

HISTORY EDUCATION AT THE SECONDARY
(SCHOOL) LEVEL IN KERALA STATE - A
CRITICAL STUDY.

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THESIS SUBMITTED FOR THE AWARD OF THE
DEGREE OF DOCTOR OF PHILOSOPHY IN
EDUCATION

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

2005

DECLARATION

I, Pramod.V.S. do hereby declare that this thesis "HISTORY EDUCATION AT THE SECONDARY (SCHOOL) LEVEL IN KERALA STATE - A CRITICAL STUDY" has not been submitted by me for the award of a Degree, Diploma, Title or Recognition.

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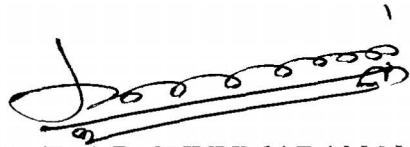


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CERTIFICATE

I, Dr. R. Sukumaran Nair, do hereby certify that this thesis HISTORY EDUCATION AT THE SECONDARY (SCHOOL) LEVEL IN KERALA STATE - A CRITICAL STUDY ' is a record of bonafide study and research carried out by Sri.Pramod.V.S. under my supervision and guidance. He has not submitted the report for the award of any Degree, Diploma, Title or Recognition before.



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25 - 6 - 2005

ACKNOWLEDGEMENTS

The investigator wishes to place on record his deep gratitude and indebtedness to his research supervisor, Prof. (Dr) R. Sukumaran Nair, formerly Professor and Head and Dean, Faculty of Calicut University and Sree Sankaracharya University of Sanskrit, Kalady, for his incessant encouragement, timely advice and inspiring guidance at every step in conducting this study. Obligation that the investigator owes to his guide is beyond expression.

His sincere gratitude is expressed to Dr. S. Santhosh Kumar, Lecturer in Psychology, Government Training College Thiruvananthapuram for his encouragement and valuable suggestions in the completion of the research.

The investigator would like to acknowledge his immense gratitude to Dr. P.F. Gopakumar Lecturer in History, Government College Thrissur for his inspiration and advice for the successful completion of the research.

The investigator is so thankful to the heads and teachers of various schools who have extended their co-operation for the conduct of the investigation.

Pramod, V.S.

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CHAPTER I

INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1. HISTORY EDUCATION IN KERALA

Ever since the implementation of Macaulay's Minute (1835) history formed an important subject in the School curriculum. Before independence the history curriculum at the high School level in the erstwhile Travancore State consisted of Travancore History, Indian History and British History. The content and approach was more or less the same in Cochin State and the Malabar area except the details regarding local history. During 1946 the former Travancore Government headed by Dr. C.P.Ramaswami Iyer converted the English high Schools to Secondary Schools. This was not only a change in nomenclature but also in the concept and content of Secondary education with the following features: -

1. The medium of instruction at the high School level was shifted from English to mother tongue.
2. Elective system was introduced with various groups for sciences and Humanities.

Social studies was a compulsory subject for pupils who opted Science as elective group and General Science was made compulsory for those who opted Humanities. This course included history as an optional subject at the high School level. The curriculum consisted of a study of Kerala History, Indian History and World history. The pupils who specialized in science had to study social science as a compulsory subject in which history formed a part. The optional system was short lived because when the elected government came to power; optional system was replaced with core subjects in which Social Studies was included in to two parts-

Part I History and

Part II Geography.

The curriculum revision of 1960 under the leadership of the former Bureau of Educational Research and Services modified the social studies curriculum to include elements of politics and economics. This trend was continued in the revision of curriculum in 1967 and 1974. Later in 1985 the Social Studies paper was divided as follows -

Paper I -History and Civics

Paper II -Geography and Economics.

The same trend was followed in 1992 after re-naming social studies curriculum as social science curriculum. The present revision

attempted by the State Council of Educational Research and Training (SCERT) follows the same pattern with the addition of Sociology and Commerce to Social Science part I and part II respectively.

1.2. OBJECTIVES OF TEACHING HISTORY

The aims and objectives of history teaching are very much related to the concept of education in general. Education is considered as the process of bringing about "desirable changes" in the behaviour of the pupils. The concept of desirable changes has varied at different times in accordance with the dominant philosophical creed of the society and prevalent social and philosophical practices. Formulation of aims is therefore very essential before we select the material for instruction and determine the method of procedure. The aims and objectives of teaching history are very much related to the concept of education in general. Education is considered as the processes of bringing about "desirable changes" in the behaviour of the pupils. The concept of desirable changes has varied at different times in accordance with the dominant philosophical practices. The different Schools of philosophy, ranging from pure idealism to existentialism has put forward goals which education should seek to attain. The Idealist wants to develop self-realization; the Naturalist bothers about self-expression, while the Pragmatist wants to place the child in such a

situation where he will be able to create new values for himself and for the society. In ancient times history was a part of literature. The main aim of teaching history in those days was to preserve and to keep in memory those events that had some importance for the people at large. In the 19th century history assumed new dimension. It became more scientific and aimed at analyzing the past events of the society with a view to helping the present-day set up. With the development of democracy and nationalism, teaching of history assumed a different outlook. It is now thought to be an integral part of education. Regarding the objectives of history education the Secondary Education Commission (1952-53) observes "the training of character to fit the students to participate creatively as citizens 'in the emerging social order, the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country; and the development of their literary, artistic and cultural interests which are necessary for self expression and for the full development of human personality without which a living national culture cannot come into being". The Kothari Commission (1964) formulated the objectives of Secondary education thus, "The aim of history is to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values". Miss. Drummond in her

book '*History in Schools*' has laid down the following aims for the study of history

- To create interest in the future.
- To develop scientific attitude among students
- To develop international outlook and understanding.
- To create utilitarian purpose.
- To widen one's intellect
- Cognitive domains
- Affective domains and
- Psycho -motor domains

1.3.0. OBJECTIVES OF TEACHING HISTORY AT SECONDARY SCHOOL LEVEL

1.3.1 OBJECTIVES OF TEACHING HISTORY ACCORDING TO NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT) (1999)

Domain - Cognitive

Objectives -The student acquires knowledge of terms, concepts, events, facts, ideas and trends, movements, related to historical phenomena.

Specification -

- The student recalls terms etc.

- Recognizes
- Reads maps and locates maps, charts etc.

Domain - Cognitive

Objectives - Acquires comprehension of terms, concepts etc

Specification -

- Translates mutually different form of communication.
- Differentiates.
- Compares and contrasts.
- Classifies
- Expands and summarizes
- Illustrates
- Detects and rectifies errors
- Interpolates required information

Domain - Cognitive

Objectives -- Applies knowledge to unfamiliar situations.

Specifications

- Selects facts, concepts etc
- Establish relationships
- Employs known procedures in new situations
- Restructures given materials
- Predicts outcomes
- Re-States problems in the new perspective

Domain - Cognitive

Objective -Develops critical and creative thinking

Specifications -

- Discovers difficulty involved
- Detects the logical fallacies
- Hypothesizes
- Verifies
- Infers
- Generalizes
- Evaluates
- Writes historical fiction.

Domain - Conative

Objective - Develops practical skills in the field study of history.

Specifications -

- Improves tools and apparatus.
- Prepares models.
- Draws maps and charts.
- Preserves specimens and exhibits.
- Multiplies things.
- Organizes display of exhibits etc.

Domain -Affective

Objective - Develops desirable attitudes.

Specifications -

- Develops a sense of patriotism.

- Becomes open-minded and-receptive
- Develops social virtues,
- Accepts civic responsibilities
- Develops feelings of national integration and International understanding
- Realizes the importance of international cooperation and peace and justice.
- Values, human rights and privileges
- Evaluates social changes critically.

Domain -Affective

Objective -Develops critical and creative thinking.

Specifications -

- Reads voluntarily and appreciates literature and fiction of historical importance.
- Collects relevant materials.
- Produces display material.
- Discusses in historical perspective the social, political, economic and educational problems.
- Visits places of historical interests.
- Writes articles and fiction and subjects of historical importance.

1.3.2. THE OBJECTIVES OF TEACHING HISTORY ACCORDING TO STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT) (2004)

- To nurture awareness, critical thinking and interconnected ideas about human society.
- To evaluate the activities of the predecessors and to improve and use their contributions for human welfare.
- To acquire the skills, knowledge and values which help to lead a creative social life.
- To inculcate in the learners the capacity of critical thinking, skill of observation and the ability to analyze problems and arrive at conclusions.
- To develop the mentality to identify one's own role in the progress of society and to respond effectively.
- To study the relations between the society and the individual, production of wealth, forces of labour, objects on which labour is applied, means of production including infrastructural facilities, distribution of products and the environment.
- To study events, epochs and ideas which influence incessantly the growth of the society.
- To inculcate social consciousness among learners
- To initiate the pupil into methods of historical enquiry

- To provide authentic historical knowledge and understanding of those regions and periods which, the, pupil has chosen to study
- To develop an attitude of studying the past objectively
- To help develop a spirit of enquiry and a critical appreciation of the past so that the pupils' personality is free from irrational prejudices and from bigotry, parochialism and communalism and is imbued with a scientific and forward-looking outlook.
- To help develop an understanding of the importance of historical perspective in the study of contemporary issues and problems.

1.4.0. HISTORY CURRICULUM AT THE SECONDARY LEVEL

“Curriculum designing is a multi- faced exercise which can be undertaken using several mutually interacting and supporting approaches.” (School Education Commission- 2004) Curriculum occupies an important place in the teaching-learning process because it indicates what is to be taught. It reflects the aims of education like a mirror. Cunningham rightly says, “Curriculum is a tool in the hands of the artist (teacher) to mould his materials (pupils) according to his ideals (aims and objectives) in his studio (School).” The Secondary School curriculum has been described as defective because it is bookish, rigid, unrelated to life, examination oriented and against practicality. The Secondary Education Commission

(1952-53) the Indian Education Commission (1964-06) and Dr. Ananthamurthy Commission (2004) have suggested significant improvements in the curriculum to remove these defects. A good curriculum should have the following characteristics-

(1) Richness of experiences

(2) Variety and flexibility, which meets the needs of the society.

The preparation of history curriculum is a challenging task because its entire constituent subjects civics and sociology are to be amalgamated and integrated into one subject in such a way that the aims of teaching social studies are realized. A curriculum has to satisfy the philosophical, sociological and psychological needs in addition to the development of the content.

1.4.1. THE PHILOSOPHICAL NEED:

India is wedded to the democratic, Socialistic and secular society. So need for development of scientific temper has been highlighted in the National Policy of Education (1986). Again Ramamurthi Commission points out that Indian society faces dehumanization. With the result the unity of the country and integrity of the nation are being threatened. Communalism, regionalism and other fissiparous tendencies grow rapidly. Violence, selfishness, corruption and exploitation have become rampant. All these show the failure of our School curriculum to create citizens with patriotic outlook and

national and international understanding. Terrorism and violation of the rule of law and increase of crimes, suicides and immoral traffic indicate that our education system has failed to develop patriotic feelings and a liberal democratic attitude based on scientific attitude of thinking. So the need for value-oriented education related to curriculum in general and history in particular was highlighted by all national commission reports on education published after independence.

The National Commission Report on education (1964-66) has highlighted that Indian education should combine “ Atom and Ahimsa” Here Atom represents the technological progress of the west based on knowledge of science and Ahimsa representing human values based on the rich and ancient spiritual heritage of India. (This means that the spiritual and moral heritage of India combined with modern knowledge is essential for creating individuals for a prosperous world.) History is one of the most suitable subjects to serve this purpose. Unfortunately this philosophical concept i.e. “Education as man making process seems to be discarded”. It is very unfortunate that the curriculum framers and the textbook writers have not given due importance to the various national commission reports on education and the national policies of education 1968 and

86 and also the international understanding as formulated by the UNESCO (1996).

1.4.2. THE SOCIOLOGICAL NEED:

As already pointed out India has pledged to be a democratic, socialist and secular society. The Indian constitution guarantees the following fundamental rights-

- Right to equality
- Right to freedom
- Right against exploitation
- Right to freedom of religion
- Cultural and Educational rights
- Right to constitutional remedies

But unfortunately India is a country where millions of people live below poverty level. This backwardness is not only limited to economic conditions but also in social status and rights. Caste system is a social evil, which is a curse to India. A caste is a class immobile. So even with economic advancement it is very difficult to solve the problem of social backwardness, because there is no horizontal mobility between castes. It was often pointed out that the mobility in Indian Society can be achieved through proper value-oriented education .A proper teaching of history may remove the myth of caste and through education the socially disadvantageous groups

can come up. Untouchability, exploitation, corruption and all other social evils faced by us at present may be traced to the improper interpretation of history. Caste system has no philosophical sanction in the *Upanishads* and *Gita*, which proclaims the unity and dignity of man.

“Chaturvarnyam mayaa srishtam

Guna karmma vibhagasha”

This means “I create Varnas, according to nature and quality”. Here Varna means quality. Mainly there are three qualities- Satva, Rajas and Tamas. Satva is even minded calmness with universal love and hatred to none. This is represented by white colour. Rajas represents self – confidence and valour. This is represented by red colour. Tamas represents low intelligence or ignorance. People having this quality cannot take right decision by themselves. This is represented by dark colour. Social change in any society can be effective only through the cultural tradition of a country. Proper understanding of history is necessary for this purpose. The role played by Swami Vivekananda is an example for this.

