PEDAGOGY OF HISTORY

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UNIT - I
CONCEPT, NATURE AND VALUES OF LEARNING HISTORY

History –Meaning – Definitions - Nature and Characteristics – Different conceptions of History -Biographic – evolutionary conceptions - History as a record of past – Dimensions of History – History as a Science and Art -Aims – Objectives – Values – Types: Practical – Intellectual - cultural – ethical - disciplinary values. Learning History at different levels - Blooms Taxonomy of Educational objectives – Cognitive, Affective and Psychomotor – Formulation of performance objectives

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1.1 MEANING AND DEFINITIONS OF HISTORY

In a curriculum we include several subjects and history is one of them. Broadly speaking, education aims at the development of man's personality to the maximum. But this development is to be attained in some social context. This context has been amply explained and stated in our Constitution, which in most unambiguous terms says that we want to build a society in which each individual will be granted Equality, Liberty, Equal Opportunity and Justice and inculcate in him / her a sense of Fraternity. So the mandate for education is as clear as crystal. Education, therefore, should help the child to grow to his/her maximum potentiality so that he may be fully imbued with the above ideals. H ere our intention is not to philosophically analyze or discus s the above ideals, but to broadly highlight this universally accepted aim of education – growth to one's maximum potentiality. Now history is included in our curriculum because in its own inimitable way, it also helps us to realize this goal.

1.2 MEANING OF HISTORY

History has been defined by different scholars in different ways. If we look at the gene sis of the word "history000007" we will find that i t has been derived from the Greek word "Historia", which means "information", or an inquiry to find out the truth. Chambers 21st Century Dictionary defines it as "an account of past events and developments; a methodical account of origin and progress of a nation, institution, the world, etc." It is an account of the growth of man from the day when he appeared on the earth. It is are cord of what man did or thought.

1.3 DEFINITIONS

At this juncture, it will be advisable to refer to some of the definitions of history given by some of eminent scholars. Henry Johnson says, "Hi story in its broadest sense is everything that eve r happened".

- **Rabindranath Tagore** says, “There is only one Hi story - the History of Man”.
- **Jones** says, “History is a veritable min e of life experience s and the youth of today studies history that he may profit by the experiences of the race”.
- **Carr** says, “History is a continuous process of interaction between the historian and his facts. It is an unending dialogue between the present and the past”.
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- **Pt. Jawaharlal Nehru** says, “Hi story i s the story of man’s struggle through the ages against nature and 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”.
- **Burckhardt:** “History is the record of what one age finds worthy of note in another.”
- **Henry Johnson:** “History, in its broadest sense, is everything that ever happened.”
- **Smith,V.S:** “The value and interest of history depend largely on the degree in which the present is illuminated by the past.”
- **Rapson:** “History is a connected account of the course of events or progress of ideas.”
- **NCERT:** “History is the scientific study of past happenings in all their aspects, in the life of a social group, in the light of present happenings.”

1.4 NATURE AND CHARACTERISTICS

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

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

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

4. History is concerned with man in space: The interaction of man on environment and vice versa is a dynamic one. History describes about nations and human activities in the

context of their physical and geographical environment. Out of this arise the varied trends in the political, social, economic and cultural spheres of man's activities and achievements.

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

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

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

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

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

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

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

1.5 DIFFERENT CONCEPTIONS OF HISTORY - BIOGRAPHIC –EVOLUTIONARY CONCEPTIONS

Great Man Theory/Biographical Theory

The Great Man Theory was a popular 19th century idea according to which history can be largely explained by the impact of "great men", or heroes: highly influential individuals who,

due to either their personal charisma, intelligence, wisdom, or Machiavellianism utilized their power in a way that had a decisive historical impact.

The theory was popularized in the 1840s by Thomas Carlyle, and in 1860 Herbert Spencer formulated a decisive counter-argument that remained influential throughout the 20thcentury; Spencer said that such great men are the products of their societies, and that their actions would be impossible without the social conditions built before their lifetime. For example, a scholarly follower of the Great Man theory would be likely to study the Second World War by focusing on the big personalities of the conflict – Sir Winston Churchill, Franklin Delano Roosevelt, Joseph Stalin, Charles de Gaulle (Allies); Adolf Hitler, Benito Mussolini, (Axis); etal. – And view all of the historical events as being tied directly to their own individual decisions and orders.

1.5.1 Introduction

The Great Man Theory is associated most often with 19th-century commentator and historian Thomas Carlyle, who commented that "The history of the world is but the biography of great men," reflecting his belief that heroes shape history through both their personal attributes and divine inspiration. In his book On Heroes, Hero-Worship and the Heroic in History, Carlyle set out how he saw history as having turned on the decisions of "heroes", giving detailed analysis of the influence of several such men (including Muhammad, Shakespeare, Luther, Rousseau, and Napoleon). Carlyle also felt that the study of great men was "profitable" to one's own heroic side; that by examining the lives led by such heroes, one could not help but uncover something about one's true nature.

This theory is usually contrasted with a theory that talks about events occurring in the fullness of time, or when an overwhelming wave of smaller events cause certain developments to occur. The Great Man approach to history was most fashionable with professional historians in the 19th century; a popular work of this school is the Encyclopedia Britannica Eleventh Edition (1911) which contains lengthy and detailed biographies about the great men of history, but very few general or social histories. For example, all information on the post-Roman “Migrations Period" of European History is compiled under the biography of Attila the Hun. This heroic view of history was also strongly endorsed by some philosophical figures such as Hegel, Nietzsche, and Spengler, but it fell out of favor after World War II.

1.5.2 Evolutionary Conceptions

Darwinism is a theory of biological evolution developed by Charles Darwin and others, stating that all species of organisms arise and develop through the natural selection of small, inherited variations that increase the individual's ability to compete, survive, and reproduce. Also called Darwinian theory, it originally included the broad concepts of transmutation of species or of evolution which gained general scientific acceptance when Charles Robert Darwin published

On the Origin of Species, including concepts which predated Darwin's theories, but subsequently referred to specific concepts of natural selection, the Weismann barrier or in genetics the central dogma of molecular biology. Though it usually refers strictly to biological evolution, the term has been used by creationists to refer to the origin of life, and has even been applied to concepts of cosmic evolution, both of which have no connection to Darwin's work. It is therefore considered the belief and acceptance of Darwin's, and his predecessors, work in place of other theories including divine design and extraterrestrial origins

The term was coined by Thomas Henry Huxley in April 1860 and was used to describe evolutionary concepts in general, including earlier concepts such as Spoonerism. Many of the proponents of Darwinism at that time, including Huxley, had reservations about the significance of natural selection, and Darwin himself gave credence to what was later called Lamarckism. The strict neo-Darwinism of August Weismann gained few supporters in the late 19th century. During this period, which has been called "the eclipse of Darwinism", scientists proposed various alternative evolutionary mechanisms which eventually proved untenable. The development of the modern evolutionary synthesis from the 1930s to the 1950s, incorporating natural selection with population genetics and Mendelian genetics, revived Darwinism in an updated form.

While the term has remained in use amongst scientific authors when referring to modern evolutionary theory, it has increasingly been argued that it is an inappropriate term for modern evolutionary theory. For example, Darwin was unfamiliar with the work of Gregor Mendel, and as a result had only a vague and inaccurate understanding of heredity. He naturally had no inkling of yet more recent developments and, like Mendel himself, knew nothing of genetic drift for example. In the United States, the term "Darwinism" is often used by creationists as a pejorative term in reference to beliefs such as atheistic naturalism, but in the United Kingdom the term has no negative connotations, being freely used as a shorthand for the body of theory dealing with evolution, and in particular, evolution by natural selection

1.5.3 Evolutionary Conception

This is different from biographical conception. We cannot find the role of great men for every period. So there is a chance to lack of continuity. To avoid this, the conception of evolution was stressed. According to this conception,

Period of Early man Period of Modern man According to Collingwood it is nothing but the “Solution to the Problem which has been left by the past generation”

1.6 SCOPE OF HISTORY

Thus, history has expanded both vertically and horizontally. Its close connection with the allied fields of human sciences, has given new effects to historical studies.

It has been cleared that the subject of history has no frontiers and that it is limitless and fathomless ocean, with no ends in view. However for instructional purposes in schools and colleges, we have to limit its scope and frontier

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

Self Assessment Questions

1) What is the modern concept of history?
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2) Is history a science or an art?
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3) Briefly write the scope of history.
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1.7 DIMENSIONS OF HISTORY

1. Time
2. Place
3. Continuity and development.

Importance

Thehistoricalinformation'sareplentyinnumberandithasitsowntimeandplaceinwhichit happened. If the information's are told without mentioning the time and place then it becomes worthless.

Meaning

Time may be related with the incidents or kings or leaders or it may be with human activities. Generally time depends upon the events and the relation between the events and the period in which the event took place.

Advantages

If we take the period of Mughals, it started in the year1526 – that is after the decline of the period of Sultans. So It reveals the importance of that particular period. At the same time, the rule of Mughals came into and ends in the year of 1707 and the period of British came in India only in the year of 1757. In between, the socio-political and cultural life of the people can be finding out by following the time. Dimensions of history. We can also define the period of influence of a particular religion or a philosophy.

PLACE

Importance

Place is also important as time for historical events. It is said that time and place are the two sides of history. They are also described as lights which takeout the events from dark. The word placed notes Geography. History tells about the Importance of time and Geography tells about the importance of place. Simply speaking Geography is the stage in which the events are dramatized by History.

Importance

We have to tell about the country state and the city in which the event took place. At this juncture, the right knowledge about that particular place is essential to understand the incidents. The use of Maps and Globe is revealed here.

1.8 CONTINUITY AND DEVELOPMENT

In 19th century there was a change in writing of history. History was written on the basis of scientific evidence. Instead of writing of the life history of greaten,the concepts and thoughts of ordinary people were written in history

Advantage

- The development of history from the past to present can be revealed.
- Events are correlated with each other.
- The base of events from the past is revealed.

1.8.1 Development

Each and every as its own origin, structure and development. The development cannot be restricted or neglected. It is well known that, today's politics is driven out from the past. According to Marley, the trouth to know about 13th century is not because of knowing about the past. But it is to know how those days become a seed for the social life of the people of 19th century. Thus development becomes the bridge to the old and new.

1.9 HISTORY AS A SCIENCE AND ART

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

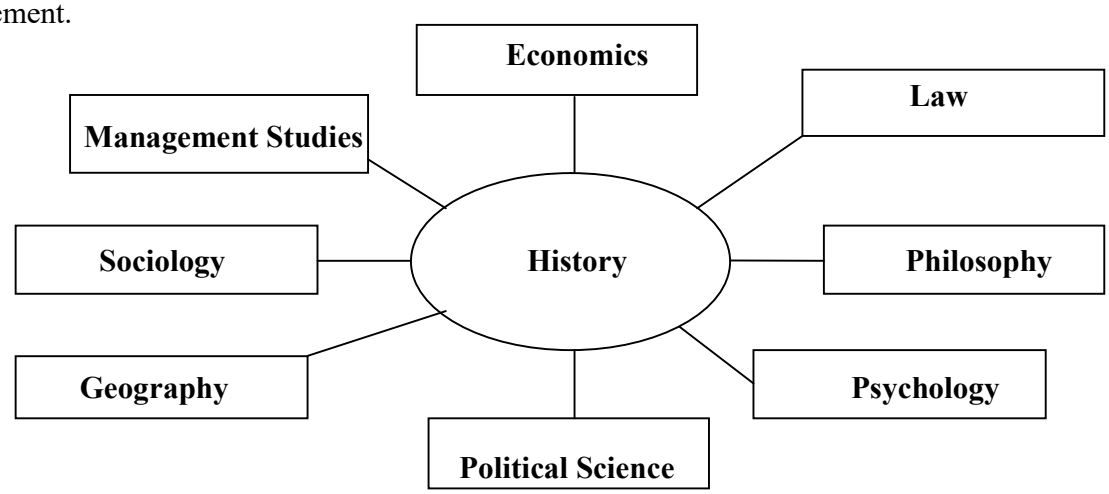
1.9.1 Arguments against History as a science

1. No forecasting: Rickman has rightly said, "History deals with sequence of events, each of them unique while Science is concerned with the routine appearance of things and aims at generalizations and the establishment of regularities, governed by laws."A historian cannot arrive at general principles or laws which may enable him to predict with certainty the occurrence of like events, under given conditions. A scientist on the other hand, looks at knowledge from a universal angle and arrives at certain generalizations that help him to control the present and predict the future.
2. Complex: The facts of history are very complicated and seldom repeat in the real sense of the term.
3. Varied: The underlying facts of history have wide scope. They are so varied that they can seldom be uniform.
4. No observation and experimentation: Historical data are not available for observation and experimentation.
5. No dependable data: Historical data are the products of human thoughts and action which are constantly changing. They therefore cannot provide dependable at a forthe formation of general principles and laws.

1.9.2 History is both a Science and an Art

History is a unique subject possessing the potentialities of both a science and an art. It does the enquiry after truth, thus history is a science and is on scientific basis. It is also based on

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



1.10 VALUES OF TEACHING HISTORY

Value is that experience or fruit which one gets in the path of achieving aim where as aim is a conscious and active purpose that we always keep before our mind. It always remains before us in the path of achievement. History is valuable as a study in more ways than one. Some of the values are general that is they apply to the teaching of the subject in all circumstances. Other values are limited and specific. They apply to particular types of history, hold for a particular level of schooling or are the necessary result of teaching if carried out in a particular way.

The values of teaching is to may be stated as under

1.10.1 Practical Values

History is very useful to understand the time. There are two concepts regarding practical values.

i. History returns itself
ii. History develops

History Returns Its Elf

According to the historian by name Seeli there should be a strong historical background to the books which deal with politics. If it is not, then it becomes worthless. He believes that, history returns itself and he stressed to study history which will be very useful to practical life. But today's historians have scientific attitude and they do not believe this concept.

History Develops

The present historians have faith in this concept and they want to understand the student that the society is progressing. Students have to enter into the society after their studied. So it is being Necessary for them to know about the society before they enter in to it. History helps them to know about the society.

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

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

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

- Truth or virtue does not always have the victory and false hood or wickedness does not always come to grief. Many times it has been seen that honest and truth- loving man faces difficulties throughout the life and wicked and liars succeed in life.

- On the basis of experience and observations it has been seen that students do not take any interest in the work and life of saints and holy persons. They take more interest in the deeds of warriors and they almost worship them.

- One more argument is that the lives of great men are full of complexities. Both good and evil are present in their characters. It would be unscientific if only their goodness is described. It is possible that students may emulate evils from the characters presented if both the elements are presented.

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

Disciplinary value*:* History is quite fruitful for mental training. 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, political, economic, and religious problems.

1.11 AIMS AND OBJECTIVES OF TEACHING HISTORY AT SECONDARY LEVEL

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

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

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

1.12 GENERAL AIMS OF TEACHING HISTORY

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

2. *To give proper conception of time, space and society:* History gives a proper understanding of the concept of time, space and society. It reveals the relationship of the present with the past, the local with the distant and personal and national life with the livesandtheculturesofmenandwomeninothercountries,intimeandspace.Historyis a link uniting each of us as an individual with a whole greater than ourselves.

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

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

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

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

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

8. *To give training for handling controversial issues:* Teaching history helps pupils to handle controversial questions in a spirit that searches for truth-insists on free discussion and permits compromise. It can expose the pupils to a vast knowledge which will enable them to tackle controversial issues objectively.

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

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

11. *To help resolve our contemporary social and individual problems:* History helps in resolving our contemporary social and individual problems and developing mature judgments on immediate.

12. Social issues, trends and prospects in the field of commerce, industry, international affairs, regional politics and other aspects of the contemporary society.

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

1.12.1 Aims of Teaching History at Secondary Stage

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

The main aims of teaching history at this stage are:

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

2. *To acquire knowledge of significant world events:* The pupils through the learning of history get the knowledge of happenings outside the life of the nation which are significant to the life of the world as a social group or significant to some happening in the life of the nation(such as French revolution, the Industrial revolution, etc.).
3. *To promote an understanding of the common roots of human civilization:* All major civilizations of the world have common roots, leaving aside some major local characteristics; most of them have common features which point to the basic unity of mankind. One of the important aims of history is to point to this basic unity.

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

5. *To develop an understanding of causal relationships:* By the understanding of the causal

relationship between historical happenings, pupils may be able to have some insight into the process of framing historical laws and utilizing them for prediction. For example, from the facts studied in history regarding the French Revolution they may be able to conclude that other things being equal, when the social, political and economic frustrations of the general mass of people in a social group reaches an unbearable point, revolution is bound to break out. With this law as the basis the pupils may discuss, whether India as reached the point of revolution at the moment or not and what India might do to avert a revolution.

1.12.2 Objectives of teaching History at Secondary Stage

1. *Knowledge:* The pupil should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, personalities, chronology and generalizations, etc. related to the study of history. The pupil should be able to:
    - ❖ Recall facts, terms, concepts, events, etc.
    - ❖ Recognize facts, terms, concepts, events, etc.
    - ❖ Show information on maps, charts, diagrams, etc.
    - ❖ Read information presented in various forms.

2. *Understanding:* The pupil should develop understanding of terms, facts, principal events, trends, etc, related to the study of history. The pupil should be able to:
    - ❖ Classify facts, events, terms, and concepts, etc.
    - ❖ Illustrate events, trends, etc., by citing examples;
    - ❖ Compare and contrast the events, trends and concepts, etc.
    - ❖ Explain events, terms, and concepts, causes and effects, trends, etc.
    - ❖ Discriminate between the significant and insignificant, important and less important causes, effects events, etc.
    - ❖ Identify relationship between cause and effect means and ends;
    - ❖ Arrange facts, trends, etc., in a particular known order;
    - ❖ Detect errors in the statement and rectify them;
    - ❖ Interpret the maps, charts, etc. and
    - ❖ Extract from the different courses of history.
3. *CriticalThinking:*Thesubjectshouldenablethepupilstodevelopcriticalthinking.The pupil should be able to:
    - ❖ Identify the problems;
    - ❖ Analyze the problems;
    - ❖ Collect evidence;
    - ❖ Sift evidence, facts and opinion;
    - ❖ Select relevant evidence and facts and weigh them;
    - ❖ Establish relationship and marshal facts;
    - ❖ Draw conclusions;
    - ❖ Advance arguments in support of his contention;
    - ❖ Verify the interferences

4. *Practical Skills:* Thesubjectshouldenablethepupilstodeveloppracticalskillshelpfulin the study and understanding of historical facts. The pupil should be able to:
   - ❖ Draw maps, charts, diagrams, etc;
   - ❖ Prepare models, tools, etc.

5. *Interests:* The subject should enable the pupil to develop interest in the study of history. The pupil, on his own, should be able to:
   - ❖ Collect coins and other historical materials;
   - ❖ Prepare illustrative material aids;
   - ❖ Participate in historical dramas and mock sessions of historical events;
   - ❖ Visit places of historical interests, archeological sites, museums and archives;
   - ❖ Read historical documents, maps and charts;
   - ❖ Write articles on historical and other related topics.

6. *Attitudes:* The subject should enable the pupil to develop healthy social attitudes. The pupil should:
   - ❖ Possess the sense of patriotism;
   - ❖ Show respect towards other people's opinion, ideas, beliefs and ways of life;
   - ❖ Read about other faiths and religions;
   - ❖ Establish friendship with pupils of other communities and faiths;
   - ❖ Practice the spirit of noble ideal;
   - ❖ Cooperate with others in the social and civic activities;

Self Assessment Questions

1) What are the aims of teaching History at the secondary stage?

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2) Describe various objectives of teaching history at the secondary stage.

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1.13 BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES – COGNITIVE, AFFECTIVE AND PSYCHOMOTOR

Bloom, an American Educationalist made an effort to make teaching process objective centered. He made educational objectives as the basis for teaching activities and evaluation techniques. During the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work.

Learning domains, sometimes referred to as categories of learning outcomes, are critical to consider as you plan your lessons. By analyzing the type of learning domain or outcome that you want, you can determine which activities, assessments, and representational modes (face-to-face, video, online, multimedia) are optimal based on the learning outcome desired. With the

access to learning technologies more available to faculty and with greater numbers of students having access at home and work, it is possible and desirable to use multiple representational modes to increase the probability that students will attain higher levels of learning.

The following is a brief overview of learning domains with examples of how you might represent content, provide activities, and assess mastery of that domain. These domains include cognitive, affective, psychomotor, and interpersonal.

1.13.1 Cognitive Domain

This domain focuses on intellectual skills and is familiar to educators. Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) is frequently used to describe the increasing complexity of cognitive skills as students move from beginner to more advanced in their knowledge of content. The cognitive domain is the core learning domain. The other domains (affective, interpersonal, and psychomotor) require at least some cognitive component.

The cognitive domain is well suited to the online environment. Face-to-face courses benefit from using the web as a way to supplement classroom lectures that are cognitive in nature. This supplemental material may include the following:

- Additional explanations of key concepts
- Graphics to show relationships between ideas
- Organized class notes
- Tables that provide summary information
- PowerPoint slides
- Additional examples
- Self-check quizzes
- A discussion board
- Case studies
- Drill and practice of content that must be memorized
- FLASH animations or simulations of challenging and key concepts
- Practice questions with answers and "expert" explanations
- Links to similar information presented in a different way

Courses that are hybrid (presented in both an online and face-to-face format), often present the cognitive portion of the course via the web and use classroom time for the more affective, psychomotor, and interpersonal learning outcomes.

As we move up the cognitive domain especially as we get to synthesis and evaluation, collaborative assignments requiring students to engage in problem-based or project-based activities serve as important ways to determine if students have reached that level of learning. These projects can be done online, but often lend themselves to at least some face-to-face

interaction. If face-to-face interaction is not possible, synchronous mediated events such as web casting, interactive video, or conference calls facilitate project development. Also, higher cognitive skills provide opportunities for student to develop interpersonal domain learning. To the extent that we desire interpersonal learning outcomes, we should consider how to facilitate face-to-face interactions.

1.13.2 The Affective Domain

The affective domain is critical for learning but is often not specifically addressed. This is the domain that deals with attitudes, motivation, willingness to participate, valuing what is being learned, and ultimately incorporating the values of a discipline into a way of life. Stages in that domain are not as sequential as the cognitive domain, but have been described as the following:

- Receiving (willing to listen)
- Responding (willing to participate)
- Valuing (willing to be involved)
- Organizing (willing to be an advocate)
- Characterization (willing to change one's behavior, lifestyle, or way of life)

We do not necessarily expect our math students to become math instructors or mathematicians, but we want them to be willing to "show up" for class, participate in class, and become involved with the content. We expect students to expend effort in their courses and sustain the effort throughout the duration of the course. We also would like our students to take the next higher course or another course in the curriculum because they value what they have learned.

The affective domain is not best handled with just text on a screen. Class meetings or an initial class meeting to support an online course might be used for affective development. Videos and audio clips are also excellent ways to engage the affective domain. These should be short and may include the following:

- Former students giving tips on how to be successful
- The instructor informing the students of the value of the course
- Professionals who are using the knowledge from the course in their lives
- An overview of the program with key support personnel and facilities visible to the student
- Streaming audio files throughout the course encouraging students and providing helpful tips
- Short video clips of the instructor explaining course content

Additionally, chunking information into small steps and designing opportunities for the students to be successful facilitate affective learning for students. Face-to-face courses can include affective online components by allowing students to have a place to post questions, get feedback, and hear encouraging messages from the instructor (with a text accompaniment). Encouraging students to set goals for themselves that are reasonable can also enhance affective learning. To the extent that students are challenged or are new to a content area, we would expect instructors to include more affective learning outcomes.

1.13.3 Psychomotor Domain

The psychomotor domain focuses on performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force. Underlying the motor activity is cognitive understanding. In the higher education environment, we see psychomotor learning in content including the following:

- Lab courses for science classes
- Vocational courses
- Physical education courses
- Training in using specified equipment such as computers, cameras, musical instruments etc.
- Performing arts

The stages of the psychomotor domain have been described as follows:

- Action (elementary movement)
- Coordination (synchronized movement)
- Formation (bodily movement)
- Production (combine verbal and nonverbal movement

The psychomotor domain is best assessed in a face-to-face situation. Since there is a cognitive component underlying motor skills, these can be effectively viewed in videos, demonstrations, online text descriptions, or with pictures of each step in the sequence. Simulations can be used to help people learn the steps or practice variations of a motor sequence; but ultimately, the student should perform the skill with an instructor or designee judging if the skill was performed to a set standard. Sometimes, simulations are used for learning without "hands on" opportunities, because the psychomotor activity is dangerous or equipment is not readily available.

Students who are new to a content area will generally benefit more from "hands-on" learning than from mediated learning within the psychomotor domain. As students become more expert, videos and pictures can be used to teach the skill.

Self Assessment Questions

1) What are the stages of affective domain?

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2) What are the supplemental materials described in cognitive domain?

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1.14 FORMULATION OF PERFORMANCE OBJECTIVES

Instructional objectives:

1. Remembering: Retrieving, re calling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.

2. Understanding: Constructing meaning from different types of functions be they written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure through executing, or implementing. Applying related and refers to situations where learned material issued through products like models, presentations, interviews or simulations.

4. Analyzing: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spread sheets, surveys, charts, or diagrams, or graphic representations.

5. Evaluating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the new taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.

6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts to gathering new way or synthesize part sin to something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.

1.14.1 Importance of stating instructional objectives:

- Provide direction for instructor
- Convey clearly instructional intent to others
- Provide guide for selecting content matter
- Provide guide for selecting appropriate teaching methodology
- Provide guide for selecting suitable material for teaching
- Provide guide for constructing reliable test and choose instrument for evaluating.

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UNIT- II
PLANNING FOR TEACHING & INSTRUCTIONAL STRATEGIES

Micro Teaching - Definition - Cycle – Developing Skills- Illustration with examples and practicing of Micro Teaching. Macro teaching - Meaning - Year plan - Unit plan and Lesson plan and its importance - Different approaches in Lesson planning, Herbartian steps and RCEM approach-Teaching methods - Selection of a method- ABL &ALM. Learner directed instructional inputs – individualized instruction, programmed instruction, CAI, CMI, CML preparation of software-Discussions – Seminar – Symposium – Debate – Panel – Workshop - Brain storming - Buzz session - Dramatization and Team Teaching

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2.1 MICRO TEACHING – DEFINITION

Micro teachings unique model of practice teaching. It is a viable instrument for the desired change in the teaching behavior or the behavior potential, which, in specified types of real class room situations, tends to facilitate the achievement of specified types of objectives. The pupil- teachers train educing the micro teaching instrument is expected to have a greater range of technical teaching skills to choose from for overcoming day to day classroom teaching problems.

The lessons are usually video recorded and then viewed, discussed and analyzed by the student teacher, his supervisor and perhaps, his fellow students. The student teacher may then be given an opportunity to teach another lesson to different group of pupils and view, discuss and analyze the lesson. In in-service courses it is customary to use peer group microteaching in which each member of the group teaches the other members. After video recording the set of teaching episodes they are analyzed and discussed by the group who should, preferably, use checklists and other observation instruments to analyze the process and structure of the teaching episode.

Micro teaching is an idea with five essential propositions. Micro teaching is a real teaching. Firstly, micro teaching lessens the complexities of normal classroom teaching so that class size, scope of content and time are all reduced. Secondly, focuses on training for accomplishment of specific tasks such as practice of instructional skills, demonstration of teaching method, practice of techniques of teaching, and others. Thirdly, Micro teaching allows for the increased control of practice. The rituals of time, students, supervision, and many other factors can be manipulated and greatly expands the feedback dimensions in teaching. Immediately after teaching a brief micro-lesson, the trainee engages in critique of his classroom performance.

Micro teaching may be described as a scaled down teaching situation in which a teacher teaches a brief lesson to small group of pupils or fellow trainees. The lesson may last from three or four minutes to fifteen minutes. In most cases about10 minutes is preferred. The small group may consist of three or four pupils or peers, or up to fifteen pupils or peers.

2.1.1 Concept of Micro-Teaching

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee.

1. To teach a single concept of content
2. Using a specified teaching skill
3. For a short time
4. Toa very small member of pupils

In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

2.1.2 Meaning and Definition of Micro-Teaching

Origin and Development of Micro-teaching-The idea of micro-teaching originated for the first time at Stanford University in USA, when an Experimental Project on the identification of teaching skills was in progress under the guidance and supervision of the faculty members (Bush, Allen, Mc Donald Acheson and many others). This project was aided by Ford Foundation and Kettering Foundation. The team of experts was assigned the development of testing and evaluation tools to measure the attainment of teaching skills. At this juncture Keath Acheson, a research worker was investigating the utility of video tape recorder in the development to technical teaching skills. This instrument could be used for recording the class interaction and the behaviors of the trainee vividly and accurately. This lead to the development of a systematic and accurate method of giving feed back to the teacher trainee. All the steps of micro- teaching technique:

Teach→ Feedback→ Re plan→ Re teach→ Re feedback were formulated. Thus the name of micro-teaching was coined forth is method of developing teaching skills in1963. Since then this technique of teacher training has been widely used in almost all Colleges and Universities of Europe and Asia. In India, it is being used with great emphasis in all the teacher training programmes of developing teaching skills and competencies among teacher trainees.

