analysed objectively and impartially.
analysis of the situation shows that this cannot be the main cause of the downfall. It is believed that in his religious policy, Aurangzeb was actuated more by political than religious considerations. Political considerations sometimes led him to undertake anti-Hindu measures, but the same considerations led him to appoint many Rajput princes also on posts of responsibility and importance. Even the reimposition of Jezia was due to reasons economic for he needed large funds of money for his political wars. Similarly, if he got demolished a number of temples; he certainly gave grants to a few others. Thus, the main causes of the downfall of the Mughal empire may be sought elsewhere rather than in the religious policy of Aurangzeb.

Sectional Revision

1. Why did Aurangzeb impose Jezia upon the Hindus?

2. Why is Aurangzeb's religious policy considered to be responsible for the downfall of Mughal Empire?

Matter

Now, the question arises about the Rajput Policy of Aurangzeb. There is no doubt about this fact that since the founding of the Mughal Empire, the Rajputs had been the pillars of strength to the Mughal empire. They had shed their blood for strengthening the roots of the Empire. This cooperation of the Rajput Rajas-barring a few notable exceptions, with the Mughal emperors continued for long. It increased or decreased in extent with the policy of individual Emperors.

Method

The students will be asked to collect the opinions of different historians on this controversial issue.
But during the middle of his reign, Aurangzeb definitely alienated their sympathy. This adversely affected the fortunes of the Empire and led to its downfall.

There is another view regarding Aurangzeb's Rajput policy. It is said that in his Rajput policy, Aurangzeb was led more by political than religious considerations. He had clearly recognised the value of Rajput help in strengthening his empire. That is why he appointed many Rajput Rajas on high posts in the army and entrusted them with important military duties. The appointment of Maharaja Jaswant Singh, Champat Bundela, Rai Singh Rathor, Raja Ram Singh Kachhwaha etc. to important assignments amply prove this contention. Thus, it cannot be safely assumed that it was Aurangzeb's Rajput Policy which was solely responsible for the downfall of Mughal Empire.

Sectional Revision

1. What were the political considerations at the back of Aurangzeb's Rajput policy?

Matter

Now, the question arises about the Deccan policy of Aurangzeb—to what extent was it responsible for the downfall of Mughal Empire? It is said that Aurangzeb remained in the Deccan for quarter of a century and away from Delhi. The administration was neglected; the treasury was considerably drained, and thousands of soldiers were sacrificed. All these, they say, were responsible for the downfall of Mughal Empire. Now, if this

Method

The teacher will impress upon the pupils the importance of Deccan for the Mughal Empire.

Why did Aurangzeb come into clash with the Marathas?
aspect is examined objectively and impartially, we shall understand that Aurangzeb’s involvement in Deccan was necessary. Aurangzeb had very shrewdly judged the potentiality of the Marathas as the possible rivals to the supremacy of the Mughals in the Deccan. He had also anticipated the possibility of the Marathas joining with the two Shia Kingdoms in the Deccan and making a common cause against the Mughal Empire. It was, therefore, considered necessary by Aurangzeb to crush the Marathas before they could align themselves with Bijapur and Golkonda and thus become a source of danger to the Empire.

The view that Aurangzeb’s Deccan policy proved ruinous to the future of the Mughal Empire is also only partially correct. It is true that Aurangzeb’s absence from the North for a long period encouraged the Rajputs, Jats and Sikhs to rise in revolt, against the Mughals. This did effect the future of the Mughal Empire. But it would be difficult to say that Aurangzeb’s presence during the period could have saved the Empire. Moreover, the importance of the Deccan could not be minimised at that time and Aurangzeb thought it imperative to keep the unity of the Empire even at the cost of a long war in the south. Thus we can say that Aurangzeb’s Deccan Policy as such, perhaps was not wrong. What turned out to be wrong was that it failed.

Sectional Revision

1. Why can’t Aurangzeb’s Deccan policy be held responsible for the downfall of Mughal Empire?

Why did Aurangzeb consider it necessary to continue wars in the Deccan for such a long time?

To what extent can we hold Aurangzeb’s Deccan Policy responsible for the downfall of Mughal Empire?
Recapitulation

1. To what extent is it true that Aurangzeb’s Deccan policy ruined the Mughal Empire?

2. How far is it correct to say that Aurangzeb’s Rajput policy was responsible for the downfall of Mughal Empire?

3. What would have been the fate of Mughal Empire if Aurangzeb had not succeeded Shah Jahan?

Chalk Board Writing

Aurangzeb’s responsibility for the downfall of Mughal Empire—Aurangzeb’s Religious Policy—His Rajput Policy—His Deccan Policy. Different points of view.

Suggested Activity

A debate can be arranged on the topic—Aurangzeb was responsible for the downfall of Mughal Empire.

LESSON PLAN—5

Unit—Revolutionary and Nationalist Movements.

Topic—American War of Independence

(To be covered in 2 periods of 40 minutes duration)

Class—IX-X

Objectives

Knowledge—To develop among the pupils an understanding of the following major ideas:

1. Each nation has its own characteristics.

2. To enable the pupils to know the causes of American War of Independence.

3. To familiarise the pupils with great personalities such as Benjamin Franklin and Washington who played a significant role in the war of American Independence.