1.4.3. THE PSYCHOLOGICAL NEED

Psychologically the children of the Secondary School stage come within the age group of 13 to 15. This is a pre-adolescent stage with a tendency for hero worship and dynamic activity combined with

elements of logical thinking. Hence history has to be presented suitably to these psychological needs of the children. This is the age, which is most suitable for building value system if it is positively utilized with role models and logical analysis of the social system. Inculcation of valuable qualities such as patriotism, self-confidence, tolerance, humanism and sacrificing tendencies are being neglected in history education at present.

1.5.0. INSTRUCTION OF HISTORY AT THE SECONDARY SCHOOLLEVEL

The Secondary Education Commission Report (1952) comments, "a serious defect which vitiates present day teaching is its excessive domination by verbalism i.e. the tendency to identify knowledge with words, that delusion that if a student is able to memorize or repeat certain words or phrases he had grasped the facts or ideas that they are meant to convey." The Kothari Commission (1964) says that "the average School today instructs still confines to a mechanical routine continues to be dominated by the old besetting evil of verbalism remains as dull and uninspiring as before." It is pointed out that there has been a steady deterioration of educational standards as compared with the standard that existed earlier and the standard maintained by other countries. The main cause for such a pathetic

condition is because India's education is through ears and not through eyes. Students are more passive listeners. There is no scope for participation. This method of teaching is against the principle of learning by doing. There is no chance for divergent and reflective thinking on the part of the students. History teaching becomes a spoon-feeding process. All the facts and concepts of history are imposed on children in a mechanical way. The classrooms are teacher dominated. For majority students, reading history is like eating a green chilli and then gulping down a glass of boiling water. Our State is not free from the above said criticism.

In 2002 the Government of Kerala revised the Secondary School History Curriculum. The present history curriculum (Secondary School curriculum -2002) for Secondary Schools was prepared by the Government of Kerala through SCERT based on the Four Pillars of Learning drafted by UNESCO (1996) and adapted by N.C.E.R.T. They were :-

- Learning to do
- Learning to be
- Learning to know
- Learning to live together.

1.5.1. MULTIPLE INTELLIGENCE (MI)

The new curriculum is also drafted based on Howard Gardner's Multiple Intelligence Theory. According to him the pupil sitting before us in the class manifests nine-fold intelligence. Teachers are advised not to take the whole class as a single unit. The intelligence of each student should be spotted and study activities should be planned to ensure the participation of all with opportunities for each to develop his personality. His nine-fold intelligence are:

- Linguistic intelligence
- Logical-mathematical intelligence
- Spatial intelligence
- Musical intelligence
- Bodily-kinaesthetic intelligence
- Interpersonal intelligence
- Intra-personal intelligence
- Naturalistic intelligence.
- Existential intelligence.

1.5.2. SOCIAL CONSTRUCTIVISM

The present history curriculum is drafted after considering Vygotsky's philosophy of Social Constructivism. According to him the child acquires knowledge through healthy debate. The focal point in this method is child centred learning. The learner, not passively received from the environment, actively constructs knowledge. This is possible only when he is motivated to learn. The educational activities pose the potential of imparting this motivation through a change in the routine activities of the School and by offering free learning situations. Learning by doing is the basis of activity method. Students should discover everything and learn from their own observation and experiences. The activity method helps the students to retain what is learnt for a long time and permits earlier transfer of learning. When we read a history lesson many things are not understood, but when we enact a scene in the lesson, we have to pay attention to every detail and imagine the emotion that the people experienced during historic period. When we enact a lesson we have to remember each point carefully and it creates a lasting impression on our minds. Thus learning becomes interesting.

1.5.3. EMOTIONAL INTELLIGENCE (EI)

The present history curriculum is drafted after considering Peter Sulove's Emotional Intelligence Theory. Peter Sulove characterises

individual intelligence as emotional Intelligence. He classifies them into five sections:

- Cognition of one's own emotion
- Emotional controls
- Capacity to motivate oneself to attain the goal by regulating one's own emotions
- Capacity to understand the emotions of others
- To establish healthy relations

1.5.4. EMOTIONAL QUOTIENT (EQ)

Emotional Quotient Theory of David Golman found a place in the new curriculum.

Its aims are:

- To understand others and view things from their point of view
- Co-operativeness
- Sympathy
- Respect to opposition
- Conciliation
- Find out solutions to tensions
- Arriving at agreements through consultations
- Capacity to take decisions
- Establish relations with others
- Self examination

- Setting goals
- Emotional maturity
- Facing ups and downs in life in a healthier way with a consistent mind
- Self control

1.6. EVALUATION

Evaluation occupies an important place in the field of education. Evaluation aims at improving the basic skills and the right habits and attitudes with reference to the objectives of education. Indian Schools follow only one system of evaluation i.e. written examination. It may be weekly tests, monthly tests, terminal examinations or annual examinations. “This system of evaluation has so many defects. It tests mainly the academic attainments of pupil and his progress in intellectual pursuits. These do not test the other aspects of the pupil’s development (Report of the Secondary Education Commission (1952-53)

Examinations have existed since time immemorial. Its first traces were found in the history of China where individuals were selected for high office of public responsibility as far back as AD 909, through a well-designed examination system. The Indian mythology is also replete with instances of examination of intellectual and physical

prowess. Interestingly, the system in those good old days was open, fair and transparent because the feats were witnessed by scores of people. The oft-cited name of Arjuna and Eklavya from the *Mahabharata* and Lord Rama from the *Ramayana* invade the consciousness of every Indian when it comes to royal competition of human potential. The *Bible*, too, illustrates the incident of examining the competencies of the fugitives of Ephraim who were crossing the river Jordan. Each one of them was challenged by the Gilead guards and asked to repeat, 'Shibboleth'. Examinations, thus, have always been considered as viable and justifiable instruments for measuring the various facets of human potential.

For nearly half a century, examinations have been recognized as one of the debatable features of Indian education. The magnitude of the problem has been growing at an alarming rate and has been a bane of many a policy planner and practitioner for over five decades, but nothing substantial in the way of sea change has appeared on the scene. The justification for examination reforms arises not merely from academic considerations but also from socio-economic and political viewpoints.

The relationship between examinations, standards of teaching and learning are intimate. Of the three, examinations play a pivotal

role so much so that any improvement in them automatically results in the improvement of the others. Therefore, the objective of reforms should be to make examinations an instrument for providing quality education. That is why, time and again this vital issue has been deliberated upon by a number of Commissions and Committees, each one of them straining to reform the impasse created in examinations. The first of its kind was University Education Commission (1948-49) that recognized the problem of examinations as chronic and regretted that examinations were not organically related to the process of education. The Commission further recognized the need for ensuring validity and reliability of examinations. It advocated the development of standardized tests; the use of periodical tests to contribute to the overall assessment of students and emphasized the need for orientation of teachers. The Mudaliar Commission (1952-54) in its report emphasized the significance of internal assessment particularly at the Secondary stage and also advocated the use of continuous and comprehensive evaluation for the purposes of bringing about all-round development of the students. Besides, the Commission also suggested model proformas for maintaining School records.

The Indian Education Commission (1964-66) made a very comprehensive review of the then prevalent examination system in

the country and suggested that testing should be diagnostic; continuous and comprehensive evaluation should be gradually introduced in Schools; and the comparable standards to be achieved should be defined for each stage of education. In 1981, the Council of Boards of Secondary Education (COBSE) under the chairmanship of Mr. A.E.T. Barrow set up a special committee on scaling and grading. The committee recommended that all the Boards introduce a five-point grade system from a fixed date and that there should be no declaration of pass and fail. The committee had also observed that in view of the prevailing conditions the practice of awarding marks on 101-point scale be continued and that the marks should be used as the basis for awarding grades. In 1987, the NCERT organized a National Seminar on scaling and grading which recommended the introduction of a nine-point grade system. The National Policy on Education, 1986 and the Programme of Action, 1992 also reiterated the need of using grades in place of marks while declaring the results. The Ramamurty Committee (1990) for review on NPE recommended that students can accumulate credits and they should be allowed to transfer these credits in case they change their institution or Board. It also recommended that students should be allowed to have multiple entries in the education system.

1.7. DRAWBACKS IN THE PRESENT EVALUATION SYSTEM

Learners' evaluation is a process of collecting, analyzing and interpreting evidences to judge the level of achievement acquired by an individual learner or a group of learners in cognitive and non-cognitive domains for the purposes of making a variety of decisions. The method by which learners' evaluation is practiced in a majority of cases leaves much to be desired. Apparently, learners' achievement is established through the prevailing examination system that takes into cognizance only its cognitive aspects. The evaluation of the non-cognitive aspect of learners' personality, which is equally significant, is totally ignored. Not only this, even in cognitive areas it fails to measure the growth of a learner on a continuous basis because of its sporadic operation.

Moreover, it reposes its faith in "Whatever is tested is to be taught and whatever is not tested is not to be taught". This backwash effect of evaluation frustrates the very concept of mastery learning. This also tempts the teachers, to tailor their teaching to testing. The present system also does not provide for the application of multiple techniques of assessment of the learners' potential in a more valid and reliable way. Besides, this current practice of awarding numerical

marks suffers from a lot of discrepancies caused due to a variety of errors. The spread of scores in different subjects being different further compounds the problem. So the Government of Kerala introduced new evaluation system and grading system instead of mark system. The new evaluation system has two parts-

- 1) Continuous and Comprehensive Evaluation (CCE) and
- 2) Terminal Evaluation (TE)

1.8. GRADING

The word 'grade' is derived from the Latin word *gradus* where it means 'step'. Grading is a process wherein subjects maybe classified on the basis of pre-defined standards. In educational context grading is essentially a method of communicating measurements of students' achievement. It involves the use of a set of symbols that ought to be clearly defined and uniformly understood by the students, teachers, parents and all others concerned. A properly introduced grading system may not only provide for the comparison of students' performance, but also indicate the quality of performance with respect to amount of efforts put in and the amount of knowledge acquired at the end of the course.

The Government of Kerala adopted Absolute Grading System and Direct Grading System for the assessment of the pupil. Absolute

Grading is based on a pre-determined standard that becomes a reference point for assessment of students' performance. It involves direct conversion of marks into grades irrespective of the distribution of marks in a subject. In direct grading, the performance exhibited by the examinees is assessed in qualitative terms and the impression so obtained by the examiner is directly expressed in terms of letter grades. This method may profitably be exploited for the assessment of both cognitive and non-cognitive learning outcomes. Direct grading is preferred for the assessment of non-cognitive learning outcomes. It is suggested that non-cognitive factors that are important should be enumerated stage wise and evaluated and reported separately in terms of letter grades. Employability of a three-point or a five-point scale for grading may be determined in consonance with the nature and the quality of the attribute.

1.9. NEED FOR THE STUDY

After the formation of Kerala State the history curriculum for Secondary School pupils was revised many times. The researcher analyzed the history curriculum for Secondary School pupils of Kerala State implemented in 1984-85 and 1992-93. The researcher further studied the learning strategies and the method of evaluation followed in Schools. In 2002-03 the Government of Kerala implemented a new curriculum and new method of evaluation for

Secondary School pupils. The Government of Kerala through State Council of Educational Research and Training (SCERT) implemented child-centred, process-oriented textbooks and grading system for evaluation from the academic year 2002-03. It is based on the concept that the study of history does not aim at the collection of large quantity of information related to various aspects of society. On the contrary it aims to inculcate social consciousness among learners. Social awareness will not emerge by merely memorizing information gathered from textbooks and classrooms. Opportunity shall be provided to the learners to gather information for solving problems through process oriented learning, analyze that information, and arrive at independent conclusions and to express their own ideas through the participation in seminars and discussions. Equal importance is to be given to the content and process in the study of history. The researcher desired to know the following aspects with regard to the new approach -

- 1) What changes are made in the curriculum approach, method of teaching and evaluation?
- 2) What are the philosophical, psychological and sociological foundations of the curriculum?
- 3) How far it is process oriented?
- 4) What are the learning strategies adopted?
- 5) What are the advantages and disadvantages of grading system?

6) How far Continuous and Comprehensive Evaluation (CCE) is possible in Schools in the present situation?

These are some questions to which an answer can be given only on the basis of a scientific study. There is criticism that teachers are not properly trained in the activity-oriented, child-centred method of instruction. So classroom activities are rarely rising up to the expected levels of process-oriented, child-centred learning. As a result pupils rarely attain the objectives claimed by the new curriculum. The investigator attempts to study the various academic problems of teachers and pupils related to the implementation of new curriculum and to suggest remedial measures. The studies conducted in this area reveal that teachers and students alike experience the following difficulties. They are –

- Teachers are not properly oriented to the techniques of the new classroom procedures.
- Defects of the present textbooks and new evaluation procedures.
- Inefficient leadership, improper planning and lack of understanding of the techniques and new approach on the part of the educational administrators and supervisors.
- Lack of proper library, audio-visual aids, and time for doing projects, assignments, seminars, collections, class tests, practical etc

The investigator assumes that if sufficient support and training is given for implementing the new method most of the academic problems can be solved. The study is intended to assess the present history curriculum, method of instruction and evaluation procedures and to analyze how they differ from the previous methods and what are its merits and demerits. The study also intends to prepare a standardized questionnaire to get ideas of teachers and experts for making history education more effective and life centred. The study is intended to suggest how the history education can be improved so as to achieve the national goals and international goals as laid down by various education commission reports and the national policy on education.