Supervision: Steps in Microteaching and Rotating Peer

i. **Preparation:** Each participant of the session prepares a teaching segment. The presenter gives a brief statement of the general objectives of his/her presentation to be addressed. The group may be asked to focus their attention to particular elements of the lesson or of the teaching style. This may include pace, clarity of explanation, use of media, voice and body language, level of group interaction.
ii. **Presentation and Observation**: Each participant presents his/her5-10 minute teaching segment. He/she is allowed to use the media available. During the

presentation, other participants serve as members of a supervisory team and take notes for the group feedback. Special assessment forms may be helpful in standardizing the observation and feedback process. Each lesson is videotaped. Although the lesson is short, objective and procedures should be clear to generate useful discussions.

iii. **Videotape:** Freezing of non woody plant tissues. III. Videotape micrography and the correlation between individual cellular freezing events and temperature changes in the surrounding tissue.

iv. **Viewing**: The presenter watches the tape of his/her presentation and decides whether or not the objectives were accomplished. He/she also makes a list of strengths and suggestions for personal improvement. Then he/she again joins the supervisory team. In the meantime the supervisory team discussed and made conclusions about the teacher's lecturing.

v. **Discussion and Analysis:** While the presenter goes to another room to view the videotape, the supervisory team discusses and analyses the presentation. Patterns of teaching with evidence to support the mare presented. The discussion should focus on the identification of recurrent behaviors of the presenter in the act of teaching. A few patterns are chosen for further discussions with the presenter. Only those patterns are selected which seem possible to alter and those which through emphasis or omission would greatly improve the teacher's presentation. Objectives of the lesson plan a real so examined to determine if they were met. It is understood that flexible teaching sometimes includes the modification and omission of objectives. Suggestions for improvement and alternative methods for presenting the lesson are formulated. Finally, a member of the supervisory team volunteers to be the speaker in giving the collected group feedback.

vi. **Giving and receiving feedback**: The way in which feedback is given and received contributes to the learning process. Feedback should be honest and direct, constructive, focusing on the ways the presenter can improve, and containing personal observations.

Under the guidance of the professional supervisor, the presenter is first asked to present a self-feedback of his mini lesson. With this new information taken into account, the supervisory team member who volunteered to be the speaker summarizes the comments generated during the analysis session. This part of the session is intended to provide positive reinforcement and constructive criticism. The presenter is encouraged to interact freely with the team so that all comments are clarified to his/her satisfaction.

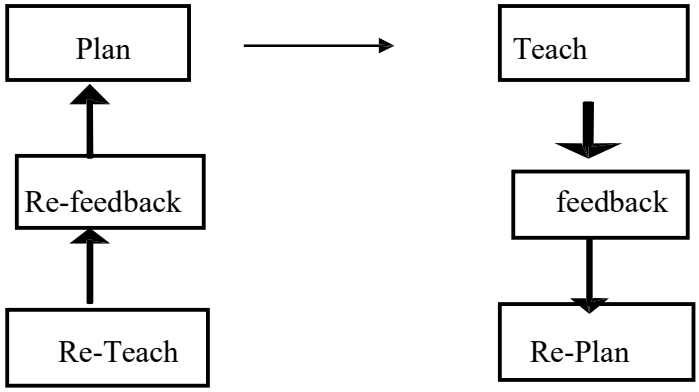
2.2 MICRO-TEACHING CYCLE

The six steps generally involved in micro-teaching cycle are: Plan, Teach, Feedback, Re-plan, Re- teach and Re-feedback.

The six steps generally involved in micro-teaching cycle are:

Plan ⟶ Teach ⟶ Feedback ⟶ Re plan ⟶ Re teach ⟶ Re feedback.

Therecanbevariationsasperrequirementoftheobjectiveofpractice Session.Thesestepsaredia grammaticallyrepresentedinthefollowingfigure:



- **Plan**: This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

- **Teach:** This involves the attempt so the teacher trainee to use the component so the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behavior as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

- **Feedback**: This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength has well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

- **Re-plan**: The teacher trainee preplans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either

on the same topic or on another topic suiting to the teacher trainee for improvement.

- **Re-feedback**: This is the most important component to Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every skill practice.

- **Re-teach**: This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

In the Micro-teaching cycle, the same steps are involved. Firstly the teacher trainee knows the behaviours (components of skill) to be practiced. Secondly he practices such a behavior during teach session. Thirdly he gets the feedback on the basis of the observation of his performance made by the supervisor. Finally the teacher trainee improves upon his/her behavior (performance) as desired.

2.3 MAJOR SKILLS OF MICROTEACHING

- Skill of Introducing a Lesson
- Skill of Explaining
- Skill of Stimulus Variation
- Skill of Questioning
- Skill of Reinforcement
- Skill of Illustration
- Skill of Black Board Writing
- Skill of achieving closure

2.3.1 Phases of Micro-teaching

There are three phases of the Micro-teaching procedure which you have studied in the previous section of this Unit. They are:

1. Knowledge Acquisition Phase.
2. Skill Acquisition Phase.
3. Transfer Phase of Micro-teaching.

Let us discuss these phases one by one. Acquisition

2.3.4 Knowledge Phase

In this phase the teacher trainee learns about the skill and its components through discussion, illustrations and demonstration of the skill given by the expert. He learns about the purpose of the skill and the condition under which it proves useful in the teaching-learning process. His/ Her analysis of the skill into components leading to various types of behaviours which is to be practiced. The teacher trainee tries to gain a lot about the skill from the demonstration given by the expert. He discusses and clarifies each and every aspect of the skill.

2.3.5 Skill Acquisition Phase:

On the basis of the demonstration presented by the expert, the teacher trainee plans a micro-lesson, lesson for practicing the demonstrated skill. He practices the teaching skill through the Micro-teaching cycle and continues his effort still he attains mastery level. The feed-back component of micro-teaching contributes significantly towards them astery level acquisition of the skill. On the basis of the performance of teacher trainee in teaching, the feedback is provided for the purpose of change in behavior of the teacher trainee in the desired direction.

After attaining mastery level and command over each of the skills, the teacher trainee integrates all these skills and transfer to actual classroom teaching is done during this transfer phase.

2.3.5 Merits of Microteaching

- ❖ It helps to develop and master important teaching skills.
- ❖ It helps to accomplish specific teacher competencies.
- ❖ It caters the need of individual differences in the teacher training.
- ❖ It is more effective in modifying teacher behaviour.
- ❖ It is an individualized training technique.
- ❖ It employs real teaching situation for developing skills.
- ❖ It reduces the complexity of teaching process as it is a scaled down teaching.
- ❖ It helps to get deeper knowledge regarding the art of teaching.

2.3.7 Limitations of Micro teaching

- ❖ It is skill oriented; Content not emphasized.
- ❖ A large number of trainees cannot be given the opportunity for re- teaching and re-planning.
- ❖ It is very time consuming technique.
- ❖ It requires special classroom setting.
- ❖ It covers only a few specific skills.
- ❖ It deviates from normal classroom teaching.
- ❖ It may raise administrative problem while arranging micro lessons

2.4 MACRO TEACHING

Teachers use a variety of different approaches when instructing their students. Sometimes teachers lecture their students; at other times they encourage their students to work together to accomplish a goal. Macro and micro teaching come into play, as well, because they help dictate what a teacher teaches, how the teacher provides that instruction and who is included in each classroom activity.

Distinction between Micro and Macro Teaching

Sl. No	Micro Teaching	Macro Teaching
1.	The teaching unit will be small	The teaching unit will be large
2.	The learning unit will be small say of 6 to 8 pupils	The learning unit will be big say of 40 to 50 pupils

Self Assessment Questions

3) What are the aims of micro teaching?

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……

4) Describe various skills of micro teaching.

……
……
……

2.5 YEAR PLAN

Developing Lesson Planning and Scheme of Lessons

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience.

Lesson Plan

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Specifying concrete objectives for student learning will help in determining the teaching and learning activities to be used in class, while those activities define how evaluation technique

to check whether the learning objectives have been accomplished.

2.5.1 Scheme of Lessons

Content Analysis

The teacher has to analyses the content selected for teaching in the classroom. The teacher has to find out the key concepts from the content

Learning objectives

Learning objectives determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning

Previous knowledge

The previous knowledge of the students could linked to the content. The teacher should check the previous knowledge of the students before taking up the new content.

Introduction of the lesson

Well begun is half done. The introduction of the lesson arouses curiosity among the students. It should be based on the previous knowledge of the students. The introduction should be brief, to the point. The success of the lesson depends on the introduction. A creative introduction to the topic to stimulate interest and encourage thinking. Variety of approaches could be used to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real- world example, short video clip, practical application, probing question, etc.).

Statement of the topic

After introducing the topic the teacher should state the topic which she is going to deal with.

Presentation

The teacher has to now proceed in the new content matter after stating statement of aim. Lesson should be divided into sections. It should be arranged in chronological manner. Teacher has to prepare ever always of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of students and appeal to different learning styles. Teacher has to manage time for extended explanation or discussion, and also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding.

Chalk board work

Chalk board summery has to be developed as and when teacher explains different sections of the content.

Teaching Aids

Teacher could take help of different teaching aids to support explanation. It will help in

making the lesson more interesting for the students and also will help in clear understanding of the concepts.

2.5.2 Different Approaches of Lesson Planning

1. Pre-operational stage:

At the stage a child begins to construct sentenced. He learns to respond to the external world by means of symbols. He does not view his worlds as composed of Constants, Properties of objects; do not remain invariant for him.

He does not have concept of conservation and is prepared by perception. Preoperational children cannot understand Science and mathematics concepts unless they do activities with concrete objects several times by their own hands.

2. Formal operational stage:

At this stage a child exhibits the ability to form hypotheses and deduce possible results from these hypotheses. He can think in terms of all possible combinations for a given problem and he can function at an abstract level without. The necessity of perceiving the objects.

Formal operation children can understand Science concepts even without doing activities with concrete objects by their own hands. It implies from Piaget's work that at primary school level most of the children will be either at pre-operational stage and very few will be a formal operational stag.

Therefore majority of primary school children will be unable to understand Science concepts and skills without working with concrete objects. Therefore, manipulating the objects, observing and performing experiments are very essential for primary school children in order to learn science.

3. Concrete operational stage:

At this stage a child begins to structure basic ideas of conservation in the sense that certain properties of objects remain invariant. At this stage a child must have real objects upon which to operate both physically and mentally. The child can organise data from objects which are present in his immediate environment but he cannot formulate generalizing hypotheses or concrete operational children cannot understand Science and Mathematics concepts unless they do activities with concrete objects at least once by their own hands.

4. Sensory- Motor Periods:

Mostly activities and no thought highly dependent on parents for satisfying its physical needs- not self-conscious limited linguistic ability and so mainly performs overt activities. The gains of this stage may be stated as follows-

i. Variety is available patterns of action, the growing recognition of symbols, rudimentary projecting of time, as well as increased accommodation stress the internal aspects

of the child's prospective behaviour.

ii. The recognition of a particular stimulus as a part of an entire action sequence introduces the use of symbols as a kind of shorthand to comprehension, and leads eventually to communication. This early awareness of stimuli as symbols also serves as an introduction to a sense of future.

iii. Awareness of time very vague before and after and in each action sequence.

iv. This co-ordination of separate experiences into one scheme makes the child realise that he also is part of the action.

v. Various response patterns are finally fused into a single.

vi. Qualitative evaluation finds their roots in this simple experience.

vii. Reacts to distant objects- beginning of the differentiation between cause and effect takes place.

5. Piagetian Approach:

Jean Piaget was a biologist and naturalist interested more in Psychology. He was a specialist in the area of cognitive development. He choose problems for investigation from the area of cognition without considering at the same time, any other outside variables like intelligence, socio-economic status, personality treats and even motivation.

He acknowledged his debt to Gestalt psychology in his thinking. He did not use standardised procedures and did not explain many of his concepts. His approach is elastic and flexible. He was interested in successive cognitive structures in the whole process of autogenetic development among normal children.

Through the use of symbolic logic, Piaget is able to discuss the properties of thinking at various age levels in terms of what operations children within the age group are capable or incapable of performing.

2.5.3 Unit Planning

Actually this approach is associated with the name of Professor H.C. Morrison of the University of Chicago. Morrison has explained the unit method in detail in his book "The practice of Teaching in Secondary Schools". A unit may be defined as means of organizing materials for instructional purpose which utilizes significant subject- matter content, involves pupils in leaning activities through active participation intellectually and physically and modifies the pupil's behaviour to the extent that he is able to cope with new problems and situations more competently."

2.6 LESSON PLAN STEPS (HERBARTIAN APPROACH)

Introduction

A lesson plan is the systematic preparation done in a scientific manner. Effective and successful teaching mainly depends on perfect lesson planning. A lesson plan represents a single teaching unit meant for a class period. Generally a lesson plan is teacher's mental and emotional visualization of classroom activities.

Definition

"Lesson plan is the title given to a statement of the achievement to be realized and the specific means by which these are to be attained as a result of the activities engaged in during the period".

Bossing

"Daily lesson planning involves defining the objectives, selecting and arranging the subject matter and determining the method and procedure".

Binging and Binging

Stands – A lesson is "A plan of action"

Needs of Lesson Planning

The lesson plan does not allow the teacher to deviate and its keep him on the way. In the process of teaching, lesson plan is needed due to the following reasons.

- Through lesson plan, the teacher regularly achieves the teaching objectives and process in the form of complex objectives and processes.
- A lesson plan develops the possibilities of adjustment in the classroom situation which makes the teaching effective.
- A lesson plan helps in calling every step of curriculum unit.
- A lesson plan helps in planning the process of teaching on the basis of class control, motivation and individual differences.

2.7 IMPORTANCE OF LESSON PLAN

Planning is essential for every aspect of human activities, but for a planned teaching more planning is required.

1. Suitable Environment

In a lesson plan objectives are fixed and the teaching strategies, techniques and material aid etc. are decided beforehand. When a proper teaching environment is created, the teaching task goes in a much planned way.

2. Based on previous knowledge

In preparing lesson plans, the teacher presents new knowledge as the basis of previous knowledge of the pupils. This enables the pupils to gain the knowledge very conveniently on one side, the teacher succeeds in acquiring his objective on the other side.

3. Psychological teaching

The teacher uses proper teaching strategies, techniques and instruments keeping in mind the interests, aptitudes, needs, capacities and abilities of the pupils for teaching them when the lesson plans are prepared. This makes the teaching more psychological.

4. Limitation of subject matter

In a lesson plan, the subject matter becomes limited. This enables the teacher to give up irrelevant things. He only remembers definite and limited matter and its presentation before the pupils become easy. The pupils also receive the knowledge in a systematic and organized way.

5. Determination of activities

In a lesson plan, the teachers and pupils activities are pre-decided according to the class level. This makes the teaching activities meaningful and purposeful.

6. Preparation of material aids

At the time of preparing a lesson plan, the teacher decides what facts are to be clarified by what strategies, techniques and instruments and what aid is to be used at what time. This prepares the necessary and effective aids before starting the teaching task.

7. Developing of teaching skill

The lesson plan acts as an important means for developing teaching skills in the pupil-teacher.

8. Use of Theoretical knowledge

Whatever the pupil-teachers get theoretical knowledge during their training period, that knowledge.

9. Teaching with confidence

The preparation of a lesson plan makes the subject and other allied subjects more clearly to the teachers. This arouses self confidence among them. When a teacher gets developed the feeling of self-confidence, then he presents the new knowledge to the pupils with more enthusiasm and pleasure.

10. Discipline in class

By preparing lesson plan, the teacher becomes aware of what, when and how much is to be done in the class. This absorbs all the pupils in their respective tasks. Hence, it results in appreciable classroom discipline.

11. Time sense

Lesson plan is prepared allotting to the duration of the periods.

12. Teaching from memory level to reflective level

In an ideal lesson plan, development and thought provoking questions should be asked. Also there should be an effort to stretch the teaching from memory level to reflective level.

2.8 CHARACTERISTICS OF GOOD LESSON PLAN

Objective based

The lesson plan must be based on one or the other objective. While writing this, objectives should be written and defined clearly because its main objective is to achieve some goal.

Decision about appropriate material aids

The material aid an important means of the teacher. Hence correct decision regarding the charts, graphs, pictures, diagrams and maps should be taken while preparing ideal lesson plan and these should be marked at proper places which a teacher is to use them while teaching.

Based previous knowledge

An ideal lesson plan should be based on the previous knowledge of the pupils. This will avoid difficulty in acquiring new knowledge by the pupils.

Division of lesson plan in units

Lessons are of three types (a) knowledge lesson (b) skill lesson (c) appreciation lesson. In an ideal lesson plan all the relevant steps of these three types of lesson plan should be determined. Each lesson should be divided into suitable units so that the pupils may understand the lesson gradually.

Simplicity of activities

In an ideal lesson plan, the simplicity of the lesson plan and clarity of thoughts should be according to the mental level of the pupils.

Determination of activities

In an ideal lesson plan, the activities of a teacher and the pupils should be determined before-hand.

Home work

There should a provision of home work in an ideal lesson plan. This will enable the pupils to learn the appreciation of the acquired knowledge.

Self-evaluation

A good lesson plan must have a suitable plan for self-criticism. The teacher should put some questions to him and find out the answer and there by judge the effectiveness of the lesson writing.

Use of illustration

Examples should be used which have relevance with the daily life of the peoples.

Use of blackboard

The blackboard summary of each and every unit should be written on the blackboard. This approach generally known as Herbartian five steps approach in the procedure of the Herbartian School of propagated by J.F.Herbart (1776-1841) and his followers.

The formal steps involved in the approach as below

i. Introduction / Motivation
ii. Presentation
iii. Comparison and association
iv. Generalization
v. Application
vi. Recapitulation

Self Assessment Questions

1) Write about the characteristics of a lesson plan?

……
……
……

2) What are the steps included in Herbartian Approach?

……
……
……

2.8.1 Introduction / Motivation

This step is concerned with the task of preparing the students for receiving new knowledge. In preparation, nothing new is taught to students. Relevant to the topic in hand he teacher should make himself sure of what the pupils already know, by putting a few questions, based on the pupils previous knowledge. In general, with the help of this step, the teacher can check the students entering behavior before he starts teaching the lesson. Thus, testing previous knowledge, developing interest in the minds of students and maintaining curiosity of the students can be achieved with the help of this step.

The following activities involved in this step

- The assumption about the previous knowledge of the students in relevance to the lesson
- The testing of the previous knowledge
- Utilizing the previous knowledge for introducing the lesson
- Motivating the students for studying the present lesson

Presentation

It is the key step and only through which the actual process of teaching is going to take place. Here the aims of the lesson should be stated clearly and the heading should be written on the blackboard. We have to provide situation for both the teacher and the students to participate in the process of teaching and learning. Our ultimate aim of the presentation is to make the concepts understandable to the students. Therefore simple language is used. Appropriate and specific examples and illustrations of the concepts will make the understanding better. The interest of the students on the subject matter should be maintained continuously by the way of asking questions from time to time in this stage. The teacher should carefully and skillfully arrange his material so that his pupils may clearly and readily grasp it. The teacher should make proper use of questions, charts, graphs, pictures, models and other illustrative for demonstration and explanation.

At the end of each section a few questions concerning that section only should be asked to whether the pupils are now ready for the acquisition of new knowledge.

Comparison of Association

More importance should be given in this stage to compare the facts observed by the students with another concept by way of giving examples. By making use of this comparison, the students can derive definitions or theories. The students are encouraged to give new suitable examples for the concept instead of the examples given in the book to make them think in an innovative manner.

Generalization

This step is concerned with arriving at some general ideas or drawing out the necessary conclusions by the students on the basis of the different comparisons, contracts and associated observed in the learning material present by the teacher. As far as possible the task of formulation should be left to students. The teacher at this stage should try to remain in the background for providing only necessary guidance and correction.

Application

In this stage, the teacher makes the students to use the understood knowledge in an unfamiliar situation. Unless the knowledge of science is applied in new situations or in our day-to-day life, the study of science will become meaningless. This application of scientific principles will strengthen learning and will make the learning permanent.

Recapitulation

This stage is meant for the teachers to know whether students have grasped by reviewing a lesson or by giving assignments to the students. Only through this step achieving closure (in teaching) is possible.

Activity Based Learning

Activity based learning is an active teaching learning methodology. It is more useful in primary classes. Teachers can make teaching more interesting by this method. A lot of activities should be done in our schools. Activities bring activeness and smartness among the students. Teachers should make their teaching activity based and interesting. Hence we know that "Education means all round development of the child". So we have to arrange several activities to develop the student's personalities in many ways. Activity Based Learning Methodology (AB.L) is a very interesting methodology. Now it is being introduced in primary schools in many states of India. Tamilnadu (India) is the best example, where a lot of work have done on Activity Based learning (AB.L) and Active Learning Methodology (ALM).

2.8.3 Active Learning Methodology

Active learning methodology is also a form of activity based learning. It makes all learners to participate in learning. In this method the students involve in reading, writing, speaking, drawing, sharing, expressing the skills and questioning individually and in groups. Active learning involves students in doing things and thinking about what they are doing.

According to Bonwell and Eison students must do more than just listen. They must read, write, discuss and solve problems. They must engage in higher-order thinking tasks. The tasks are analysis, synthesis and evaluation. Students like strategies promoting active learning than traditional lecture method. In active learning, the students are doing something including discovering, processing and applying information.

Many teaching strategies can be employed to actively engage students in the learning process. The activities in ALM improve skills in critical thinking, increase motivation and retention and interpersonal skills. Active learning involves students directly and actively in the learning process. Instead of simply receiving information verbally and visually, the students are receiving and participating and doing. Active learning methodologies require that the student must find opportunities to meaningfully talk, listen, write and read.

Input and Modeling - this outlines the steps that you will follow in teaching your lesson and will be the most detailed section of your lesson plan. The input refers to the instruction that you provide to help the students understand the objectives while the modeling refers to the examples that you provide. It is important to provide a variety of samples (generalization); it is also good to provide non-examples (importance of discrimination). It is important that you consider varying learning styles, vary your teaching style, use a variety of materials, monitor your

students closely and adjust your instruction as needed. During the presentation of your lesson, be conscious of the need to ask higher level questions; a good guide is Bloom's taxonomy.

In the lesson, you will explain why the sets are learning the material (say) modeling the learning by providing sufficient examples so students understand (see) Provide structured practice in the next section - guided practice (do) When you teach the lesson, keep the following in mind: teach to one objective at a time adjust as needed Monitor and adjust - is student progress toward the intended learning outcomes being monitored? A re adjustments being made in instruction, if needed, based on student needs?

Input - what information must the student have in the lesson so that s/he may reach the objective? The teacher needs to determine how the student is going to get this information or what the man's of instruction will be. It is important that the teacher determine what new information is needed by the learner.

Modeling - when the student sees an example(s) of acceptable finished product or of what the new learning looks like. The teacher needs to focus on the essentials and label the critical elements

Check for Understanding (CFU) - when the teacher checks for student's possession of essential information and the skills necessary to achieve the instructional objective. This can be done by the teacher observing the student performing the new skill, asking specific questions to determine student understanding. Look for bits and pieces and small segments of the whole. If you see that students are not "getting it", plan to re-teach before moving on.

What information must the student have in the lesson so that s/he may reach the objective? The teacher needs to determine how the student is going to get this information or what the means of instruction will be. It is important that the teacher determine what new information is needed by the learner.

Modeling is when the student sees an example(s) of an acceptable finished product or of what the new learning looks like. The teacher needs to focus on the essentials and label the critical elements.

2.8.4 What to look for in a well-organized lesson

Specific objectives reviews and previews task orientation - subject matter at hand is major focus of discussion signals transitions emphasizes important aspects - structured comments. Berliner, Dave, et. al. Instructor's Manual for Lesson Organization. National Resource and Dissemination Center. University of South Florida.

What to look for in models of teaching

The Teacher As

- lecturer
- expert resource person
- facilitator
- counselor
- leader of group meetings
- tutor
- manager of media instruction
- laboratory supervisor
- programmer
- manipulator of learning environment

What do look for - variables shown to provide a promising relationship between teacher behavior and pupil gain.

- Clarity - cognitive clarity of teacher's presentation
- Variability - teacher uses a variety in lesson presentation
- Enthusiasm - teacher uses vigor, power, involvement, and interest in lesson presentation
- Task-orientation or businesslike behavior - teacher is task-oriented achievement oriented and business like.

- Student is given opportunity to learn criterion material; teacher provides for relationship between material and criterion of pupil performance

- Use of student ideas and general indirectness - acknowledging modifying, applying, comparing, and summarizing students' statements

- Criticism - criticizing or controlling the pupil, the extent to which the teacher shows hostility, strong disapproval or a need to justify authority.

- Use of structuring comments - the extent to which the teacher uses statements designed to provide an overview of, or cognitive scaffolding for completed or planned lessons.\

- Type of questions asked - usually categorized as "lower cognitive" or "higher cognitive".

- Probing - teacher responses that encourage the student (or another student) to elaborate upon his or her answer.

- Level of difficulty of instruction - student perceptions of the difficulty of the instruction.

- ❖ Monitor and adjust - is student progress toward the intended learning outcomes being monitored? A re adjustments being made in instruction, if needed, based on student needs?

- ❖ Observe learner behavior and make necessary changes in teaching order to increase the probability of learning

The Monitor and Adjust process is continuous throughout the lesson Steps in Monitor and Adjust generate over behavior

Self Assessment Questions

1) Explain the models of teaching in a well-organized lesson.
……
……
……
2) Briefly explain the relationship between teacher behavior and pupil gain.
……
……
……

2.9 EVALUATION IN HISTORY: INSTRUCTIONAL OBJECTIVES AND CONSTRUCTION OF OBJECTIVE TYPE TEST IN HISTORY

INSTRUCTIONAL OBJECTIVES

Bloom, an American Educationalist made an effort to make teaching process objective centred. He made educational objectives as the basis for teaching activities and evaluation techniques. During the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work.

Instructional Objectives

1. **Remembering**: Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memories is used to produced definitions, facts, or lists, or recite or retrieve material.

2. **Understanding:** Constructing meaning from different types of functions be they written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

3. **Applying**: Carrying out or using a procedure through executing, or implementing. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.

4. **Analyzing**: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

5. **Evaluating**: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.

6. **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.

Recapitulation

The purpose ofrecapitulationistoconsolidatethelessoninthemindsofthestudents.Some questions could be used for this purpose.

Evaluation

It is essential to check for student understanding. Teacher has to think about specific questions could be asked to students in order to check for understanding. Different strategies could be used here for example quiz, worksheet, crossword etc.

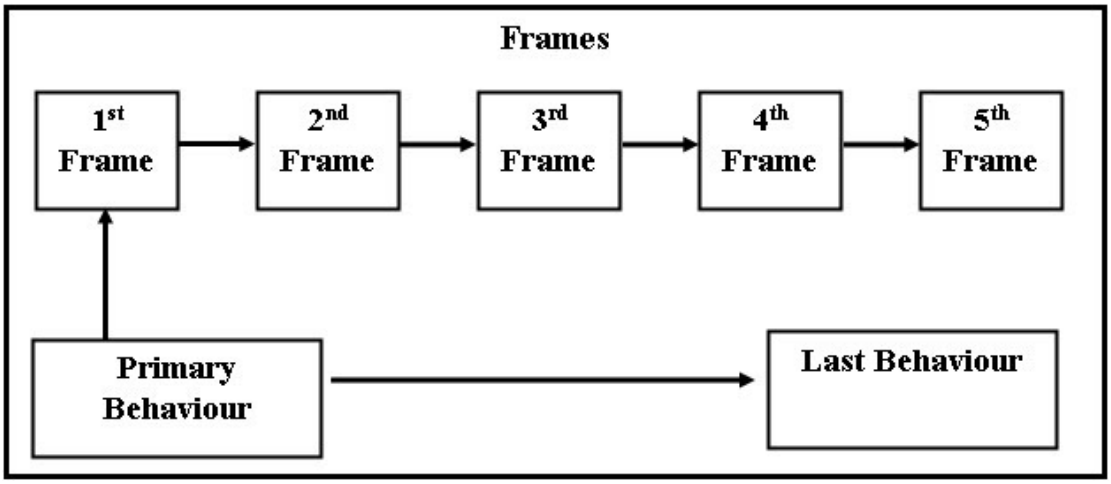
2.10 PROGRAMMED INSTRUCTION METHOD

There are three types of programming.

1. Linear Programming.
2. Branching Programming.
3. Mathematics.

Linear Programming

The founder of this programming is B.F. Skinner. It is based on theory of operant conditioning. It tells that "A Certain direction can be given to human behavior", for this purpose activities is needed to divide in small parts and make their analysis.



Linear programming is based on five fundamental principles-

1. Principles of small step.
2. Principle of Active responding.
3. Principle of immediate confirmation.
4. Principle of self-pacing.
5. Principle of student testing.

The assumption behind the linear programming is that student learns better if content is presented in small units, student response if immediately confirmed, results in better learning, student's error create hindrance in learning. Student learns better in Laissez fairy environment.