4. To enable the pupils to know far reaching consequences, of American war of Independence for America, England and her Empire and France.

Skills

1. To enable the pupils to develop the skill of—
(a) drawing a map of America and locating important places connected with American War of Independence.
(b) placing events on time line.
(c) Collecting pictures, cuttings and stamps for an album.

**Attitudes**

1. To enable the pupils to develop critical thinking about political, social and economic events.
2. To enable the pupils to develop international understanding.
3. To develop in children the sense of appreciation for the work of George Washington and Benjamin U. Franklin.

**Teaching Aids:**
1. A map of America showing the places connected with American War of Independence.
3. The Time line of the Independence Days celebrated by the individual independent countries.

**Pupils' Previous Knowledge**—The pupils already know how and when the colonies were established in America and how the colonies were being exploited for the benefit of mother country.

**Introductory**—The lesson will be introduced by asking the following questions:

1. How were the American colonies established?
2. When were these colonies established?
3. Who became the human raw material for these colonies?
4. What were the factors responsible for rousing political consciousness among the colonists?
5. What are the general effects of the political consciousness among the people?

(The pupils will naturally point that political consciousness makes the people refuse to accept exploitation at the hands of the rulers, which leads to conflict—long drawn out war).

**Announcement of the Aim**

Today, we shall study how the political consciousness among the
colonists led to American War of Independence and ultimately the colonies became free.

_Presentation_

With the active cooperation of the pupils, the new knowledge will be imparted.

**Matter**

During the 18th century, the colonial policy of England in economic matters was the primary cause of resentment in the American colonies. England adopted a policy of squeezing and deriving maximum benefits from the colonies in America. They desired to obtain gold from America and wanted to fully exploit these American colonies for their benefits. They started imposing such restrictions on American colonies which would be more beneficial to them than to the colonies.

A number of causes were responsible for the American Revolution.

*Political causes—* In 1745, out of a population of nearly three million 40% were of non-English stock mainly from Ireland, South Germany and France. To many Americans, England had been an arbitrary and unkind mother, to a great number she had never been a mother. The British Government imposed on them the laws which were unjust, oppressive and detrimental to their interests.

The warning of Edmund Burke was 'Magnanimity in politics is not seldom the truest wisdom; and a great Empire and little minds go ill-together.'

**Method**

The teacher will explain the causes of American War of Independence under various heads as political, economic, disappearance of foreign danger, revolution in the thinking of people, etc.

What was the composition of the Americans?

What warning was given by Edmund Burke?
This warning was not heeded. Locke's philosophy of natural right and the democratic ideal of the levellers, "the meanest man in England had the right to share in the election of his rulers" became the political testament of the rebel colonists.

_Economic causes_—Of the many forces that led to the colonial revolt against England, economic factors were the most important. The commercial oligarchy which controlled England wished to exploit the colonies economically. According to the mercantilistic views prevailing in Europe, a colony should primarily be a source of economic wealth to its mother country. In accordance with this view, the colonies were subjected to Navigation Act which required trade between England and colonies to be conducted in English or colonial-built ships manned by English crews. The shippers had to unload and reload in England foreign goods enroute to the colonies—certain colonial commodities such as rice, tobacco and furs could be sold only in England. Heavy duties were imposed on the import of goods in the colonies from other places.

The colonies were also forbidden to start certain industries, for example, iron works and textiles. They were forced to import these goods from England.

_Disappearance of foreign danger_—Seven Years War removed the danger of French invasion from the North. They could now stand alone and needed no British protection.
Colonies to share burden of war—Seven Years War cost England heavily and she became totally indebted. England looked to colonies to bear their share of burden. Revenue Act passed by the Parliament in 1764 raised the duties on sugar, wine, coffee, silk and linen. Stamp Act, 1765, passed by English Parliament, required all legal documents in the colonies to bear a small revenue stamp.

Both these Acts were resented by colonists on economic and constitutional grounds. These Acts furnished the seedling for the Colonists’ idea of “No taxation without representation”. In protest against these Acts, business halted, lawyers, bankers and newspaper men refused to use the revenue stamps.

Henry, the famous Virginia orator, exclaimed “Caesar had his Brutus, Charles I his Cromwell and George III may profit by their example. If this is treason, make the most of it.”

Revolution in thought of American colonies—Due to heavy restrictions imposed by the English masters on the American colonies, there was revolution in the American's way of thinking. They began to think

(1) All men are born with equal rights and equal opportunities.

(2) God has made all men equal and that the king is for the people's good and not that the people for king's good.

(3) No government exists to make

What steps were taken by the Britishers to compensate for the heavy losses in the Seven Year War?

Why was the stamp Act resented by the Colonists?

How did the revolution in the thinking of the people lead to the American Revolution?
the people slaves. Benjamin Franklin hit upon an idea of making up a federation of all the seven British colonies.