1.10. OBJECTIVES OF THE STUDY

1.10.1. MAJOR OBJECTIVE

1) To study critically the Secondary School History Curriculum of Kerala State.

1.10.2. MINOR OBJECTIVES

1) To assess the weightage and importance given to history education at the Secondary Schools of Kerala State.

2) To analyse the history curriculum at the Secondary stage in Kerala State with reference to:

a) The objectives of teaching history

- b) The content of history
 - c) The method of instruction \ Transactional modalities adopted and
 - d) The strategies of evaluation
- 3) To pool the opinion of experts and teachers in history education at the Secondary School level in Kerala with regard to the objectives of teaching history, the content of history, the transactional modalities adopted and the strategies of evaluation.
- 4) To suggest guidelines for enabling the curriculum experts and educational administrators for improving the quality of history education.
- 5) To prepare a model curriculum for Secondary School pupils

1.11. STATEMENT OF THE PROBLEM

The Statement of the problem is "HISTORY EDUCATION AT THE SECONDARY (SCHOOL) LEVEL IN KERAJA STATE - A CRITICAL STUDY"

1.12. DEFINITION OF KEY TERMS

The following definition of terms has been accepted for the study:

A) HISTORY EDUCATION.

History education is the education of history as a discipline that studies the chronological record of events (as affecting a nation or

people) based on a critical examination of source materials and usually presenting an explanation of their causes. History education may help a child to inculcate positive attitude towards his country, culture, language, literature, customs etc.

B) SECONDARY (SCHOOL) LEVEL

Secondary Education programme of public education, immediately following primary Schooling that is from standard VIII to standard X.

C) CRITICAL STUDY

For the study the investigator used the term 'critical study' in the sense as defined by Biswas and Aggarwal in the *Encyclopaedia Dictionary of Education*. The term "critical study" is the study that involves careful evaluation of a situation and thorough scrutiny of evidences and proceeds to conclusions very cautiously after giving due weightage to every pertinent point"

1.13. ORGANISATION OF REPORT

The report of the thesis consists of five chapters as titled below:

CHAPTER I

An introduction to the problem, need and significance of the study, Statement of the problem, objectives of the

study, definition of key terms, procedure of the study and organisation of the report are given.

CHAPTER II

A detailed Review of Related Literature is given.

CHAPTER III

In this chapter Statement of the problem, objectives of the study, phases of the study, sample selected for the study, tools used for the study and data collection procedure are given.

CHAPTER IV

In this chapter the analysis of the Secondary School History curriculum by the researcher, observations of the experts and opinion of the Secondary School history teachers and major findings were given.

CHAPTER V

In this chapter the major findings of the study, practical applications, limitations of the study, scope for further research and model curriculum are given.

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- 22) *The Programme of Action*, 1992
- 23) UNESCO (1958) *World Survey of Education Part II Primary Education*, Paris.
- 24) UNESCO (1996) *Research Information for Teachers- Practical Innovative Strategies and Their Implication for Teachers Bangkok: UNESCO Principal Regional Office for Asia and the Pacific.*
- 25) In 1996 UNESCO defined the objectives of primary education as the -Four pillars of Learning. According to UNESCO the "Four Pillars of Learning" are essential for all-round development of the child. Acquisitions of these four Pillars lead to human empowerment, which helps to achieve a higher and better quality of life. Competency is the element of human empowerment. These competencies are essential to tackle the new social problems and to acquire theoretical and

practical knowledge to give shape to a more progressive society. Competence means developing in the child the necessary confidence to handle the demands of the present in ways that could enable him or her to face the challenge of the future. This confidence can be developed by equipping the child with the appropriate knowledge, skills, attitudes and values. It is essential to achieve the prescribed competencies at each level of class instruction. Therefore, it is the duty of the teacher to ensure whether the child acquires the prescribed competencies. The objective of this study is to find out the extent of the level of attainment of these competencies by each child.

CHAPTER II

RELATED LITERATURE

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- STUDIES CONDUCTED IN INDIA
 - STUDIES CONDUCTED ABROAD
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CHAPTER II

RELATED LITERATURE

CHAPTER PREVIEW

This chapter deals with review of related literature. The related literature is divided into two groups - Studies conducted in India and Studies conducted abroad.

STUDIES CONDUCTED IN INDIA

Kulkarni (1964) conducted an experimental study to find out the effectiveness of teaching history through activity method. For this, the class was divided into groups. The activity was planned under history club. The excursion, visit to historical places on holidays, preparing of charts, maps, diagrams and teaching of a few topics through dramatization, organization of exhibition and the collection of material by the students were some of the activities executed. The study revealed that such methods helped in developing study habits and skills. Further, the study of social science through charts, maps, pictures, models, globe etc created interest among pupils.

Anita (1980) made an investigation into the effectiveness of using pupil-oriented strategies on the teaching of Secondary School history. The purpose of the study was to compare the effectiveness of the discussion method of teaching with that of lecture method of teaching. The study revealed that there was significant difference between the experimental group taught by discussion method and control group taught by lecture method. The experimental group was found superior to control group.

Bhattacharya, G. C. (1984) conducted a study about the effectiveness of various models for teaching Geography in relation to Institutional Resources. The major objectives of the study were:

- 1) To find out the effectiveness of teaching geography through the Inductive Model of Teaching in relation to institutional sources.
- 2) To find out the effectiveness of teaching geography through the Concept Attainment Model in relation to institutional resources.
- 3) To compare the effectiveness of teaching geography through the Concept Attainment and Inductive Models of teaching in relation to institution resources.

4) To find out the interaction effects of the different levels of educational institution resources status, models of teaching and types of concepts taught on the gain in achievement scores of junior high school students in Geography.

The study was conducted with parallel group design with three treatments namely teaching with Traditional Method, Concept Attainment Model and Inductive Model. The major findings are of the study were

1) The Concept Attainment Model Group of students did not differ significantly in achievement from the Traditional Teaching Technique group in high resource status educational institutions.

2) The students taught through the Concept Attainment Model, showed better achievement in geography than the Traditional Teaching Technique Group in average and low resource status educational institutions.

3) The Inductive Teaching Model Group proved in comparison to the Traditional Teaching Technique as well as the Concept Attainment Model, irrespective of the resource status of educational institutions.

The study implied that training in utilization of the models of teaching should be introduced in teacher education programmes of the country.

Brinda (1996) conducted a study on effectiveness of child centred activity based approach in teaching environmental studies 'in the M. L. L. (Minimum Level Learning) curriculum of Standard II. The findings showed that the child centred activity based approach is superior to the traditional method.

Bosco (1998) conducted "A Study on Attitude of Primary School Teachers Towards the Method Suggested by D.P.E.P. in Kerala to Teach Various Subjects Under the New Syllabus in the Neyyattinkara Sub -Educational District". The major objectives were:

- 1) To find out the attitude of teachers towards the methods suggested by DIET of Kerala.
- 2) To find out the difference between government school teachers and private school teachers towards the methods suggested by DIET of Kerala.

The important findings of the study were:

- 1) Teachers have positive attitude towards methods suggested by DIET
- 2) Government school and private school teachers do not differ in their attitude towards the method suggested by D.P.E.P.

Gupta (1983) made a critical study of the social studies curriculum with special reference to the Secondary stage in Himachal Pradesh and found that the curriculum did not reflect the change in human behaviour and human interaction with physical and social environment.

Muthappan (1984) conducted a study on the history curriculum in the Schools of Tamilnadu. The study indicates the need to make history as a separate subject and not treat it as a part of Social Studies in the school curriculum.

Patel (1984) studied the present position of teaching history in the Secondary Schools of Gujarat. The study proved that very few teachers prepared assignments or tests and used them in classroom teaching and reference materials and periodicals.

Kuttyraman Nair (1980) conducted a study on education in Kerala and the development of human resource with the objective to know whether the existing system of education in Kerala promotes the development of human resource. The study revealed that lack of

proper guidance and placement neglect of backward children, absence of diversified and work oriented courses education not related to community needs and system not linked with local crafts and industries are some of the observed drawbacks.

Kumari, Vijaya M.P. (1991) studied the problem solving strategies of 10-12 years of age children and examined their relationship with certain cognitive capabilities (e.g. conversation, combinational thinking, proportionality and probability reasoning). The findings revealed that the overall problem-solving ability and the success of different types of problems were significantly related to cognitive ability, separately as well as globally. There was also evidence for some sequential steps in problem solving and for different forms of responses to be associated with the tactics used by children. A wide range of variations in the strategies appeared to be related to the nature of problems.

Varghese P. Peter (2000) conducted a study entitled, 'An Assessment of the Competencies of Pupils in Social Science at Upper Primary Level'.

The major findings were:

- 1) Steps should be taken immediately to update all the teachers involved in the transaction of the new curriculum.
- 2) Effective monitoring system should be introduced.
- 3) Effective evaluation system should be introduced according to the objectives of the revised curriculum.
- 4) Teacher-pupil ratio should be reduced so as to realise maximum interaction between teacher and pupils. Thus, maximum potential can be drawn out.
- 5) Immediate actions should be taken to provide sufficient infrastructure facilities, teaching learning materials and reference books in all Schools.
- 6) Sufficient awareness about the Revised Curriculum should be given to the parents.

Dave (1988) launched in 1975 a number of innovative projects in the country with the UNICEF assistance. In these projects 15 states\ Union territories, where in 30 Schools each were selected as project Schools. The project was evaluated:

- 1) To ascertain the extent to which the minimum learning outcomes (competencies') were developed in the pupils of the project Schools

exposed to the Primary Education Renewal (PECR) package of materials in comparison with those who were not.

2) To investigate the relationship of pupil factors, school factors and socio-cultural factors to pupil's achievement in terms of minimum learning outcomes (competencies) with regard to language, mathematics and environmental studies.

Rajeswari (1988) studied the levels of concept attainment in middle school children and examined their relationship with intelligence and scholastic achievement. Variations in understanding taxonomic relations, problem solving and principles of learning were particularly in the focus of this study. The pupils of higher grades were found to score higher than those score lower grades at the concrete and identity levels of concept attainment including taxonomic relations and application of principles with evidence for minor differences to different types of concepts. Boys generally scored higher scores than girls on the classification and formal levels of concept attainment and on problem solving and application of principles.

George (1967) made a study in formulating objective test item in social studies for standard X. His study was aimed at formulating objective

tests item in social studies. The tests item framed were used based on the important objective of teaching social studies. Test item prepared was given to 400 students in the various high Schools in the state. The answer papers were collected and valued. It is found from the study that the teacher made it a practise to stress topics that are important from the S.S.L.C examination point of view. The investigator concluded his study by saying that it is impossible to evaluate all the objectives of teaching social studies by paper and pencil tests. Therefore, the construction and standardizations of test must be given important place in the research work.

Patel M.B. and Patel I. J. (1961) conducted a study on 'Analysis of the Marks in Tutorials and Annual Examinations'. The major objective was to know the effectiveness of the present examination system where tutorial marks were also taken as one of the criterion for success by analyzing the marks obtained by the students in tutorials and the university examinations. The researcher concluded that the tutorial system of instruction had, been utilized for assigning internal marks. A tendency of liberal marking was also observed.

Dave and Patel (1962) conducted a study regarding the external and internal assessments of the candidates who appeared for the pre-degree examination. The study revealed that the internal assessments reduce to some extent, the pressure and the strain, the tension and anxiety, which are always implicit in a single public examination at the year-end. This change will induce students to put in continuous work spread over the whole year.

Mallick (1963) studied the relationship between internal assessment and public examination. The study revealed that the internal assessments were poor predictors of performance in public examinations and there existed a tendency of over marking in the internal examinations.

According to Kothari Commission (1964-66), "Internal assessment should be comprehensive, evaluating all those aspects of the student's growth that are measured by external examination and also those personality traits, interests and attitudes which cannot be assessed by it. Internal assessment should be built into the total educational programme and should be used for improvement rather than for certifying the level of achievement of students".

Raina (1964) investigated the relationship between external examination marks and internal assessment. The study attempted to find out the extent of homogeneity and disparity between the internal and external assessments in the theory paper.

The study revealed that:

1. No significant relationship existed between the external examination marks and the sessional work marks of the sample students.
2. The weaker students benefited more from the sessional marks than the students who have better performance to their credit in the external examination.

Kamath (1968) in his study 'The Internal and External Assessments' intended to examine the effect of introduction of the scheme of internal assessment on the results of pre-degree examination. His finding was that the range of marks in internal assessment was greater than that covered by the external assessment. Internal assessment varied from the external assessment.

Thangam (1968) conducted a study on "The Evaluation Techniques Used to Measure The Outcomes of Social Studies Teaching in the Upper Primary Schools of Trivandrum City". The objective of the study was to find out the techniques of evaluation that are actually used under classroom conditions and the frequency of use. The study revealed that:

- a) Only the knowledge aspect is properly evaluated by the teachers.
- b) The teachers overall are ignorant about the techniques of evaluation and none of them have any training in the modern evaluation techniques.

Deshpande (1972) investigated 'The Reliability of External and Internal Marks of Vidharbha Board of Secondary Education Examination.' The major objective was to consider the possibility of combining different assessments to produce a more acceptable composite system for examination success. The findings lend support to the following generalizations:

1. The internal assessment showed deflected range of marks as compared with the internal examination marks.
2. In internal assessment, the minimum marks happened to be greater than that of external.