Frame size in small steps; include only one element of topic at a time. Each step is complete in itself. It can be taught independently and can be measured independently. Frame structure is based on stimulus-response-reinforcement. There are four types of frames. Introductory frames, Teaching frame, practice frames and testing frames.

Responses in linear programming are structured responses and are controlled by programmer and not by learners. Immediate confirmation of correct responses provide reinforcement, wrong responses are ignored.

It is used for secondary level students, used for achieving lower objectives of learning especially for recall and recognition, useful for student of average and below average intelligence can be used in distance education programme.

Limitations of Linear programming-

1. No freedom for student to response.
2. Based on learning theories which were formulated by experience conducted on animals. A human being is more intelligent, than animals, he has got an intelligent brain.
3. Every learner has to follow the same path; therefore, student may cheat from one another.
4. Wrong responses are avoided in the programme. No remedy is provided for them.

2.11 BRANCHING PROGRAMMING

The founder of Branching programming is Norman A Crowder. It is based on configuration theory of learning. It is a problem solving approach. It is stimulus centered approach of learning. It is based on three basic principles- 1. Principle of Exposition, 2.Principle of Diagnosis, 3. Principle of remediation.

Assumptions behind this programming are-

a. Student learns better if he is exposed to whole situation or content.
b. Student errors help in diagnosis.
c. Student learns better if remediation is provided side by side.
d. Student learns better in democratic environment.

Frame size is large. There may be a Para or page in the frame. Frame structure is Exposition- Diagnosis- Remediation types. There are two types of frames- Home page (for teaching and diagnosis) & Wrong pages (for remediation). Responses not rigidly structured and responses are selected by learner and not by the programmer. Confirmation of correct responses provides reinforcement. Wrong responses also help in diagnosis of weaknesses of the learner. Remedy is provided on the basis of diagnosed weaknesses of the learner. Error helps in diagnosis of the weaknesses of learner. More than 20% error rate can be accepted. The purpose of Branching programming is to draw out weak points of learner and provide remedy for recovering those weaknesses.

Branching programming is used for secondary as well as higher classes. Higher objectives can be achieved such as multiple discrimination etc. It is useful for students of above average and high intelligence. It can also be used in Distance education programmes.

Limitations of Branching programming

1. It does not consider learning process whether learning is taking place or not. Main emphasis is on diagnosing the weakness of learners and providing remedy to them.

2. There is no sequencing of pages. Student finds it difficult to follow the steps. He does not find it exciting or motivating, therefore he does not want to go through these pages.

3. More emphasis on remediation rather than teaching. Hence, it is only a tutorial approach.

Mathematics Programming

The founder of Mathematics is Thomas F. Gilbert. "Mathematics is defined as a systematic application of reinforcement theory to the analysis and construction of complex repertoires which represent the mastery in subject matter." It is based on connectives theory of learning. It is a reverse chaining approach. It is based on Principle of chaining, Discrimination and Generalization. Mathematics programming is based on following assumptions.

1. Chaining of responses helps in learning to reach up to mastery level.
2. Reverse chaining of stimuli helps in learning, i.e. from whole to part, from Complex to simple.
3. Completion of task provides motivation to students.

Frames size is organized in small step but in a reverse chain i.e. from complex content to its small, simple units to attain mastery level; Frame structure is based on Demonstration-prompts-release. There are two types of frames- 1. Demonstration frames 2. Prescription frames.

Responses are structured responses and responses determined by the programmer. Completion of task provides reinforcement. Wrong responses are ignored. Error helps in discrimination but not in learning. Its main purpose is to develop mastery of the content. Main focus is on Mathematics and grammar.

It used for higher classes useful for complex and difficult task. It is useful for developing concepts of mathematics and grammar. It can be used in Distance Education.

Limitations of Mathematics programming

1. Main emphasis is on mastery of the content rather than changes in behavior of the learner.
2. Retrogressive chaining of stimuli if not effective for terminal behavior.
3. It is very difficult to develop retrogressive learning package.

Workshop

Training of history teachers:

- ,the key issues and concerns
- ,qualifications and standards
- ,structures
- ,history didactics
- ,teaching practice
- ,training the trainers
- ,the scope for greater co-operation on initial training.

A major dimension of this Group's work centred on the planning of a cross-national investigation of initial training for history teachers which would provide an empirical baseline for identifying priorities for future development.

The main focus here was on the scope for introducing transnational history into national history curricula. This included exploring the pedagogical issues associated with teaching the history of one's neighbours and the question of taking into account how one's own history is perceived by people in other countries. This involved looking at possible strategies and methods for teaching controversial and sensitive issues and themes including national disasters, civil wars and cross-border conflicts. The workshop also looked at approaches to transnational history which took into account the social and cultural dimensions and not just political history.

The Centre for Cultural Resources and Training (CCRT) organises Workshops related to specific themes for in-service teachers of primary, middle, secondary and senior secondary schools from all parts of the country, throughout the year. Through these Workshops, teachers are introduced to innovative methods in classroom teaching that encourage creativity and sensitivity in the child. These Workshops help teachers to achieve an integrated approach to education and provide methodologies of a cultural input in curriculum teaching.

They also aim at:

- Creating an awareness of the natural and cultural heritage of India;
- Evolving and trying out new methodologies for creative work in classroom teaching;
- Using specific art forms and puppetry as an aid to education;

The duration of these workshops varies from 10 to 15 days depending on the theme of the workshop. Towards achieving the above mentioned aims each workshop has many activities.

Some of the general activities are as follows

1. Preparation of Educational Aids:
Teachers design their own educational aids in the form of folios, flow charts, booklets, etc. highlighting the specific objectives of the workshop. For example, during “Socially Useful Productive Work/Work Experience” workshop, a booklet on the steps involved in learning of crafts or in a workshop on “Role of Schools in Conservation of the Natural and Cultural Heritage” an educational aid on comparative studies in Architecture can be prepared. The educational aids aim at an academic approach to the study of art and culture and its input in formal and non-formal education.

2. Selection and completion of Projects :

Based on the theme of the Workshop, the teachers select projects and collect data using survey sheets, resource books for making project reports.

3. Quiz, Educational Games and Audio-Visual Presentations:

For creating awareness of the Natural and Cultural Heritage, selected questions as in Quiz Programmes or Educational games are introduced to the teachers. Audio-visual presentations are also made with this objective in mind.

4. Learning of Crafts:

Local crafts of a region are taught to the participants by traditional craft persons using locally available low cost material.

5. Learning of Songs in Regional Languages :

To foster a spirit of national integration and develop a sense of appreciation for the beauty in music and different languages, selected songs from different regions and languages of India are taught to the participants.

6. Educational visits:

Educational visits to places of historical importance such as monuments and museums, places of natural importance such as zoo and nature parks are conducted during each workshop. Specific Worksheets are designed for these visits to develop skills of observation and create an understanding of the aesthetics and beauty inherent in the natural and cultural environment. The teachers are encouraged to prepare and use similar worksheets while they take their students on such visits. The role of students in conservation of the natural and cultural heritage is also discussed during these visits.

7. Interaction with local school students:

During the workshops, the participating teachers get an opportunity to interact with students from the formal and non-formal stream of education. Such opportunities help the teachers to practice the skills they have acquired during the workshop. Sometimes, the students come to the venue of the Workshop and at other times, the teachers are taken to schools or other institutions.

8. Evaluation:

An evaluation is conducted after each workshop to gauge the comprehension of the teachers and to test their grasp of the knowledge gained. This regular feedback after the training helps in developing approaches and methodologies to improve the training techniques.

Self Assessment Questions

1) How do you prepare valuable educational aids?

   ……
   ……
   ……

2) What are the major objectives of a workshop?

   ……
   ……
   ……

2.12 BRAINSTORMING

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Individual brainstorming

"Individual brainstorming" is the use of brainstorming in solitary situations. It typically includes such techniques as free writing, free speaking, word association, and drawing a mind map, which is a visual note taking technique in which people diagram their thoughts. Individual brainstorming is a useful method in creative writing and has been shown to be superior to traditional group brainstorming.

Question brain storming

This process involves brainstorming the questions, rather than trying to come up with immediate answers and short term solutions. Theoretically, this technique should not inhibit participation as there is no need to provide solutions. The answers to the questions form the framework for constructing future action plans. Once the list of questions is set, it may be necessary to prioritize them to reach to the best solution in an orderly way.

Electronic brainstorming (EBS)

Although the brainstorming can take place online through commonly available technologies such as email or interactive web sites, there have also been many efforts to develop customized computer software that can either replace or enhance one or more manual elements of the brainstorming process.

Early efforts, such as GroupSystems at University of Arizonaor Software Aided Meeting Management (SAMM) system at the University of Minnesota, took advantage of then-new computer networking technology, which was installed in rooms dedicated to computer supported meetings. When using these electronic meeting systems (EMS, as they came to be called), group members simultaneously and independently entered ideas into a computer terminal. The software collected (or "pools") the ideas into a list, which could be displayed on a central projection screen (anonymized if desired). Other elements of these EMSs could support additional activities such as categorization of ideas, elimination of duplicates, assessment and discussion of prioritized or controversial ideas. Later EMSs capitalized on advances in computer networking and internet protocols to support asynchronous brainstorming sessions over extended periods of time and in multiple locations.

Because only one participant may give an idea at any one time, other participants might forget the idea they were going to contribute or not share it because they see it as no longer important or relevant. Further, if we view brainstorming as a cognitive process in which "a participant generates ideas (generation process) and stores them in short-term memory (memorization process) and then eventually extracts some of them from its short-term memory to express them (output process)", then blocking is an even more critical challenge because it may also inhibit a person's train of thought in generating their own ideas and remembering them.

2.13 COLLABORATIVE FIXATION

Exchanging ideas in a group may reduce the number of domains that a group explores for additional ideas. Members may also conform their ideas to those of other members, decreasing the novelty or variety of ideas, even though the overall number of ideas might not decrease.

Evaluation apprehension

Evaluation apprehension was determined to occur only in instances of personal evaluation. If the assumption of collective assessment were in place, real-time judgment of ideas, ostensibly an induction of evaluation apprehension, failed to induce significant variance.

Free-writing

Individuals may feel that their ideas are less valuable when combined with the ideas of the group at large. Indeed, Diehl and Stroebe demonstrated that even when individuals worked alone, they produced fewer ideas if told that their output would be judged in a group with others than if told that their output would be judged individually. However, experimentation revealed free-writing as only a marginal contributor to productivity loss, and type of session (i.e., real vs. nominal group) contributed much more.

Personality characteristics

Extroverts have been shown to outperform introverts in computer mediated groups. Extroverts also generated more unique and diverse ideas than introverts when additional methods were used to stimulate idea generation, such as completing a small related task before brainstorming, or being given a list of the classic rules of brainstorming.

Social matching

One phenomenon of group brainstorming is that participants will tend to alter their rate of productivity to match others in the group. This can lead to participants generating fewer ideas in a group setting than they would individually because they will decrease their own contributions if they perceive themselves to be more productive than the group average. On the other hand, the same phenomenon can also increase an individual's rate of production to meet the group average

Buzz Session

Buzz Session focus groups discuss important and interesting topics related to protein pipeline processes from upstream discovery to downstream development. This is a moderated discussion with brainstorming and interactive problem solving between scientists from diverse areas who share a common interest in the discussion topic.

These are forums for open discussion of protein-related challenges, and not sales opportunities. We emphasize that these break-out groups are for interactive discussions among scientists and is not meant to be, in any way, a corporate or product discussion. Topics can be limited to one area such as protein expression, formulation, purification, bio-therapeutics, analytics, or may address issues which cross over the borders between meeting topics. Moderators should be well-versed in the topic area and able to keep the discussion focused and productive.

Dramatization

Dramatization, has a holistic nature, it requires participants to express their own emotions and feelings that live inside them through different communicative or artistic events, promoting the participants to construct their own knowledge through a personal and active language, participating in this discovery of an environment rich in sources of communication (Davidson, 1996). As Tejerina (2004) states, dramatization is that activity that uses the theatrical practice as a playful tool, oriented itself and without external projection. It is a set of practices in the service of the creative expression of the individual and full development of the individual personality. Onieva (2011) notes that among the benefits dramatization develops in participants include four benefits that are mentioned in other investigations in which dramatization is as an important educational resource, these benefits are:

1. **The development of social skills**: behavior that will provide the student with a psychological and balanced support in their interpersonal relationships with peers. Thus, the student claims knowing their rights and freedoms while respecting those of others, avoiding anxiety states in difficult situations or problems, showing their feelings and opinions freely.
2. **Improving self-esteem**: implies further consideration, appreciation or assessment of the own person and acceptance of what one is, despite the limitations or possesses skills compared to others.

3. **Increased self-confidence**: the student intuitively becomes aware of their own potential and strength in order to face and overcome any difficult situation.
4. **Learning to work in teams**: with proper coordination among students and through the support of a teacher, they you can carry out a joint project, being each and every one responsible for the final result. This is not the sum of individual contributions, but conduct that encompasses aspects such as complimentarily, coordination, communication, trust and mutual commitment.

Here is the dramatization benefits mentioned before from teachers experiences:

- ❖ Encourage critical analysis to take a position in certain situations.
- ❖ Help the individual to freely express their thoughts and ideas more clearly and creatively.
- ❖ Promotes collaborative and participatory work.
- ❖ Strengthens overcoming fears when giving an opinion or speaking in public.
- ❖ Achieve the acquisition of skills by using precise language and a richer vocabulary.
- ❖ Facilitates the development of fluency and intuition in students.
- ❖ Increased motivation to learn. The dramatization is a tool that directly promotes cooperative learning.

Within social skills has a great impact among students as it involves the development in the classroom of a working system that encourages the spirit of cooperation and contributes to socialize knowledge and working methods, while power mutual aid and feedback (Jenger, 1975). Although the advantages of teamwork are obvious, we must not forget the importance of individual and personal development, so teachers have to alternate individual and work group work as well.

2.14 TEAM TEACHING

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

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

The team-teaching approach allows for more interaction between teachers and students. Faculty evaluate students on their achievement of the learning goals; students evaluate faculty members on their teaching proficiency. Emphasis is on student and faculty growth, balancing initiative and shared responsibility, specialization and broadening horizons, the clear and interesting presentation of content and student development, democratic participation and common expectations, and cognitive, affective, and behavioral outcomes. This combination of analysis, synthesis, critical thinking, and practical applications can be done on all levels of education, from kindergarten through graduate school.

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

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

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

2.14.1 Advantages

Students do not all learn at the same rate. Periods of equal length are not appropriate for all learning situations. Educators are no longer dealing primarily with top-down transmission of the tried and true by the mature and experienced teacher to the young, immature, and inexperienced pupil in the single-subject classroom. Schools are moving toward the inclusion of another whole dimension of learning: the lateral transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed. For this, team members with different areas of expertise are invaluable.

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

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

Working in teams spreads responsibility, encourages creativity, deepens friendships, and builds community among teachers. Teachers complement one another. They share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another. Students enter into conversations between them as they debate, disagree with premises or conclusions, raise new questions, and point out consequences. Contrasting viewpoints encourage more active class participation and independent thinking from students, especially if there is team balance for gender, race, culture, and age. Team teaching is particularly effective with older and underprepared students when it moves beyond communicating facts to tap into their life experience.

The team cuts teaching burdens and boosts morale. The presence of another teacher reduces student-teacher personality problems. In an emergency one team member can attend to the problem while the class goes on. Sharing in decision-making bolsters self-confidence. As teachers see the quality of teaching and learning improve, their self-esteem and happiness grow. This aids in recruiting and keeping faculty.

2.14.2 Disadvantages

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

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

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

Self Assessment Questions

3) What are the main advantages of team teaching?

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4) Write a short note on team teaching?

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UNIT III

HISTORY CURRICULUM, RESOURCES FOR LEARNING

Curriculum and Syllabus – Principles of Curriculum construction – Selection of materials: Culture epoch theory, proceeding from near to remote - Doctrine of nature tastes and interests- Organization of content – Chronological, Topical, Concentric, Spiral, Regressive and Unit plans. Selection of content analysis – Primary, Secondary, Higher secondary level History Syllabus– Relationship of History with other disciplines – Co-relation curriculum revision-instructional materials - Projected Aids-Activity Aids- - Community Resources: History library and History room, Museum – archives - Co-Curricular Activities: History club, History magazine. History text book - Essential and qualities.

3.1 INTRODUCTION

History enables students to appreciate the human achievements of the past, for their own interest and for the legacy left to later generations. The aim of history syllabus should be to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens. In the history syllabus students are given opportunities for self- understanding, proper conception of time, space and society, handling controversial issues and developing national and international understanding.

Understanding about the past requires us to seek out knowledge as well as apply historical skills to determine why events occurred and what motivated the people to take the action they took. This is an inquiry based approach. An inquiry based approach helps students to grapple with the problems and issues of history. Skills in History must be taught in connection to content. Skills need to be practiced and reinforced throughout a unit of work. History as an independent subject or a part of environmental studies or social sciences forms an important part of the high school curriculum. The primary purpose of inclusion of history broadly, is to widen the horizons of the students. While framing the syllabus proper care should be taken to develop the child's awareness and understanding of the society in which he lives, from his immediate environment to the country and to the world as a whole. This unit is focused on the selection and grading of the subject matter in history and different approaches in arrangement of content in history.

Objectives

After completing this unit, the student will be able to:

- Explain the principles of selecting History curriculum at different levels
- Describe various theories of selecting subject matter for History curriculum at different levels

- ❖ Describe the History syllabus for different classes as recommended by Ishwar Bhai Patel Committee
- ❖ Describe the different approaches in arrangement of content in history

3.1.1 History Syllabus

a) Selection and grading of thesubject matter in history

The development of curriculum in history is a complex and intricate process. Although the curriculum in our country is mainly done by a committee of specialists, the teachers a real so being associated in this work in a big way. It is the teachers who have to implement the curriculum. The study of history offers a wider angle of materials involves numerous skills and leads to insight and generalizations which will challenge the varied capacities of each student. As the scope of history is vast, with in the limited period of time, the decision on what to teach at different grades needs 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. As an independent subject or apart of environmental studies or social sciences history forms an important part of the high school curriculum. In classes XI and XII, it is included as a separate subject, usually an optional subject.

3.2 PRINCIPLES OF SELECTING HISTORY CURRICULUM

1. The curriculum selected should help in the achievement of aims of teaching history: The main aim of the course of history is not only to provide information of pupils but also it should make possible among them a growth of knowledge, skills, attitudes, interests and values. The power of reasoning, thinking, memory and decision are all related to it. Fulfillment of these aims should be taken into account while selecting the subject matter.

2. The curriculum selected should be appropriate to the age and ability of that group of pupils to whom it is to be taught: The study material of history should be kept according to traits.

3.2.1 Selection of the subject matter for different stages

Various theories have been advanced to select the subject matter.

The Culture-Epoch theory: This theory has been developed by Dr. Stanley Hall. According to Stanley Hall, the child in his own life repeats his successive stages or epochs through which the human race has passed in its course of evolution. The child, in repeating these epochs in his life, recapitulates the experience or culture of the race of each stage. Stanley Hall, went to the extent of believing that there is some biological arrangement in the makeup of the child because of which he naturally goes through the different stages of the evolution of the culture of the human race and the child will not grow into a normal adultunless he is given the opportunity to go through these stages.

According to this theory there is similarity between man and race; means, man repeats his stages through which the entire human race's cultural development has taken place. Therefore, the material of history should be taken from the stage of the cultural development of a race through which a child is passing. It means that a child, if he is very small, then he should be taught the story of early man and if he is grown up, he should be taught the history of youth of the race. The selection of facts for history should be done from this point of view. According to this theory we can arrange the teaching of history in the following manner:

- Ancient history for the primary stage.
- Medieval history for the middle school stage.
- Modern history for high school stage.
- Present age history for higher classes.

3.2.2 Arguments against Cultural Epoch theory

i. 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. But, 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 the study. So what is claimed for the primitive period could be easily achieved even for a topic in the modern period.

ii. A curriculum must have flexibility and not rigidity. It must be subject to revision in the light of historical research and of the changing needs of the times.

iii. All races do not pass through identical stages of evolution. A cursory look at the world to-day will suffice to show that different races are at different stages of evolution.

iv. Supporter of this theory feel that there is similarity between man and the evolution of race. There is no doubt to find to parallel is in the stages of child life. But latter on it is much more difficult to find such a parallel is in the life of the human race in historical period and that of the mental stage in the life of the boy.

3.2.3 Biographical Approach

Carlyle is the main exponent of this approach. The supporters of this approach are of the opinion that the selection of facts for history can be done according to the life histories. They feel that great men represent their time. They influence great historical movement. Therefore the stories of their life should be included in the curriculum of history. The teaching of history should be imparted through stories of these great men. According to this approach, history is taught as a series of stories of the great men of our country in a chronological order. The hero-worship in history is the outcome of this theory. 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 the movement.

Arguments against Biographical Approach

(i) The theory is opposed to democracy. It puts emphasis on individual is man ignores collectivism. Therefore it cannot create a path for socialism. It also does not think anything for the common man.

(ii) The great men of history are not representatives of their times. They are away from the general society. They are revolution aryan rebels of the time. They may be great in their field; they cannot represent the development or the genius of the entire human life.

In spite of all these criticisms, this approach 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, this principle has been followed. What is needed is that a teacher of history while using this approach should keep the following points in mind:

(i) Proper selection of personalities is needed for the content of the syllabus. Not only the great men and women of our country but also from 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 etc. should be included in the history syllabus.

(ii) We will not be benefited by the life story of any single great man unless the complete picture related to his life, his principles, his disciples, his followers, his activities, are not presented. Therefore, if we are studying about Buddhism, it would be incomplete unless the knowledge of Gautama Buddha's character, his disciples, followers, propagators of Buddhism, his opponents are given.

(iii) The selected life story should be made keeping in mind the utility and its relevance of time. The system of such teaching of history should be done for the early stage.

The psychological theory

This theory aims at selecting that subject matter which satisfies the needs of the child in the successive stages of his mental life. A process of progression needs to be followed. This process has three definite stages: study of personalities, events and ideas.

In the initial stages, history will be taught through the medium of personalities. For the young minds, personalities are easy to understand. History will be made as concrete as possible at the early stage which is preventative in nature.

At the second stage, actions of the personalities resulting in events will be studied. Events like the conquests of Changes, the splitting of the atom and the flights in the space have completely over whelmed 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.

Ideas are the basis of all actions of personalities and are behind occurrence of all events and are, therefore, superiorto both. This thought historywhich 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.

A judicious combination of the three theories is needed to achieve the best results. The following suggestions will be found useful in selecting the subject matter for various stages:

(i) At the primary stage (up to 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.

(ii) At the junior high school stage (classes VI, VII, and VIII) the course may be repeated in the form of narrativehistoryin whichevents and not persons maybe emphasized.

(iii) At the secondary stage, significant movements, events from the ancient, medieval Indian history, and other countries of the world and modern world history may form an important part of the curriculum.

(B) ***Different Approaches inarrangement of content in history***

Above mentioned theories i.e., cultural epoch theory, biographical approach and psychological theory are useful for the selection of subject matter in history syllabus for different stages. No theoryisbyitselfiscompleteorsatisfactorythoughitmaybevaluableforfocusing our attention on certain aspects of the problem. In addition to all these theories there are a number of approaches that can also be used for organizing the subject matter of history which are briefly discussed below.

3.3 TOPICAL APPROACH

Topical approach suggests dividing the history course in to small units called topics, each topic representing an idea or a particular movement in history. These topics are generally selected on the basis of their suitability for the age, ability and interest of children. According to Professor Walsh, "when two or more events can be shown to be expressing the same purpose or policy, then the historian demonstrates the relationship. Topics in teaching consist in taking a group of event so related and teaching them as a group. Each topic or group contains several events, but they are logically and intelligently related as being part of the same movement or policy. The essential difference with line of development is that its basis of grouping is an institution or aspect of life, and secondly that the group is dealt with in isolation throughout the whole chronological period of the syllabus. With topics, the basis of grouping is a policy; it may be of long or short duration; it may contain ever al events or only two; it is essentially an empirical grouping."

This approach is quite worthwhile for secondary and higher secondary classes. A careful and detailed study of the topics provides opportunities to the students for an intensive study of a particular problem. In this case instead of repeating the content a number of times, we can discuss all the aspects of a problem, once.

3.3.1 Advantages of Topical Approach

1. Topical approach allows a comprehensive treatment of the subject-matter from different angles.
2. It can be adopted according to the age, ability, and aptitude of the children.
3. This approach is quite worthwhile as it allows the teacher to organize his teaching around activities and projects. It enables the teacher to control the subject matter he may adapt it to the varying needs of the children.
4. Unnecessary details of historical dates and events can be eliminated. Only significant and meaningful subject-matter is provided.
5. Chronological method of the organization of facts is only possible through topical approach.

Limitations of Topical Approach

1. Itlaysmoreemphasisonthesocialaspectofhistoryandneglectsotheraspectsofhuman life.
2. This approach does notput emphasis on interrelationships of events in agiven period.
3. Ifthetopicalapproachisused,alargetimechartofallthebasicthemesshouldbeused constantly.

3.3.2 Chronological Approach

This approach spreads the whole course of history over the entire period of school instruction. Contents are taught in a chronological sequence year by year. In other words, the whole course of history is divided into certain marked stages called periods which have to be taught in chronological order. The ground once covered is never repeated. Indian history, for instance, can be divided in to the Ancient, the Medieval, the Mughal, and the British period. Chronology helps to show how an event, a movement, a custom or an institution has developed in to its present form. The idea behind this approach is that sections of history conform to the stages of mental development of man.

Advantages of Chronological Approach

1. This approach helps the student to see the natural development of the history of a particular country.
2. In the successive years of school instruction, pupils are introduced to new periods-periods Efflorescent with new problems- and their interest in the subject is sustained. Every time a fresh ground discovered and there is no room for dullness and monotony to set in the process of instruction.
3. The students get a clear idea of the time factor in history.
4. The treatment provides an intensive study of the topic which lend sit self to the use of interesting details.

Limitations of Chronological Approach

1. This approach is against the principles of psychology of teaching. If history is divided into periods, then it may happen that on a period may be simple and the other may be very complex. Taking them chronologically it is just possible that we may take the complex first and the simple later which would be a serious violation of the teaching maxim- simple to complex.
2. Since history is not repeated under this arrangement, students are likely to forget a period which was studied at an earlier stage.

3. Under the chronological arrangement, a comprehensive treatment is not possible at every stage as the students do not possess the necessary comprehensive power to assimilate facts, events or principles.
4. Early school leavers or drop-outs fail to have an adequate knowledge of history of their country.
5. The strict adherence to chronology breaks up a topic into too many fragments and makes it difficult to understand.
6. The order of occurrence of events is the only principle followed for selecting material. There are no theories around which facts are grouped. 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.

3.3.3 Concentric Approach

The concentric approach was initiated by Pestalozzi. Under this approach the prescribed course of history is taught again and again with increasing fullness in every successive class, each time giving more and more details. The entire matter of history is taught every year, but the outline remains the same. Every year only the outline will be made detailed and addition will be made in it. In this way, the topics of knowledge remain the same, but the dimensions of knowledge keep on multiplying.

An extreme illustration of this approach is the teaching of history in pre-independence era. A full seven year course of history was divided into three stages. During the first three years, a general outline of the whole course was covered. In the next two years the same course was repeated with additional details. This was again repeated at the third stage in two years with the addition of still more details.

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.

Advantages of Concentric Approach

1. It is based on the principles of 'simple to complex', 'general to specific'.
2. It postulates that repetition makes learning effective.

Limitations of Concentric Approach

1. Repetition of the subject matter is likely to make lessons dull and students feel little interest in learning the same facts again and again.
2. Pupils develop a sense of familiarity w i t h o u t the fullness of knowledge. Thus students fail to develop the actual sense of time and age. It becomes difficult for them to understand characteristics of time and different characters.

3. Full treatment of historical facts under this arrangement will be difficult as the entire course of history has to be gone through within the comparatively short period of a year or two.

3.3.4 .Regressive Approach

The famous educational maxim, "go from the known and the familiar to unknown and the unfamiliar" lends support to this approach. Here 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. We follow a chronological order in this treatment, but in the reverse direction. Present is studied in the light of the past. This approach 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.

Advantages of Regressive Approach

1. It emphasizes the true nature of history, that is, the present is more important to history than the past.
2. This arrangement enables the child to develop a better intelligent outlook on some of the familiar features of modern life.
3. Self-activity on the part of the students is enlisted as they study the present events.

Limitations of Regressive Approach

1. This approach completely reverses the chronological order which is the very soul of history.
2. The regressive approach cannot do justice to the study of the enriching aspects of history enshrined in arts and literature.
3. Problems of today may be discussed without a reference to the past and thus we are likely to ignore the past.
4. This approach demands too much from pupils. A liberal and correlated knowledge of the social sciences is needed to understand a contemporary problem. The young learners not expected to possess such a fund of knowledge and in this manner.

Self-Assessment Questions related on Curriculum

1. Discuss the limitations of Topical Approach. Psychological growth of children. The curriculum must answer the needs of the pupil sat a particular age. The materials elected must be up-to-date. Thus the curriculum should be child centered.