He evolved a scheme of framing the United States of America. He advised the people—either "join together or die". Though this federation did not come into existence immediately, it had far-reaching effects and produced a terrible impact on the American minds.

Thomas Paine—an English liberty lover, did much to arouse political consciousness in the colonists. In his pamphlet 'Commonsense' he declared that the Sun never shone on a cause of greater worth than that of American Independence. He maintained that European wars would weaken America so long as the connection with Britain remained and, therefore, declared "It is time to part." He saw the absurdity in supposing a continent to be perpetually governed by an island. The publication of the pamphlet on 10th January, 1776 was timely. The clarion call for independence issued by Paine stirred them to revolt against kingdom.

Sectional Revision

1. What were the economic causes of American War of Independence?

2. Name the great personalities who contributed to the revolution in America?

3. What were the political causes of American War of Independence?

4. What was the title of the pamphlet written by Thomas Paine? How did it inspire people of America?
Matter

Events

1. Massachusetts Assembly—The Assembly at Massachusetts was held to oppose the levying of various duties. This Assembly raised the slogan “No taxation without representation.” The Assembly threatened to stop all British imports.

An Act was passed to levy duties on glass, tea and paper imported by American colonies. In 1769, Parliament withdrew all duties except the nominal duty on tea, just to maintain England’s right to tax the colonies.

Boston Tea Party—The colonists were stubborn and unbending. In 1773, a cargo of tea, arrived in Boston harbour, was flung into the sea. This event is known as Boston Tea Party. The British Govt. retaliated by closing the port of Boston and bringing the colony under direct British control.

2. The Philadelphia Congress—The colonists reacted promptly. A continental congress was summoned in Philadelphia. Fifty-six delegates from 12 colonies (Georgia did not participate) met on 5th Sept., 1774 and adopted resolutions on non-importation, non-exportation and non-consumption. But the British responded by sending troops on 18th April, 1775, under Gage to confiscate colonial military stores at Concord. The war of independence was under way.

3. Again, the representative council met in A.D. 1775 under the Presidency of John Hawk and

Method

The teacher will explain the event leading to the declaration of Independence. Map will be used when necessary.
decided to face systematically the British Army and appointed George Washington, a Counsellor and an estate owner of Virginia as the Commander of the Army. In the meantime, news reached America that England was preparing fiercely to capture America. Thus, the colonists lost all patience—it appeared inevitable to them to cut off all relations with England.

4. Declaration of Independence—The second continental congress met on 4th July, 1776. It adopted the Declaration of Independence asserting their right to be an independent and free State.

*The Declaration of Independence on 4th July, 1776*

We, the elected representatives of the colonies of America, gathered here in this Council—hold these truths to be self-evident; that all men are created equal; that they are endowed by their creator with certain rights, that among these are life, liberty and pursuit of happiness; that to secure these, governments are instituted among men, deriving their first powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter it or abolish it and to institute a new Govt. laying its foundation on such principles and organising its powers in such form, as to them shall seem most likely to affect their safety and happiness."

This document of Independence is a historical document—considered unique in the history of the world and reveals the depth, foresight

The teacher will read this important Declaration and explain the significant portions. Cyclostyled copies of this Declaration will be distributed among the pupils.
and the independent spirit of its authors.

5. Main events—In the early stages of war, things did not go well with the colonists. They were defeated at Brandy-wine and German-town. Then came the occasion of success. Washington was at Saratoga in 1777 when he repulsed too severe attacks of the British. This gave him and to everyone in America the greatest joy of their lives. Even the French and the Spanish colonies joined and helped Washington.

The war which dragged on for seven years finally came to an end with the surrender of British troops and the signing of the Treaty of Paris in 1783. By this treaty, British recognised American independence of its 13 former colonies and sovereignty over the area bounded on the north by Canada, on the west by the Mississippi and on the South by the Gulf of Mexico and east and west of Florida.

Sectional Revision

1. What were the events which led to the Declaration of Independence?

2. What are the significant points of the Declaration of Independence of 4th July, 1776?

3. Who led the American forces?

4. When was the Independence of the American colonies accepted?

Significance of the American Revolution

1. American Revolution inspired many revolutionaries in France and revolutions in Europe

   What was the significance of American War of Independence?
later in the 19th century. It encouraged Spanish and Portuguese colonies in Central and South America to rebel and join their independence.

2. United States of America was born—It was to be a Federal Republic.

Causes of the success of the Colonists

It is strange that a powerful Great Britain, in whose Empire the Sun never set, lost the war to the colonists. A number of reasons could be given:

1. England had to fight the colonists against many heavy odds. Russia, Denmark, Sweden formed an armed neutrality group against England for declaring war on Holland. They were even threatening hostilities.

2. England was faced with the prospect of a rebellion in Ireland.

3. The British had not only to fight the colonists, but also the French, the Dutch and the Spaniards in America, Europe and India.

4. The British had also the difficulty of sending supplies three thousand miles away with 18th century means of trans-Atlantic transportation.