3. Students intended to work for those examinations, the result of which had practical significance for them.

Shah (1972) conducted a study on 'A Survey and Study of the Internal Evaluation System in the Colleges of Saurashtra and Evolving a Plan for It'. The objectives were

1. To know the opinions of the principals, teachers and students on the system prevailing and their suggestions for improving it.
2. To know, the difficulties experienced by the college office staff, principals, teachers and students.

The conclusions were:

- 1) The internal evaluation had increased work of the principals, teachers and office staff and increased the expenditure.
- 2) The teachers and principals had a favourable attitude towards internal evaluation

Tewari (1975) conducted a study on 'Evaluation And Its Problems in the Upper Primary Schools'. The objective of the study was to find out the problems of teachers in the process of evaluation at the upper primary level. The study revealed that the teachers were ignorant

about the objectives of unit wise teaching and they were not trained in evaluation techniques.

Reddy (1979) in his study 'Attitude of Teachers of Two Institutions Towards Internal Assessment - a Comparative Study' compared the views of the teachers of a University College, where internal assessment (IA) was going to be introduced from the next academic year with those of the teachers of another University College where the -system was being tried out for a few years. It was found that majority of the teachers' preferred partial internal assessment with an external examination at the end of the year.

Gunasekharan and Jayanthi (1980) made 'A Study of the Continuous Internal Assessment and University Examination Marks of the Under Graduate Semester Courses'. The major objective was to find out the correlation between the marks of continuous internal assessment (CIA) and the University examination (UE). The findings revealed that the minimum, maximum and the average marks awarded by the colleges in the internal assessment differed considerably in all the subjects.

Anilkumar (1981) conducted a study on 'The Opinion of Students and Teachers Regarding the Introduction of Internal Assessment at the Pre-degree Level '. The objectives of the study were:

1. To find out the opinion of teachers and pupils regarding the present system of assessment.
2. To find out who should do the internal assessment and the aspects of student's growth to be considered for it.

The major findings were:

- 1) There should be internal assessment along with external examination.
- 2) Internal assessment should be done by a team of teachers knowing the students well including the teacher who teaches the subject.

Rasool, Sarup and Sharma (1981) made. 'A Comparative Study of Internal and External Awards at Post-graduate Level in Jammu University'. The important objective was to find out the effect of internal marks on the boosting of the overall result of the students.

The major findings were -

- 1) The majority of the teachers preferred to maintain a low range in the internal assessment marks.
- 2) Though the internal assessment suffered from various drawbacks

like the halo effect and error due to central tendency, it proved to be a booster of the result of almost all the pupils.

Verma (1981) studied 'A Critical Appraisal of Some Innovations for the Improvement of Examinations'. The main objective was to make experimental validations of some innovations like marking and grading, internal and external assessment and spot evaluation implemented in the examination system of Universities. Based on the findings it was concluded that though there was no significant difference between the average assessment on five and seven point scale, better discrimination was possible in seven-point scale.

Smitha Kuruvila (2003) conducted a study entitled "Problems Experienced by the Teachers in Classroom Assessment and Grading at Secondary Level".

The Major findings were:

1. The number of periods should be reduced and the teacher-pupil ratio should be adjusted to reduce the workload of the teachers.
2. Permanent training centres are to be established and proper training must be given for the teachers.

3. The syllabus should be reduced so that the teachers will get enough time to do the grading work along with the teaching.
4. Separate teachers should be appointed for grading arts, work experience and health.
5. Enough by-laws should be issued for grading art, work experience, health and physical education.
6. More model questions in the level of application and understanding should be included in the teacher's handbook.
7. More reading materials must be provided for teachers as well as for the students.
8. A project or an assignment should be given only according to the interest of students.
9. Projects and assignments should be given for selected topics only.
10. Unit wise assignments are preferable. A single project is essential for a year.
11. Infrastructure like seminar hall, learning aids etc for conducting seminars and other activities must be provided for each school.
12. Necessary steps should be taken by the authorities to create more awareness among parents and public about grading.
13. Financial assistance must be given for the students below the poverty line.

14. In B.Ed course itself, the teachers must be trained in the process of grading.

15. It is not scientific and accurate to give an aggregate grade based on grades for each subject.

16. All pupils are not equally talented in arts and work experience.

Therefore, grading for those areas may not be included in total grading.

17. In grading system, moderation and grace marks should not be awarded.

Rao and Bharathi (1984) made a study entitled 'An Evaluation of the Continuous Evaluation System (CES) of Examination in Kendriya Vidyalayas'.

The major finding of the study was that Schools are not matched in terms of 'benchmark' data, regional differences and socio-economic variables.

Kushwaha (1985) conducted 'A Critical Study of the System of Examinations in Kanpur University'. It was found that the majority of the respondents felt that the system of internal assessment should be introduced and the subject teachers concerned should do it.

The National Policy of Education (1986) and as modified in 1992 on Examination and Evaluation Reform emphasized the need for examination reforms. It pointed out that -

I. Assessment of performance is an integral part of any process of teaching and learning. As a part of the sound educational strategy, examinations should be employed to bring about qualitative improvement in education.

2. The objective will be to recast the examination system so to ensure a method of assessment that is valid and reliable measures of student development and a powerful instrument for teaching and learning".

Barua (1981) made an enquiry into the influence of capacity of memorisation on Scholastic Achievement. The objectives of the study were:

- 1) To determine common relations, if any, among different kinds of memory.
- 2) To ascertain the nature of sex differences, if any, in memory abilities.
- 3) To obtain the relation between memory and intelligence.

The major findings of the enquiry were:

- 1) Boys and girls were not different with respect to memory for story,

sentence, design, digits and total memory.

- 2) Boys and girls were not different with respect to intelligence and total scholastic achievement.

Mishra (1981) constructed and developed a test of Basic Abilities for Secondary School students. The significant educational implication of the study is that the developed tests of basic abilities can be utilized by the Secondary Schools in particular for measuring the basic abilities of students.

Reddy (1983) made a study on the non-achievement and intellectual capacity of High School students. The objectives of the study were:

- 1) To assess the levels of non-achievement among high school students from different types of Secondary Schools.
- 2) To assess their intellectual capacity.
- 3) To compare the high in addition, low non -achievement and intellectual capacity groups in terms of other variables.

The findings of the study were:

- 1) Class X mean scores on non -achievement were significantly higher than Class VIII and Class VI mean scores. However, boys and girls

studying in the same class showed no significant difference in their non- achievement scores.

2) Students from boys and girls and co-educational Schools showed no significant differences in their non -achievement.

3) Students from government, aided, private and central Schools did not show significant differences.

Rajeswari (1988) studied the levels of concept attainment in middle school children and examined their relationship with intelligence and scholastic achievement. Variations in understanding taxonomic relations, problem solving and principles of learning were particularly the focus of this study. The pupils of higher grades were found to score more than lower grades at the concrete and identity levels of concept attainment including taxonomic relations and application of principles with evidence for minor differences to different types of concepts. Boys generally scored higher scores than girls on the classification and formal levels of concept attainment and on problem solving and application of principles.

Kumari (1991) studied the problem solving strategies of 10-12 years of age children and examined their relationship with certain cognitive

capabilities (e.g. conservation, combinational thinking, proportionality and probability reasoning), The findings revealed that overall problem-solving ability and the success of different types of problems were significantly and positively related to each cognitive ability, separately as well as globally. There was also evidence for some sequential steps in problem solving and for different forms of responses to be associated with the tactics used by children. A wide range of variations in the strategies appeared to be related to the nature of problems.

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Thankappan Nair (1963) made a study entitled, 'The Content Analysis of the Social Studies Text books of the School Classes'. The major findings were

- 1) Topics are not suited to the capacity of the pupil,
- 2) Organisation of content is neither logical nor psychological.
- 3) No attempt has been made to correlate the material drawn from various sources.

Isaac (1970) had done a study on the content analysis of the Textbooks in social studies in STD VII in Kerala. He examined how far the Textbook is written in conformity with the syllabus of social studies STD VII. He found that content, style of language; features such as print, cover, size, paper binding etc are not up to standard.

Leelavathy (1970) presented her work on 'The Critical Study of the Text Book of Social Studies Prescribed for Std V in Kerala'. The tools for the investigation were Questionnaire, interview and Textbooks analysis. The major findings were:

- 1) The Textbook is prepared in accordance with the syllabus.

- 2) Though the content is generally found to be adequate certain modification, additions, are necessary.
- 3) Certain terms, concepts and principles are not clearly defined.

An investigation made by Joseph (1971) on the difficulties of social studies teachers in teaching physical geography portions in High Schools in Kerala finds that:

- 1) The periods allotted for physical geography are inadequate.
- 2) Majority of the teachers are not able to keep abreast of new developments related to geography.
- 3) A separate room for geography is not provided in most of the Schools.

Kumari's (1982) works on 'A content analysis of social studies Textbook of Std VI in Kerala' reveal some of the defects of the Textbooks. She has made certain suggestions in the light of the study.

1. Certain chapters need explanation.
2. Portions should be minimised according to the periods allotted.
3. Name of the reference book should be noted at the end of the chapter.

Usha Rani made a study titled "A Study of the Relation Between Certain Pupil Factors and Social Studies Interest of Secondary School Pupils".

The major findings were:

1. The importance of learning Social Studies should be made clear to the pupils by teachers and parents.
2. Teachers should study the level of parental involvement in studies of their students, and if it is found to be not satisfactory, necessary steps should be taken to improve it.
3. Teachers and parents should encourage children and provide necessary help to participate in quiz programmes and other competitive examinations related to Social Studies.
4. Whenever possible parents should provide children opportunity to see exhibitions related to Social Studies.
5. Effective relationship should be established between teachers and parents.
6. Through Adult Education Programmes and Parent Teacher Associations parents should be made aware of the importance of their involvement in children's studies. How to involve in their children's studies should also be made clear to them.
7. As there is close relationship between interest and achievement in Social Studies, achievement in Social Studies should be improved by the following methods.

- a. Ensure maximum pupil participation in the teaching-learning process,
- b. Avoid monotony in teaching by using suitable audio-visual aids such as maps, charts, globe etc,
- C. Practical value of each topic should be made clear to the students.
- d. As far as possible select examples from life situations.
- e. Different methods like project method, field study method etc should be used for teaching Social Studies.

Binuraj.A (1998) made a study entitled, "Preparation and Validation of Audio Instructional Materials in Physics at Secondary School Level". The major findings of the study reveal that Audio - Instruction is definitely better than the Conventional Text - book Method. In the Audio - Instruction Method, pupil is the centre of the teaching learning process and the teacher is a facilitator of student learning. The student is not a passive listener but he is an active member. Therefore, he can acquire concrete ideas and hence longer retention is possible. Based on the findings of the present study, the following suggestions are made for improvement.

- 1.) The existing curricula will not be able to cope with the proposed Audio - Instruction Method. Recall and recognition of facts and

principles being the basic tenets of the present curriculum, existing school curricula must be modified accordingly.

2.) Over crowding of classrooms should be avoided. This will facilitate the teacher to give proper assistance to the needy and implement his plans with ease and effectiveness.

Pramod.G.Nair made a study entitled, "Opinions of Social Studies Teacher on Curriculum Development in Geography for Secondary Schools of Kerala." The major findings of the study were:

- 1) The geography Textbooks have to be modified and revised by incorporating the proposed content areas in order to achieve the required objectives as outcomes.
- 2) Competent teachers should be appointed in Secondary Schools to handle geography classes.
- 3) Orientation courses at regular intervals based on the experience of the teachers should be very useful.
- 4) The teacher pupil ratio should be improved or other attempts of individualised instruction should be attempted. This can include use of workbooks and outside class work for peoples with difficulty.
- 5) There should be a geography museum in every school.

- 6) Study tours, exhibitions and excursions may be conducted at regular intervals to make the teaching of geography more interesting.
- 7) All library facilities must be provided in the school to attract, pupils in the reading room.
- 8) Audio visual sides should be provided for teachers to make geography teaching systematic and effective.
- 9) To test the aspects of learning geography special measures have to be organised, continuous evaluation without reference to examinations alone is possible.

Rasool and Nath (1986) analyzed the 'Attitude of Students Towards Internal Assessment'. It was intended to study the sex difference in the attitude scores of University and College students towards internal assessment. It was concluded that girls show more favourable attitude towards internal assessment. Both boys and girls at the university level take internal assessment positively and put their confidence in the philosophy and rationale of internal assessment.

Sreekala (1,987) studied 'The Opinion of Teachers and Students in Professional Colleges Regarding Certain Innovative Practice in Evaluation'. The objectives of the study were -

1 To find out the innovative practices adopted in professional colleges for evaluating students.

2. To study the opinions of teachers and students regarding:

a) The need for internal assessment along with external examination.

b) Advantages and disadvantages of internal assessment.

c) The way in which internal assessment is conducted at present, suitable persons for conducting internal assessment and criteria for internal assessment.

The major findings were:

1 students should not be assessed based on their performance in a single examination at the end of the year but it should be supplemented by innovative practices such as internal assessment and project works.

2. Internal assessment should be done based on the performance of pupils in written test, practical work and assignments done.

3. The criteria for assessment should be discussed with the students for making internal assessment system more reliable and acceptable to the pupils.