2. The contents of the subject matter should have functional relationship between them: The entire curriculum in each class should be well connected with the previous and the succeeding classes. 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 neighborhood.

3. The curriculum must be wide and comprehensive: The selection of curriculum should be such that the pupil can 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.

4. The curriculum selected should lay emphasis on national and world history: The curriculum should serve as an instrument of social regeneration. 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-communication and cooperation between different nations and continents.

5. The curriculum should be based on the principle of concentration and correlation: According to Ziller while concentrating on one subject, education of other subjects should be imparted. For this history should be attached to the daily life and the materials of local history should be kept in curriculum. Those materials of history should be selected which can form co-relation in both the forms-vertical and horizontal. When one lesson of history helps in understanding of the other it is known as vertical correlation where as the correlation between the subject-topics of one subject with the subject topics of other subjects is known as horizontal correlation.

6. The curriculum should be based on the principle of integration with the daily lives of the common man: Such material should be given place in the curriculum of history which can fulfill the need so the society and students. This can help the students to take active part in their future social life. History today is considered to have four dimensions; people, places, time and ideas. These are all indispensable for making the story of humanity intelligible. Now the focus of history curriculum has changed from the life and work of heroes, kings, queens and important personalities to the evolution and growth of societies in all their aspects.

History Teaching at Primary Level

The Indian government lays emphasis on primary education, also referred to as elementary education, to children aged 6 to 14 years old. Because education laws are given by the states, duration of primary school visit alters between the Indian states. The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognised schools at the

elementary stage are government run or supported, making it the largest provider of education in the country.

However, due to a shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15% was funded by the states. The DERP, which had opened 1.6 lakh new schools including 84,000 alternative education schools delivering alternative education to approximately 35 lakh children, was also supported by UNICEF and other international programmes. In January 2016, Kerala became the 1st Indian state to achieve 100% primary education through its literacy programme Athulyam.

This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme. The current scheme for universalisation of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

At Secondary Level

Secondary education covers children aged 12 to 18, a group comprising 8.85 crore children according to the 2001 Census of India. The final two years of secondary is often called Higher Secondary (HS), Senior Secondary, or simply the "+2" stage. The two halves of secondary education are each an important stage for which a pass certificate is needed, and thus are affiliated by central boards of education under HRD ministry, before one can pursue higher education, including college or professional courses.

UGC, NCERT, CBSE and ICSE directives state qualifying ages for candidates who wish to take board exams. Those at least 15 years old by 30 May for a given academic year are eligible to appear for Secondary board exams, and those 17 by the same date are eligible to appear for Higher Secondary certificate board exams. It further states that upon successful completion of Higher Secondary, one can apply to higher education under UGC control such as Engineering, Medical, and Business Administration.

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the Rashtriya Madhyamik Shiksha Abhiyan.

A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education. but which was converted into Inclusive Education at Secondary Stage Another notable special programme, the Kendriya Vidyalaya project, was started for the employees of the central government of India, who are distributed throughout the country. The government started the Kendriya Vidyalaya project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred. The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system.

At Higher Level

After passing the Higher Secondary Examination (the Standard 12 examination), students may enroll in general degree programmes such as bachelor's degree (graduation) in arts, commerce or science, or professional degree programme such as engineering, law or medicine and become B. Sc., B. Com., and B. A. graduates. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India) (UGC), which enforces its standards, advises the government, and helps coordinate between the centre and the state up to Post graduation and Doctorate (Ph.D). Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

As of 2012, India has 152 central universities, 316 state universities, and 191 private universities. Other institutions include 33,623 colleges, including 1,800 exclusive women's colleges, functioning under these universities and institutions, and 12,748 Institutions offering Diploma Courses. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system. The Government has launched Rashtriya Uchchattar Shiksha Abhiyan to provide strategic funding to State higher and technical institutions. A total of 316 state public universities and 13,024 colleges will be covered under it.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian

Institute of Science and National Institutes of Technology (NITs) have been globally acclaimed for their standard of under-graduate education in engineering. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science (IACS), Indian Institute of Science (IISc), Tata Institute of Fundamental Research (TIFR), Harish-Chandra Research Institute (HRI), Indian Institute of Science Education and Research (IISER) are also acclaimed for their standard of research in basic sciences and mathematics. However, India has failed to produce world class universities both in the private sector or the public sector.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfil the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanisms have failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed-universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation.

Our university system is, in many parts, in a state of disrepair...In almost half the districts in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 % of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.

Prime Minister Manmohan Singh in 2007, The Government of India is aware of the plight of higher education sector and has been trying to bring reforms, however, 15 bills are still awaiting discussion and approval in the Parliament. One of the most talked about bill is Foreign Universities Bill, which is supposed to facilitate entry of foreign universities to establish campuses in India. The bill is still under discussion and even if it gets passed, its feasibility and effectiveness is questionable as it misses the context, diversity and segment of international foreign institutions interested in India. One of the approaches to make internationalization of Indian higher education effective is to develop a coherent and comprehensive policy which aims at infusing excellence, bringing institutional diversity and aids in capacity building.

The American college in Madurai started in 1881 CE – One of the first five colleges in

India to get autonomous status. Three Indian universities were listed in the Times Higher Education list of the world's top 200 universities — Indian Institutes of Technology, Indian Institutes of Management, and Jawaharlal Nehru University in 2005 and 2006. Six Indian Institutes of Technology and the Birla Institute of Technology and Science—Pilani were listed among the top 20 science and technology schools in Asia by Asiaweek. The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the Financial Times of London in 2010 while the All India Institute of Medical Sciences has been recognised as a global leader in medical research and treatment. The University of Mumbai was ranked 41 among the Top 50 Engineering Schools of the world by America's news broadcasting firm Business Insider in 2012 and was the only university in the list from the five emerging BRICS nations viz Brazil, Russia, India, China and South Africa. It was ranked at 62 in the QS BRICS University rankings for 2013 and was India's 3rd best Multi-Disciplinary University in the QS University ranking of Indian Universities after University of Calcutta and Delhi University. Loyola College, Chennai is one of the best ranked arts and science college in India with the UGC award of College of Excellence tag.

Stages of History: Primary, Secondary and Syllabus as recommended by Ministry of Education, India

I. Content of history at primary stage: At the primary stage the history is closely related to the abilities and characteristics of the age of children.

The work should start with the realities which are near to the children in space and time. They be introduced to local traditions, the problems faced by their fore-fathers etc.

They should also be given a glimpse of the life of the earliest man. At this stage children should also be made aware of the contributions of great men in different fields of life. To achieve it the syllabus should have stories about heroes of war and prophets of peace, men of letters and pioneers of science, saints and sages, artists and patriots etc.

Children should also be given a glimpse into the social conditions and elements of daily social life of ancient times. It will remind them of the value of daily work of ordinary people and will make them aware of the change in the order of things with the progress of time.

II. Content of history at secondary stage:

The content of history at this stage of education, as suggested by C.P. Hill, should consist of national history with special emphasis on those topics which help to an understanding of present day problems or which enable the students to note the differences the similarities between life in earlier times and life today.

In addition to national history some topics about the history of the countries, geographically contiguous and culturally related should also be included in syllabus.

C.P. Hill says, "National history should always lie taught against international background…Developments at home should be related to external events… the cultural relationships between different nations and areas should be made clear. . .There should be frequent comparisons of social change.. ." There are teachers who prefer one independent out-line course in world history at this stage.

A group of others may like to introduce topics or problems such as the development of government and history of religions, the story of tolerance, the ideas of liberty and law while a different kind of proposal comes from third group of teachers.

They want in addition to learning their own national history pupils should study in some detail the history of nations and regions which are dissimilar to their own land. Thus as C.P. Hill suggests we can weave around the core of national history, the fabric of social history, religious history, man's struggle for toleration and peace international co-operation, etc.

III. History syllabus as recommended by ministry of education:
The Ministry of Education, Government of India, has published the contents of history in Indian schools for grades one to eleven. A brief enumeration of these contents will not be out of place here.

Class I: The students should be introduced to the following facts at this stage:

(1) Local Traditions-stories relating to local social workers saints religious places, historical places, local fairs, etc.

(2) Stories of the ancient man-stories about food, utensils, tools, ways of living of the cave man and the people of stone age and the copper age.

(3) Practical work- (a) visit to local places like museums, etc., and (b) making clay models of historical utensils, toys and tools.

Class II: At this stage local traditions and stories about ancient culture should be included in the syllabus. For example-a broad view of the local traditions taught in class I; stories about Babylon, Mohenjo-Daro, Arkpolis, Pyramids, etc.; life of the pupils in Ashramas and its comparison with Chinese, Greek and Roman life Practical work as in the first grade. Besides; preparation of models, coins of clay and album of historical pictures should be done at this age.

CLASS III: Stories for ancient India, for example, Rama, Krishna, Buddha, Mahabir, Alexander, Ashoka, Kanishka, Chandragupta, Vikramaditya etc. These stories are to be presented in a chronological order.

Practical work-Pupils should be helped to understand distance and direction and initiated in map-drawing. They should be taught how to make an album of historical pictures, dramatise events and do craft work.

Class IV: Stories from medieval India, e.g., Prophet Muhammad, Muslim invasions on India, Prithviraj, All-ud din Khilji, Feroz Tuglaq, Chaitanya, Nanak, Kabir, Krishna, Deo Rai, Akbar, Chandbibi, Maharana Pratap, Aurangzeb, Shivaji, Nadir Shah, Baji Rao I and Baji Rao II, etc.

Practical work- As in class III, children's albums should contain pictures of art and architecture of the Mughal period.

Class V: Stories from modern India; Clive, Mir Kasim, Tipu Sultan, Nana Fadnavis, Ranjit Singh, Jhansi Ki Rani, Martyrs of First War of Independence, Raja Ram Mohan Roy, Syed Ahmed Khan, Vivekanand, Annie Besant, Pheroze Shah Mehta, Surendra Nath Banerjee, Motilal Nehru, Mahatma Gandhi, Subhash Chander Bose, Jawahar Lai Nehru, Sardar Patel, etc.

Class VI: Evaluation of Indian society from ancient period to the Sultanate with emphasis on economic, social, religious and political aspects the following topics may be included. Sources of Indian History; Indus Valley Civilisation; Aryan Civilisation; Epic Age; Jainism & Buddhism; Alexander's invasion, the Nandas, the Mauryas; Maurya-Sythian Civilisation; Kushan empire; Gupta empire:-Gupta period-why a golden age? Invasion of the Huns; History South India; Colonial and cultural expansion; Rise of Islam; The slave dynasty; The Khilji dynasty: The Tughlaq dynasty; Bahmani and Vijai Nagar Kingdoms; The Syed dynasty; The Lodi dynasty; and Culture of the Sultanate period and its impact on Indian life.

Practical work drawing of time-lines, historical maps, charts, sketches; dramatisation; tour of historical places and visit to museums preparation of clay models

Class VII: Development of Indian Society from the Mughal period to the Company rule Topics: Invasions of Babur and establishment of Mughal Empire; Humayun & Sher Shah; Akbar; Jehangir and Shah Jehan; Shah Jehan's reign-way a golden age? Aurangzeb and his policy; Rise of the Marathas; Coming of the Europeans; Expansion of British power; Rise of the Sikhs; The East India Company-power struggle; First War of Independence; Cultural history of the Mughal period; and State of culture, educational, religious and social reforms during the East India Company's rule.

CLASS VIII: Modem India the following topics should be included. Constitutional history; Development of Indian Administration; History of freedom struggle; History of education; History of Local-self Government; Economic history; New India-(history of Post-Independence era.); and Indian Constitution.

CLASS'S IX, X, XI: Critical study of Indian history; World history, and Important movements in the west; Renaissance and Reformation; French Revolution; Nationalism in Europe; Industrial Revolution; Rise of Socialism; International organisation-the League of Nations and the U.N.O. Development of Science. History of Eastern and South Eastern countries; China; Afghanistan; Japan; Indonesia; Burma and Tibet. Present problems in India; History of the progress of science in India; History of Indian agriculture and its problems, Industrial Problems; Language Problem; Social Problems; Economic Problems; Problems of Education. Practical Work: Drawing of maps; Use of sources; Use of newspapers; Use of historical journals, magazines and papers; Tour of historical places; Collection of coins and historical albums; Drawing of time charts, sketches, and pictorial graphs, etc.

3.4 TEXT BOOKS

A history textbook has a unique position in an educational programme. It has a close relationship between the persons and agencies involved in the education of a learner. It has interactions with persons like the learner himself, the teachers, the parents, the supervisors the curriculum constructors, the textbook writers, etc. and with the agencies like schools, the department of education, the Boards of Secondary Education, the textbook agencies, tec.

Advantages of Reading Books

A book is a storehouse of knowledge and experiences. It has several advantages. A book is our best friend. In our society we have friends and foes. Even the so-called friends can cheat us in times. However, books are our never-failing friends. Just like a good friend, it gives us company during idle time. A good book guides us in our lives.

Books are the voices of wisdom, past and present. The knowledge stored up in them invites us and gives us joy.

We read books not only for instructions but also for entertainment. It is the most harmless occupation for using time in a productive manner. The bookshelves are the standing source of joy to all book-lovers. To an educated man there is no pleasure comparable to the pleasures of reading books. Books provide us with varieties of entertainment. Some give us loud laughter, some a smile and some only an unexpressed joy.

Books help us forget for a while the cares and anxieties of daily life. Those who can read books are lucky indeed. A reader of books forgets his worries for the time being and finds pleasure from it. Money cannot buy peace of mind. Power cannot heal our sorrows. Books can, when all other fail.

A book is the windows to the outside world. The books on traveling can take us into the jungles of Africa, to the desert of Sahara, to the top of Everest or to the ice-fields of the Arctic. And all the while we can relax in bed or on armchair.

A book can put us in the time-machine. It can take us the great minds of the past and the present. Books on antiquity bring vividly to us the world of the past. We go back in thought to the dim, old days of the past.

Books can broaden our mind and gladden our heart. We see into the secrets of life and universe in the books on science, religion and literature. We love books for all these reasons.

Knowledge itself is also a great source of pleasure. Books on expeditions and adventures fire our imagination. Detective stories give us thrills and keep us absorbed. From all these we derive both pleasure and surprise.

However, there are numerous books and we need choice of books. We do not have enough time and energy to read all these books. We know, good books ennoble our minds, while bad books pollute it. Our time is precious; we cannot waste it by reading trash. So, we should read those books which may be our best companions, which can enlarge our vision and make our life more meaningful.

Significance of a Textbook

1. A textbook is an 'assistant master in print'.
2. A textbook has a structured framework
3. A text book is an instrument of some instructional objective
4. A textbook is an important tool for the teacher
5. A textbook is a constant companion of a student
6. A textbook is a self-teaching device
7. A textbook provides logical and comprehensive material
8. A textbook is a transmitter of a culture
9. A textbook helps to revolutionize society
10. A textbook serves as a rallying point

Chief Characteristics of a Good History Textbook

- Suitable instructional objectives
- Appropriate approach to the subject
- Organizational pattern
- Selection of contents
- Coverage of the syllabus
- Fitness into total curriculum
- Organization and presentation of the material
- Suitable language
- Illustrations
- Suitable exercises

- Hints for teacher

Self Assessment Questions

1) Explain teaching history at secondary level.

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2) Write down the advantages of reading a history book.

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Supplementary Material Objectives

1. Helping the students to acquire additional information
2. Widening the horizons of the students
3. Enabling the students to develop study habits
4. Making the teaching of social sciences more inspiring and interesting
5. Best use of their leisure time

Advantages

1. Development of good reading habits
2. Colorful understanding of the past
3. Stimulating independent judgment
4. Training in independent reading and thinking

Types of Supplementary Material

- ❖ Autobiographies and biographies
- ❖ Historical fiction
- ❖ Magazines
- ❖ Newspapers
- ❖ Plays
- ❖ Poetry
- ❖ Workbooks

Projected Aids

Audiovisual education or multimedia-based education (MBE) is instruction where particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention.

After the use of training films and other visual aids during World War II, audiovisual technology gradually developed in sophistication and its use became more widespread in educational establishments such as schools, colleges, universities, museums and galleries, as well as at tourist destinations.

Children learn best by observing and copying the behaviors of adults. It is therefore evident that learning is more effective when sensory experiences are stimulated. These include pictures, slides, radios, videos and other audiovisual tools. According to the Webster dictionary, audio-visual aids is defined as 'training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes". More recently, audiovisual aids were also widely used during and after World War II by the armed service. The successful use of picture and other visual aids in U.S armed forces during World War II proved the effectiveness of instructional tools. There are various types of audiovisual materials ranging from filmstrips, microforms, slides, projected opaque materials, tape recording and flashcards. In the current digital world, audiovisual aids have grown exponentially with several multimedia such as educational DVDs, PowerPoint, television educational series, you tube, and other online materials.

The goal of audio-visual aids is to enhance teacher's ability to present the lesson in simple, effective and easy to understand for the students. Audiovisual material make learning more permanent since students use more than one sense. It is important to create awareness for the state and federal ministry of education as policy makers in secondary schools of the need to inculcate audiovisual resource as main teaching pedagogy in curricula. The outcome is to promote the audiovisual material in secondary schools because they lack the resource to produce them. The visual instruction makes abstract ideas more concrete to the learners. This is to provide a basis for schools to understand the important roles in encouraging and supporting the use of audiovisual resource. In addition, studies have shown that there is significant difference between the use and non-use of audiovisual material in teaching and learning.

Objectives of Using Projected Aids

- To strengthen teachers skills in making teaching-learning process more effective
- To attract and retain learners' attention
- To generate interest across different levels of students
- To develop lesson plans that are simple and easy to follow
- To make class more interactive and interesting
- To focus on student-centered approach

Advantages of Aids

In this modern world we use digital tools to improve the teaching-learning process. The most common tool we use in classroom these days is PowerPoint slides, which makes the class more interesting, dynamic and effective. Moreover it also helps to introduce new topics in easy way. The use of audiovisual aids makes the students to remember the concept for longer period of time. They convey the same meaning as words but it gives clear concepts thus help to bring effectiveness in learning.

Integrating technology into the classroom help students to experience things virtually or vicariously. For example, if the teacher wants to give a lesson on Taj Mahal, it is possible that not all the students in India have visited the place but you can show it through a video thereby allowing the students to see the monument with their own eyes. Although the first hand experience is the best way of educative experience but such an experience cannot always be done practical so in some case we need to have substitution.

Use of audio-visual aids help in maintaining discipline in the class since all the students' attention are focused in learning. This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning process.

Audiovisual provides opportunities for effective communication between teacher and students in learning. For example, in a study on English as Foreign Language (EFL) classroom, the difficulties faced by EFL learner are lack of motivation, lack of exposure to the target language and lack of pronunciation by teacher, and such difficulties can be overcome by Audio as purpose of communication and Visual as more exposure.

Students learn when they are motivated and curious about something. Traditional verbal instructions can be boring and painful for students. However, use of audio-visual provides intrinsic motivation to students by peaking their curiosity and stimulating their interests in the subjects.

Disadvantages

One should have an idea that too much audio-visual material used at one time can result in boredom. It is useful only if it is implemented effectively. Considering that each teaching learning situation varies, so it is important to know that all concepts may not be learned effectively through audiovisual. Most of the time the equipment like projector, speakers and headphone are bit costly hence some of school cannot effort it. It needs a lot of time for teacher to prepare lesson to have interactive classroom session. Also teacher's valuable time may be lost in gaining familiarity with new equipment. Some students may feel reluctant to ask questions while film is playing and in small rooms can be a physical barrier. In places where electricity is not available in rural areas, it is not feasible to use audio-visual aids that requires electricity.

3.5 THE HISTORY CLASSROOM

At present we have various types of teaching aids such as text-books, reference books, pamphlets, maps, charts, projector, models, magazines etc., and there can be properly used if they are stored in a systematic way in a separate room called the history room.

Essential Equipment's For a History Room

- Chalk board
- Bulletin board
- Furniture
- Books and book cases
- Audiovisual teaching aids
- Collections
- History room

Advantages of History Room

Various advantages of a separate history room for the teaching of history are as under

(I) Scientific teaching
(II) It makes teaching of history effective
(III) Gives proper atmosphere
(IV) It develops the power of imagination and observation

Cabinets and Files

1. It should be spacious enough as to accommodate models, blackboard and charts etc
2. It should also have arrangement for acting certain dramas
3. There should be a good arrangement of blackboards
4. There should be a small collection of books in the history room
5. The history room should be decorated with the pictures of historical personalities and charts etc
6. There should be arrangement of epidiascope

3.6 HISTORY L IBRARY

A good history library also helps inculcating proper attitudes, interests and appreciations in the students. It can acquaint them with historical background of different topic and the contributions of various personalities

Library Facilities In schools

In our schools there are two types of libraries:

- ❖ General school library
- ❖ History department library

Need for separate history library

1. It helps to bring efficiency in organization of library service
2. The students get better library facilities
3. It helps the activities of history club
4. It can be of a help to gifted and bright students

Utilizing Library Resources

The important functions of library are

- ❖ It provides material for instructions and for reading
- ❖ It stimulates reading for recreation and enjoyment
- ❖ It teaches the technique of using the library effectively

Materials for History Library

A. Text books
B. Reference materials
C. Literary materials
D. Source materials
E. Collateral reading and the library

History Museum

Museums are institutions created in the public interest. They engage their visitors, foster deeper understanding and promote the enjoyment and sharing of authentic cultural and natural heritage. Museums acquire, preserve, research, interpret and exhibit the tangible and intangible evidence of society and nature.

In every school or college, there should be a museum in which the material of historical importance should be kept. In the museum old coins, pieces of architecture etc., should be placed along with the other materials. The students when visit the museum, are easily acquainted with the historical species which develop their knowledge of history. The students should be encouraged to collect the material for the history museum. The teacher should take care on those things are kept in museum which are really of the historical importance.

Educational Benefits for Bringing Children to a Museum

Encourages a Love of History

Museums are the caretakers of history as much as they offer connections to history that can easily be overlooked in traditional classrooms. Whether you bring your child to a children's museum, art gallery, or science museum, history has made a huge impact on the innovation they are witnessing. As parents we don't have to be experts on subject matters, however reading out the plaques in the exhibit and motivating your child to ask questions will encourage a love of history.

Listening to Stories

While interning at the National Museum of the American Indian (NAMI), I had the opportunity to visit dozens of museums the summer I graduated from college. From the Museum of Modern Art to the Whitney to the Air and Space Museum to Holocaust Memorial Museum, I was able to walk through hundreds of exhibits and learn the importance of storytelling. Museums are full of stories, and it is critical for our children to hear those stories. Stories told at the Holocaust Memorial Museum in Washington D.C. not only teach our children history but also encourage empathy.

Compare and Contrast

Museums offer opportunities for children to compare and contrast what is important for them which leads to higher critical thinking skills. An art museum will contain various types of artwork and as they stroll through an exhibit there will be differences in the style, subject matter, and techniques demonstrated in the artwork which can foster interesting conversations.

Encourages Questions

Visiting a museum opens the door for your child's curiosity in the form of questions. Some of these will be questions that have answers, questions that should be encouraged, questions that make you think, and questions that may not have answers. All of these questions should be encouraged, and don't worry if you don't know the answers. Ask your child what they believe the answer is and listen to their reasoning.

Boosts Language Development

At Mommy University, we always look for opportunities to boost language development and it is no surprise that visiting a museum will assist in this process for not only your child but you as well. Visiting the Rubik's Cube exhibit at Liberty Science Center last year, I was exposed to videos about non-linear problem solving which has now weaved itself into my vocabulary. For young children, boosting language development revolves around identifying words while for older children the exposure to new concepts and ideas will carry higher level vocabulary.

Encourages New Ideas

An interesting challenge we attempt each year is to visit a museum or exhibit that doesn't immediately captivate our interest. We actually will walk through an exhibit that we lack prior knowledge. The purpose behind this is to expose ourselves as well as our children to new ideas and concepts. My husband and I will make a point to discuss what we see, how we interpret it, and ask our children questions. We are modeling for them how we interact with the exhibit and information but more importantly that we are open to new things whether we are familiar with it or not.

Museums Inspire

When you walk into a museum that contains the skeleton of an animal that is taller than your house and has not walked this planet in millions of years, your mind begins to wonder. When you walk into a museum that has a planetarium that provides light shows about the solar system, your mind begins to dream of the night sky. Museums inspire us to wonder, Sparks Creativity

When visiting museums, we always stop off at the information desk for a list of activities that are taking place that day and attempt to structure our visit to include some of the scheduled programs. At Liberty Science Center, we have been lucky to see animals up close and interacted in programs on math in football. The Morris Museum incorporates stations at some of their special day events, such as Dino Day, where children can make their own fossils. The Philadelphia Museum of Art hosts Art Splash in the summer where children can learn about what has inspired artists and through activities can have a deeper appreciation of art. Through museum programs and activities, children are exposed to opportunities that spark creative moments.

Fosters Family Bonding

In addition to exhibits that might appeal to your family, some museums like Montclair Art Museum have specific activities and days dedicated to families. Museums don't just want to appeal to the more mature visitor because they know that children who enjoy museums will become adults who will want to return. Visiting a museum as a family also gives everyone Creates Lifelong Learners

By encouraging your children to play and visit museums, it is creating lifelong learners. While most careers require a specific type of education, the reality in our changing world is that we need to be lifelong learners to continue to grow as the demands change. Museums encourage curiosity which is necessary for children to become lifelong learners. Museums seek out unique links and relationships that are not always readily present which offers us, the viewer, something new each time we visit. There is always the possibility for an "ah ha" moment to occur.

Self Assessment Questions

1) What are the educational benefits for bringing Children to a Museum?

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2) Write the chief characteristics of a good history textbook.

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UNIT- IV
MODELS OF TEACHING & RECENT TRENDS

Models of Teaching: Glaser's advanced organizer Model, Concept attainment Model, Jurisprudence Inquiry Model, Inductive models, Deductive models - Constructivist approach in Teaching History-Interdisciplinary - Social Issues Oriented: Use of Parallel text books, Supplementary Readers, Novels and fictions, Newspapers, Reports, Magazines, Journals and Use of Internet in Teaching History – Co-operative and Collaborative Learning

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4.1 MODELS OF TEACHING

Simply put models of teaching deal with the ways in which learning environments and instructional experiences can be constructed, sequenced, or delivered.

There is no doubt that the role of education is undergoing one of its most significant changes in recent history. Social studies have to play a significant role in development of young minds capable to live intelligently. The future role of teachers is rapidly changing from providers to moderators of knowledge. The changes in the field of education directed in use of different strategies in teaching history.

Models of teaching and learning are critical pieces to instructional planning and delivery because they help teachers:

- Develop highly tuned and more varied professional repertoires.
- Allow them to reach larger numbers for students more effectively.
- Create either more uniform, or varied, or effective instructional events, guided by targeted subjects, content, or processes;
- Understand curricular foci better, especially as different models can be matched specifically to both learning outcomes and/or targeted learning populations;
- Gain needed insights into why some methods work with some learners, while others do not;
- Radically modify or redesign existing methods of teaching and instructional delivery so that emerging or altered instructional techniques may better meet the needs of today's students.

If you have ever used elements from Gardner's Multiple Intelligences, or Madeline Hunter's lock-step lesson formula for Mastery Learning you have used a model of teaching. Or if you have used Bernice McCarthy's Learning Styles 4-mat Model, or KWL (know, want to know,

learned), or the Graffiti Model, or perhaps Six Traits Writing, or the Fishbowl Discussion model to formulate and deliver a lesson, then you have already used a model of teaching. You may have even created your own teaching models but didn't know it.

4.1.1 Glaser's advanced organizer Model

Robert Glaser developed this model in 1962. It explains the relationship between teaching and learning. It provides a simple and adequate conceptualization of the teaching process. This model belongs to the category of psychological models of teaching.

Why this teaching model is basic teaching model

- It is called Basic teaching model because it presents a very basic analysis of the process of teaching in terms of the elements of teaching.
- This model applies to all levels of education i.e., elementary, secondary, higher etc.. It is also applied to subject matter related to any subject as a teacher can use this model for teaching them.
- Teaching for any length of time (40 minutes, 1 hour, weeks etc.) is possible using this model.

It explains the whole teaching learning process by dividing it into four basic components

1. Instructional objectives
2. Entering behaviour
3. Instructional procedures
4. Performance assessment

Assumptions of Basic Teaching Model

- It is developed on the assumption that "every lesson assumes some knowledge on the part of the learner"
- Through instructional procedure, the teacher guides the learner from entry behavior to terminal behavior.

Components of basic training model

Instructional objectives

The instructional objective is those objectives that the student should attain upon completion of a unit of instruction.

- These objectives may be stated in general, specific or in behavioral terms.
- For instruction to be effective and systematic, the instructional objectives are stated in behavioral terms.

Entering behavior

- Every learner has initial behavior before he enters teaching-learning process.
- It is essential to detect the entering behavior of the learner before giving instructions.

- It is just like previous knowledge of a subject or the performance of the learner in terms of educational abilities.
- This step is important because only after this step the teacher can take the students from entry behavior to terminal behavior.