5. Many English statesmen like Edmund Burke, Charles Fox and William Pitt had no stomach for the war against the colonies. Consequently, the Parliament was divided

The teacher will ask the students to tell the possible causes of the success of colonists and defeat of the British. When necessary the teacher will supplement. The countries will be shown on the map of the world.
over the question of waging war with the colonists.

Sectional Revision

1. What were the causes of the success of Americans and failure of the British?

American War of Independence was fought between A.D. 1765 to A.D. 1783. Indian War of Independence between AD 1857 to AD 1947.

2. India was under British Control since AD 1757, while the first colony in America was established in AD 1607.

3. The people who migrated to America were born British. These helped them in achieving Independence earlier and in a short period. In India, there were Mughals, Marathas and the Rajputs. There were plenty of differences among them due to caste, creed, blood, language, etc. People were mostly illiterate. So, the Britishers continued ruling over India till 1947.

4. There was economic exploitation in both the colonies.

5. American process of achieving Independence was very fast-based on the principle of tooth for tooth and an eye for an eye. India adopted a policy of non-violence and non-cooperation and won freedom without shedding blood.

Method

The teacher will ask the pupils the similarities and contrasts between American War of Independence and Indian War of Independence.
Sectional Revision

Compare and contrast American war of Independence and Indian War of Independence.

Recapitulation

1. Narrate two incidents out of the colonial policy of England to show the Britishers wanted to check the economic development of colonies.

2. How did the writings of Edmund Burk and Locke contribute to political consciousness among the Americans?

3. “No taxation without representation” What does it imply? How did this principle contribute to American Revolution?


5. What is the significance of this war in the history of the world?

Home Assignment


2. Arrange the following events on Time line—
   Stamp Act
   Seven Years’ War
   Boston Tea Party
   Declaration of Independence
   Surrender of Cornwallis at York Town

3. Make a thorough study of the American Declaration of Independence and write on what ideas does it resemble those of (a) Bill of Rights (b) the Preamble to the Indian Constitution.

Additional Activities which a teacher can take up

1. Arrange a debate on the following topic:
   If the colonists of America were represented in the British Parliament, American Revolution would not have taken place.

2. Arrange a tableau on the following topics:
   (a) Boston Tea Party
   (b) Declaration of American Independence on 4th July, 1776.
Suggested Reading

1. Canning, J. *Hundred Great Events that changed the world.*
4. Franklin Ascher—*American History.*
5. Louis Cottschalk and Donal Lach—*Europe and the Modern World.*

Summary

1. Careful lesson planning is the foundation of all good teaching from the first day of student teaching to the last day of the month of the retirement years.

2. Proper advance planning will keep the teacher on the track, prevent waste, ensure that the teacher does not “dry up” or forget a vital point.

3. The teacher should have adequate mastery of the subject matter as well as be familiar with the methodology of imparting information.

4. The following are the steps in lesson-planning:
   (1) Formulation of educational objectives.
   (2) Selection and organisation of content.
   (3) Motivation or preparation.
   (4) Recapitulation.
   (5) Evaluation.

Evaluation

1. Why is it necessary to plan a lesson? What principles should we take into consideration for planning a lesson? What are the necessary steps in lesson-planning?

2. In the light of suggestions given in this chapter prepare lesson plans of the following topics:
   (1) Chinese civilization.
   (2) Imperialism.
   (3) U.N.O.
(4) French Revolution.
(5) Growth of the Nationalist Movement in India.

Collateral Reading


2. Chaudhry, K.P. *Preparation of Lesson Notes*.


Appendix 1

List of Books on subject-matter for teachers

_Ancient Indian History_

2. Basham, A.L. _The Wonder that was India_, London: Sigwick and Jackson.
8. Kher, N.N. _Agrarian and Fiscal Economy in the Mauryan and Post Mauryan Age_.


**Medieval Indian History**


34. Irfan Habib. *Agrarian System of Mughal India*. Bombay.


42. Tripathi, R.P. *Rise and Fall of the Mughal Empire*. Allahabad: Central Book Depot.


Modern History


Appendix 2

Sources of Films and Filmstrips

Films and filmstrips are available on loan from several agencies and organisations. Some of the addresses are listed below. The conditions laid down by these film libraries for borrowing films and filmstrips vary. Generally, the financial commitment in borrowing films from these agencies amounts to only the postal charges of returning the films by registered post. It will be advisable if the history teacher writes to these agencies, finds out the conditions and keeps himself posted with the latest catalogue of films:

1. Film Libraries attached to the offices of D.P.I. in each State.
2. Department of Teaching Aids, NCERT, New Delhi.
3. Films Unit, Sapru House, Bara Khamba Road, New Delhi.
4. Children Film Society, Haryana, Chandigarh.
7. Films Division, Ministry of Information and Broadcasting, Government of India, 24, Pedder Road, Bombay.
## Appendix 2 A