4 It should be done by a team of teachers who know the student.

Bini (1998) conducted a study entitled, 'A Critical Study of the Evaluation Techniques Used to Measure Social Studies Outcome at Higher Secondary Level'. It was intended to study the opinion of teachers regarding the need for internal examination, criteria for internal assessment and its major advantages.

The major findings of the study were

- 1) Teachers were not fully aware of the purpose of evaluation.
- 2) Internal assessments are necessary for higher Secondary level.
- 3) The internal assessment of students should be based on the marks obtained in the test papers, assignments done, other activities and attendance in the classroom. Internal assessment results in better teacher - pupil relationship.

The University Grants Commission (1973) in their 'Plan of Action for Examination Reforms' has suggested that we should have the grade system instead of the marking system prevalent in the Indian Universities today. Arguments for the grade system by U.G. C are

- 1) Grading can be done more reliably than marking.
- 2) The classificatory errors are less with grading than marking.

3) The performance of the pupils cannot be measured so accurately and so unambiguously as to be recorded in marks. Grades can overcome this difficulty.

4) Grading with a normal distribution helps in overcoming the problem of variability of judgments.

Bhat, Gunasekharan and Shanmugharn (1978) conducted a study entitled, 'A Comparative Study of the Grade Table and Direct Grading Methods' to study the consistency of grade distribution within the examination and between the examiners using the two methods of evaluation and to study their opinions about the two methods. The findings suggested that

1) Majority of the examiners was consistent within themselves in respect of grades under GTM.

2) The examiners in general felt that objectivity in valuation was more in DGM than in the GTM of evaluation.

Bhushan (1979) conducted a study entitled 'An Experimental verification of various Methods of Examination in History at Lower and Higher Stages'. The objective was to find out the reliability of the grades and marks at both higher and lower stages. The conclusion

was that the evaluation through marking or grading had equal importance at the lower stage. However, the degree of correspondence was seen higher through grading at higher stage.

Gunasekharan and Jayanthi (1979) conducted 'A Study to Fix the Permissible Difference in Grades Awarded by Two Examiners under Direct Grading Method'. The study was intended to fix the permissible difference in grades awarded by two examiners above which the scripts should be sent to the third examiner for valuation. It was concluded that the permissible difference between two examiners might be fixed in terms of the final grade arrived at for a script as it was not feasible to fix the permissible difference either in terms of each question or each section.

Veena (1997) studied 'A Critical Analysis of the Perfect System of Examination with Special Reference to Social Studies in the Secondary Schools of Kerala'. The objectives were -

- 1) To analyze the possibility of developing a sound system of examination with the help of-
 - a) Grading System in the place of present marking system.
 - b) Internal assessment as a part of public examination.

c) Comprehensive evaluation.

The major findings of the study were

- 1) Since the present system of examination in general was found to be 'not satisfactory'; there arose the need for introducing the following reforms in the examination system-
 - a) Introduce grading system in the place of present marking system.
 - b) There should be possibility for introducing internal assessment.
 - c) Comprehensive evaluation should be introduced.
- 2) Necessary in-service training should be given to teachers in evaluation procedures.

In an approach of National Council of Educational Research and Training (N.C.E.R.T.) it is viewed that in the primary stage the learning experience of children is planned in terms of activities and programmes, sending children to the school garden and talking about flowers, organizing visit to new locality, using audio-visual aids available inside and outside the class, discussing different seasons with reference to food, clothing and shelter and organizing festivals and exposing them to situations where they may begin to appreciate broad element of civic and social life are just a few examples to denote the nature of activities,

which can form the basis of giving knowledge and skills and different means.

Ravikrishnan. T (2000) conducted a study entitled, An enquiry in to the class room activities provided for enhancing pupil involvement in English language acquisition at Secondary level.

The major findings were:

- 1) Teachers should provide interesting and novel activities in the English language classroom.
- 2) Teachers should always try to explore the three modes of language learning: direct experience, observation and language, in the classroom.
- 3) Language teacher should always try to immerse pupils in language rich environment so that they can be active participants in language learning.
- 4) Teachers should be efficient in providing multitude of activities in listening skill, speaking skill, reading skill, writing skill and other sub skills of language learning. For this sufficient training should be given in in-service training.
- 5) Pupils should be given orientation while choosing the activities in language classroom. The selection of activities should be based on their interest and age level.

- 6) Teachers should be well informed with the advancement in educational technology so that they can select multi-sensory approach to language learning.
- 7) Pupils participation in the activities selected should be ensured by the teachers to facilitate language acquisition.
- 8) Language games and other activities like role-play, elocution, debates, discussion, letter writing, reading news headlines in the class, listening to audio-tapes, using of dictionary, demonstration, conversation, picture reading composition etc. should be conducted in the class. Teachers should also use various aids like pictures, charts, models, flannel board, language puzzles to improve language acquisition.
- 9) Intensive training in teachers' education in curriculum transition is very essential in order to ensure professional competency of teachers in language teaching.

Velappan (1995) conducted, "A Study on the Influence of MLL (Minimum Level Learning) Programme of Primary Education in Thiruvananthapuram District". The study revealed that:

- 1) Majority of the teachers expressed that the M.L.L.programme is interesting and they received cooperation from higher authorities and parents

- 2) Teachers developed competency to implement M.L.L. programme because of training programme.
- 3) Pupil participation was partial in the teaching learning process before implementation of the M.L.L. programme.

B) STUDIES CONDUCTED ABROAD

Stones and Heslop (1968) conducted a study on the formation and extension of class concepts in primary school children. The aims of the investigation were:

- 1) To establish the extent to which Vigotsky's model of concept formation applied to English primary school children.
- 2) To examine the relationship between age, verbal ability and non-verbal ability and levels of thinking.
- 3) To examine the relationship between levels of thinking and performance in tests of transfer.
- 4) Sixty primary school children aged 6 years to 11 years were given the Vigotsky sorting task and specially constructed tests of extension or transfer.
- 4) It was found that Vigotsky model was appropriate although the subjects showed little evidence of thinking at the lowest level. Verbal

ability was associated more closely with conceptual thinking and other measures.

Biswar (1986) conducted a study of the curriculum of primary education in Bangladesh. The major objectives of the study were:

- 1) To evaluate the primary education curriculum in Bangladesh in terms of its objectives and the criteria mentioned by the National Curriculum and Syllabus Committee of Bangladesh.
- 2) To conduct a status survey of primary Schools with regard to instructional inputs and other facilities.
- 3) To study the assessment system and to study the problems involved in implementing the curriculum.

The major findings of the study were:

- 1) The Schools did not implement the curriculum appropriately.
- 2) The Textbooks were mostly according to the contents included in the syllabus prescribed by the National Curriculum and Syllabus Committee.
- 3) The problems were related to lack of physical facilities, timetable, non-availability of appropriate teaching aids and materials. The workload was very high as perceived by the teacher.

Greene (1991) conducted a study to determine what methods of student evaluation parents felt were most effective in helping them assist in their child's effort to develop skills and understand their child's performance in school. A survey was conducted among 168 parents in central Virginia, including parents of Kindergarten through fourth grade students in a city school and parents of students in second/third grade rural school. A total of 100 fourth graders and second/third graders were also surveyed. The Schools studied used different approaches to evaluation. One used a combined developmental checklist and narrative report for kindergarten and first grade, and letter grades for second through fourth grades. In the other school, written communications with parent about their child's performance and conferences were used in kindergarten through third grade, while grades were assigned in fourth and fifth grades, with conferences also available. It was found that most parents thought conferences were the most informative kind of evaluation in terms of helping them help their children. Developmental checklists were the second choice of parents of kindergarten and first grade students, while letter grades and conferences were the first choices of fourth graders' parents. A total of 42 percent of the parents felt that grades should be based on academic achievement and behaviour. The percentages of parents who felt that they knew how to

help their children after reading their reports increased with the children's grade level. Students chose conferences as the most informative kind of reporting.

Fuchs (1995) conducted a study on connecting performance achievement to instruction. A comparison on behavioural assessment, Mastery Learning, Curriculum based measurement and Performance Assessment". This digest summarizes principles of performance assessment which connects class room assessment to learning specific ways that assessment can enhance instruction are outlined, as are criteria that assessment should meet in order to inform instructional decisions performances assessment are distinguished.

- i) Students construct, rather than select, responses.
- ii) Assessment formats allow teacher to observe student behaviour on test reflecting real world requirements and
- iii) Scoring reveals patterns in students learning and thinking performance assessment is evaluated in terms of several general criteria for assessment such as measurement of important learning outcomes, compactability with a variety of instructional models and easy of administration, scoring and interpretation by teacher.

Berlin(1996) reported that Berlin -White Action Research Model was designed to prepare and support teachers in the development, implementation and evaluation of innovation within their class room. The yearlong programme consists of three interrelated phases over four academic quarters:

- 1) "Pedagogical Awareness", designed to provide knowledge and experience to advance teacher learning and to serve as a springboard for the development and educational innovations.
- 2) "Research Development and Evaluation", which prepares teachers in the fundamentals of inquiry in education; and
- 3) "Classroom Applications", three quarter-long seminars focusing on the development of curriculum innovation and data collection procedures, classroom implementation and data collection and analysis, interpretation and reporting.

Dhand and Lyons (1991) described the experiment on an innovative curriculum in social science (Canada) which is inhabited by a sizeable population of Indian origin. According to him Social Studies as an area of school curriculum is in a state of turmoil. Citizen education and cultural literacy are its primary objectives. The major goals of the

new curriculum in social studies are concerned with developing democratic 'understanding and values including national as well as personal identity and development of abilities and skills for analyzing problems that affects as a member of a changing and complex world.

Searino, Angela (1988) in an article, "Evaluation, Curriculum Renewal and Teacher Development" discusses the aspects of curriculum change and in-service teacher education emphasizing the fact that curriculum and staff development are ongoing process

Dale, Findly and Robert, Estabrook (1991) published an article on 'Teacher Evaluation: Curriculum and Instructional Considerations'. In this article, they mentioned teacher evaluation should consider the curriculum element; that is, teachers should be evaluated in terms of making clear what content they want students to learn and the level of function they want the content handled.

Ellis Page (1958) conducted a study of the effects of grades, written comments and grading policies. He concluded that teachers should take the time to write encouraging comments on the answer papers of all students.

Goldberg (1965) compared leniency, strictness and bimodal approaches in grading that maximized the difference between what the student expected and what he actually received. He found that the poorer students would be encouraged to work harder to get higher grades and better students would be encouraged to work harder to keep their high grades.

Filene (1969) tried permitting his students to grade themselves, withholding any veto of their judgments. He found substantial agreement with the grades he himself would have given. His solution was to combine self-grading with instructor's grading.

Marshall (1969) attacked grading as self-defeating, addicting students to a kind of evaluation that interferes with learning and punishing students.

Torshen (1969) and Purkey (1970) described how grading can impair a student's self-concept both academically and generally, even bringing on physical illness.

The joined Indo-American Study Team (1970) on the assessment of the progress of the Punjab Agricultural University reported that students considered the grading scheme as fair to good.

Horn (1967) found that process- oriented and child- centred is useful in history education than lecture method or telling method. He has expressed the view that most of the studies conducted in this area on all subjects reveal the superiority of "activity methods" over "telling method"

Some of his specific findings were:

- 1) Ability to learn from spoken words exhibits a higher degree of correlation with ability to learn from printed words.
- 2) Pupils probably learn more through activity than from poor lectures or from reading.

Phandnis (197 1) in his paper presented at second convention of the Association of Indian Agricultural Universities, expressed his fear about unhealthy competition of awarding grades among teachers in various institutions. He recommended a uniform scheme of grading with particular reference to multi-campus Agricultural Universities.

Hales, Bain and Rand (1971) showed that motivation or the performance of students from which we infer motivation is somewhat lower when pass- no credit grading is used rather than the conventional grades of A, B, C, D, E, F.

Bridgham (1972) examined Secondary School science enrolments as a function of ease of grading. He noted that students in science courses are usually graded more severely than the same students graded in other courses.

Main and Gallagher - (1972) conducted a campus survey among faculty and students on the pass- no credit option. They mentioned the positive consequences of this kind of grading system less pressure on students, healthy experimentation in new areas and healthier attitudes towards the course. In the United States, both faculty and students believe that grading serves several necessary and useful purposes (Bukley, 1987; Chase, 1979).

Hermer (1996) conducted a study on 'A Survey of the Marking and Grading Practices of Community College Instructors'. This was based upon the fact that the instructors used traditionally based marking

and grading system to determine student grades rather than adhering to those practices recommended by the testing, measurement and evaluation experts. Conclusions were –

- 1) Grade was recognized by students, faculty, the institution and employees to be important.
- 2) It was difficult to expect uniformity of grading practices among instructors because they act alone in their classrooms.
- 3) Personal criteria of teachers affected a student's grade.

Hoff (1950) conducted a study on the impact of various methods of teaching science subjects. He reported that field trip and demonstrations are effective in making science subjects more real and interesting to students of all grades.

In the article "*Curriculum Based Evaluation*" Caros (1992).

broughtout the application of curriculum based evaluation in social skill instruction and a distinction between evaluation and measurement and explains the need to link curriculum based evaluation to the development of individualized educational plans.