Instructional procedures

- It is the most active part of the teaching process.
- It indicates the method, procedure, and strategies of teaching which depends on objectives and entry behavior of the learner.
- This component depends on two previous components.

Performance assessments

- Here ultimate behavior of the learner is tested so that feedback may be given.
- If the need arises objectives may be modified, the instructional procedure may be improved and assessment of performance is made again.
- Evolution techniques used for the purpose of assessment tests are observation, interview, rating scale etc.
- All four basic components are interrelated with one another. They interact and influence each other.
- If the performance assessment indicates that the learners have not been able to achieve the objectives set for them, necessary changes are brought about in any one or all proceeding components of this model so that the goals of instruction are attained.

Description of Glaser's Basic Training Model

Glaser's models may be described in terms of the fundamental elements as under:-

1. **Focus: –** This model attempts to pin point the process and major activities comprising the entire teaching, learning process. It also brings into the light sequence to be followed in the instructional process.

2. **Syntax:** In this model flow of activities is sequential as listed below:- (a) First, the objectives to be followed are fixed in accordance with Blooms Taxonomy.(b) Then the entering behavior showing the understanding and background of the student is determined.(c) Thereafter the instruction work is carried out to achieve the objectives keeping in view the entering behavior of the learner.(d) The ultimate behavior of the learner is determined by using a different type of tests.

3. **Social system:** The model describes a teacher dominated classroom climate.Here students are receptive and appreciative of the teaching activities. The success of this model depends upon the competency and ability of the teacher in term of various skills like the formulation of objectives, use of proper strategies, techniques of evolution etc.

4. **Principles of reaction:** Main principles of reaction are as follows.(a) Principles of interdependence: -The student's responses are to be understood and dealt within the light of the interaction and interdependence, process and assessments.(b) The principle of active involvement: -Proper execution of this model requires a lot of activity on the part of the teacher. The model requires the active involvement of the teacher from the beginning to the end. Understanding of the potential and deficiencies of the students is required at every stage of the teacher in order to achieve the objectives.(c) Principles of follow up: – An assessment is made after teaching. In case the results are not accordance with set objectives, gaps and deficiencies are found out by the teacher. Then he tries to rectify the drawbacks by taking corrective measures.

5. **Support system:** The teacher needs following support systems for its success.(a) Proper environment: – proper teaching learning environment and situations are required for the use of suitable teaching strategies.(b) Pre-service and In service facilities:- availability of adequate pre-service and in-service activities to the teachers to acquire needed skills for using this model.(c) Availability of appropriate evolution device for the assessment of entering and terminal behavior of the students.

6. **Application:** Since the model is quite systematic and structured, it is applicable to almost all the learning and teaching situations. It implies a personal contact between the teacher and the student. It implies a greater emphasis on the competency of the teacher rather than on his personality.

4.1.2 Concept Attainment Model

Concept Attainment is an indirect instructional strategy that uses a structured inquiry process. It is based on the work of Jerome Bruner. In concept attainment, students figure out the attributes of a group or category that has already been formed by the teacher. To do so, students compare and contrast examples that contain the attributes of the concept with examples that do not contain those attributes. They then separate them into two groups. Concept attainment, then, is the search for and identification of attributes that can be used to distinguish examples of a given group or category from non-examples.

Purpose

Concept attainment is designed to clarify ideas and to introduce aspects of content. It engages students into formulating a concept through the use of illustrations, word cards or specimens called examples. Students who catch onto the idea before others are able to resolve the concept and then are invited to suggest their own examples, while other students are still trying to form the concept. For this reason, concept attainment is well suited to classroom use because all thinking abilities can be challenged throughout the activity. With experience, children become skilled at identifying relationships in the word cards or specimens. With carefully chosen examples, it is possible to use concept attainment to teach almost any

concept in all subjects.

Advantages:

- helps make connections between what students know and what they will be learning
- learn how to examine a concept from a number of perspectives
- learn how to sort out relevant information
- extends their knowledge of a concept by classifying more than one example of that concept
- students go beyond merely associating a key term with a definition
- concept is learned more thoroughly and retention is improved

Steps of Concept Attainment:

- Select and define a concept
- Select the attributes
- Develop positive and negative examples
- Introduce the process to the students
- Present the examples and list the attributes
- Develop a concept definition
- Give additional examples
- Discuss the process with the class
- Evaluate

How can I adapt it?

This activity can be done on the chalkboard, chart paper or overhead projector to a large or small group. It also works well as one-on-one work. Rather than starting with the teacher's concept, use a student's concept. Concept attainment can be used to introduce or conclude a unit of study.

Variations on the Concept Attainment Model

- Present all of the positive examples to the students at once and have them determine the essential attributes.
- Present all of the positive and negative examples to the students without labeling them as such. Have them group the examples into the two categories and determine the essential attributes.
- Have the students define, identify the essential attributes of, and choose positive examples for a concept already learned in class.
- Use the model as a group activity.

- ❖ Assessment and Evaluation Considerations

Have the students:

- ➢ write the definition from memory.
- ➢ determine positive and negative examples from a given group.
- ➢ create their own examples of the concept.
- ➢ "think aloud"
- ➢ write a learning log
- ➢ do an oral presentation
- ➢ create a web, concept map, flow chart, illustrations, KWL chart, T chart

4.1.3 The Jurisprudential Inquiry Model

How does one teach using an STS approach? Where is the curriculum material to accomplish the task? The answer to these and many other related questions come as a surprise.

For example, we may never see a transportable STS national curriculum; because by definition the material must focus on local issues and build from the roots of student interest. In addition, some of the strategies that are most effective require innovative teaching skills that go well beyond just dispensing information. But if teachers are willing to meet the challenge, all could find themselves involved in a teaching model that will guide students to new heights of understanding and rejuvenate early teaching ideals. A properly orchestrated STS unit can be an exciting learning experience for both student and teacher.

Teaching Prerequisites for Maximum Success

The model presented in this chapter is somewhat complex and assumes that a number of teaching skills are understood, if not used by, the teacher. These include: cooperative learning strategies of Johnson, Grooker, Stutsman, Hultman, and Johnson (1985) and Slavin (1989); higher-order questioning skills; wait time; classroom organization and management skills. In addition, it helps to understand a constructivist approach to teaching and the need for student empowerment as both an approach to teaching and as an outcome of education. Also, the teacher must have enough content knowledge of the subject being taught so that he or she can concentrate on how to teach and not spend preparation time on what to teach. All of these characteristics must be blended with an understanding of how children learn and when to intercede for maximum learning.

The Jurisprudential STS Model of Teaching

Pedersen (1990) modified the original Joyce and Weil Jurisprudential Model (1986) to create a jurisprudential inquiyr STS model of teaching that effectively lends itself to the study of

science, technology, and societal issues in the classroom. The jurisprudential inquiyr STS model approaches teaching issues by dividing a class into the issue viewpoints. Through the use of information-acquisition strategies and classmate interactions, students present their views to a class-selected board of arbiters. It is the boards responsibility to listen to the student arguments in a public hearing and render a decision on the issue.

The final phase of this and many other STS teaching strategies involves the creation and assessment of action plans. In many ways the actual action plans developed by students are just as important an outcome as the related science concepts they learned. What follows in an outline of the six phases of the jurisprudential inquiry model applied to STS.

Phase I: Orientation to the Issue

The initial step of this model introduces students to the selected issue. This occurs on the very first day that the topic is being studied. During this initial stage, the teacher must accomplish several tasks. They include:

1. Divide the class into teams of two or three students. Each team will be assigned a side of the issue to represent in their respective group. The purpose of the team is to cooperate in reading, researching, and interacting on the side of the issue that they have been assigned.
2. Now arrange the teams into groups so that the number of teams in a group equals the number of sides to the issue. For example, a recycling issue may have two sides recycling and nonrecycling. Therefore each group would have two teams of two (or three) members, a total of four (six) in the group.
3. Assign each team within a group one side of the issue to represent. It is important to do this randomly. Inevitably some students will be assigned to a side of an issue that they do not believe in, but this is perhaps desirable.

   It is important to remember that the issue selected becomes the focus of the curriculum. The content becomes the support for the issue.

Phase II: Identifying and Defining the Issue]

Students begin to use the content during the second phase of the model. The students, working in their cooperative teams, use the library and other resources to gather, clarify, and synthesize facts about the issue. The students begin to identify values and value conflicts and raise questions about opposing views. The following should be considered when entering Phase II.

1. Prepare for an adequate number of days in the library or for working with other resources. The teacher should be prepared to give guidance to both the students and resource people when necessary. For example, the teacher may need to address interview techniques, help students learn to read for fact versus opinion, or assist with questionnaire design. The teacher may also find it necessary to touch base with resource personnel such as librarians to ensure that students get the information they need. (The reader will find Hungerford, Litherland, Peyton, Ramsey, and Volk, 1988, especially useful in developing this phase of the project.)
2. Allow time for the teams to be together to research, read, interview, survey, telephone, meet , discuss the issues and what they have found, and prepare each other for a public meeting.
3. Students can use encyclopedias, magazines, journal articles, government publications, people, special interest groups, and a host of other resources. Probably the most overlooked resource will be the local or regional newspaper. It is important for the students to understand, when reading the newspaper, the difference between fact and opinion. Students may assume that an editorial, because it is in the paper, is fact.

Phase III: Synthesizing the Research Information into Arguments

At least one day prior to the public meeting, the students get back together as an intact class. At this point, the teacher will allow all of the teams representing the same side of the issue to get together to share information and prepare for the public discussion. It is during this time that the students need to plan a strategy for the public meeting. The following can be used as a guide for the students when in the large groups.

- Establish a stance based on factual information
- Point out the undesirable or desirable consequences of a position
- Clarify the value conflict with analogies
- Set priorities; assert priority of one value over another
- Identify factual assumptions and determine if they are relevant
- Determine the predicted consequences and examine their factual
- Validity

During Phase III, the teacher will also select from the class a board of arbiters, two newspaper reporters, and two camera crew members. Each of these positions should be represented by both or all sides of the issue if possible. The following instructions are used to guide each of these

Phase IV: The Public Meeting

The fourth phase of the jurisprudential inquiry STS model involves the students in a mock public meeting. This meeting involves all students in presenting the different sides of the issue being studied. During the debate it is important that the students on the board of arbiters initiate and oversee the meeting. It is important also for the teacher to see that the following guidelines are followed.

- Maintain a vigorous intellectual climate where all views are respected.
- Avoid the direct evaluation of each others opinions.
- See that issues are thoroughly explored.
- Respect the authority of the board.

Phase V: Clarification and Consensus

During this phase, students spend two days clarifying and arriving at a consensus on the issue. The first day is spent with the students still divided into the respective sides of the issue, the board, the newspaper crew, and the camera crew. During this time the students clarify their best arguments in support of the side of the issue they represented. The board will be responsible for clarifying why they rendered their decision. The newspaper crew and camera crew will work on preparing their respective reports.

On the second day, students separate into their original groups. The groups were originally constructed so that all perspectives of the issue would be represented. The purpose of these groups is to come to a consensus on the issue. The students should use all information available to them in drawing their conclusions. This would include information from the debate, the research done, other groups, the newspaper and camera crews perspective, and the boards recommendations.

The students cooperative effort should represent the opinions of all the students in the groups. Their goal is to write those arguments that justify the original groups position on the issue.

Phase VI: Application

The final phase of this model is the most important phase. It is in this phase that the students take what they have learned and apply it to their surroundings. Students must be able to see the value in the science they have learned and see that, with this knowledge, they can have an impact.

The first step of this process is for each student to propose an overall action plan with resolutions. Some of the ways students have applied what they have learned and became involved in community activities include:

- writing letters to city council, state representatives, state senators, governors, or mayor.
- Leading or participating in activities such as community cleanups, recycling activities, or petition drives.
- Attending city council meetings or local environmental meetings
- Whatever actions students take should be assessed in light of their action plan statements.

The key to this model of instruction is that students have opportunities to apply the investigation skills and action strategies to the community in which they live.

Inductive Teaching focuses on allowing students to come to their own conclusions. A teacher's role is to provide learning experiences and plenty of opportunities for students to explore and discover. Any teacher can incorporate some of these teaching strategies into their classroom.

4.1.4 Inductive Method

Discovery Teaching and Inquiry-Based Teaching are other strategies associated with Inductive Teaching. As the terms suggest, the learners are provided with opportunities to observe, experience, raise questions and formulate generalizations from the learning experience that they are exposed to. It is up to the teacher to create and present activities for the students to generate sound generalizations. And while the students are in the exploration process, the teacher must guide them so that ambiguities may be avoided.

Use of Inductive Teaching

Since information is not directly supplied by the teacher, the students are given more avenues to think and make sense out of what they have observed and experienced. Independent thinking is developed in this strategy, and the students learn to analyze and process the information. Higher Order Thinking Skills are utilized, and authentic learning is achieved.

Inductive teaching allows opportunities for students to interact with each other. Brainstorming, Buzz Sessions, and experiments are just some examples of Inductive teaching methods may be applied. Since the students get to collaborate in discovering and learning a concept, they get to improve their personal and social skills. And the road to learning becomes more fun, enriching and interactive for them.

Stages of Learning

These are the stages that a learner goes through in Inductive Teaching. They may overlap at certain points.

1. Presentation of the area that is to be studied - The students must be given the most relevant and actual area where they would do the exploration.
2. Gathering and evaluating the data gathered - After the observation process, evidences of learning must be collected and scrutinized for their relevance.
3. Creating ideas based on the learning experience - The students now produce questions or share their opinions about the topic.
4. Producing hypotheses - The questions are refined and presented as hypotheses that are to be tested.
5. Verifying the concepts gathered - This is done by testing the hypotheses created. By simply applying past schema, the students will be able to appropriateness of the hypotheses that they made.
6. Utilization of the concepts learned - After the acquisition of new knowledge, the students are given concrete opportunities to apply it.

Putting It All Together

Students retain information longer when they were acquired by means of self-discovery and experience. The learning process becomes meaningful for them, as they are able to take active part in it. With Inductive Teaching, students are taught how to learn through the means that work for them.

4.1.5 Deductive Approach

A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centred approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules, and hence is more learner-centred.

Example

The form and use of the third conditional is explained to learners, then they have a gap-fill exercise to complete, then prepare their own examples.

In the classroom

The deductive approach may be suitable with lower level learners who need a clear base from which to begin with a new language item, or with learners who are accustomed to a more traditional approach and so who lack the training to find rules themselves.

Self Assessment Questions

1) Explain the Glaser's advanced organizer Model?
   ……
   ……
   ……
2) What are the objectives of Concept Attaining Model?
   ……
   ……
   ……
3) Describe the Jurisprudential Inquiry Model?
   ……
   ……

4.2 CONSTRUCTIVIST TEACHING STRATEGIES

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray[who?], the characteristics of a constructivist classroom are as follows:

- the learners are actively involved
- the environment is democratic
- the activities are interactive and student-centered
- the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

Examples of activities

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas.[1] This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- **Experimentation**: Students individually perform an experiment and then come together as a class to discuss the results.
- **Research projects**: Students research a topic and can present their findings to the class.
- **Field trips**: This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- **Films**: These provide visual context and thus bring another sense into the learning experience.
- **Class discussions**: This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.[2]

Constructivist approaches can also be used in online learning. For example, tools such as discussion forums, wikis and blogs can enable learners to actively construct knowledge. A contrast between the traditional classroom and the constructivist classroom is illustrated below:

The Traditional Classroom

- Begins with parts of the whole–Emphasizes basic skills
- Strict adherence to fixed curriculum
- Textbooks and workbooks
- Instructor gives/students receive
- Instructor assumes directive, authoritative role
- Assessment via testing / correct answers
- Knowledge is inert
- Students work individually

The constructivist Classroom

- Begin with the whole – expanding to parts
- Pursuit of student questions / interests
- Primary Sources / manipulative materials
- Learning is interaction – building on what students already know
- Instructor interacts / negotiates with students
- Assessment via student works, observations, points of view, tests. Process is as important as product
- Knowledge is dynamic / change with experiences Constructivist Approach

Constructionism

An approach to learning based on the constructivist learning ideologies presented by Jean Piaget (Harel & Papert, 1991). In this approach, the individual is consciously engaged in the construction of a product (Li, Cheng, & Liu, 2013). The utilization of constructionism in

educational settings has been shown to promote higher-order thinking skills such as problem-solving and critical thinking (Li et al., 2013).

Guided instruction

A learning approach in which the educator uses strategically placed prompts, cues, questions, direct explanations, and modeling to guide student thinking and facilitate an increased responsibility for the completion of a task (Fisher & Frey, 2010).

Problem-based learning

A structured educational approach which consists of large and small group discussions (Schmidt & Loyens, 2007). Problem-based learning begins with an educator presenting a series of carefully constructed problems or issues to small groups of students (Schmidt & Loyens, 2007). The problems or issues typically pertain to phenomena or events to which students possess limited prior knowledge (Schmidt & Loyens, 2007). The first component of problem-based learning is to discuss prior knowledge and ask questions related to the specific problems or issues (Schmidt & Loyens, 2007). Following the class discussion, there is typically time in which students individually research or reflect on the newly acquired information and/or seek out areas requiring further exploration (Schmidt & Loyens, 2007). After a pre-determined amount of time (as outlined by the educator), students will meet in the same small groups that were composed prior to the class discussion (Schmidt & Loyens, 2007). In the first meeting, groups will spend between one and three hours further discussing the problems or issues from class in addition to presenting any new information collected during individual research (Schmidt & Loyens, 2007). Following the first meeting, students will independently reflect on the group discussion, specifically in comparing thoughts regarding the problems or issues in question (Schmidt & Loyens, 2007). Typically, groups will meet a second time to critically analyse individual and group thoughts and discussions and will attempt to synthesize the information in order to draw conclusions about the given problem or issue (Schmidt & Loyens, 2007). Within the educational setting, problem-based learning has enabled students to actively construct individual understandings of a topic using both prior and newly acquired knowledge (Schmidt & Loyens, 2007). Moreover, students also develop self-directed and group learning skills which ultimately facilitates the comprehension of the problems or issues (Schmidt & Loyens, 2007).

Inquiry-based learning

An educational approach associated with problem-based learning in which the student learns through investigating issues or scenarios (Hakverdi-Can & Sonmez, 2012). In this approach, students pose and answer questions individually and/or collaboratively in order to draw conclusions regarding the specific issues or scenarios (Hakverdi-Can & Sonmez, 2012). Within the educational setting, inquiry-based learning has been beneficial in developing student

inquiry, investigation, and collaboration skills, in turn, increasing overall comprehension of the issue or scenario.

4.2.1 Interdisciplinary

Interdisciplinarity involves the combining of two or more academic disciplines into one activity (e.g., a research project). It draws knowledge from several other fields like sociology, anthropology, psychology, economics etc. It is about creating something new by thinking across boundaries. It is related to an interdiscipline or an interdisciplinary field, which is an organizational unit that crosses traditional boundaries between academic disciplines or schools of thought, as new needs and professions emerge. Large engineering teams are usually interdisciplinary, as a power station or mobile phone or other project requires the melding of several specialties. However, the term "interdisciplinary" is sometimes confined to academic settings.

The term interdisciplinary is applied within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study. Interdisciplinarity involves researchers, students, and teachers in the goals of connecting and integrating several academic schools of thought, professions, or technologies—along with their specific perspectives—in the pursuit of a common task. The epidemiology of AIDS or global warming requires understanding of diverse disciplines to solve complex problems. Interdisciplinary may be applied where the subject is felt to have been neglected or even misrepresented in the traditional disciplinary structure of research institutions, for example, women's studies or ethnic area studies. Interdisciplinarity can likewise be applied to complex subjects that can only be understood by combining the perspectives of two or more fields.

The adjective interdisciplinary is most often used in educational circles when researchers from two or more disciplines pool their approaches and modify them so that they are better suited to the problem at hand, including the case of the team-taught course where students are required to understand a given subject in terms of multiple traditional disciplines. For example, the subject of land use may appear differently when examined by different disciplines, for instance, biology, chemistry, economics, geography, and politics.

Interdisciplinary Study

An interdisciplinary study is an academic program or process seeking to synthesize broad perspectives, knowledge, skills, interconnections, and epistemology in an educational setting. Interdisciplinary programs may be founded in order to facilitate the study of subjects which have some coherence, but which cannot be adequately understood from a single disciplinary

perspective (for example, women's studies or medieval studies). More rarely, and at a more advanced level, interdisciplinarity may itself become the focus of study, in a critique of institutionalized disciplines' ways of segmenting knowledge.

In contrast, studies of interdisciplinarity raise to self-consciousness questions about how interdisciplinarity works, the nature and history of disciplinarity, and the future of knowledge in post-industrial society. Researchers at the Center for the Study of Interdisciplinarity have made the distinction between philosophy 'of' and 'as' interdisciplinarity, the former identifying a new, discrete area within philosophy that raises epistemological and metaphysical questions about the status of interdisciplinary thinking, with the latter pointing toward a philosophical practice that is sometimes called 'field philosophy'.

Perhaps the most common complaint regarding interdisciplinary programs, by supporters and detractors alike, is the lack of synthesis—that is, students are provided with multiple disciplinary perspectives, but are not given effective guidance in resolving the conflicts and achieving a coherent view of the subject. Others have argued that the very idea of synthesis or integration of disciplines presupposes questionable politico-epistemic commitments. Critics of interdisciplinary programs feel that the ambition is simply unrealistic, given the knowledge and intellectual maturity of all but the exceptional undergraduate; some defenders concede the difficulty, but insist that cultivating interdisciplinarity as a habit of mind, even at that level, is both possible and essential to the education of informed and engaged citizens and leaders capable of analyzing, evaluating, and synthesizing information from multiple sources in order to render reasoned decisions.

While much has been written on the philosophy and promise of interdisciplinarity in academic programs and professional practice, social scientists are increasingly interrogating academic discourses on interdisciplinarity, as well as how interdisciplinarity actually works and does not in practice. Some have shown, for example, that some interdisciplinary enterprises that aim to serve society can produce deleterious outcomes for which no one can be held to account

Interdisciplinary knowledge and research are important because:

- Creativity often requires interdisciplinary knowledge.
- Immigrants often make important contributions to their new field.
- Disciplinarians often commit errors which can be best detected by people familiar with two or more disciplines.
- Some worthwhile topics of research fall in the interstices among the traditional disciplines.
- Many intellectual, social, and practical problems require interdisciplinary approaches.
- Interdisciplinary knowledge and research serve to remind us of the unity-of-knowledge ideal.

- ❖ Interdisciplinarians enjoy greater flexibility in their research.
- ❖ More so than narrow disciplinarians, interdisciplinarians often treat themselves to the intellectual equivalent of traveling in new lands.
- ❖ Interdisciplinarians may help breach communication gaps in the modern academy, thereby helping to mobilize its enormous intellectual resources in the cause of greater social rationality and justice.
- ❖ By bridging fragmented disciplines, interdisciplinarians might play a role in the defense of academic freedom.

4.3 SOCIAL ISSUES ORIENTED: USE OF PARALLEL TEXT BOOKS

A parallel text is a text placed alongside its translation or translations. Parallel text alignment is the identification of the corresponding sentences in both halves of the parallel text. The Loeb Classical Library and the Clay Sanskrit Library are two examples of dual-language series of texts. Reference Bibles may contain the original languages and a translation, or several translations by themselves, for ease of comparison and study; Origen's Hexapla (Greek for "sixfold") placed six versions of the Old Testament side by side. The most famous example is the Rosetta Stone.

Large collections of parallel texts are called parallel corpora (see text corpus). Alignments of parallel corpora at sentence level are prerequisite for many areas of linguistic research. During translation, sentences can be split, merged, deleted, inserted or reordered by the translator. This makes alignment a non-trivial task.

Types of parallel

Four main types can be distinguished.

A noisy parallel contains bilingual sentences that are not perfectly aligned or have poor quality translations. Nevertheless, most of its contents are bilingual translations of a specific document.

A comparable is built from non-sentence-aligned and untranslated bilingual documents, but the documents are topic-aligned.

A quasi-comparable includes very heterogeneous and non-parallel bilingual documents that may or may not be topic-aligned.

The rarest parallel is that contain translations of the same document into two or more languages, aligned at the sentence level at least.

Noise

Large training sets for machine translation algorithms are usually extracted from large bodies of similar sources, such as databases of news articles written in the first and second languages describing similar events.

However, extracted fragments may be noisy, with extra elements inserted in each corpus. Extraction techniques can differentiate between bilingual elements represented in both corpora and monolingual elements represented in only one corpus in order to extract cleaner parallel fragments of bilingual elements. Comparable corpora are used to directly obtain knowledge for translation purposes. High-quality parallel data is difficult to obtain, however, especially for under-resourced languages.

Bitext

In the field of translation studies a bitext is a merged document composed of both source- and target-language versions of a given text.

Bitexts are generated by a piece of software called an alignment tool, or a bitext tool, which automatically aligns the original and translated versions of the same text. The tool generally matches these two texts sentence by sentence. A collection of bitexts is called a bitext database or a bilingual corpus, and can be consulted with a search tool.

Bitexts and translation memories

The concept of the bitext shows certain similarities with that of the translation memory. Generally, the most salient difference between a bitext and a translation memory is that a translation memory is a database in which its segments (matched sentences) are stored in a way that is totally unrelated to their original context; the original sentence order is lost. A bitext retains the original sentence order. However, some implementations of translation memory, such as Translation Memory eXchange (TMX), a standard XML format for exchanging translation memories between computer-assisted translation (CAT) programs, allow preserving the original order of sentences.

Bitexts are designed to be consulted by a human translator, not by a machine. As such, small alignment errors or minor discrepancies that would cause a translation memory to fail are of no importance.

4.3.1 Supplementary readers

Textbooks are written to support a specific course and relate directly to the syllabus of that course. Reference and general books supplement course textbooks by offering alternative

approaches, additional information and knowledge of subjects not directly covered by the school curriculum. The importance to the educational process of access to a wide variety of reading materials is widely recognized. Without it, what is taught in the classroom is not reinforced and the quality and permanence of the benefits of education are endangered. Such access:

- develops the ability to read and extends the vocabulary;
- develops a teaching force which is capable of moving beyond the confines of set books and textbooks;
- supplements and enriches work done by pupils in the classroom;
- encourages independent access to information and arouses the interest of pupils in matters outside the curriculum;
- provides training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning.

4.3.2 Fiction

Fiction is the classification for any story or setting that is derived from imagination in other words, not based strictly on history or fact. Fiction can be expressed in a variety of formats, including writings, live performances, films, television programs, animations, video games, and role-playing games, though the term originally and most commonly refers to the narrative forms of literature, including novels, novellas, short stories, and plays. Fiction is occasionally used in its narrowest sense to mean simply any "literary narrative".

A work of fiction is an act of creative imagination, so its total faithfulness to the real-world is not typically assumed by its audience. Therefore, fiction is not commonly expected to present only characters who are actual people or descriptions that are factually accurate. Instead, the context of fiction, not adhering precisely to the real world, is generally understood as being more open to interpretation. Characters and events within a fictional work may even be set in their own context entirely separate from the known universe: an independent fictional universe. Fiction is regarded as the traditional opposite of non-fiction, whose creators assume responsibility for presenting only the historical and factual truth; however, the distinction between fiction and non-fiction can be unclear, for example, in postmodern literature

Characteristics of Historical Fiction

Historical fiction novels blend fictional characters and stories with historical settings and facts. In historical fiction novels, you may follow a family of peasants in Medieval France or a group of aristocrats during the Revolutionary War. Regardless of the narrative focus, though, all historical fiction novels share common characteristics that serve to distinguish the overall genre. Though usually densely written, rich with historical details and facts, historical fiction novels often bring a historic period to life in engaging and memorable ways.

Authentic Characters

Another characteristic of historical fiction novels is that of authentic characters. The primary characters in historical novels are usually imaginary, but supporting characters may be actual historic personages. While the primary characters may not play a central role in the narrative of the novel, they are usually more important than the surrounding settings and events. In fact, many historical fiction novels are character-based and driven, sometimes following fictional families over several generations, as in John Jakes' "Kent Family Chronicles."

Joyce G. Saricks, in "The Readers' Advisory Guide to Genre Fiction," explains that character-oriented historical fiction "often provide[s] a very intimate portrayal of the protagonist." Authentic characters, however, takes some deliberate care on the part of the writer. The character must accurately portray the ideas, opinions, behaviors, values and habits of the novel's chosen time period.

Cultural Understanding

Historical fiction novels, when effectively developed, are also characterized by cultural understanding. In developing a historical fiction novel, a writer has to imaginatively experience life from the perspective of a character within the novel's setting. A writer also needs to accurately use factual information, so as to not misrepresent the historical period. Stone and Nyren explain that "outsiders to a culture often inadvertently create characters whose basic values and ideas reflect those of their own culture rather than the one at hand, thereby making the work unrealistic."

Cultural understanding also encompasses an awareness of and sensitivity to the worldviews of the period, as well as a fair portrayal of divergent viewpoints. The plot of a historical fiction novel may not only reflect the issues and concerns of the time period, but also may explore specific issues in depth.