### LIST OF FILMS OF HISTORY

<table>
<thead>
<tr>
<th>Title of the film</th>
<th>B/W or Col.</th>
<th>Version</th>
<th>Duration</th>
<th>Call No., if any</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page from History...</td>
<td>B/W</td>
<td>Hindi</td>
<td>11m</td>
<td>41</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Page from History, A</td>
<td>Do</td>
<td>H/E</td>
<td>11m</td>
<td>954.7</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Cave temples in India Pt. I</td>
<td>Do</td>
<td>H</td>
<td>10m</td>
<td>49</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Cave temples in India Pt. II</td>
<td>Do</td>
<td>Do</td>
<td>10m</td>
<td>50</td>
<td>Do</td>
</tr>
<tr>
<td>Seven pagodas (Mahabalipuram)</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>51</td>
<td>Do</td>
</tr>
<tr>
<td>Magnificent memory...</td>
<td>Do</td>
<td>Do</td>
<td>10m</td>
<td>63</td>
<td>Do</td>
</tr>
<tr>
<td>Cave temples of India series, Buddhists</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>726.143</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Jain temples in India</td>
<td>Do</td>
<td>Do</td>
<td>16m</td>
<td>726.143</td>
<td>Do</td>
</tr>
<tr>
<td>Hill temples of Gujarat...</td>
<td>Do</td>
<td>Do</td>
<td>13m</td>
<td>726.143</td>
<td>Do</td>
</tr>
<tr>
<td>Immortal stupa...</td>
<td>Do</td>
<td>Do</td>
<td>13m</td>
<td>571.0954</td>
<td>Do</td>
</tr>
<tr>
<td>Citadels of Chivalry (forts of Rajasthan)</td>
<td>Do</td>
<td>Do</td>
<td>14m</td>
<td>176</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Citadels of chivalry (forts of Rajasthan)</td>
<td>Do</td>
<td>Do</td>
<td>14m</td>
<td>954.42</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Capital Story...</td>
<td>Do</td>
<td>Do</td>
<td>14m</td>
<td>954.56</td>
<td>Do</td>
</tr>
<tr>
<td>Dilli-ki-Kahani</td>
<td>Do</td>
<td>Do</td>
<td>65m</td>
<td>173</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Yatree (Visit to Ajanta and Ellora caves)</td>
<td>Do</td>
<td>Do</td>
<td>88m</td>
<td>954</td>
<td>Do</td>
</tr>
<tr>
<td>Malwa</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>954.46</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Thousand years of Gujarat</td>
<td>Do</td>
<td>Do</td>
<td>20m</td>
<td>954.46</td>
<td>Do</td>
</tr>
<tr>
<td>Rajgir ...</td>
<td>Do</td>
<td>Do</td>
<td>16m</td>
<td>915.412</td>
<td>Do</td>
</tr>
<tr>
<td>Indus Valley Civilization</td>
<td>Do</td>
<td>H</td>
<td>14m</td>
<td>954</td>
<td>Do</td>
</tr>
<tr>
<td>Indus Valley Civilization</td>
<td>Do</td>
<td>H</td>
<td>14m</td>
<td>154</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Hundred years of Archaeology</td>
<td>Do</td>
<td>Do</td>
<td>15m</td>
<td>571.0954</td>
<td>Do</td>
</tr>
<tr>
<td>Mughal glory...</td>
<td>Col.</td>
<td>Do</td>
<td>19m</td>
<td>731.76</td>
<td>Do</td>
</tr>
<tr>
<td>The Mughals...</td>
<td>Do</td>
<td>E/H</td>
<td>22m</td>
<td>954.02</td>
<td>Do</td>
</tr>
<tr>
<td>Title of the film</td>
<td>B/W of Col.</td>
<td>Version</td>
<td>Duration</td>
<td>Call no if any.</td>
<td>Source</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>----------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>The Mughals...</td>
<td>Col.</td>
<td>H</td>
<td>22m</td>
<td>90</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Day in Mughal Times, A</td>
<td>Do</td>
<td>E/H</td>
<td>14m</td>
<td>954.02</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Rajput glory (Ancient monuments of Rajasthan)</td>
<td>B/W</td>
<td>Do</td>
<td>11m</td>
<td>954.04</td>
<td>Do</td>
</tr>
<tr>
<td>Forgotten empire (Vijaynagar)</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>954.8</td>
<td>Do</td>
</tr>
<tr>
<td>Ganga ki Lahren...</td>
<td>B/W</td>
<td>H</td>
<td>16m°</td>
<td>954</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Nalanda</td>
<td>Do</td>
<td>Do</td>
<td>10m</td>
<td>378</td>
<td>Do</td>
</tr>
<tr>
<td>Romance of Indian coin</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>737.4</td>
<td>Do</td>
</tr>
<tr>
<td>Romance of Indian coin</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>172</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Indian Ocean (Growth of the British Empire round the Indian Ocean)</td>
<td>Col.</td>
<td>Eng.</td>
<td>22m</td>
<td>942</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Six years of Freedom (1947-53)</td>
<td>B/W</td>
<td>E/H</td>
<td>13m</td>
<td>954</td>