A study in New Zealand conducted by Mc Kinnon et. al. (1999) focused on the responses of students. This integrated subject project developed alternative approaches to the traditional junior Secondary School Curriculum. It included extensive use of computer and an enquiry based approach that explored Maori and European culture while integrating mathematics, history and language art skills. Data were collected from three cohorts of students each over three years to provide complete data on 415 students. Results showed that students who opted integrated studies programme had more positive attitudes towards computer use than those in the traditional school programme and they reported more enjoyment out of class activities. Students in the integrated studies programme were significantly less alienated than their counterparts in the regular grade-9 programmes and academic achievement was higher for English, Mathematics and Science.

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CHAPTER III

METHODOLOGY

- STATEMENT OF THE PROBLEM
 - OBJECTIVES OF THE STUDY
 - METHOD ADOPTED FOR THE STUDY
 - PHASES OF THE STUDY
 - PHASE ONE- ANALYSIS OF THE CURRICULUM BY THE RESEARCHER
 - PHASE TWO - ANALYSIS OF THE CURRICULUM BY EXPERTS AND TEACHERS
 - TOOLS USED FOR DATA COLLECTION
 - PILOY STUDY FOR FINDING OUT THE RELIABILITY OF QUESTIONNAIRE
 - SAMPLE SELECTED FOR THE STUDY
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CHAPTER III

METHODOLOGY

CHAPTER PREVIEW

In this chapter the Statement of the problem, a brief description of the tools, the details of the sample selected, the procedure for data collection and the method adopted for the study are given.

3.1 STATEMENT OF THE PROBLEM

The problem is entitled "HISTORY EDUCATION AT THE SECONDARY (SCHOOL) LEVEL IN KERALA STATE - A CRITICAL STUDY"

3.2 OBJECTIVES OF THE STUDY

3.2.1. MAJOR OBJECTIVE

To study critically the Secondary Schools history curriculum of Kerala State.

3.2.2. MINOR OBJECTIVES

1) To assess the weightage and importance given to history education at the Secondary Schools of Kerala State.

2) To analyse the history curriculum at the Secondary stage in Kerala State with reference to:

- a) The objectives of teaching history
- b) The content of history
- c) The method of instruction \ Transactional modalities adopted and
- d) The strategies of evaluation

3) To pool the opinion of experts and teachers in history education at the Secondary School level in Kerala State with regard to the objectives of teaching history, the content of history, the transactional modalities adopted and the strategies of evaluation.

4) To suggest guidelines for enabling the curriculum experts and educational administrators for improving the quality of history education.

5) To prepare a model curriculum for Secondary School pupils

3.3. 0. METHOD ADOPTED FOR THE PRESENT STUDY

This is an analytical and descriptive study. Normative Survey is also applied in the study. The study has been conducted in two phases: -

3.3.1. PHASE ONE

ANALYSIS OF SECONDARY SCHOOL HISTORY CURRICULUM BY THE RESEARCHER

The researcher made a critical analysis of the present history curriculum of Kerala State with regard to:-

- a) The objectives of teaching history at the Secondary Schools in Kerala State
- b) The content of history
- c) The method of instruction \ Transactional modalities adopted and
- d) The strategies of evaluation

For the study the researcher also analysed the history curricula of 1984- 85 and 1994- 95 followed in Secondary Schools in Kerala State, the upper primary curriculum of Kerala State and the present history curricula of ICSE and CBSE.

3.3.2. PHASE TWO

A) CONSOLIDATION OF VIEW POINTS OF EXPERTS

Selected subject experts in history and curriculum committee members were consulted by the researcher to pool their view points with regard to:-

- i) The objectives of teaching history at the Secondary Schools in Kerala State
- ii) The content of history

- iii) Transactional modalities adopted and
- iv) The strategies of evaluation.

B) CONSOLIDATION OF VIEW POINTS OF SECONDARY SCHOOL TEACHERS

The researcher prepared a questionnaire and sends to 436 Secondary Schools history teachers to pool their opinion with regard to:-

- i) The objectives of teaching history at the Secondary Schools in Kerala State
- ii) The content of history
- iii) Transactional modalities adopted and
- iv) The strategies of evaluation.

3.4.0. TOOL USED FOR DATA COLLECTION

The researcher prepared an Interview schedule and questionnaire to pool the opinion of experts and teachers.

3.4.1. INTERVIEW SCHEDULE

For the pooling of opinion of experts in the field of history with regard to the objectives of teaching history, content of history, transaction modalities and strategies of evaluation the researcher prepared an

interview schedule. Copy of the interview schedule is attached as annexure no: I

3.4.2. QUESTIONNAIRE

A questionnaire was prepared for collecting data with regard to the objectives of teaching history, content of history, transaction modalities and strategies of evaluation for the present study from the Secondary School history teachers. Copy of the questionnaire is attached as annexure no:II

3.5 DESCRIPTION OF THE QUESTIONNAIRE FOR TEACHERS

The investigator has gone through a good number of books and periodicals to get a thorough knowledge in the field of study. The ideas thus obtained were supplemented with the information collected from experts in the field and experienced teachers. The investigator discussed these ideas with co-workers to know the possible outcomes of the study. Some selected history teachers of Secondary Schools and heads of the Schools were also consulted. The researcher has a lot of experience as a history teacher in this field and has participated in the creative workshops for the preparation of History Text Books and Hand Books for STD. IX and X and History Textbooks for STD XI and XII. He has participated in the

training camps as a member of the State Resource Group (SRG) and has given training to a large number of history teachers of Thiruvananthapuram revenue district. He has plenty of opportunities to discuss with teachers about the history curriculum, content of history, method of teaching and evaluation. The draft questionnaire prepared by the researcher had 43 items.

3.6.0 VALIDATION OF THE QUESTIONNAIRE

The face validity of the tool was determined on the basis of the suggestions of the teachers and experts. The draft questionnaire with 43 items was circulated among 10 experts in history who are very thorough with history curriculum at Secondary level. On the basis of their view points 13 items were deleted from the draft questionnaire as they were reported to be vague, irrelevant or ambiguous. (The details of experts consulted for validation of the questionnaire are given as appendix no.3. Thus the final questionnaire consisted of 30 items. As a further measure in order to claim more authenticity the questionnaires were experimented on a representative sample of Thirty-six Secondary School history teachers. The questionnaire used for teachers included mainly 5 major parts.

PART- A GENERAL INFORMATION

The first part is related to the personal data of the respondent. The researcher wanted to know the respondent's personal data such as name, qualification, service, sex, type of School etc

PART- B CURRICULUM OF HISTORY

The second part had 3 questions. This is about the history curriculum for STD VIII, IX and X. It is an attempt to know how much the present history curriculum for STD VIII, IX, and X is sufficient for achieving the important educational objectives such as to develop -

- a) environmental awareness
- b) a historical perspective regarding life of people and culture of the society
- c) creative thinking
- d) observation skill
- e) an understanding regarding how the past events have influenced the present systems of society
- f) inquiry skill
- g) creates enough curiosity and interest for learning history
- h) desirable social attitudes and values.
- i) national and international understanding
- j) problem solving ability
- k) co-operative mentality
- l) a broad humanitarian outlook and
- m) to develop an attitude against violence, war and hatred.

It also aims to know how far the present history curriculum is related to the interest of the pupil who can learn through appropriate learning experiences within the time allotted in the syllabus.

PART - C. CONTENT OF HISTORY

This part had 4 questions. In this section the researcher intends to know about the content of history Textbook for STD VIII, IX and X. The researcher made an attempt to know where it is satisfactory and where it is not. He examined whether the authors of the Textbook have made any attempt to misinterpret or suppress facts or project any particular community. The researcher desired to know whether the aims of teaching history mentioned below are achieved or not.

- a) Train the powers of imagination memory and reasoning
- b) Promote self – understanding
- c) Give proper conception of time, space and society
- d) Foster national feeling
- e) Develop international understanding

PART. D - TRANSACTIONAL MODALITIES

This part consisted of 5 questions. In this section the researcher attempted to know the major strategies followed in teaching history by Secondary School teachers. The researcher also wanted to know the merits and de-merits of various methods of teaching, the extent of adoption of these methods by teachers in teaching of history, role

of Audio-Visual Aids and IT and how they influenced the teaching learning process in history education.

PART - E EVALUATION

This part has 12 questions. In this section the researcher intended to know about the evaluation procedures including the present grading system for STD VIII, IX and X followed in history education.

3.6.0. PILOT STUDY FOR FINDING OUT THE RELIABILITY OF QUESTIONNAIRE

The investigator selected a representative sample of twelve high Schools from Thiruvananthapuram revenue district for pilot study so as to ensure the authenticity of the questionnaire. Questionnaires were administered to a sample of thirty-six Secondary School history teachers of this School. The list of Schools selected for the pilot study is given below –

TABLE 3.1

Table 3.1 shows the list of Schools selected for the pilot study

Sl No	Name of the School	Type of Management (Government/ Aided/ Unaided)	Locale of the School (Rural/Urban)	Medium of Instruction (English/ Malayalam)

1	Government H.S.S.Kheerarur	Government	Rural	Malayalam
2	Vidhyadhiraja School Perumkadavila	Unaided	Rural	English
3	Government.HSS For Boys Neyyattinkara	Government	Urban	Malayalam
4	Government.HSS For Girls Neyyattinkara	Government	Urban	Malayalam
5	PTMVHSS Maruthoorkonam	Aided	Rural	Malayalam
6	St Mary's HSS Pattom	Aided	Urban	English
7	St .Therasas Convent Neyyattinkara	Unaided	Urban	English
8	M.V.H.S.S Arumanoor	Aided	Rural	Malayalam

9	Government H.S.S.Anavoor	Government	Rural	Malayalam
10	Leo XIII HSS Pulluvila	Aided	Rural	Malayalam
11	Government HSS for Girls Cotton Hill	Government	Urban	Malayalam
12	Government .HS Poojappura	Government	Urban	Malayalam

It may be seen from this table that the Schools represent all the different categories such as Type of Management (Government/ Aided/ Unaided), Locale of the School (Rural/Urban) and Medium of Instruction (English/Malayalam). After selecting the Schools, the investigator visited the institutions and sought permission from the Head of the Institutions for the administration of the questionnaire. Clear and precise instructions were given to teachers and their doubts were clarified for answering the questionnaire. Every precaution was taken to make the study as reliable as possible. After

an interval of one month these teachers were again given the copies of the same questionnaire for their response. Data obtained from the sample was scrutinized and only those found complete and correct in respect of all necessary information required were chosen for analysis. The answers were converted to scores by giving 1 score to positive answer (Yes) and zero to negative answer (No). Thus, the total scores for the first and second tests of each individual were tabulated. The correlation of the first and second tests was found out by using the formula.

$$r = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

NB 4687



It was found that there is a correlation of 0.85, which shows that the questionnaire is reliable.

3.7. SAMPLE SELECTED FOR THE STUDY

The sample selected for the study comprised of 436 history teachers selected from 142 Schools of Thiruvananthapuram and Kozhicode revenue districts. (The Schools selected for the study for teachers are appended III). These Schools were selected on the basis of stratified quota sampling representing various criteria such as type of

management (Government, Aided and Unaided Schools), Locale (Rural and urban) and Medium of instruction (English medium Schools and Malayalam medium Schools). Only permanent teachers working in these Schools were selected for the study. The number of teachers selected from each district, criteria followed for selection and percentage of each criterion are given in the following table.

TABLE 3.4

Table 3.4 showing the number of teachers selected for the study on the basis of Type of Management, Locale, and Medium of instruction.

N= 436

District	Type of Management			Locale		Medium of Instruction	
	Government	Aided	Unaided	Rural	Urban	English	Malayalam
Trivandrum	104	87	79	94	174	112	186
Kozhicode	93	49	24	55	113	87	51
Total	197	136	103	149	287	199	237
Trivandrum (%)	(23.85)	(19.95)	(18.11)	(21.55)	(39.9)	(25.68)	(42.66)
Kozhicode (%)	(21.33)	(11.23)	(5.50)	(12.61)	(25.91)	(19.95)	(11.69)
Total (%)	(45.18)	(31.18)	(23.61)	(34.16)	(65.81)	(45.63)	(54.35)

Table 3.4 shows that out of a total of 436 history teachers selected for the study, 45.18 % of history teachers are from Government Schools, 31.19 % of history teachers are from Aided Schools and the remaining 23.63 percentage of history teachers are from unaided Schools. It shows that the % of teachers belonging to rural and urban area is 34.16 and 65.81 % respectively. The table reveals that the percentage of teachers belonging to English and Malayalam media are 45.63 and 54.35 % respectively.

After selecting the Schools, the investigator sent the questionnaire to teachers by post. The obtained responses were scrutinized and only those found complete and correct were chosen for analysis. The responses were converted to scores by giving 1 score to positive responses and zero to negative responses. The data were converted to tabular forms for analysis and findings. The data were compiled and classified for meaningful interpretation. The interpretations of the data are given in chapter IV.

CHAPTER IV

ANALYSIS OF DATA

- STATEMENT OF THE PROBLEM
 - OBJECTIVES OF THE STUDY
 - METHOD ADOPTED FOR THE STUDY
 - PHASES OF THE STUDY
 - PHASE ONE- ANALYSIS OF THE CURRICULUM BY THE RESEARCHER
 - PHASE TWO - ANALYSIS OF THE CURRICULUM BY EXPERTS AND TEACHERS
 - TOOLS USED FOR DATA COLLECTION
 - MAJOR FINDINGS
-

CHAPTER IV

ANALYSIS OF DATA

CHAPTER PREVIEW

In this chapter, the analysis of the Secondary School history curriculum by the researcher, opinion of experts in the field with regard to the Secondary School history curriculum, the opinion of Secondary School history teachers and the findings of the study are included.