Novel

The historical novel is a genre of literature whose story is set during a period that predates the author's own time, often by a significant number of years. A historical novel generally involves substantial research by the author concerning details of the period. The genre became widely popular during the 19th century Romantic period, advanced by great novelists such as Sir Walter Scott.

The purpose of the historical novel extends beyond that of entertainment, though many excel at this in their own right. Authors have often intended to deliver a message, advance a cause or ideology, or popularize history and present a time period to the public; none of these intentions is necessarily exclusive of the others. Historical novels are commonly

set during eventful periods in human history, depicting a conflict or a transitional moment in time. Some historical novels span a lengthy duration and may include many accurate details about the past.

4.3.4 Newspaper

A newspaper is a periodical publication containing written information about current events. Newspapers can cover wide variety of fields such as politics, business, sport and art and often include materials such as opinion columns, weather forecasts, reviews of local services, obituaries, birth notices, crosswords, editorial cartoons, comic strips, and advice columns.

Most newspapers are businesses, and they pay their expenses with a mixture of subscription revenue, newsstand sales, and advertising revenue. The journalism organizations that publish newspapers are themselves often metonymically called newspapers.

Newspapers have traditionally been published in print (usually on cheap, low-grade paper called newsprint). However, today most newspapers are also published on websites as online newspapers, and some have even abandoned their print versions entirely.

Newspapers developed in the 17th century, as information sheets for businessmen. By the early 19th century, many cities in Europe, as well as North and South America, published newspapers.

Some newspapers with high editorial independence, high journalism quality, and large circulation are viewed as newspapers of record.

Gazettes and bulletins

In Ancient Rome, Acta Diurna, or government announcement bulletins, were produced. They were carved in metal or stone and posted in public places. In China, early government-produced news-sheets, called Dibao, circulated among court officials during the late Han dynasty (second and third centuries AD). Between 713 and 734, the Kaiyuan Za Bao ("Bulletin of the Court") of the Chinese Tang Dynasty published government news; it was handwritten on silk and read by government officials. In 1582, there was the first reference to privately published newssheets in Beijing, during the late Ming Dynasty.

4.3.5 Technology

For centuries newspapers were printed on paper and supplied physically to readers either by local distribution, or in some cases by mail, for example for British expatriates living in India or Hong Kong who subscribed to British newspapers. Newspapers can be delivered to subscribers homes and/or businesses by a paper's own delivery people, sent via the mail, sold at

newsstands, grocery stores and convenience stores, and delivered to libraries and bookstores. Newspaper organizations need a large distribution system to deliver their papers to these different distributors, which typically involves delivery trucks and delivery people. In recent years, newspapers and other media have adapted to the changing technology environment by starting to offer online editions to cater to the needs of the public. In the future, the trend towards more electronic delivery of the news will continue with more emphasis on the Internet, social media and other electronic delivery methods. However, while the method of delivery is changing, the newspaper and the industry still has a niche in the world.

In early modern Europe, the increased cross-border interaction created a rising need for information which was met by concise handwritten news-sheets. In 1556, the government of Venice first published the monthly notizie scritte, which cost one gazette, a small coin. These avis were handwritten newsletters and used to convey political, military, and economic news quickly and efficiently to Italian cities (1500–1700)—sharing some characteristics of newspapers though usually not considered true newspapers. However, none of these publications fully met the classical criteria for proper newspapers, as they were typically not intended for the general public and restricted to a certain range of topics.

Report

A report or account is any informational work (usually of writing, speech, television, or film) made with the specific intention of relaying information or recounting certain events in a widely presentable form. A report is an informational work made with the specific intention of relaying information or recounting certain events in a way that is concise, factual and relevant to the audience at hand. Reports may be conveyed through a written medium, speech, television, or film. In professional spheres, reports are a common and vital communication tool. Additionally, reports may be official or unofficial, and can be listed publicly or only available privately depending on the specific scenario. The audience for a report can vary dramatically, from an elementary school classroom to a boardroom on Wall Street.

Advantages of a Report

Reports use features such as tables, graphics, images, voice, or specialized vocabulary in order to persuade a specific audience to undertake an action or inform the reader of the subject at hand. Some common elements of written reports include headings to indicate topics and help the reader locate relevant information quickly, and visual elements such as charts, tables and figures, which are useful for breaking up large sections of text and making complex issues more accessible. Lengthy written reports will almost always contain a table of contents, appendices, footnotes, and references. A bibliography or list of references will appear at the end of any credible report and citations are often included within the text itself. Complex terms are explained within the body of the report or listed as footnotes in order to make the report easier to follow. A short summary of the report's contents, called an abstract, may appear in the beginning

so that the audience knows what the report will cover. Online reports often contain hyperlinks to internal or external sources as well.

Verbal reports differ from written reports in the minutiae of their format, but they still educate or advocate for a course of action. Quality reports will be well researched and the speaker will list their sources if at all possible.

Magazine

A magazine is a publication, usually a periodical publication, which is printed or electronically published (sometimes referred to as an online magazine). Magazines are generally published on a regular schedule and contain a variety of content. They are generally financed by advertising, by a purchase price, by prepaid subscriptions, or a combination of the three. At its root, the word "magazine" refers to a collection or storage location. In the case of written publication, it is a collection of written articles. This explains why magazine publications share the word root with gunpowder magazines, artillery magazines, firearms magazines, and, in French, retail stores such as department stores.

Advantages

- More targeted: specific magazine titles appeal to specific target groups more so than a newspaper advert.
- Long Life: magazines have a longer “life” than newspapers, they sit about in doctor’s waiting rooms, magazine racks and with collectors.
- Pass-on readership – people may pass magazines on to their friends and family which will increase exposure of your advert
- Status – some magazine titles are well respected in their field, so an advertisement in these will increase your product/service’s prestige by association.

Disadvantages

- Deadlines months in advance – magazines often require the ads to be submitted weeks or months in advance. This means you have to ensure your marketing strategy is in place well in advance. It also means that testing adverts can be a lengthy process!
- Cost of testing – colour artwork can be more expensive, so small tests are often uneconomical
- Regional testing – can’t often be done as magazines area often national
- Graveyard – your ad runs the risk of being shoveled into the graveyard of ads in the back of the magazine unless you pay for premium positioning.

Self Assessment Questions

1) What is the role of a newspaper in teaching history?
   ……
   ……
   ……
2) Explain the functions of technology in teaching history?
   ……
   ……
   ……
3) What are the advantages of a magazine?
   ……
   ……

4.3.6 Journal

A journal is a record of events or business; a private journal is usually referred to as a diary. It is a newspaper or other periodical, in the literal sense of one published each day. It has many publications issued at stated intervals, such as academic journals (including scientific journals), or the record of the transactions of a society, are often called journals. In academic use, a journal refers to a serious, scholarly publication that is peer-reviewed. A non-scholarly magazine written for an educated audience about an industry or an area of professional activity is usually called a trade magazine. The word "journalist", for one whose business is writing for the public press and nowadays also other media, has been in use since the end of the 17th century.

Uses of a Journal

1. **Record daily events for later reference:** Carry your journal everywhere. Have a few minutes at the cafe between meetings? Record how the first meeting went, how you're feeling afterward, and what you might have done differently if you could.

2. **Celebrate small wins:** This is related to recording daily events. The idea here is that you want to write down whatever circumstance excites you, gives you the feeling that you've won. Clients and others change their minds and sometimes do things to counteract the positive feelings you've

3. **Break down future goals and next steps into actionable to-do lists:** There might be other places you keep to-do lists, but I find my journal the perfect place for long-term to-do lists and write down short-term actions steps when I've forgotten my daily planner at home. (I rarely forget my journal.)

4. **Arm yourself with words of wisdom:** You have to look up that favorite quote of Oprah's that you keep looking up, or you've just read something in a novel that strikes you. These quotes are great fodder for the compost pile that is your journal.

5. **Capture those brilliant ideas as soon as they occur to you:** The trick to acting on great ideas? Writing them down as soon as you come up with them. We often forget our ideas unless we write them down quickly. I usually draw a little light bulb above my ideas so they're easier to identify when I review my journal at later times.

6. **Take notes on things you read, hear and watch:** Note the highlights when reading a book for personal development or watching a TED Talk to learn things related to growing your business skills. Then you'll have at least a rough idea of where to find those notes when you want to read them over again in a few weeks or months.

7. **Write affirmations:** Affirmations can be powerful psychological tools to empower you. A personal favorite is: "I am capable of loving myself enough to find peace with all circumstances." Sometimes I write a whole list and sometimes I repeatedly write one specific affirmation over and over.

8. **Keep a list of books you'd like to read, or other similar lists:** I'm often recommended books or read about books I feel I should check out.

9. **Tell yourself what you want to move past with "Let it go" lists:** Face it, you're human. There are going to be things that bug you and you can't seem to forget. Write them down. Whether it's an interaction with someone you considered an idol but now you lack respect for, or something like watching a competitor's social media following grow at an unrealistic pace. Let it go!

10. **Put some intentionality into your networking with lists of people you want to meet:** When I see someone on social media or in the press that I think would be a great connection, I write their name down and any contact information that's readily available. Later, I can dig deeper and do some outreach.

11. **Make lists of memories or funny things your loved ones say and do:** I keep a list of things I hear my boyfriend say in his sleep. (He talks a lot in his sleep.) These notes don't necessarily have any impact on your business or career success but help you remember that your life is about much more than the work you do or your dreams for your future. You're living in the here-and-now; record it!

12. **Write down questions to reframe the problems that plague you:** I've written down questions like "How can I make $5,000 a month?" One trick is to focus on positive outcomes. "How did my account end up negative?" gets you focus on the negative actions or inactions that you don't want to repeat. Instead, you might ask "How can I keep a

constant flow of money coming in?" Not that these questions will all be answered, but it's key to focusing your attention on positive growth-based actions and thought processes.

13. **Draft content for product or marketing purposes:** Begin outlining the topics you want to cover in your e-book or next LinkedIn post. Draw possible layouts for these products if you're designing them yourself or working with a graphic designer.

4.3.7 Internet Teaching

The Internet and the World Wide Web (WWW) in particular have become increasingly common household terms as evidenced by the wealth of references to them in the popular media and on television programs in the US. The popularity of the WWW has spread to the educational community as well. The Internet is increasingly being used as an educational tool in K-12 schools with access. There is a sharp increase in the number of schools connected to the Internet. Professional development opportunities for teachers to learn to use the Internet are ever increasing and the numbers of books that specialize in educational resources on the Internet are filling bookshelves. Recently Cyber schools are coming online under the auspices of public school districts. Online courses are being conducted for K-12 students. One can safely predict that in the short term larger number of teachers is going to grapple with effective ways of integrating the Internet into the classroom. "The Internet and the countless possibilities associated with the Internet are quickly reshaping the way we conduct business, and redefining the way we relate to one another".

The potential of the Web is emphasized, explored and sold repeatedly to the educator. There is an overwhelming amount of practical literature available to the teacher interested in using the Internet in the classroom. However, there is very little that emphasizes effective instructional strategies needed in creating or using Internet materials in the classroom.

Use of Internet in Teaching History

Classroom set-up:

- Room arrangement/size makes it difficult to bring in a computer cart or for all students to be able to see the screen.
- Lighting:
    - Too light so screen can't be seen (no blinds/curtains).
    - Can only turn all lights on or all off. All on is too bright, and all off is too dark (students can't see instructor, each other, and/or their notes).
- No Ethernet connections for students, so they cannot access the Internet during class for purposes of group or individual work.

Equipment:

- InFocus projector controls locked in cabinet and instructor doesn't have key; too time consuming to have to get key before every class.
- No permanent InFocus projector in class, so instructor has to check one out each time.
- No time to pick up check-out computer carts before class (especially for instructors with little time between classes).
- InFocus projectors on carts are not always ready to use (cables are not attached or may be missing).
- Because of variety of InFocus projectors, instructors may not be familiar with using all of them and thus have difficulty configuring their laptop to work with the projector.
- Resolution of Mac Computers with most of the InFocus projectors is not very clear.
- Takes to long to set up the equipment if instructors have to bring own laptop and connect it. This is an issue for instructors who have back-to-back classes in different rooms or who have to wait for another class to leave the room before they can go in and set up for their class.

Internet issues:

- Connection to Internet may be slow or unreliable. Instructors need to be able to make connections to access course site, outside sites, and UMD server.
- Quality of web sites: Students are still not discerning consumers and are not differentiating between reputable and poor sites.
- Students' over reliance on the Internet for research (many not using the library at all).
- Students are plagiarizing work from the Internet.

Accessibility and equity issues:

- Not all students have access to the Internet off campus (and even on campus) and are thus being disadvantaged by classes they place heavy emphasis on use of the Internet.
- For some commuters from outside of the region in rural areas dialing UMD or their Internet Service Provider is a long-distance call and thus becomes very costly.
- Not all students are comfortable using computers (in and out of class).

Instructor use:

- Creating computer based materials for class is very time consuming, especially for beginning users.
- Learning the necessary skills and keeping up-to-date is very time consuming.

- Even once an instructor has a course web site online, maintaining it is time consuming (especially checking to see that external links are working and monitoring online class discussions).
- over reliance or inappropriate use of computers as a teaching tool can compromise teaching (and learning) effectiveness.

Academic Snobbery

- Colleagues perceive its use as attempts to be "showy" or spoon feeding.

4.3.8 Co-operative learning

Co-operative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Cooperative learning has also been linked to increased levels of student satisfaction.

Five essential elements are identified for the successful incorporation of cooperative learning in the classroom:

- positive interdependence
- individual and group accountability
- promotive interaction (face to face)
- teaching the students the required interpersonal and small group skills
- group processing.

According to Johnson and Johnson's meta-analysis, students in cooperative learning settings compared to those in individualistic or competitive learning settings, achieve more, reason better, gain higher self-esteem, like classmates and the learning tasks more and have more perceived social support

Types of co-operative learning

Formal cooperative learning is structured, facilitated, and monitored by the educator over time and is used to achieve group goals in task work (e.g. completing a unit). Any course material or assignment can be adapted to this type of learning, and groups can vary from 2-6 people with discussions lasting from a few minutes up to an entire period. Types of formal cooperative learning strategies include:

- The jigsaw technique
- Assignments that involve group problem-solving and decision making
- Laboratory or experiment assignments
- Peer review work (e.g. editing writing assignments).

Having experience and developing skill with this type of learning often facilitates informal and base learning. Jigsaw activities are wonderful because the student assumes the role of the teacher on a given topic and is in charge of teaching the topic to a classmate. The idea is that if students can teach something, they have already learned the material.

Informal cooperative learning incorporates group learning with passive teaching by drawing attention to material through small groups throughout the lesson or by discussion at the end of a lesson, and typically involves groups of two (e.g. turn-to-your-partner discussions). These groups are often temporary and can change from lesson to lesson (very much unlike formal learning where 2 students may be lab partners throughout the entire semester contributing to one another's knowledge of science).

Discussions typically have four components that include formulating a response to questions asked by the educator, sharing responses to the questions asked with a partner, listening to a partner's responses to the same question, and creating a new well-developed answer. This type of learning enables the student to process, consolidate, and retain more information.

In group-based cooperative learning, these peer groups gather together over the long term (e.g. over the course of a year, or several years such as in high school or post-secondary studies) to develop and contribute to one another's knowledge mastery on a topic by regularly discussing material, encouraging one another, and supporting the academic and personal success of group members.

Base group learning (e.g., a long term study group) is effective for learning complex subject matter over the course or semester and establishes caring, supportive peer relationships, which in turn motivates and strengthens the student's commitment to the group's education while increasing self-esteem and self-worth. Base group approaches also make the students

accountable to educating their peer group in the event that a member was absent for a lesson. This is effective both for individual learning, as well as social support.

Collaborative learning

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. These include both face-to-face conversations and computer discussions (online forums, chat rooms, etc.). Methods for examining collaborative learning processes include conversation analysis and statistical discourse analysis.

Thus, collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Further, collaborative learning redefines traditional student-teacher relationship in the classroom which results in controversy over whether this paradigm is more beneficial than harmful. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities. The approach is closely related to cooperative learning.

- **Collaborative learning** enables developers of learning systems to work as a network. Specifically relevant to e-learning where developers can share and build knowledge into courses in a collaborative environment. Knowledge of a single subject can be pulled together from remote locations using software systems.
- Collaborative learning in thesis circles in higher education is another example of people learning together. In a thesis circle, a number of students work together with at least one professor or lecturer, to collaboratively coach and supervise individual work on final (e.g. undergraduate or MSc) projects. Students switch frequently between their role as co-supervisor of other students and their own thesis work (incl. receiving feedback from other students).
- Collaborative learning in a composition classroom can unite students when assigned open-tasks. Kenneth Bruffee introduced the learning method, Classroom Consensus Group, in which the instructor allocates groups of three to five (three being ideal) students and assigns a problem to be solved or question to be answered. There are two directions the no foundational task can be presented: as an indistinct, no right answer that generates discussion or propose an answer and request questions and a process of how the answer came to be. Once the task is assigned, the instructor backs off in order to resist the

urge to intervene in students' conversation. The goal is to remove focus of the instructor's authority. The instructor must keep time to ensure the students are centered on analogizing, generalizing, and bridging their comprehension with others. Following group discussion, the instructor is to evaluate, not judge, the students' work. Ideas should be presented to the entire class thus allowing the small groups to come together as a whole. It is then that the answers can be compared, gaps can be filled, and authority is not on one individual.

- Collaborative scripts structure collaborative learning by creating roles and mediating interactions while allowing for flexibility in dialogue and activities. Collaborative scripts are used in nearly all cases of collaborative learning some of which are more suited for face-to-face collaborative learning—usually, more flexible—and others for computer-supported collaborative learning—typically, more constraining. Additionally, there are two broad types of scripts: macro-scripts and micro-scripts. Macro-scripts aim at creating situations within which desired interactions will occur. Micro-scripts emphasize activities of individual learners.
- Collaborative learning is also employed in the business and government sectors. For example, within the federal government of the United States, the United States Agency for International Development (USAID) is employing a collaborative project management approach that focuses on collaborating, learning and adapting (CLA). CLA involves three concepts collaborating intentionally with stakeholders to share knowledge and reduce duplication of effort,
- Learning systematically by drawing on evidence from a variety of sources and taking time to reflect on implementation, and
- Adapting strategically based on applied learning.

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UNIT- V

HISTORY TEACHER & EVALUATION

Academic and Professional qualifications- Qualities required for a History Teacher -Duties and Responsibilities- Teacher Competencies and Skills – Professional growth – In Service Training and Refresher Courses – Maintenance of School Records - Evaluation of Teaching Competency : Self Evaluation, Pupil's Evaluation-Evaluation – Different aspects of Evaluation – Continuous and Comprehensive-Types-Formative– Summative - Cognitive and Non-Cognitive. Tools of Evaluation – Types of Achievement Test – Construction of Achievement Tests -Merits and Demerits -Design and Blue Print – Reliability, Validity. Question bank, its use and importance - Diagnostic Resting and Remedial Teaching

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5.1 A HISTORY TEACHER

The success or failure of a course in history rests mainly with the teacher. The most important factor in entire educational programme is the teacher. It is the teacher on whom the real success or failure of any method, aid, device or procedure depends. It is he who can evaluate how far the aims and objectives of teaching have been achieved. The history teacher not only deals with the successes and failures of the man in the past but also of the current and recurrent events and happenings of the world of today and so he is of special importance.

Lord R. Bryce has rightly observed, "The teacher of history must have the power of realizing the date passed in a living present and have a touch of imagination as well as vastly large amount of positive knowledge, then he will attempt to pile upon the memory of his class".

In this regard the Kothari Commission report (1966) says, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant".

The role of teacher has been emphasized by Dr. S. Radhakrishnan in the following words, "The teacher's place in society is of vital importance. He acts as the pivot for transmission of intellectual traditions and technical skill from generation to generation, and helps to keep the lamp of civilization burning.

He not only guides the individual, but also, so to say, the destiny of nation Teachers have, therefore, to realize their special responsibility to the society. On the other hand, it is incumbent on the society to pay due regard to the teaching profession and to ensure that the teacher is kept above want and given the status which will command respect from his students". In order to achieve all the objects, the teacher of history must have some qualities and specific qualifications.

5.2 QUALITIES AND QUALIFICATIONS OF A HISTORY TEACHER:

A history teacher is expected to possess certain academic qualifications as also certain professional qualifications.

As regards the academic qualifications it is usually a pass in matriculation/senior secondary examination for becoming a history teacher in a primary school. A pass in B.A. examination for being a teacher in history in middle or high school and a pass in M.A. examination for being a teacher in a senior secondary school.

In addition to the above academic qualifications, anyone who wishes to be appointed as a history teacher has to undergo a teachers training course (i.e., either G.B.T. or B.T/B.Ed.). This professional training is all the more important these days when new techniques of teaching, evaluation etc., are being introduced.

Trained teachers also require the stimulus of a refresher course to keep them informed about the latest methods of teaching and to refresh his knowledge of history. All this is quite essential because a good teacher must always keep him self-informed of the latest development in the field. This aspect of teacher has been brought out in the following words by Dr.Rabinder Nath Tagore, “A teacher can never truly teach unless he is still learning himself. A lamp cannot light another lamp unless it continues to burn its own flame”.

5.3 DUTIES AND RESPONSIBILITIES OF A HISTORY TEACHER

History teachers develop students' knowledge of historical events and social science at the middle school, high school and postsecondary levels. History teachers may also have duties outside of the classroom, such as preparing class trips or monitoring student organizations.

- Prepare and deliver lectures to undergraduate and/or graduate students on topics such as ancient history, postwar civilizations, and the history of third-world countries.
- Evaluate and grade students' class work, assignments, and papers.
- Prepare course materials such as syllabi, homework assignments, and handouts.
- Compile, administer, and grade examinations, or assign this work to others.
- Initiate, facilitate, and moderate classroom discussions.
- Keep abreast of developments in their field by reading current literature, talking with colleagues, and participating in professional conferences.
- Maintain student attendance records, grades, and other required records.

- ❖ Plan, evaluate, and revise curricula, course content, and course materials and methods of instruction.
- ❖ Use Career Testing to find the perfect career
- ❖ Use Career Counseling to discover your career direction
- ❖ Use Personality Type Testing to learn what really motivates you
- ❖ Maintain regularly scheduled office hours in order to advise and assist students.
- ❖ Conduct research in a particular field of knowledge, and publish findings in professional journals, books, and/or electronic media.
- ❖ Select and obtain materials and supplies such as textbooks.
- ❖ Advise students on academic and vocational curricula, and on career issues.
- ❖ Collaborate with colleagues to address teaching and research issues.
- ❖ Serve on academic or administrative committees that deal with institutional policies, departmental matters, and academic issues.
- ❖ Participate in campus and community events.
- ❖ Act as advisers to student organizations.
- ❖ Participate in student recruitment, registration, and placement activities.
- ❖ Compile bibliographies of specialized materials for outside reading assignments.
- ❖ Supervise undergraduate and/or graduate teaching, internship, and research work.
- ❖ Perform administrative duties such as serving as department head.
- ❖ Write grant proposals to procure external research funding.
- ❖ Provide professional consulting services to government, educational institutions, and/or industry.

5.4 COMPETENCIES AND SKILLS OF A HISTORY TEACHER

1) Impressive and Interesting Personality:

The teacher of history should have an impressive and interesting personality. If he lacks these then he shall not be able to present the facts in an effective manner. The teacher of history quite often has to play the role of an actor. A person without an impressive and interesting

personality shall make himself only a laughing stock if he takes to acting. This element of personality should also be accompanied by certain other traits. According to Prof. K.D. Ghosh:

"While an interesting personality is one of the important facts in a successful effective lesson, it is very doubtful if the teacher with personality would have a continuous success in his lesson unless he has a proper grip over the method, i.e., methods of teaching."

According to Bryce: "He has to do as much talking as is necessary for fulfilling his fundamental duty of making things vivid, clear, and kindling a love for the subject."

2) Responsible social worker:

Since the history teacher has to serve coming generations with his social service so his role is more or less of a responsible social worker. He can be said to have achieved his task if he has been able to would the lives of young ones in the right direction.

3) A good story teller:

Story-telling is an art and it is most desirable thing to be possessed by a history teacher. A good history teacher should be capable of framing stories connected with different historical aspects and present such stories to his students in an interesting way. This quality is more desirable in a history teacher teaching lower classes. It makes him a very History Teacher successful teacher.

4) Capacity to Undertake Excursions and Tours:

The teaching of history requires that the students should be taken out on tours and excursions to the places of historical importance. It is the teacher of history who has to accompany the students in order to explain the things to them. The teacher of history should be capable of undertaking and understanding things.

5) Capacity to Arrange and Decorate the History Room:

In the modem education the need of a separate history room or history class has been well-emphasized. A history room cannot be established and furnished unless the teacher of history is anxious to furnish and decorate it. In fact, in the teaching of history, a good deal of importance is given to a history room. The history room should be equipped with black-board, historical pictures, charts and other materials.

A teacher of history, in the words of Prof. E.L. Husluck should have the following qualities: "History requires a teacher who is willing to be ever active, ever inquiring, ever on his guard against the numerous fit falls which beset his path. He may take as his motto that of our 'ducal houses coven do huts."

5.5 PROFESSIONAL GROWTH OF A HISTORY TEACHER

- Overall Effects
- Personal characteristics of teachers
- Formal qualifications and experience
- Subject matter knowledge and knowledge about teaching and learning
- Pedagogical content knowledge
- Teaching styles and competencies
- Teachers' sense of efficacy

Characteristics of an ideal history teacher:

A successful history teacher must have the following characteristics:

1. Thorough Knowledge of the Subject:

Like the teacher of any other subject a history teacher should have a thorough knowledge of the subject. For such knowledge the teacher should read various reference books in addition to the prescribed text-books. Such a study will help the teacher to grasp the spirit of the subject and study it in a proper perspective.

The continuity in study is also essential to keep the knowledge of the subject up to date. It is not essential that a secondary school teacher be a specialist of his subject but it is essential that he should be able to present the facts of history in a psychological manner. For such a presentation teacher should be aware of the fact that social sciences are a developing subject.

2. Knowledge of Child Psychology:

For being a successful teacher in any subject knowledge of child psychology is essential and so is the case with history teacher. The psychological requirements of child differ from age to age and a teacher must have a thorough knowledge of child psychology if he wishes to impart the knowledge of the subject in a proper manner. Thus the knowledge • of child psychology and its proper use can contribute a lot in teaching of history.

3. Faith in Subject:

Unless a teacher has faith in his subject, he will not be able to acquire thorough knowledge of it. This faith also encourages the teacher to learn more and more. This faith also enables the teacher to realize the utility and the value of teaching history.

4. Knowledge of Different Methods of Teaching:

The knowledge of various methods of teaching is essential because it is only then possible to choose a suitable method according to the requirements of a particular class, e.g., a student at the age of 14 is fond of excursions and travels and a good teacher knowing it can co-ordinate the two in his teaching method to make the teaching successful.

5. Knowledge of Regional and Provincial History:

In addition to thorough knowledge of history of our country, a good history teacher must have a good knowledge of regional and provincial history. While teaching history he should give examples from this history.

6. Knowledge of Current Events:

Such knowledge helps the teacher in making a comparative study of the events of various periods, in the history of different countries of the world.

7. Knowledge of Aims and Objectives of Teaching of History:

The history teacher should have clear knowledge of the aims and objectives of the teaching of history. The teacher must also have a faith in these aims and objectives. With such a faith, he becomes interested in the subject and tries to impart knowledge in a scientific and interesting manner to suit the students and society body.

8. Originality:

A history teacher should never feel satisfied by reading what others say but should be in a position to form his own independent judgement of men and affairs. He must not have a blind faith; rather he should make it a habit to inquire to find the truth. If he possesses such qualities he can face any class-room situation that may arise unexceptionally under various circumstances.

9. Sympathetic, Creative Imagination and Ability to Act:

The history teacher should have a sympathetic out-look. It is essential for presenting the historical facts in an impartial and scientific manner without sympathy, it is impossible for the teacher to understand the perspective of the developments of history.

He should also be endowed with 'Creative Imagination'. Creative imagination enables the teacher of history to present the facts and the events in a lively manner to his students. This helps him to have the proper understanding of the facts and enables him to present them in a lively and interesting manner.

Unless the teacher of history has some touch of acting in him, he cannot bring to life the past, in the classroom. The teacher has to modulate his voice and present things in such a way that the events may look like real.

10. Broad Outlook and Strong Memory:

The teacher of history must have a broad out-look and strong memory, so that he is able to have proper knowledge and assessment of the events and facts of the past. Sharp memory enables him to remember the details. All these things will make the teaching of history interesting and successful. Prof. K.D. Ghosh observed, "Teacher of history is likely to be guided by his personal likes and dislikes".

"History teacher colors teaching of history, his interpretation of incidents and personality with his own likes or dislikes born of the religious denominations to which he belongs."

Actually, the teacher of history should try to rise above the situation. If he colours his teaching with his likes and dislikes and with the views of his religion, the teaching of history will lose its value in a Secular state. The trend of society and the requirements of the members should also be kept in mind.