<td>Do</td>
</tr>
<tr>
<td>Our Constitution... Asian</td>
<td>Do</td>
<td>Do</td>
<td>13m</td>
<td>954</td>
<td>Do</td>
</tr>
<tr>
<td>Turkey...</td>
<td>Do</td>
<td>Eng.</td>
<td>19m</td>
<td>956.1</td>
<td>Do</td>
</tr>
<tr>
<td>Jerusalem—The Holy City</td>
<td>Do</td>
<td>Do</td>
<td>10m</td>
<td>956.94</td>
<td>Do</td>
</tr>
<tr>
<td>Ancient Mesopotamia European</td>
<td>Col.</td>
<td>Do</td>
<td>11m</td>
<td>935</td>
<td>Do</td>
</tr>
<tr>
<td>Rise and fall of Nazi Germany</td>
<td>B/W</td>
<td>Do</td>
<td>22m</td>
<td>1</td>
<td>Do</td>
</tr>
<tr>
<td>Roman episode, A (English history-Roman period)</td>
<td>Col.</td>
<td>Do</td>
<td>10m</td>
<td>938</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>English History: Norman conquest to the fifteenth century</td>
<td>B/W</td>
<td>Do</td>
<td>11m</td>
<td>942.2</td>
<td>Do</td>
</tr>
<tr>
<td>English history—Tudor period</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>942.05</td>
<td>Do</td>
</tr>
<tr>
<td>English history—earliest times to 1066</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>942.01</td>
<td>Do</td>
</tr>
<tr>
<td>Stuart Britain</td>
<td>Col.</td>
<td>Do</td>
<td>10m</td>
<td>942.06</td>
<td>Do</td>
</tr>
<tr>
<td>Unquiet land (Civil war in England)</td>
<td>B/W</td>
<td>Do</td>
<td>33m</td>
<td>942.06</td>
<td>Do</td>
</tr>
<tr>
<td>Georgian background</td>
<td>Do</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victorian holiday</td>
<td>Do</td>
<td>Eng.</td>
<td>6m</td>
<td>940.23</td>
<td>Do</td>
</tr>
<tr>
<td>Reformation...</td>
<td>Do</td>
<td>Do</td>
<td>14m</td>
<td>940.23</td>
<td>Do</td>
</tr>
<tr>
<td>Title of the film</td>
<td>B/W or Col.</td>
<td>Version</td>
<td>Duration</td>
<td>Call No.</td>
<td>Source</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Meaning of the Industrial Revolution.</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>944.04</td>
<td>Do</td>
</tr>
<tr>
<td>English history: Absolutism and Civil war</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>942</td>
<td>Do</td>
</tr>
<tr>
<td>English history: 19th Century reforms</td>
<td>B/W</td>
<td>Eng.</td>
<td>14m</td>
<td>942</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>English history: Restoration and Glorious revolution.</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>942</td>
<td>Do</td>
</tr>
<tr>
<td>French revolution—American</td>
<td>Do</td>
<td>Do</td>
<td>16m</td>
<td>944.04</td>
<td>Do</td>
</tr>
<tr>
<td>The new world—</td>
<td>Do</td>
<td>Eng./H</td>
<td>30m</td>
<td>—</td>
<td>U.S.I.S.</td>
</tr>
<tr>
<td>The true freedom—</td>
<td>Do</td>
<td>Do</td>
<td>30m</td>
<td>—</td>
<td>Do</td>
</tr>
<tr>
<td>A nation sets its course</td>
<td>Do</td>
<td>Do</td>
<td>30m</td>
<td>—</td>
<td>Do</td>
</tr>
<tr>
<td>Coast to coast—</td>
<td>Do</td>
<td>Do</td>
<td>30m</td>
<td>—</td>
<td>Do</td>
</tr>
<tr>
<td>Home divided, A—</td>
<td>Do</td>
<td>Do</td>
<td>30m</td>
<td>—</td>
<td>Do</td>
</tr>
<tr>
<td>Nation rises, A—</td>
<td>Do</td>
<td>Do</td>
<td>30m</td>
<td>—</td>
<td>Do</td>
</tr>
<tr>
<td>Colonial expansion—</td>
<td>Do</td>
<td>Eng.</td>
<td>11m</td>
<td>970</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Hindu America—</td>
<td>Do</td>
<td>E/H</td>
<td>11m</td>
<td>970.1</td>
<td>Do</td>
</tr>
<tr>
<td>Ancient Egypt—</td>
<td>Do</td>
<td>Eng.</td>
<td>10m</td>
<td>932</td>
<td>Do</td>
</tr>
<tr>
<td>Man and his culture—</td>
<td>Do</td>
<td>Do</td>
<td>16m</td>
<td>901.9</td>
<td>Do</td>
</tr>
<tr>
<td>World history; an overview</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>900</td>
<td>Do</td>
</tr>
<tr>
<td>Pre-historic times (world before man)</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>14</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Pre-historic times (world before man)</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>571.0954</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Story of pre-historic man—</td>
<td>Do</td>
<td>E</td>
<td>11m</td>
<td>171</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Evolution and race of man</td>
<td>Do</td>
<td>Eng.</td>
<td>19m</td>
<td>177</td>
<td>Do</td>
</tr>
<tr>
<td>Ancient world inheritance</td>
<td>Do</td>
<td>Do</td>
<td>10m</td>
<td>930</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Renaissance, the—</td>
<td>Do</td>
<td>Do</td>
<td>11m</td>
<td>940.21</td>
<td>Do</td>
</tr>
</tbody>
</table>
### Appendix