4.1 STATEMENT OF THE PROBLEM

The problem is entitled "HISTORY EDUCATION AT THE SECONDARY (SCHOOL) LEVEL IN KERALA STATE - A CRITICAL STUDY"

4.2 OBJECTIVES OF THE STUDY

4.2.1. MAJOR OBJECTIVE

To study critically the Secondary School history curriculum of Kerala State.

4.2.2. MINOR OBJECTIVES

- 1) To assess the weightage and importance given to history education at the Secondary Schools of Kerala State.
- 2) To analyse the history curriculum at the Secondary stage of Kerala

State with reference to:

- a) The objectives of teaching history
 - b) The content of history
 - c) The method of instruction \ Transactional modalities adopted and
 - d) The strategies of evaluation
- 3) To pool the opinion of experts and teachers in history education at the Secondary School level in Kerala State with regard to the objectives of teaching history, the content of history, the transactional modalities adopted and the strategies of evaluation.
- 4) To suggest guidelines for enabling the curriculum experts and educational administrators for improving the quality of history education.
- 5) To prepare a model curriculum for Secondary School pupils

4.3. 0. METHOD ADOPTED FOR THE PRESENT STUDY

This is an analytical and descriptive study. Normative Survey was also applied in the study. The study had been conducted in two phases: -

4.3.1 PHASE ONE –

ANALYSIS OF SECONDARY SCHOOL HISTORY CURRICULUM BY THE RESEARCHER.

The researcher made a critical analysis of the present history curriculum of Kerala State with regard to:-

- a) The objectives of teaching history at the Secondary Schools in Kerala state
- b) The content of history
- c) The method of instruction \ Transactional modalities adopted and
- d) The strategies of evaluation

For the study the researcher analysed the history curricula of 1984-85 and 1994- 95 existed in Secondary Schools in Kerala State. He analysed the present history curricula of ICSE and CBSE and the Upper primary curriculum of Kerala state.

4.3.2 PHASE TWO: -

A) CONSOLIDATION OF VIEW POINTS OF EXPERTS

Selected subject experts and curriculum committee members were consulted by the researcher to pool their view points with regard to:-

- i) The objectives of teaching history at the Secondary Schools in Kerala state
- ii) The content of history
- iii) Transactional modalities adopted and
- iv) The strategies of evaluation.

B) CONSOLIDATION OF VIEW POINTS OF SECONDARY SCHOOL TEACHERS

The researcher prepared a Questionnaire and send to 436 Secondary School history teachers to pool their opinion with regard to:-

- i) The objectives of teaching history at the Secondary Schools in Kerala state
- ii) The content of history
- iii) Transactional modalities adopted and
- iv) The strategies of evaluation.

4. 4. TOOL USED FOR DATA COLLECTION

The researcher prepared an Interview Schedule and Questionnaire to pool the opinion of experts and teachers.

4.5. PHASE ONE

ANALYSIS OF THE SECONDARY SCHOOL HISTORY CURRICULUM BY THE RESEARCHER

4.5.1. ANALYSIS OF OBJECTIVES OF THE CURRICULUM

1) The Secondary School history curriculum is over loaded. The history curriculum should be comprehensive and not heavily loaded with information. Interrelatedness of ideas and their comprehensibility must be kept in view while framing curriculum. It would also be desirable to emphasize the process of learning and thinking rather than mere acquisition of facts. There were strong complaints from parents that the Secondary School curriculum is very heavy. This has been causing a tremendous amount of stress and strain among students and thereby hampering their normal

development. The researcher assumes that the following factors are responsible for this:-

- i) Obsolete and redundant content.
- ii) Mechanical narration of facts.

The researcher assumes that many facts and details in the history Textbook for STD X (chapters I, II, IV and V) are not relevant. Many Curriculum Objectives aimed to attain through (Curriculum Objectives STD X chapter I) this Textbook has already been achieved by the students in STD VIII. In chapter II topics like Easter Rebellion, War Communism and Revolution in Germany are given. The Researcher assumes that these topics are not relevant as far as Secondary School students are concerned. In chapter IV of the history Textbook for STD X some crises are given- Palestine- Israel Crisis, Suez Canal Crisis, and Cuban Crisis etc. Here the method adopted is mechanical narration of facts without considering the mental ability of the learner. Moreover the views expressed in these Textbooks are Europe – centred.

2) The curriculum objectives are not specific. The history curriculum 2003-03 shows that it was prepared without considering the psychological characteristics of the learners at this age level. So it is natural that learning of history may fail to create interest in learning.

The curriculum should be objective-based, suitable to their mental age, ability, interests, and capacities. It should help the learners to understand the human environment in its totality and develop a broader perspective based on empirical, reasonable, and humane outlook. It should also help them grow into well-informed and responsible citizens with necessary attitudes and skills so that they could participate and contribute effectively in the process of development and nation building activities. The curriculum should be aimed at the total development of the child, reflecting the Gandhian philosophy of education, i.e. the development of Body, Mind and Spirit. The researcher assumes that the present Secondary School history curriculum objectives are practically impossible to achieve within the specific period through the child - centred and process - oriented manner. Some examples are given below:-

Example one:-"To collect information from reading materials, documents, maps etc about the relation between the development of capitalism and colonization and to present it by means of discussions." (Curriculum Statement, chapter 1, STD X) To achieve this curriculum objective the pupils should collect information from books, periodicals, encyclopaedias, dictionaries etc about the beginning of capitalism and how it paved the way for the development of capitalism. It seems to be practically impossible to achieve this curriculum objective by all pupils of STD X.

Example two- To collect information from communication media , IT and reading -materials and to prepare notes on the third age of mechanization, use of atomic energy, modern information technology and how they are used for colonial exploitations. (Curriculum Statement, chapter V, STD X)

Example three - To collect information, from different sources and prepare notes on the process of colonial exploitation IMF, World Bank GATT the global spread of capital and commodities Uruguay talk and World Trade Organization. (Curriculum Statement, chapter V, STD X)

Example four- To collect information about the values of secularism, fraternity, tolerance, attitude against exploitations etc and to find out how much of these are enshrined in the constitution of India. (Curriculum Statement, chapter VI, STD X) The researcher assumes that it is practically impossible to achieve these curriculum objectives within the specific time limit.

3) The present history education fails to develop an international understanding. The National Curriculum Framework for School Education (2000) prepared the history curriculum for Secondary classes. Based on the new curriculum NCERT prepared the history

Textbook for STD IX. The first chapter of the text book describes “the colonisation in Asia and Africa, rivalries among the European colonial powers, World War I, coup in Russia, World War II, use of atomic bombs, founding of the United Nations Organisation (UNO), emergence of two superpowers - the United States and the former Soviet Union, cold war between two power blocs led by Washington D.C. and Moscow, breach of the Berlin Wall and unification of Germany and the collapse of the mighty Soviet Union. During the epoch-making twentieth century, the world also witnessed the rise and growth of dictatorial tendencies in the form of Fascism and Nazism. The Communism also represented almost a similar trend in the sense that it stood for the dictatorship of a particular class. All these and a few other developments are discussed in this unit.” Then the Textbook says, “All these developments constitute just one side of the world picture. The other side is the liberation movements in Asia, Africa and elsewhere in the World. This side is a reflection of the rise and growth of nationalism and freedom struggle in India.” The researcher assumes that the study of this particular topic or chapter enables the pupils to develop an international understanding. It seems that this method is not seriously adopted by SCERT for writing Textbooks for Secondary classes. “Teaching of history at the Secondary stage aims at developing in the pupil a world perspective and an understanding of the problems of the contemporary world,

particularly those relating to international peace and human rights and the establishment of a just world order". Programme of Action, (1992). The Kothari Commission 1964-66 stated thus, "Our studies in the humanities and social sciences should be so oriented that, while helping students to become good and active citizens of their own country, they will also enable them to acquire a knowledge and understanding of the essential features of the outside world, particularly of our neighbouring and Afro-Asian countries." 'One world or none' is increasingly becoming the crucial choice for humanity. International War not once but twice has tested man's political and economic ideologies. The Gulf -war of 2003 (The U.S. - Iraq War) terrified the people of the world. Consequently people today are raising the questions about how to survive in this modern world in which they live. Therefore the necessity of establishing lasting peace among the nations of the world was never before felt more urgently than it is today. The present day world needs everlasting peace thorough free discussion, mutual understanding and amicable settlement in a peaceful atmosphere. So history education can be used as a device for developing international understanding.

4) In history the study of environment has great significance. The present curriculum of history is not sufficient for developing environmental awareness. While analyzing the history curriculum for

STD VIII, IX and X it seems to be clear that, environmental studies do not attain any importance under the heading given for Curriculum Objective s. When analyzed the NCERT, CBSE and ICSE curriculum the researcher found that topics related to environmental studies are included in it. The concept of environmental education has been provided in the Textbooks of social sciences in the states of Rajasthan and Madhya Pradesh. In Karnataka, one Textbook deals with science (physics and chemistry), the second with science (biology) and the third with social sciences.

5) The present history education fails to develop a national understanding. It does not enable the children to rise above the narrow ideas of caste, region or language, let alone the international spirit. The problem of national integration is closely associated with the correct understanding of our history and its true cultural heritage. Even from Vedic age India was clearly defined as thus:

“Uttaram yat samudrasya

Himadreshchaiva dakshinam.

Varsham tad Bharatham nama

Bharati yatra. santatih”

This concept continued to exist during the time of Kalidasa who described Himalayas as a scale which connects the seas of east and

west. Pandit Nehru, therefore, remarked thus, “like ocean so received the tributaries of thousand rivers and though she was disturbed often by storms raged over the surface of her water, the sea continued to be a sea. It is astonishing to note how India continued successfully this process of assimilation and adoption. It could only have done so if the idea of fundamental unity were so deep-rooted as to be accepted even the new comer, as if her culture were flexible and adaptable to changing conditions” The national integration was not only based on geographical continuity but also in our religious practices, beliefs, literature and culture. Even though there was no political unity and the country was ruled by several rulers, there was national unity and constant interaction between people in the field of activities such as religion, culture, art, literature and commerce. The present state of affairs of our country, communal disharmony, separatist attitude, caste considerations, the regional loyalties and parochial outlook is to a great extent, the result of a distorted understanding of the history of India, which has helped the formation of petty prejudices and wrong attitudes. A correct understanding of history enables one to understand India in correct perspective and remove fissiparous tendencies. “The understanding of the evolution of Indian society through the ages and an appreciation of true national heritage of India can make a definite contribution to the promotion of national integration.” The School curriculum must inculcate and nurture a

sense of pride in being an Indian through a conscious understanding of the growth of Indian civilization. It should be for developing a national consciousness, a national spirit and national unity essential for national identity. It is also important that along with the contributions of other countries to the world civilization, India's contribution to world civilization be also incorporated. It becomes necessary since many in India are not aware of the progress and achievement of the country in various fields including science and technology, not only the past achievements, but also the great potential of indigenous knowledge being of greater depth and relevance. For strengthening the unity and integrity of the nation it is essential that the cultural heritage, traditions, and history of the different ethnic groups and regions of the country and their contributions are understood and appreciated in the right perspective. This shall help in truly understanding the nature of the country's pluralistic society and its composite culture.

On analysing the NCERT curriculum for Secondary classes it reveals that the curriculum is framed for creating national understanding. The headings of the first four chapters of the NCERT Text book for STD X are as follows:

Chapter I Natural Heritage

Chapter 2 Archaeological Heritage

Chapter 3 Living Heritage

Chapter 4 Preservation of Heritage

Again the last few chapters describe the problems of contemporary India .The titles of the chapters are given below:

Chapter 11 Economic Development

Chapter 12 Toward Liberalization and Globalization

Chapter 13 Major Challenges before the Indian Economy

Chapter 14 Consumer Awareness

Chapter 15 Social Development and Concerned Issues

Chapter 16 Dynamics of Human Development

Chapter 17 Challenges of Communalism and Casteism

Chapter 18 Insurgency and Terrorism

Chapter 19 India's Peace Initiatives

The history Textbook published by State Council of Educational Research and Training (SCERT) for STD X has the chapters for liberalization and globalization, India's peace initiatives and human rights etc. However, when compared to NCERT Textbooks they are not sufficient for creating national understanding. The Secondary School history curriculum prepared by the State Council of Educational Research and Training gives only an overview of the subject rather than a deep and analytical view.

6) The curriculum Objectives (CO) are not specific. The so-called curriculum objectives given in the handbook are only some suggested activities (Refer handbook for Std X). Those statements are not curriculum objectives. They are directions for some activities. Some examples are given below:-

Example one – To collect more information regarding the spread of socialist ideas from maps and other reading materials. (Curriculum Objectives, chapter 4, STD X)

Example two – To collect information about cold war

Example three- To collect information about the influence of British rule in different fields in Kerala and to discuss them. (Curriculum Objectives, chapter 9, STD X)

The curriculum objectives should include the specifications regarding the behaviour change expected and the related techniques of evaluation. The fact that the objectives, learning experience and evaluation are inter-linked and mutually influencing seems to be forgotten in the preparation of Textbook, sourcebook and handbook. In the absence of specific description of the objectives in terms of specifications and the desirable learning experiences and the tools and techniques of evaluation there is vagueness and teachers very often may grope into darkness with regard to what to do.