Self Assessment Questions

1. What are the major characteristics of a history teacher?
   ……
   ……
   ……
2. Write down the duties and responsibilities of a history teacher ?
   ……
   ……
   ……
3. In which area a teacher stands her/his professional growth.
   ……
   ……
……

5.6 IN-SERVICE TRAINING

The majority of the participants completed the pre-conference questionnaire or produced national reports on history education. All of the countries had initiated or were planning major reforms in history curricula, textbooks and teacher training for history teachers. In some countries change was more advanced than elsewhere but some common patterns and concerns emerged in participants' responses and these are briefly summarised below because they set the agenda for the subsequent discussions and developments during the workshops.

In all of the responding countries history was a compulsory element of the school curriculum for at least some part of secondary education and on average students received around 2 hours of history teaching per week. Recent and ongoing curriculum reforms focused on the content of history courses, including the balance between political, social, cultural and economic history and the balance between national, regional, European and global history (although in most cases reforms had begun with the teaching of national history), and changes in pedagogic approaches to facilitate the development of active and enquiry-based learning, the use of primary and secondary sources and the development of historical consciousness. In most of the participating countries changes in textbooks had been implemented following curriculum reforms although some countries reported that developments were severely constrained by lack of adequate resources for textbook publishing.

Patterns of development in in-service training for teachers appeared to be variable across the region. In some of the countries in-service training is compulsory and directly related to career promotion and salary levels. This takes various forms. In some cases the graduate seeking employment as a teacher is required to undertake post-university training, which is partly on-the-job training and partly through attending courses run by specialist institutes or local education departments before they can work as a qualified history teacher. In some countries participation in in-service training is either compulsory or directly linked to promotion and salary scales. In

others it is voluntary but provision is made for teachers have the right to be released from teaching to attend inservice courses and seminars a certain number of working days per year (usually ranging between 5 and 10 days). The emerging pattern indicates that in-service training is being provided by a number of agencies, including national and local education departments, universities and pedagogic institutes, history teachers' associations and non-governmental organisations.

There was also some evidence of grassroots developments including Teachers' Circles (Slovenia), and school-based INSET. With a few exceptions, it would appear that developments in initial teacher training are lagging behind developments in curricula, textbooks and in-service training. One participant suggested that this may be because the universities and institutes responsible for this training have tended to be more resistant to change than other institutions involved in history education. The issue of 'Who trains the trainers?' emerged on several occasions during our discussions. In virtually every participating country the initial training of secondary-level history teachers took place in universities and lasted four years. As noted in Alois Ecker's report, which is appended to this report, two main structures of initial training predominate. The first is a "consecutive model, where general historical studies are followed by a period of professional and practical training (either in the final one or two semesters of University studies or through postgraduate on the job training. The second is a "concurrent model" where general, professional and practical courses take place in parallel. In some cases students studied history, in other instances history was studied in combination with another discipline, such as geography.

There were some exceptions. Currently students wishing to train to be history teachers have to go to Belgrade University and in Greece there is, as yet, no initial teacher training specifically for history teachers (and history teaching tends to be done by graduates from the Universities' Schools of Philosophy). It was clear that in some countries the main impetus for change in initial training was the perceived need to bring teaching qualifications into line with European-wide standards and practices. In the pre-conference questionnaire the participants were asked to identify the main priorities for initial and in-service training of history teachers in their countries. The main priorities for initial training identified by them were as follows:

- More provision for student teachers to do some extended teaching practice in schools;
- More emphasis on history didactics and pedagogy
- More training in the use of active learning methods
- More training on differentiated teaching, i.e. working with different ability levels;
- Greater congruence between initial training courses and the history taught in schools
- More done by governments to raise the status of history teaching and thereby enhance its profile as a desirable career for graduates.

The main priorities for in-service training of history teachers were identified as:

- More emphasis on providing practical workshops for teachers
- Compulsory provision of INSET
- Better resourcing of INSET courses, seminars and workshops
- The development of INSET through distance learning for teachers working in more remote rural areas
- The development of appropriate training materials
- The need to establish national and regional in-service training networks
- The need for greater co-ordination between initial and in-service teacher training.
- The pre-conference questionnaire was also designed to elicit the participants' views about the kinds of topics and themes on which history teachers needed further training. A number of topics, periods and themes were identified as being particularly difficult to teach. The periods most commonly raised were:
- The early origins of the peoples of the region
- The early Middle Ages
- Ottoman period
- The 20th century
- The communist era

The topics and themes which were thought to present teachers with most difficulties were:

- The Balkan Wars
- Civil Wars
- World War II
- Cold War
- Ideological movements in the 20th century
- 20th century dictatorships
- The recent conflicts in the region
- The period of democratic transition since 1989.
- It is interesting to note here that all of these topics could be said to relate to modern political history. However, some respondents also mentioned that teachers often find it very difficult to teach some aspects of social history, particularly the history of everyday life.

5.7 MAINTENANCE OF SCHOOL RECORDS

History teacher of a school is the ultimate responsible person for maintaining school records. However, it would be practically impossible for him/her to do so alone. Hence, clerical staff and teachers assist him/her in the maintenance of school records. The following points should be borne in mind for maintaining school records efficiently:

1) Keep all records up-to-date. Enter all the data promptly.

2) Keep a list of all registers maintained in the school. Give a serial number to all registers and indicate this serial number along with the name of the register in the above-mentioned list.

3) Each register should carry the following information on its cover page: Name of the school, Name of the register, dates of starting and closing the register, serial number of the register and so forth.

4) All the pages in the register should be numbered serially. No page should be torn or removed under any circumstances. If a page is unused or disfigured, write the word "cancelled" across the page. Mention the total number of pages contained in each register on the covers page.

5) All entries should be made in ink. A wrong entry should be crossed by a straight line and the authority concerned should put his/her signature there. Do not over-write.

6) open a new register only after all the pages in the previous registers are used up.

7) Do not leave any blank space in a register. Fill up all the entries required.

8) Do not ask students to make entries in any register.

9) as far as possible do not take any records home.

10) Keep them neatly and under lock and key.

11) Each record should be accurate, reliable and valid.

12) Records should be easy enough to refer to i.e. simple in nature.

13) Filling up records should not be a cumbersome, time-consuming bureaucratic procedure.

14) Each separate subject/issue should be recorded separately.

5.8 EVALUATION OF TEACHING COMPETENCY

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or

any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.

Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises, including the arts, criminal justice, foundations, non-profit organizations, government, health care, and other human services. It is long term and done at the end of a period of time.

Teacher evaluation has typically two major purposes. **First**, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development – the improvement function. **Second**, it is aimed at ensuring that teachers perform at their best to enhance student learning – the accountability function.

The improvement function: Teacher evaluation for improvement focuses on the provision of feedback useful for the improvement of teaching practices, namely through professional development. It involves helping teachers learn about, reflect on, and improve their practice. This typically occurs with account of the school context so professional development opportunities of an individual teacher are aligned with the school development plan.

The accountability function: The accountability function of teacher evaluation focuses on holding teachers accountable for their performance associating it to a range of consequences for their career. It seeks to set incentives for teachers to perform at their best. It typically entails performance-based career advancement and/or salaries, bonus pay, or the possibility of sanctions for underperformance. Teacher evaluation for accountability is summative in nature and usually involves evaluating performance at nodal points in a teacher‟s career. It also works as a means to provide recognition to teachers.

The tension between the improvement and the accountability functions: Combining both the improvement and accountability functions into a single teacher evaluation process raises difficult challenges. When the evaluation is oriented towards the improvement of practice within schools, teachers are typically open to reveal their weaknesses, in the expectation that conveying that information will lead to more effective decisions on developmental needs and training. However, when teachers are confronted with potential consequences of evaluation on their career and salary, the inclination to reveal weak aspects of performance is reduced, i.e. the improvement function is jeopardised. Also, using the same evaluation process for both purposes undermines the usefulness of some instruments (such as self-evaluation), and creates an additional burden on evaluators as their decisions have somewhat conflicting consequences (e.g. tension between improving performance by identifying weaknesses and limiting career progression, if the

evaluation prevents teachers from advancing in their career). In practice, countries rarely use a pure form of teacher evaluation model but rather a unique combination that integrates multiple purposes and methodologies (Stronge and Tucker, 2003). These risks are compounded in contexts of lack of maturity of teacher evaluation as when evaluation is not ingrained in the school culture, evaluatees and evaluators have little experience, or evaluators have not had their legitimacy recognised.

To some extent trying to achieve improvement through accountability causes tensions. An emphasis on accountability may in some instances lead teachers to feel insecure or fearful and reduce their appreciation of their work (OECD, 2009b). By contrast, teachers and their unions expect opportunities of social recognition of their work and opportunities for professional growth through the development of a formative system of teacher evaluation (Avalos and Assael, 2006).

Teacher evaluation for improvement purposes is likely to benefit from conditions such as:

- A non-threatening evaluation context;
- A culture of mutually providing and receiving feedback;
- Clear individual and collective objectives with regard to improving teaching within the school as
- well as a sharing of school objectives;
- Simple evaluation instruments such as self-evaluation forms, classroom observation, and structured interviews;
- A supportive school leadership;
- Opportunities to enhance competencies as well as resources and means to improve practice;
- Teacher evaluation integrated in a system of school self-evaluation and quality assurance.
- In turn, teacher evaluation for accountability is likely to benefit from conditions such as:
- An independent and objective assessment of the teacher‟s performance;
- National-level standards and criteria across schools;
- An evaluation component external to the school and more formal processes;
- Well-established rules regarding the consequences of the evaluation;
- Clear individual objectives with regard to all aspects of a teacher‟s performance.
- Well-trained, competent evaluators of teaching performance;
- Impact on professional development plan.
- Possibilities for appeal for teachers who feel they have not been treated fairly.

Self-Assessment of a History Teacher

Self-evaluation is one of the most overlooked forms of explicit evaluation. Ideally and logically, this should precede all other forms of the evaluation of teaching effectiveness. For professional educators, the goal is always the same: monitor and adjust instruction to increase the learning of all students. Conscientious faculty members subject their teaching strategies,

instructional techniques and style to their own critical evaluation on an almost constant basis. This evaluation often does not have a formal structure but even a simple checklist can help to focus ideas. Those faculties who are most interested in doing their best are the ones who tend to take self-evaluation most seriously and may share their critiques and seek advice from colleagues on how to improve the effectiveness of their teaching.

Self-evaluation of teaching can range from personal reflection to formal assessment intended for promotion or tenure.

Self-evaluation can assist you to:

- ❖ improve the educational experiences you provide for your students
- ❖ identify the professional education you need to further develop your capacity to teach well
- ❖ prepare for your performance review with your supervisor
- ❖ assess your readiness to apply for promotion and tenure"

5.9 PUPIL'S EVALUATION

Meaning of Pupil Evaluation

Pupil evaluation sometimes involves an evaluation of all aspects of the learning experience provided by the institution, including teaching, library, information technology, through to the sport facilities and catering. This is sometimes called the total student experience.

In other cases, the pupil evaluation might be restricted to feedback on the performance of teaching staff, usually undertaken at the unit (course or module) level. Often this teacher performance evaluation is limited and often fails to engage with students' own evaluation of their learning. Sometimes, albeit rarely, evaluation procedures focus on an assessment of learning.

Pupil evaluation is sometimes referred to as student feedback. However, the term 'feedback' needs to be used with care and a clear distinction drawn between feedback *from* students about their experience and feedback *to* students about their progress. Feedback *from* students is the same as the first core meaning above. Feedback *to* students is the same as assessment of students' learning and thus similar to the second core meaning above.

Pupil evaluation in the sense of assessment of students (and thus of feedback *to* students on progress) is summed up by the University of Missouri School of Medicine (2012):

Pupil evaluation is a vital part of any educational process. In medical education, evaluation serves two purposes: 1) to assess student performance and 2) to provide the information needed to continuously enhance each student's performance. The assessment component determines whether each student is acquiring the appropriate knowledge and skills to

function as a competent physician and is developing the values, attitudes and behaviors that characterize the high standards of the medical profession.

Definition

Pupil evaluation has two meanings:

1. Pupil evaluation is an assessment by learners of the service provided by the institution, be it solely of the classroom experience or of all aspects of the learning experience.

2. In some countries, such as the United States and Canada, 'pupil evaluation' has the same meaning as assessment of students' learning

Evaluation

One way of doing this is by means of a Progress Diary. It is normally used at the end of each unit and provides an opportunity for the pupil to reflect upon his or her learning process. ... Teachers can use self-evaluation to analyse the process of teaching and learning.

To most people evaluation means testing, but to educators evaluation is much more. Evaluation refers to a broad range of activities and tasks including observation, worksheets, essays, presentation, group work, performances and more traditional forms of testing. It's important to look at the issue of evaluation by thinking about why teachers evaluate.
The main reason teachers evaluate is to find out what students have learned—the outcome of the instruction. This information is used in two ways: first to inform the teachers about their teaching and what needs to be taught next and second, to make a judgement about how well students have learned the knowledge or skill being taught. Evaluation is a systematic process that involves a variety of activities.

Teachers gather information about student achievement informally and formally. Informal evaluation is used by the teacher to provide feedback to students and to check for understanding in the teaching and learning process. Informal evaluation activities include observation of students as they work in groups, pretests, short classroom assignments, practice tasks, oral questioning and discussion. Formal evaluation is used to judge student achievement; that is, how well the student has learned the knowledge and/or skills. Students are marked on formal evaluation tasks and this mark is usually part of their report card grade. These evaluation tasks can include projects, writing assignments, performances, tests, reports and research.

Student report card marks are based on a number of different evaluation activities over an extended time. Teachers are careful to use many opportunities to evaluate students before they make a judgement about a student's achievements. Marking a single test or project does not give the teacher enough information to offer a complete picture of the student's abilities. As well, not

everything students are expected to learn can be marked on a pencil and paper test. That's why a teacher's judgement about student achievement is a more complete evaluation than a single test like the achievement or diploma exams.

Planning steps for conducting a pupil evaluation

1. "Describe the teaching context: Descriptions convey the objectives of the instructional activity, innovation or course and include information about the assessment purpose and intended uses.
2. Identify stakeholders and their needs: Identifying stakeholders (e.g. instructor, students, and department) and determining their needs helps to focus the assessment process so that the results are of the greatest utility.
3. Determine the assessment purpose using central questions: Identifying a clear purpose by using central questions helps determine how the assessment should be conducted.
4. Identify how you will use the assessment results: Identify how you will use the assessment results for each of your central questions. Uses should directly relate to the assessment's purpose.
5. Create an assessment plan: The assessment plan is a detailed description of how the research will be implemented."

Classes room organization

- Chalkboards and whiteboards are clear of distracting smudges.
- Students are putting their personal belongings in the right place
- The floor is clean and free of trash.
- Bulletin boards are age appropriate and engaging.
- The classroom is stocked with supplies in easy reach

Professional Behavior/Appearance

- I'm alert for ways to improve my teaching.
- I work to solve any issues that come up and take leadership of my classroom
- My students address me with respect.
- My appearance is neat and professional.

Classroom Control

- My students don't interrupt or speak over me.
- I don't raise my voice to get attention.
- I move around the classroom, walk between the rows, or stand at the back of the room. I don't just stay behind my podium or desk while teaching.

Discipline/Character Training

- I give students clear expectations for classroom behavior.
- I teach them about different character traits by incorporating themes like courage, honesty, and diligence into lessons.
- I remember to praise good behavior and character traits when I see them in my students.

Communication

- Worksheets, tests, and instructions on the chalkboard have correct grammar, spelling, and punctuation.
- I avoid slang and texting lingo with students.
- I speak clearly and with expression.
- I check the pronunciation of any unfamiliar names or terms before teaching them.
- I speak at my students' level of understanding.

Lesson Content

- My preparation is evident.
- I take extra time to make sure I'm using curriculum to my students' advantage and follow a logical sequence of lessons.
- I cover each lesson's material thoroughly.

- I add creative ideas and enrich textbook learning with engaging visuals, chalkboard work, class demonstrations, or review games.

Student Engagement

- I encourage student input and engagement in my class.
- I strive for lessons that prompt higher-level thinking and present interesting content, and my students raise thought-provoking questions of their own.
- I balance student comments with lesson material. I let students know that I value their participation, but I don't let lessons get sidetracked by unrelated comments.
- I check on individual student needs to make sure everyone is keeping up and no one is getting behind.
- I involve all students in my lessons.

Attitude

- I have a goal-oriented attitude toward teaching. I think ahead, work quickly, and determine to use every minute wisely.
- I give helpful, constructive comments for students' work and presentations.
- I take initiative to get things done.
- I'm responsible, reliable, independent, and punctual.
- I make learning fun by being enthusiastic and excited, no matter what I'm teaching.

5.10 DIFFERENT ASPECTS OF EVALUATION

'The purpose of the second stage is to prepare the basis for evaluation.' This stage consists of three components:

- Quality metrics selection: 'The manner in which quality characteristics have been defined does not allow their direct measurement. The need exists to establish metrics that correlate to the characteristics of the software product. Every quantifiable feature of software and every quantifiable interaction of software with its environment that correlates with a characteristic can be established as a metric. [...] Metrics can differ depending on the environment and the phases of the development process in which they are used. Metrics used in the development process should be correlated to the user respective metrics, because the metrics from the user's view is crucial.'

- Rating levels definition: 'Quantifiable features can be measured quantitatively using quality metrics.' The result, the measured value, must be interpreted as a rated value, i.e. 'divided into ranges corresponding to the different degrees of satisfaction of the requirements. Since quality refers to given needs, no general levels for rating are possible. They must be defined for each specific evaluation.'

- Assessment criteria definition: 'To assess the quality of the product, the results of the evaluation of the different characteristics must be summarized. The evaluator has to prepare a procedure for this, using, for instance, decision tables or weighted averages. The procedure usually will include other aspects such as time and cost that contribute to the assessment of quality of a software product in a particular environment.'

Evaluation procedure proper

'The last step of the Evaluation Process Model is refined into three steps, namely measurement, rating and assessment.'

- Measurement: 'For measurement, the selected metrics are applied to the software product. The result is values on the scales of the metrics.'
- Rating: 'In the rating step, the rating level is determined for a measured value
- Assessment: 'Assessment is the final step of the software evaluation process where a set of rated levels are summarized. The result is a statement of the quality of the software product. Then the summarized quality is compared with the other aspects such as time and cost. Finally managerial decisions will be made based on the managerial criteria. The result is a managerial decision on the acceptance or rejection, or on the release or no-release of the software product.'

5.11 CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development. It is a developmental process of assessment which emphasizes on two fold objectives. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes on the other. In this scheme the term `continuous' is meant to emphasize that evaluation of identified aspects of students `growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self evaluation.

The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the co scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other then the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like :

- Knowledge
- Understanding/Comprehension
- Applying
- Analyzing
- Evaluating
- Creating

Objectives

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching – learning strategies on
- the basis of regular diagnosis followed by remedial instruction
- To use evaluation as a quality control devise to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centered activity
  assess the learner.

The Need To

- Use a variety of ways to collect information about the learner's learning and progress in subjects and cross curricular boundaries.
- Collect information continuously and record the same.
- Give importance to each learner's way of responding and learning and time it takes to do so.
- Report on an ongoing continuous basis and be sensitive to every learner's responses.
- Provide feedback that will lead to positive action and help the learner to do better.

Features of Continuous and Comprehensive Evaluation

- The 'continuous' aspect of CCE takes care of 'continual' and 'periodicity' aspect of evaluation.
- Continual means assessment of students in the beginning of instructions (placement

evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation.

- Periodicity means assessment of performance done frequently at the end of unit/term(summative) The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality.
- It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include Life Skills, Co-Curricular, attitudes, and values.

Important functions of Continuous and Comprehensive Evaluation are as follows:

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of Learner's progress (ability and achievement with reference to specific scholastic and co-scholastic areas). Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs.
- It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction. By continuous evaluation, children can know their strengths and weaknesses.
- It provides the child a realistic self assessment of how she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals.
- It helps a learner to determine the areas of instruction in which more emphasis is required. Continuous and comprehensive evaluation identifies areas of aptitude and interest.
- It helps in identifying changes in attitudes, and value systems.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required. Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in sudden fall in their achievement.

If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect in studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

Self Assessment Questions

1) What are the evaluation procedures in history education?
   ……
   ……
   ……
2) Difference between continuous and comprehensive evaluation.
   ……
   ……
   ……
3) List down the planning steps for conducting a pupil evaluation.
   ……
   ……
……

5.12 FORMATIVE AND SUMMATIVE ASSESSMENT

Formative assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately
- Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:
- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital
- Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

5.13 COGNITIVE AND NON-COGNITIVE.

They may also involve intellect, but more indirectly and less consciously than cognitive skills. Soft skills are associated with an individual's personality, temperament, and attitudes.

Cognitive evaluation

Cognitive evaluation theory (CET) is a theory in psychology that is designed to explain the effects of external consequences on internal motivation. Specifically, CET is a sub-theory of self-determination theory that focuses on competence and autonomy while examining how intrinsic motivation is affected by external forces.

CET uses three propositions to explain how consequences affect internal motivation:

1. External events set will impact intrinsic motivation for optimally challenging activities to the extent that they influence perceived competence, within the context of self-determination theory. Events that promote greater perceived competence will enhance intrinsic motivation, whereas those that diminish perceived competence will decrease intrinsic motivation (Deci & Ryan, 1985).
2. Events relevant to the initiation and regulation of behavior have three potential aspects, each with a significant function.

- ❖ The informational aspect facilitates an internal perceived locus of causality and perceived competence, thus positively influencing intrinsic motivation.
- ❖ The controlling aspect facilitates an external perceived locus of causality (a person's perception of the cause of success or failure), thus negatively influencing intrinsic motivation and increasing extrinsic compliance or defiance.
- ❖ The amotivating aspect facilitates perceived incompetence, and undermining intrinsic motivation while promoting disinterest in the task.The relative salience and strength of these three aspects to a person determines the functional significance of the event (Deci & Ryan, 1985).

3. Personal events differ in their qualitative aspects and, like external events, can have differing functional significances. Events deemed internally informational facilitate self-determined functioning and maintain or enhance intrinsic motivation. Events deemed internally controlling events are experienced as pressure toward specific outcomes and undermine intrinsic motivation. Internally amotivating events make incompetence salient and also undermine intrinsic motivation

Non-Cognitive Area

Quality which prepares the children to undertake goal-oriented tasks, pursue them with patience and complete them in a time-bound fashion.

Sense of duty and service : These manifest as willingness to sacrifice self-interest for the welfare of others while performing one's dudes without any feeling fear or favour. It is to create in the growing child a sense of empathy and readiness to render help voluntarily to neighbours, peers, handicapped, old people, and so on.

Equality: Acceptance of the proposition that all are equal irrespective of caste, creed, religion or sex requires inculcating in the child a basic mental disposition to view the relationship of self and others in an egalitarian framework. The school experiences should nurture such a view in every child so that he or she grows into an adult carrying a sense of belongingness to a community of equals, each sharing a common set of rights, responsibilities and obligations to the society. The ultimate goal is to help the children move towards a global perspective cutting across the barriers of linguistic, racial, regional, cultural, religious, social and economic differences.

Cooperation: The value of working together to achieve common goals needs to be imbibed in all children through appropriate experiences of working and living together inside and outside the school. The mutually interdependent nature of human life at local, national, and internationals has to be brought home to the children so that they realize the need for cooperative effort. This should of course be done in a careful manner so as not to jeopardize the sense of independence, individuality and spirit of competition in the child which are equally important.

Sense of responsibility: Developing a sense of responsibility can be seen as the readiness of the child to face difficulties and problematic situations with commitment and conviction while performing various tasks. This requires building in the children a positive self-image and confidence in their personal capabilities.

Truthfulness: A quality expected in every individual is the basic urge to be truthful in his or her dealings, in every aspect of work and life. This value is so central in determining the behaviour of the child that it permeates all actions giving them the stamp of legitimacy and authenticity. It is essential that in the school and at home children are properly guided and enabled to develop the strength of mind to subject every idea and action of theirs to this criterion.

National identity: Developing a sense of national identity should be a prolonged and consistent process of inculcating in the minds of the children a sense of respect for the national symbols, and reverence and concern for upholding the basic values enshrined in the constitution. This is not developing a blind loyalty to a set of prescriptions but an enlightened understanding of the commonly accepted framework essential for national unity and integration.

Educational Implications

The primary implication for CET is that the consequences of a reward will be a decreased level of intrinsic motivation and satisfaction because the reward is perceived to negatively impact the autonomy and competence of the individual. Tangible rewards under most conditions will negatively impact the motivation and interest of employees. However, while expected tangible rewards negatively impact motivation and satisfaction, unexpected tangible rewards do not have a negative impact because they are unexpected and thus do not influence the motivation to engage in the act. Similarly, rewards that are not dependent upon the task and are given freely are also not detrimental to motivation and satisfaction (Deci, Koestner, & Ryan, 1999).

Also, positive feedback is positively related to intrinsic motivation and satisfaction so long as the feedback is not relayed in a controlling manner. Word choice can negatively influence autonomy even under conditions of positive feedback if the feedback is given in a controlling manner, such as by indicating that someone is doing a good job and that they "should" continue the work, as opposed to simply indicating that they are performing well (Deci, Koestner, & Ryan, 1999).

However, an important finding regarding positive feedback is that positive feedback is important for adults, but not for children. In their analysis of the literature, Deci et al. (1999) found that while adults had their intrinsic motivation significantly enhanced by positive feedback, children showed no such difference. Positive feedback for children neither significantly increased nor decreased their intrinsic motivation. Despite this, perceived satisfaction with tasks was still positively impacted by positive feedback for both children and adults.

It is important to note that the findings of CET are usually based on the premise that the task is an interesting one so that the employee/student will want to engage in the task of their own volition, but when the task is not interesting the findings indicate that the use of rewards does not damage the intrinsic motivation or satisfaction of the employees/student to a significant degree (Deci, Koestner, & Ryan, 1999). This might indicate that under certain situations, such as when a boring task is used, tangible rewards might be appropriate.

Taken together, CET implies that under conditions involving interesting tasks positive feedback is generally a positive force on intrinsic motivation and that tangible and expected rewards are a negative force. This would indicate that when tangible rewards are to be used that they should not be made known beforehand (and therefore linked to the behavior) and that positive verbal feedback is only good when it is applied in a manner that does not threaten the autonomy of the individual. The implications of this theory have been noted in the field of economics due to its implications for incentives (Fehr & Falk, 2002) and in educational settings (Hattie & Timperley, 2007). In the educational field, the difference between children and adults

in how important positive feedback is to their feelings of intrinsic motivation is an important one and will alter the application of CET between the workplace and the classroom.

5.14 EVALUATION TOOL

We have put together a number of different evaluation tools that may be of use to you when running your own event, project or activity**.**

- Evaluation assessment checklist. ...
- Evaluation Matrix. ...
- Wordle. ...
- Radar diagram. ...
- Five people. ...
- Five words. ...
- Design a flyer. ...
- Round robin evaluation

1. Evaluation assessment checklist

Can be used when initially planning an evaluation in order to create an evaluation plan and to help decide which tools or techniques will be most appropriate to generate the most meaningful results depending on the target audience.

WHO Target – know your audience. Who is the evaluation for?
WHAT Area – what are you evaluating? (process, outcome, impact)
WHEN Timing – will the findings have any effect? (cost: benefit analysis)
HOW Tools & techniques – what is most appropriate?

2. Evaluation Matrix

Can help you to choose the most appropriate tool (horizontal side of the matrix) to answer each of the questions identified (vertical side of the matrix) in your project proposal.

Evaluation Questions	Wordle	Radar diagram	5 people	Blob tree	Focus group	Questionnaire	Star ratings
a) What were the top 5 comments from the audience?	X	X			X	X	
b) Would it be worth running this event again?	X	X	X	X	X	X	X
c) What attitudes were formed by the audience?	X	X		X	X	X	X
d) Were the staff/volunteers helpful and knowledgeable?			X		X	X	X

3. Wordle

A "word cloud" that can be used to illustrate how frequently a word is used within an evaluation to describe an event. The clouds give greater prominence to words that appear more frequently.

For example if you ask the audience to describe the event using only 3 words, you can then put all of the words into the wordle (available at http://www.wordle.net/) The larger the word produced, the more often it appeared in the source text. The wordle below shows that most of the audience thought this example event was fun, interesting, exciting, creative and enjoyable, with a very low incidence of negative words.

4. Radar diagram

Draw the outline of a radar diagram representing a range of experiences from the event, and ask the audience to complete this appropriately to reflect their feelings (see example below). The closer the point is to the experience, the higher the audience rated that experience.

5. Five people

After the event, think of 5 very different people and describe how you would explain the event to each of them, e.g.

1. Young child aged 5-7 years
2. Elderly person aged >70 years
3. Youth worker
4. Middle-aged person of low socioeconomic status
5. Young mum

This can not only help you to better understand the purpose of the event, but can also help you to find any errors and/or determine what you might change if you were to re-run the event, even if that person or age group is not within your target age range.

6. Five words

After the event, ask a variety of different people with different levels of involvement in the event to sum it up for you using 5 separate words.