#### BIOGRAPHY

<table>
<thead>
<tr>
<th>Title of the film</th>
<th>B/W or Col.</th>
<th>Version</th>
<th>Duration</th>
<th>Call No. if any.</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rabindranath Tagore</td>
<td>B/W</td>
<td>Pbi.</td>
<td>22m</td>
<td>108-117</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Dr. Rabindranath Tagore</td>
<td>Do</td>
<td>Hindi</td>
<td>22m</td>
<td>125</td>
<td>Do</td>
</tr>
<tr>
<td>Dr. Rabindranath Tagore</td>
<td>Do</td>
<td>Do</td>
<td>60m</td>
<td>920</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Story of Dr. Karve, The</td>
<td>Do</td>
<td>Do</td>
<td>21m</td>
<td>923</td>
<td>Do</td>
</tr>
<tr>
<td>Wisweswarya, Dr.</td>
<td>Do</td>
<td>Do</td>
<td>19m</td>
<td>920</td>
<td>Do</td>
</tr>
<tr>
<td>Gandhiji</td>
<td>Do</td>
<td>Do</td>
<td>90m</td>
<td>923</td>
<td>Do</td>
</tr>
<tr>
<td>His memory we cherish (Gandhiji)</td>
<td>Do</td>
<td>Do</td>
<td>5m</td>
<td>923</td>
<td>Do</td>
</tr>
<tr>
<td>Mahatma Gandhi</td>
<td>Do</td>
<td>Eng.</td>
<td>19m</td>
<td>923</td>
<td>Do</td>
</tr>
<tr>
<td>Mahatma Gandhi</td>
<td>Do</td>
<td>Hindi</td>
<td>22m</td>
<td>157</td>
<td>A.V.L.</td>
</tr>
<tr>
<td>Lokmanya Tilak</td>
<td>Do</td>
<td>Do</td>
<td>22m</td>
<td>77</td>
<td>Do</td>
</tr>
<tr>
<td>Lokmanya Tilak</td>
<td>Do</td>
<td>Do</td>
<td>20m</td>
<td>923</td>
<td>C.F.L.</td>
</tr>
<tr>
<td>Our Prime Minister (Shri J.L. Nehru)</td>
<td>Do</td>
<td>Do</td>
<td>22m</td>
<td>723</td>
<td>Do</td>
</tr>
<tr>
<td>And so to sleep (Life of Pt. J.L. Nehru)</td>
<td>Do</td>
<td>Do</td>
<td>35m</td>
<td>923.2</td>
<td>Do</td>
</tr>
<tr>
<td>Neta Ji Subhash Chandra Bose</td>
<td>Do</td>
<td>Do</td>
<td>150m</td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Vinoba Bhave: The man</td>
<td>Do</td>
<td>Do</td>
<td>10m</td>
<td>923.2</td>
<td>Do</td>
</tr>
<tr>
<td>Ray P.C. (Acharya)</td>
<td>Do</td>
<td>Do</td>
<td>19m</td>
<td>925.4</td>
<td>Do</td>
</tr>
<tr>
<td>Life and message of Swami Vivekananda</td>
<td>Do</td>
<td>Do</td>
<td>74m</td>
<td>922.94</td>
<td>Do</td>
</tr>
<tr>
<td>Roldas (Hindi)</td>
<td>Do</td>
<td>Do</td>
<td>23m</td>
<td>922</td>
<td>Do</td>
</tr>
<tr>
<td>Gautama, the Buddha</td>
<td>Do</td>
<td>Eng.</td>
<td>90m</td>
<td>...</td>
<td>Do</td>
</tr>
<tr>
<td>Childhood of Maxim Gorky, The</td>
<td>Do</td>
<td>Russian with subtitle in Eng.</td>
<td>110m</td>
<td>929.1</td>
<td>Do</td>
</tr>
<tr>
<td>Newton, Isaac</td>
<td>Do</td>
<td>Eng.</td>
<td>10m</td>
<td>521,12</td>
<td>Do</td>
</tr>
<tr>
<td>Newton, Isaac</td>
<td>Do</td>
<td>Do</td>
<td>13m</td>
<td>925</td>
<td>Do</td>
</tr>
<tr>
<td>Galileo</td>
<td>Do</td>
<td>Do</td>
<td>14m</td>
<td>925</td>
<td>Do</td>
</tr>
<tr>
<td>Title of the film</td>
<td>B/W or Col.</td>
<td>Version</td>
<td>Duration</td>
<td>Call No. if any</td>
<td>Source</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>----------</td>
<td>-----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Washington, Irving</td>
<td>Do</td>
<td>Do</td>
<td>17m</td>
<td>927</td>
<td>Do</td>
</tr>
<tr>
<td>George Washington</td>
<td>Do</td>
<td>Do</td>
<td>22m</td>
<td>970,22</td>
<td>Do</td>
</tr>
<tr>
<td>Abraham Lincoln (A background study)</td>
<td>Do</td>
<td>E/H</td>
<td>15m</td>
<td></td>
<td>U.S.I.S.</td>
</tr>
<tr>
<td>Force of Lincoln, the</td>
<td>B/W Eng.</td>
<td>22m</td>
<td></td>
<td></td>
<td>U.S.I.S.</td>
</tr>
<tr>
<td>In search of Lincoln</td>
<td>Col. E/H</td>
<td>19m</td>
<td></td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Benjamin Franklin</td>
<td>B/W Eng.</td>
<td>20m</td>
<td></td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
<td>Do</td>
<td>Do</td>
<td>27m</td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Theodore Roosevelt</td>
<td>Do</td>
<td>Do</td>
<td>20m</td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Crusaders for human rights</td>
<td>Do</td>
<td>Do</td>
<td>7m</td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Eleanor Roosevelt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Emme Belle Sweet (Biography of a teacher)</td>
<td>Do</td>
<td>Do</td>
<td>15m</td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>John Glenn Story (Life of the Astronaut)</td>
<td>Col. Do</td>
<td>30m</td>
<td></td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Man of progress—the De forest story (Life of originator of electronics)</td>
<td>Do</td>
<td>Do</td>
<td>15m</td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Story of Thomas Alva Edison</td>
<td>Do</td>
<td>Do</td>
<td>33m</td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Towards tomorrow (Ralph Bunche)</td>
<td>B/W Do</td>
<td>30m</td>
<td></td>
<td></td>
<td>Do</td>
</tr>
<tr>
<td>Workers for peace (story of the Nobel prize for Peace)</td>
<td>Do</td>
<td>Do</td>
<td>21m</td>
<td></td>
<td>Do</td>
</tr>
</tbody>
</table>
## Appendix 2 B

**FILMSTRIP-HISTORY**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Title of the filmstrip</th>
<th>Col/B&amp;W</th>
<th>Price</th>
<th>Name of the producer/Distributor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Hawai: The Island State</td>
<td></td>
<td>Rs. 220/-</td>
<td>Producer, EBF, USA, Distributor: Photophone Pvt. Ltd. 7, Saki Vihar Road, Bombay.</td>
</tr>
<tr>
<td>3.</td>
<td>Cities of Europe</td>
<td></td>
<td>Rs. 386/-</td>
<td>-do-</td>
</tr>
<tr>
<td>4.</td>
<td>The Age of Exploration</td>
<td></td>
<td>Rs. 331/-</td>
<td>-do-</td>
</tr>
<tr>
<td>5.</td>
<td>The Pre-Historic Life,</td>
<td></td>
<td>Rs. 331/-</td>
<td>-do-</td>
</tr>
<tr>
<td>6.</td>
<td>The Rise of Civilisation</td>
<td></td>
<td>-do-</td>
<td>-do-</td>
</tr>
<tr>
<td>7.</td>
<td>Ancient Rome</td>
<td></td>
<td>Rs. 276/-</td>
<td>-do-</td>
</tr>
<tr>
<td>8.</td>
<td>Medieval Europe</td>
<td></td>
<td>Rs. 220/-</td>
<td>-do-</td>
</tr>
<tr>
<td>9.</td>
<td>Captain Cook</td>
<td></td>
<td>Rs. 27.50</td>
<td>-do-</td>
</tr>
<tr>
<td>10.</td>
<td>Christopher Columbus</td>
<td></td>
<td>-do-</td>
<td>-do-</td>
</tr>
<tr>
<td>12.</td>
<td>Florence Nightingale</td>
<td></td>
<td>-do-</td>
<td>-do-</td>
</tr>
</tbody>
</table>
Appendix 3

Sources of Museum Material

1. National Museum, Janpath Delhi—Plaster Casts
2. Calcutta Museum, Calcutta. —Plaster Casts
3. Archaeological Survey of India, —Photographs Delhi.
4. Lalit Kala Academy 22, Bahawalpur House, Delhi —Photographs and Paintings
5. Faculty of Music and Fine Arts —Album of Slides University of Delhi, Delhi-7.

A list of Exhibits

1. Indus Valley—Plaster cast 20 pieces showing the seals, toys etc.
2. Art through the Ages.
3. Paintings—Mughal Paintings, Rajasthan Paintings, Kangra Valley Paintings, Modern famous artists.
4. Educational Kit for the propagation of fine arts and culture.
5. Albums of Slides—showing architecture, Sculpture, Paintings, Dancing, Music, Puppetry etc.
Appendix 4

List of Some Illustrated books for teacher and pupils

Appendix 5

A list of Historical Atlases


Central Archaeological Library,
NEW DELHI.
Acc.No. 66397

Call No. 907/Koc

Author—Kochhar, S.K.

Title—Teaching of History.

"A book that is shut is but a block."

CENTRAL ARCHAEOLOGICAL LIBRARY
GOVT. OF INDIA
Department of Archaeology
NEW DELHI

Please help us to keep the book clean and moving.