These people could be:

1. The project organiser (i.e. yourself)
2. A senior member of staff from your organisation
3. A member of staff volunteering at the event
4. A non-staff member volunteering at the event
5. One member of the audience/public

7. Design a flyer

Write an advertisement, design a flyer or create a poster for your event after it has occurred. Use appropriate text and images and use an appropriate writing style for the target audience.

– Does this differ from your original advertisement, flyer or poster?
If so, how? E.g. is it more or less scientific, is the later version more colourful, does it use more or less images, have you used a different font, etc?
– This my help you to determine a true target audience for this type of event.

8. Round robin evaluation

- Each person in the audience/group writes 2 positive and 2 negative comments on one side of card, and on the other side they write 2 things they liked and 2 things they didn't like.
- Cards are then all passed round and everyone rates each comment on a scale of 1 to 5 (1 being strongly disagree and 5 being strongly agree).
- Statements and total average scores are collated and then acted upon to improve future events.
- This method determines how representative each individuals opinions are.

9. Confidence log

Teachers, staff and/or volunteers could complete a confidence log to see if their confidence in teaching a subject has changed since attending the event.

	Very confident	Confident	Some confidence	Little confidence	No confidence
Pre-event	11	9	28	14	8
Post-event	20	17	22	9	2

10. Blob tree

Developed by Pip Wilson to show how people feel about taking part in a certain task or event.

These may be handed out at the beginning and end of a session/event to see if the audience's feelings/confidence about the topic have changed.

e.g. before the event takes place an individual may know very little about the topic and feel that they are at the bottom of the tree or swinging uncontrollably from the tree. However, after the event (if successful!) that individual may feel as though they are standing at the top of the tree or they are in the middle helping others to understand.

11. Observation framework

Allows the observer to record any situations that may arise during an event and its specific time of occurrence such as relevant incidents, questions, interruptions to the event, which may help to improve later events.

This should be completed during the event and any comments should be passed to the project organizer/speaker as soon as possible after the event for them to consider.

The observer should try to capture the moods and feelings of the audience and write down as much as possible to include in the evaluation, including:

- Event name and date
- Observer's name
- Activity/session
- Level of interaction
- Head count
- Male: female ratio
- Average age
- Enthusiasm
- Relevance to aims
- Other comments

12. Focus group

- The group should meet for ~90 minutes no more than 2 weeks after the event has taken place.
- The group should contain no more than 15 and no fewer than 10 members.
- Group members should be selected randomly from the audience, trying to select individuals across a broad age range (if the event is open to the general public).
- Before the session the group should be made to understand that any personal information or data that they provide will remain confidential, and the purpose for collecting their comments and where/how they will be recorded should be explained.
- Unique questions should be asked of the group in order to find out how much the group learnt from the event.
- Two evaluators should be present during the group session, one to ask the questions and start the discussions, and a second to record the conversations and observations relating to the group's behavior.

13. Interview

- Audience members could be interviewed on a 1:1 basis no longer than 2 weeks after the event.

- Interview questions will be specific for each project or event.
- Individuals to take part should be selected randomly from the audience
- Before the session the individual should be made to understand that any personal information or data that they provide will remain confidential, and the purpose for collecting their comments and where/how they will be recorded should be explained.
- The interview should last no longer than 30 minutes and should be kept informal so as to keep the interviewee relaxed.
- The interviewer should record any comments and any visible signs from body language during the interview.
- A dictaphone could also be used to record the interview so that all dialogue is captured effectively and used within the evaluation report to improve future events.

14. Project notebook

- Keep a project notebook or diary.
- This should be kept from the very beginning of the thought process that is undertaken before a project is started and continuously updated throughout the whole phase of the project, finally coming to an end when the project has been signed off and the full evaluation report has been completed.
- All of the project organizer's thoughts, queries and questions should be recorded.
- It is important to record all dates and times that entries are made so that specific issues/errors/problems can be avoided in future, and if similar problems arise in future projects it can be clear how they were resolved and the timescale needed to get the project back on track.
- All of the audience reactions, questions and feedback could also be recorded here.
- The outcome or result that was carried out as a consequence of the feedback provided by the audience should also be noted.

15. Implementation log

- Useful to record any changes that were made during each stage of the project.
- Can help to see who was responsible for the change, if the project improved as a result of the change, and if that change would help the project to be more successful in the future.

Session	Original plan	Actual delivery
1	Completion of first questionnaire and hand out 3-day food diaries	Questionnaires were taken home to complete and handed in at the next session as time was limited
2	LGC staff asked us not to attend so that they could see how the cooking schedule would work within the time	No HNR attendance

	allowed	
3	Salt and sugar	Salt and sugar worksheets
4	Snack swaps	Snack swaps
5	Vitamins and minerals	Staff from the main LGC programme attended for filming purposes and requested no HNR attendance
6	Final evaluation, 3-day food diary and overview of the LGC programme	No food diaries were given out as these were meant to be used as a comparison to see if the pupils' diets had changed at all over the 6-week period but this was unrealistic and the children found the diaries difficult to complete with a very small amount actually handed back in from the first session

16. Questionnaire

- Questionnaires can take many forms including checklists, multiple choice questions, open and closed questions, etc.
- Successful questionnaires tend to include a combination of formats, with the opportunity to answer questions in a variety of styles.
- Should be simple to understand and not too long (2 sides of A4 maximum).
- The questionnaire should be collated so that it answers the information required without requiring the completer to write too much or for too long.
- Pictures, visuals, tick boxes and multiple choice questions can be useful to save time and get the required information.

17. Star ratings

- A list of different areas of the project/event with the opportunity to give a rating for each.
- Ratings can be provided on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree.
- Enables the project reviewer to see which aspects were of most interest to the target audience, and to see where any improvements could be made.

18. Reactionaries

- Used for the first 2-3 times that a new project is run to enable fine tuning and identify any problem areas.
- Allows you to gain reactions from the audience immediately after the event.

19. Motivating

1. Narrows a large list of possibilities down to a smaller list of the top priorities or to a final selection.
2. Preferable to normal voting as it allows an item that is favoured by all, but not necessarily the top choice of any, to rise to the top.
3. Display a numbered list of options;
4. Decide how many items must be on the final reduced list, and also how many choices each person can vote for (usually 5);
5. Each person chooses their top 5 items that they think are most important, and then they rank these choices in order of priority (1st choice ranks highest);
6. Tally votes;
7. For each item, the rankings are totalled next to the individual rankings to show a clear picture of the top priorities or most popular choices.

20. Affinity diagram

- Organizes a large number of ideas into their natural relationships
- Can be used when you are confronted with many disordered facts/ideas, when issues seem too complex to understand or when group consensus is necessary
- Each person should write down each idea on a separate piece of card;
- Related ideas should be placed next to each other;
- Repeat until all ideas are grouped (if an idea seems to fit into 2 groups, make a second note of it);
- Everyone should now discuss the shape of the chart, any surprising patterns, and any reasons that people found to move an idea from one group to another (a few more changes may be made after these discussions if appropriate);
- When final groups have been selected, choose a heading for each group;
- Combine groups into super groups if appropriate.

21. SWOT analysis

- SWOT stands for strengths, weaknesses, opportunities and threats
- Strengths and weaknesses are internal factors
- Opportunities and threats are external factors
- Can be used in the first stage of planning to focus on the key issues of the project/event and what it needs to achieve in order to be novel and unique
- Can be very subjective
- TOWS analysis can also be used which simply looks at the negative factors first in order to turn them into positive factors
- Keep your SWOT short, simple and specific

22. Decision matrix

Evaluates and prioritizes a list of options

1. Brainstorm the determining factors for evaluation that are appropriate to the project or event;
2. Discuss and refine the list of factors to those that are most important;
3. Draw a matrix. Write the factors as labels along one edge and the list of options along the other edge. Evaluate each choice against the determining factors using a rating scale;
4. The winner is the highest number in the totals column.

	Safety	Cost:benefit analysis	Fun	Educational	Fits with dept. objectives	Total
Exhibition						
Stand						
Interactive display						
Workshop						
Talk/seminar						

In conclusion

- Each method of evaluation will have its own combination of costs and benefits
- Plan effective evaluation at the outset of the project;
- Evaluation is a way to evaluate if a project is running well, if not, you can make changes as you go along;
- Match your methods to what you need to find out;
- Plan a project timeline to track the progress of a project and amend as you go to use for a re-run of that event.

5.15 ACHIEVEMENT TEST

An achievement test is a test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction.

An **achievement test** is a test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. Achievement tests are often contrasted with tests that measure aptitude, a more general and stable cognitive trait.

Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

Under No Child Left Behind, achievement tests have taken on an additional role of assessing proficiency of students. Proficiency is defined as the amount of grade-appropriate knowledge and skills a student has acquired up to the point of testing. Better teaching practices are expected to increase the amount learned in a school year, and therefore to increase achievement scores, and yield more "proficient" students than before.

When writing achievement test items, writers usually begin with a list of content standards (either written by content specialists or based on state-created content standards) which specify exactly what students are expected to learn in a given school year. The goal of item writers is to create test items that measure the most important skills and knowledge attained in a given grade-level. The number and type of test items written is determined by the grade-level content standards. Content validity is determined by the representativeness of the items included on the final test.

Achievement testing serves many purposes:

1. Assess level of competence
2. Diagnose strength and weaknesses
3. Assign Grades
4. Achieve Certification or Promotion.
5. Advanced Placement/College Credit Exams
6. Curriculum Evaluation.
7. Accountability
8. Informational Purposes

Differences in Approaches to Achievement Testing

The information gained from a standardized test is dependent upon how the testing is incorporated into the learning material.

Summative Evaluation: Testing is done at the end of the instructional unit. The test score is seen as the summation of all knowledge learned during a particular subject unit.

Formative Evaluation*:* Testing occurs constantly with learning so that teachers can evaluate the effectiveness of teaching methods along with the assessment of students' abilities.

Standardized Achievement tests can be:

- Norm- Referenced
- Criterion Referenced

The National Assessment of Educational Progress

This organization is dedicated to improving the effectiveness of our schools. In order to accomplish this goal, they make objective information concerning scholastic performance available to educators and public policy officials. They use a criterion-referenced approach to evaluating performance in ten subject areas. The criterions they set can be used as guidelines to evaluate the effectiveness of the educational system within a particular area by comparing the performance to the national criterion levels.

Types of Standardized Achievement Tests

Survey Test Batteries: Commonly used to determine general standing with respect to group performance. His battery is a group of subject area tests, usually containing a fairly limited sample of questions with in each subject area.

Test batteries usually have lower reliabilities than single subject survey tests bc of the limited question sample of each subject area.

Single Subject Survey Tests: Longer and more detailed than batteries, but only one subject are is covered by the test. Greater sampling of questions means higher levels of reliability than survey batteries.

Diagnostic Tests Allows for the identification of specific strengths and weaknesses within a subject area by subdividing the subject area into the underlying components. Diagnostic tests are common in the areas of reading, mathematics, spelling, and foreign languages are most common.

Prognostic Tests: Aptitude tests which are designed to predict achievement in specific school subjects.

5.16 CONSTRUCTION OF AN ACHIEVEMENT TEST

The first step in constructing an effective achievement test is to identify what you want students to learn from a unit of instruction. Consider the relative importance of the objectives and include more questions about the most important learning objectives. ... This step is writing the questions**.**

Any test designed to assess the achievement in any subject with regard to a set of predetermined objectives. Major steps involved in the construction of achievement test

- Planning of Test
- Preparation of a design of the test

- Preparation for the blue print
- Writing of items
- Preparation of the scoring key and marking scheme
- Preparation of question- wise analysis

Teacher Made Tests:

A teacher uses different terms of evaluation techniques in a class-room situation. Teacher-made test is one of the most valuable instruments in the hands of the teacher to solve this purpose. It is designed to solve the problems or re-quirements of the class for which it is prepared.

It is prepared to measure the outcomes and content of local curriculum. It is very much flexible so that, it can be adapted to any procedure and material. It does not require any sophisticated technique for preparation. It is easy to construct. As standardized test are prepared to measure the learning objectives in general so it is necessary to prepare teacher made tests to suit the local objectives.

In teacher made test the test items, time limit, instruction and procedure of scoring vary from test to test. These tests may be written or oral in nature. In teacher-made test both objective type and essay type items can be included.

Standardized Test:

Standardized tests are carefully constructed tests which have uniformity of procedure in scoring, administering and interpreting the test results. Generally these tests are "norm-referenced tests that measure the pupils' level of achievement in various content. And skill areas by comparing their test performance with the performance of other pupils in some general reference group."

In the Dictionary of Education C.V. Good has described a standardized test is that "for which content has been selected and checked empirically for which norms have been established for which uniform methods of administering and scoring have been developed, and which may be scored with a relatively high degree of objectivity."

5.17 MERITS AND DEMERITS OF ACHIEVEMENT TESTS

1. A practical solution.

First off, most of the standardized tests are in multiple choice format. In other words, they are not complicated enough to explain and any student – no matter what level – can understand that they have to tick one of the boxes as their answer.

Also, given that tests are easy to implement, they save a lot of time too. Not a lot of time is wasted on giving explanations for why certain sections should be done like this and so. The instructions are fairly simple: choose the answer to the question based on the suggestions below.

2. Results are quantifiable.

When educators are able to quantify the achievement of students, they are able to identify proficiency levels. As such, they can easily identify the students who need remediation or advancement.

However, this is also one of the major complaints about testing: that it truly does not measure the actual skill of a student in a given subject. The outcry over the absurdity of standardized testing warranted it an 18-minute skewering on Last Week Tonight with John Oliver. One of the most ludicrous points brought up was the inclusion of a story about a talking pineapple to which children had to answer questions after having gone through the piece.

3. Scoring automation.

With so many students at different grade levels taking the exam, it's difficult for educators to get through them all. Now, that problem has been simplified through computerized testing – and even scoring.

Then again, computer issues – inability to log on and such – have delayed testing in certain schools across America. In fact, it's become one of the complaints against standardized testing as well. Also, another complaint about the use of computers is the algorithm for evaluating student performance itself: it is just mysterious.

4. Not biased.

Since a computer handles the grading and all, there is no possible influence of a teacher on the exams. In the past, a teacher can make up their mind about a student's skills based solely on their biases towards the child. But with computers, those powers are stripped from them and students can now be judged on what they have put on paper – no external factors involved.

5. Allows for comparison.

Educators can compare the results of examinations within the school or even compare it to other schools. Through this, teachers can assess which areas they need to improve on for the students. For example, students from their school may have scored lower in mathematics compared to a rival school. From there, teachers can focus on improving the math curriculum so students will score better next time.

6. Traces student progress.

Standardized tests are taken at certain levels, and over that time, educators can see the progress students have made. They either go into decline or improve tremendously. But whichever the case, teachers now have an idea how best they would respond to a child's education needs.

Demerits of Standardized Testing

1. Questions are general in nature.

The tests do not really assess skill as the questions have to be generalized for the entire population. In short, the test items are not in conjunction with classroom skills and behavior. What standardized tests do is assess the general knowledge and understanding of students rather than their actual ability.

2. Questions are sometimes ridiculous.

Some of the ridiculousness was brought up in John Oliver's show, and that included questions that were too difficult to comprehend. For instance, a teacher took the exam (not the exact one but something that was close to a legal standardized exam) and the test graded him as a poor reader. What's worse, the teacher had a Master's degree.

A fifth-grade teacher in New York also highlighted just how difficult some of the questions are. For example, only six students out of 17 finished an ELA test but the ones who didn't finish were those the teacher considered avid readers. The teacher declared that "There was just far too much material on the test for them to get through and comprehend." And also added, "The test isn't designed for them to pass."

3. Results doesn't allow educators to update their instruction methods.

The questions on the test are general in nature, and it's hard for teachers to know how to improve students' understanding of a particular topic based on general information alone. What this does

though is allowing teachers to “teach to the test” rather than educate students properly based on the needs of the classroom.

4. Scores are influenced by external factors like fatigue.

Students study hard for these exams. They study so hard that there are even instructions on what teachers should do if a student vomits on their test booklets. Students feel pressured taking these exams and sometimes their final scores are reflective not of their ability but of being influenced by other factors instead.

5.18 BLUE PRINT

A blueprint is a reproduction of a technical drawing, documenting an architecture or an engineering design, using a contact print process on light-sensitive sheets. Introduced in the 19th century, the process allowed rapid and accurate reproduction of documents used in construction and industry. The blue-print process was characterized by light-colored lines on a blue background, a negative of the original. The process was unable to reproduce color or shades of grey.

Various base materials have been used for blueprints. Paper was a common choice; for more durable prints linen was sometimes used, but with time, the linen prints would shrink slightly. To combat this problem, printing on imitation vellum and, later was implemented.

The process has been largely displaced by the diazo whiteprint process and by large-format xerographic photocopiers, so reproduced drawings are usually called "prints" or just "drawings".

The term *blueprint* is also used less formally to refer to any floor plan and even more informally, any type of plan.

Benefits or uses of blueprint

1. A blueprint is useful in several ways in managing a service. A blueprint can be used to **improve the design for an existing service** or to **design a new service**. When the current operation is explicit, managers know how they will operate in the future. The service system blueprint is **task oriented**. It describes about the object of the organization and enables the company to face its competition. It performs the task in such a way that the **customers are attracted** towards the organization.

2. A blueprint serves as a **guide for implementing the service plan** by showing the sequence of steps needed to deliver a service. It **coordinates the work** done by the service personnel in the organization by pointing out their role in the overall system.

3. Service unit managers employ blueprints in their **decision-making activities**. Decisions on setting the right strategy, resources allocation, integration of service functions, and performance evaluation, are taken with the help of blueprints.

4. Detailed service blueprints **help marketing and communication** people. Marketing managers employ blueprint in consumer research in order to identify the key elements contributing to consumer satisfaction. Communication managers use them for the development of consumer materials for conveying the invisible actions.

5. Human resource managers use service blueprints in the preparation of job description, job specification, job evaluation, performance standards, training and appraisal schemes and compensation schemes.

6. Blueprinting **reinforces a customer-oriented focus** among employees.

7. It **helps in identifying weak links** in the chain of service activities and facilitates continuous quality improvement.

8. In blueprint, key action areas are separated by horizontal lines — The line of interaction represents the direct interaction between the customer and the organization. It illuminates the customer's role and demonstrates where the customer experiences quality.

9. The line of visibility separates activities of the front office where customers obtain tangible evidence of the service from the back office processing. Thus, line of visibility determines what customers should see and which employee will be in contact with customers.

10. The service blueprint through line of internal interaction **clarifies interfaces across departmental lines** thereby strengthening continuous quality improvement.

11. Blueprint **illuminates the elements and connections** that constitute the service leading to effective strategic discussions between the service personnel and customers.

12. Blueprint **provides a concrete basis** for identifying and assessing cost, revenue and capital invested in each element of the service.

13. Blueprint **supports both external and internal marketing**. The advertising agency can select essential message for communication through an overview of a service.

Self Assessment Questions

1) Why do you make blueprints? What do you gain from it?
   ……
   ……
   ……
2) Explain an achievement test.
   ……
   ……
   ……
3) Difference between summative and formative assessment.
   ……
   ……

5.18.1 Reliability and Validity of a Test

Reliability is the degree to which an assessment tool produces stable and consistent results. Test-retest reliability is a measure of reliability obtained by administering the same test twice over a period of time to a group of individuals.

Types of Reliability

1. **Test-retest reliability** is a measure of reliability obtained by administering the same test twice over a period of time to a group of individuals. The scores from Time 1 and Time 2 can then be correlated in order to evaluate the test for stability over time.

   Example: A test designed to assess student learning in psychology could be given to a group of students twice, with the second administration perhaps coming a week after the first. The obtained correlation coefficient would indicate the stability of the scores.

2. **Parallel forms reliability** is a measure of reliability obtained by administering different versions of an assessment tool (both versions must contain items that probe the same construct, skill, knowledge base, etc.) to the same group of individuals. The scores from the two versions can then be correlated in order to evaluate the consistency of results across alternate versions.

   Example: If you wanted to evaluate the reliability of a critical thinking assessment, you might create a large set of items that all pertain to critical thinking and then randomly split the questions up into two sets, which would represent the parallel forms.

3. **Inter-rater reliability** is a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions. Inter-rater reliability is useful because human observers will not necessarily interpret answers the same way; raters may disagree as

to how well certain responses or material demonstrate knowledge of the construct or skill being assessed.

Example: Inter-rater reliability might be employed when different judges are evaluating the degree to which art portfolios meet certain standards. Inter-rater reliability is especially useful when judgments can be considered relatively subjective. Thus, the use of this type of reliability would probably be more likely when evaluating artwork as opposed to math problems.

4. **Internal consistency reliability** is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results.

    a) **Average inter-item correlation** is a subtype of internal consistency reliability. It is obtained by taking all of the items on a test that probe the same construct (e.g., reading comprehension), determining the correlation coefficient for each *pair* of items, and finally taking the average of all of these correlation coefficients. This final step yields the average inter-item correlation.
    b) **Split-half reliability** is another subtype of internal consistency reliability. The process of obtaining split-half reliability is begun by "splitting in half" all items of a test that are intended to probe the same area of knowledge (e.g., World War II) in order to form two "sets" of items. The *entire* test is administered to a group of individuals, the total score for each "set" is computed, and finally the split-half reliability is obtained by determining the correlation between the two total "set" scores.

5.18.2 Validity

Validity refers to how well a test measures what it is purported to measure. While reliability is necessary, it alone is not sufficient. For a test to be reliable, it also needs to be valid. For example, if your scale is off by 5 lbs, it reads your weight every day with an excess of 5lbs. The scale is reliable because it consistently reports the same weight every day, but it is not valid because it adds 5lbs to your true weight. It is not a valid measure of your weight.

Types of Validity

1. **Face Validity** ascertains that the measure appears to be assessing the intended construct under study. The stakeholders can easily assess face validity. Although this is not a very "scientific" type of validity, it may be an essential component in enlisting motivation of stakeholders. If the stakeholders do not believe the measure is an accurate assessment of the ability, they may become disengaged with the task.

   Example: If a measure of art appreciation is created all of the items should be related to the different components and types of art. If the questions are regarding historical time periods, with no reference to any artistic movement, stakeholders may not be motivated to give their best effort or invest in this measure because they do not believe it is a true assessment of art appreciation.

2. Construct Validity is used to ensure that the measure is actually measure what it is intended to measure (i.e. the construct), and not other variables. Using a panel of "experts" familiar with the construct is a way in which this type of validity can be assessed. The experts can examine the items and decide what that specific item is intended to measure. Students can be involved in this process to obtain their feedback.

   Example: A women's studies program may design a cumulative assessment of learning throughout the major. The questions are written with complicated wording and phrasing. This can cause the test inadvertently becoming a test of reading comprehension, rather than a test of women's studies. It is important that the measure is actually assessing the intended construct, rather than an extraneous factor.

3. **Criterion-Related Validity** is used to predict future or current performance - it correlates test results with another criterion of interest.

   Example: If a physics program designed a measure to assess cumulative student learning throughout the major. The new measure could be correlated with a standardized measure of ability in this discipline, such as an ETS field test or the GRE subject test. The higher the correlation between the established measure and new measure, the more faith stakeholders can have in the new assessment tool.

4. Formative Validity when applied to outcomes assessment it is used to assess how well a measure is able to provide information to help improve the program under study.

   Example: When designing a rubric for history one could assess student's knowledge across the discipline. If the measure can provide information that students are lacking knowledge in

a certain area, for instance the Civil Rights Movement, then that assessment tool is providing meaningful information that can be used to improve the course or program requirements.

5. **Sampling Validity** (similar to content validity) ensures that the measure covers the broad range of areas within the concept under study. Not everything can be covered, so items need to be sampled from all of the domains. This may need to be completed using a panel of "experts" to ensure that the content area is adequately sampled. Additionally, a panel can help limit "expert" bias (i.e. a test reflecting what an individual personally feels are the most important or relevant areas).

   Example: When designing an assessment of learning in the theatre department, it would not be sufficient to only cover issues related to acting. Other areas of theatre such as lighting, sound, functions of stage managers should all be included. The assessment should reflect the content area in its entirety.

5.18.3 Question Bank

We have identified 5 reasons why the teaching community is calling Question Bank an essential teaching aid:

Create topic or tier based exam papers

With our advanced filter and tag functionality, you can easily search for past paper questions by subject, topic, tier, year, season or marks per question.

View mark schemes and examiner's comments

Each question is directly linked to the mark scheme and examiner's comments for that year.

Customize your paper

All question papers are completely customizable and can be created in just a few minutes. You can personalize your cover sheet for your paper, mix and match questions across a range of years, drag and drop questions to change their order and add or remove them with ease.

Use in the classroom or at home

This resource is suitable for end-of-lesson tests, revision activities or homework. Your students can build their own paper and test their classmates.

Questions are updated every season

Our resources team work hard to ensure that Question Bank is updated every season with new subjects and questions.

To assist you in creating your own question paper, we have created a video tutorial and an online how-to-guide. Try this resource for free today and find the questions you need, add them to your paper and export your paper with accompanying mark scheme and examiner's comments as a PDF ready to use in the classroom.

5.18.4 Diagnostic and Remedial Teaching

The achievement tests are major means to measure the level of achievement or learning of the pupils, through these tests the weaknesses of pupil in the subject are revealed to some extent but there is lack of vividity. The difficulties of students can these tests. So, diagnostic devices are to be used for this purpose. The aim of diagnosis is to analyses the difficulties and weakness of a student in a particular phase of work. Through diagnostic devices, efforts are made of get reliable informations and reasons concerning the weakness of the student in order to overcome them by concentrated action and for detecting needs for remedial teaching.

The functions of a teacher closely resemble with the functions of a medical practitioner. The functions of a medical practitioner are diagnosis, prescription and evaluation. The teacher has also to perform these functions. He has to diagnose the weakness of students and the factors responsible for it. On the basis of diagnosis he provides prescription or remedial teaching and then evaluates the student's performance to know the effect of his prescription. If desired success in not achieved, the process is repeated again and again. But, there is a difference between the tools used by a medical practitioner and a teacher. There is lack o reliability, exactness, objectivity and precision in the tools used by a teacher in relation to the tools used by a medical practitioner. In the field of education, there is a dearth of precise and exact diagnostic tools. The weaknesses of students are revealed through general survey tests. Survey tests are commonly used by teachers to know the amount of student's achievement and to indicate whether student's achievement and to indicate whether student has sufficient basic preparations to proceed with advanced work of similar nature. It may cover the instructional material for one term of two or three months or for an entire year.

The diagnostic devices which are generally used are inventories, personal interviews and diagnostic tests to discovery and analyse pupil difficulties with a view to setting up specific remedial measures to correct errors and remove difficulties.

Remedial Teaching

Assessment plays a very important role in teaching and learning. By means of assessment, remedial teachers can know the learning progress as well as strengths and weaknesses of pupils; hence, they may design different teaching activities accordingly to help pupils learn in an effective manner.

Importance of Remedial Teaching

Learning Basic Skills

Students who do not have basic math and reading skills will benefit from attention to remedial activities in the classroom. Using phonics, Dolch words or basic multiplication tables as teaching tools will give students the basic skills they need to advance to a higher academic level.

Reinforcement

Students who have been out of school over summer, winter or spring breaks may benefit from remedial teaching over a week or more to reinforce skills they lost due to extended time away from school. Teachers might use flashcards, games or fun activities involving phonics and basic math to help students get back on the learning path.

Help for Dyslexia

According to research from Carnegie Mellon University, remedial reading instruction can help students with dyslexia overcome their reading difficulties by helping to rewire brain connections. The study, published in the August 2008 issue of the journal "Neuropsychologia," showed that 100 hours of remedial instruction is enough to help students with reading deficits related to dyslexia increase neural connections and increase reading proficiency over the long term

Communication Skills

Students who suffer from speech disorders may have trouble with communication in the classroom. Speech disorders are often developmental and may respond to remedial reading instruction. Teaching reading using phonics and sounding-out activities may help students with communication issues from speech-related problems become more academically proficient.

Behavior and Motivation

Students who fall behind due to the inability to perform even the most basic tasks in the classroom may develop behavior problems because of their frustration levels. This can also lead to a lack of motivation and the desire to give up altogether. Teaching remedial activities will help students gain general knowledge that can be applied to all subject areas and help reduce feelings of inadequacy that lead to behavior or motivation issues

Advantages

- Flexible instructional pace and flexible class participation
- Elimination of barriers of time and space
- Cost-effectiveness of online courses
- Electronic research availability (digital libraries and online databases)

- ❖ A well-designed online course makes it easy for students to navigate and find the adequate information

Disadvantages

- ❖ Delayed feedback from the instructor
- ❖ Unavailable technical support from the instructor
- ❖ Lack of self-regulation and self-motivation
- ❖ Sense of isolation, caused by the lack of international Communications and interaction among students or between students and the instructor, or caused by the use of monotonous instructional methods
- ❖ A poorly designed course interface makes students feel lost in seeking information.

Self Assessment Questions

4) What are the types of validity measures a test?
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5) Why do you use the question bank?
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6) What are the uses of remedial teaching?
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