7) The present history education is not sufficient for developing desirable social attitudes and values. The Secondary education Commission (1952- 53) stated thus, "one of the aims of Secondary education is the training of character to fit the students to participate creatively as citizens in the emerging democratic social order. Among the qualities which should be cultivated for this purpose are discipline, cooperation, social sensitiveness and tolerance." The Kothari Commission (1956-57) stated thus, "special emphasis has to be laid on the development of values such as scientific temper of mind, tolerance, respect for the culture of other national groups, etc...., which will enable us to adopt democracy, not only as a form of government, but also as a way of life." The UNESCO, Department for Intercultural Dialogue and Pluralism for a Culture of Peace pleads for "Spiritual Convergence" and proposes to promote dialogue among the different religious and spiritual traditions in a world where intra and inter-religious conflicts have become the order of the day (January 2000). It observes that "it is from early childhood that children should be introduced to the discovery of "otherness", and to the values of tolerance, respect and confidence in "others" that will bring about a change of behaviour and attitudes towards others. The introduction of specific teaching of intercultural and interreligious dialogue, through the adequate pedagogical tools, is conceived as a means to foster reciprocal knowledge of shared values contained in the

message issued by religious and spiritual traditions, which can be considered as a common spiritual and cultural heritage". So attempts should be made to solve these defects. The Secondary School Curriculum document (2002) seems to be neglecting this value education. The Secondary School Curriculum document (2002) says thus, "The study of Social Science does not aim at the collection of information, Definitions and *the messages related to morality*. On the contrary it is the study of the relations between the society and the individual, production of wealth, forces of labour, objects on which labour applied, means of production is including infrastructural facilities, distribution of products and the environment".

8) History is not given due weightage in the curriculum counted in terms of number of periods. Before the implementation of the present history curriculum, history had due weightage in the curriculum. Three periods, out of five, were allotted for history education.

9) Though the curriculum of 2002-03 claims to be process - oriented and student-centred, it seems that it is far away from the desired goals mainly due to the following reasons:-

a) The curriculum seems to be over loading. It is impossible for an average pupil to attain all curriculum objectives with in the specific

period through process-oriented approach. It is impossible for a teacher to help pupils to attain within the specific period the whole curriculum objectives through the child-centred, process-oriented manner.

b) Emphasis on the 'learner - centred approach' communicates with the physical, mental, social and emotional development of the learners. No serious attempt is made in this regard- For 'activities' some activities are given in the form of projects, seminars, assignments, collections etc but very often they remain as 'activities'. The curriculum fails to provide opportunity for the physical, mental, social and emotional development of the learners.

c) Teachers are poorly oriented and training is poorly organised. The Secondary School Curriculum Document (2002) clearly stated that teacher training is very essential for the new approach. Hence, training should be given to teachers for a period of 7 days. Teachers could not get training in guiding pupils properly in the new approach and encouragement to develop the skill of "learning how to learn. So history education is once again limited for examination and for getting marks for higher studies.

d) The process - oriented and student- centred learning involves systematic collection, analysis and interpretation of learners' progress both in scholastic and co- scholastic areas of learning to provide constant feedback about the effectiveness of course content, classroom processes and the growth of individual learners. The handbook and source book for teachers very often fail to provide guidelines to teachers in this regard. Hence, there is learning without activity. The School Education Commission of Kerala state (2004) also confirms this fact. The commission states, "A preliminary examination of documents made available to the Commission shows that the curriculum document for grades I to V is designed for child-centred, activity-based classroom practices, although the document itself is quite sketchy. The teachers' handbooks prepared for the Textbooks for these grades, particularly the earlier versions, however, describe the envisaged 'student-centred' learning experiences quite vividly. No such document exists for grades V to X, except a listing of curriculum statement. Although the State Council for Educational Research and Training (SCERI) claims that the 'approach' adopted for grades V to X is also 'student -centred, the Textbooks and the teacher's handbooks for these grades show that there is an untidy, illogical mix of approaches."

10) Freedom of the teacher and flexibility of the curriculum are the basic principles of any dynamic curriculum. A rigid curriculum will not be suitable for changing environments. Flexibility makes a curriculum realistic, meaningful, life-centred and purposeful. The Secondary education Commission (1952- 53) states, "There should be enough variety and elasticity in the curriculum to allow for individual differences and adaptation to individual needs and interests. Any attempt to force uncongenial subjects and studies on children, unfit to take them up, is bound to lead to a sense of frustration and to hinder their normal development. There are, of course, certain broad areas of knowledge, skill and appreciation with which all children must come into contact and these must find place in the curriculum." The history curriculum should not be limited only to bookish knowledge .It should include a variety of activities, which provide practical experience to children for their personality development. The present Secondary School history curriculum fails to fulfil this need mainly because of the following reasons:

a) The history Textbook for STD X suggested three projects. Pupils are directed to select one from the three. The titles of the projects are given below:

i) How did the land reform measures and the changes in the agrarian front help agricultural progress? (To be completed through chapters 8, 9 and 10).

ii) Will wars solve any problem? (To be completed through chapters 1, 2. and 3).

iii) Human rights and the present world (chapter. 13).

The researcher assumes that selection of topic for a project depends upon the interest of the pupil, availability of the sources (both primary and Secondary), significance of locality, availability of time and other resources. Hence, it is better to give the right of selection of the topic to pupils (through discussion, observation, reading and analysis of current events, significance of a locality etc with the help of teachers) rather specifically stating. Same is the case of seminars, which are pre-fixed.

i) Features of India's foreign policy (chapter 6)

ii) Freedom movement in Kerala (chapter.9)

iii) The role of religion as a socializing agency and as an agency of social control.

11) The curriculum must be community centred. The Secondary education Commission (1952- 53) stated thus, "the curriculum must be vitally and organically related to community life, interpreting for the child its salient and significant features and allowing him to come into contact with some of its important activities". The present curriculum fails to fulfil this mission because of the following reasons:-

- a) The need for the elimination of the evils of community like poverty, corruption, ill health, terrorism, violence, dowry system, exploitation, child labour, casteism etc could not find a place in the curriculum.
- b) No sincere effort is made in the curriculum to reduce regional imbalance while selecting the topics of history.
- b) The history curriculum is not change – oriented. The curriculum seems to be unfit for meeting the challenges of information and communication technology and globalisation.
- c) Major concerns and issues of Kerala State are not seriously keeping in view.
- d) In the age of globalisation guidance \ training should be given to pupils of Secondary stage in for a better vocation relating to history. But this specific objective is not seriously consulted.
- e) No attempt is made to link Information and communication technology with life skills.
- f) No better programme, relating education to work based on local needs and resources, is focussed.

12) It is very significant that while framing history curriculum we should keep in mind certain national or international norms such as:

a) It should be on the line of other state curricula or syllabi. It may be desirable if the curriculum framers and Textbook writers should go through the curricula or syllabi of other states.

b) It should keep the standard of international history Textbooks. But unfortunately the curriculum framers and Textbook writers have not taken it seriously.” When analysed the SCERT curriculum with the National Curriculum Framework for School Education, (2000) prepared by NCERT it seems that there is no uniformity in the curricula of NCERT and SCERT. The curricula of CBSE and ICSE are also entirely different. From this it is clear that the curriculum framers and Textbook writers could not take it seriously.

13) “During the curriculum development process itself, those student centred learning-experiences that could be provided to children through the Textbooks and those to be suggested in the teachers' handbooks etc. would emerge. Thus the process of curriculum development itself will result in the spontaneous development of the basic guidelines for writing of the Textbooks, teacher's handbooks and the ingredients of an elaborate teacher-support programme that

would have to be implemented for developing the appropriate attitudes, understanding and skills in teachers for facilitating student-centred learning experiences.” Dr. Ananthamurthy Commission (2004) No serious attempts have been made by the authorities to remove such problems. The result was that when Textbook were implemented for new system, there was a great hew and cry from the part of the teachers that they are not confident in handling this new system.

14) Curriculum does not mention about the remedial procedures and the necessary diagnostic test. There is not even mention about different learning procedures necessary for satisfying the needs of fast learner, slow learner and the average. A curriculum programme should identify the gifted and talented children while on the other, it should also nurture their diverse creative abilities by paying them special attention. The task of identifying the gifted and talented must be accomplished on the basis of a broad conceptualization of the process from multiple perspectives rather than as a search for a unitary human attribute. Not only their IQ (Intelligence Quotient) but also their EQ (Emotional Quotient) and SQ (Spiritual Quotient) ought to be assessed. For the below average, diagnostic test and remedial teaching should be given. Diagnostic tests and remedial teaching should be conducted through out the academic year. Teachers should

be given training to cater to the individual differences among students.

4.5.2. ANALYSIS OF THE CONTENT OF SECONDARY SCHOOL HISTORY:

1) The present history text books are not society centred. Community is an important source of information. It is a sort of laboratory where people make use of their knowledge and skills, and gain experiences, which socialize the individual and broaden his mental horizon. Hence the needs, the customs, the traditions, and the values of society must be kept in mind while selecting the content matter of history. The problems of society must be reflected in the curriculum. The concerns of our society such as, literacy, family system, neighbourhood education, environmental education consumer education, tourism education, AIDS education, human rights education, legal literacy, peace education, population education, migration education, global education, safety education and disaster management education are making a separate place in School education. Such things are lacking in the present history curriculum.

2) Due importance is not given to local history. Kerala history is comparatively neglected. A pupil at the high School has no chance to learn about the history of Kerala, which really goes back to almost 3000 BC and more. During the Sangam Age when Cheras ruled

Kerala it had a very glorious culture. In Ancient period, Kerala had commercial and cultural contacts with China in the Far East and Roman Empire in the west. Local Self- Government established on the basis of democratic opinion, a very liberal social system almost free from exploitation, high respect given to scholars, poets and teachers and special privilege and exalted position given to women were some of the points to be highlighted in history so that the present generation may be able to appreciate the glories of the past. The details of the Chera Empires , the formation of the principalities such as Venad, Desinganad etc .The Ay kingdom in the south, the Ezhimala kingdom in the, North and the emergence of Zamorin of Calicut and king of Cochin and the ruler of Venad are not given due weightage in the chapters of Kerala history. Great historical names such as Cheran Chenguttuvan, Kulasekhara Alwar, Sree Sankaracharya, Sakthan Thampuran, Raja Kesavadas, Paaliat Achan, Pazhassi Raja, Kunjali Marakar, Velu Thampi Dalawa and a large number of such eminent personalities are not seriously mentioned in text books. Contrary to this very minute aspects of world history are given (Refer Social Science I text book)

Before independence high School pupil had a clear knowledge of the history of the locality, state, India and Britain. But the Curriculum of history was changed during every decade has resulting

in a neglect of state or local history and inclusion of fragments of World History at the cost of Indian History. As a result a pupil who passes out of the high School fails to understand and appreciate his own past culture and evaluate the existing social conditions. This has resulted in the failure of certain attitudes very essential for a democratic society. On the other hand selfishness, casteism, religious fundamentalism and nationalistic chauvinism are the result of a lack of proper understanding of history. The Secondary education Commission (1952- 53) emphasized that; “the teaching of history should be replaced with the emphasis on social studies approach so as to create patriotic feelings, social civic sense and a feeling of self-sacrifice. While, “One should be proud of one’s own glorious past and the cultural story, he should be ashamed of the weakness in the society and should be prepared to correct it.” For example while we are very proud that we had a glorious culture extending back to 5000 or more years we should also be aware that this is a country where we think that man is unequal by birth. The citizens of a democracy have both rights and responsibilities. The dignity of man, equality of opportunity, freedom and fundamental rights are feelings based on humanism and scientific attitude of mind. The violence, corruption, communal hatred, anti-social activities and different types of exploitations based on communalism and propaganda are the result of lack of proper development of social-civic sense. Hence

Ramamurthi Commission of 1991 has pointed out that the Indian education has to face challenges-especially the de-humanizing factors and fissiparous tendencies. Even though we all talk about globalization, one's mind very often narrows down to selfish egocentric and clannish tendencies. Proper teaching of history will enable an individual to understand that a person can be happy only in a society, which is prosperous and well -knit together by love. Nationalism is not parochialism. It should be the stepping-stone for international understanding.

3) Over importance given to Geography, Civics, Economics, Sociology and Commerce adversely affect history education. With the result history is not given due weightage in the class room.

4) Textbook is not written with objective approach. It should be remembered that the content matter of history is well knit in proper sequence. Every lesson should naturally lead to the next lesson and content of one class should form the basis for the content matter of the next class. The sequential presentation of the subject matter will help in making social studies an independent subject and facilitate better learning. But in the history Textbooks for Secondary classes this principle seems to have been ignored. Repetition of the same matter and illogical narration of facts are also noted in the present

history Textbook. For example in the present history Textbook for STD VIII there is a chapter describing the unification of princely states. The same matter is also referred in the present history Textbook for STD X.

5) It seems that the Textbooks were written with pre-conceived notions. Teachers are of the opinion that facts and details of History Textbooks are not always objective and reliable. In many occasions facts are misinterpreted. The serious criticism against the present Textbook for STD X is that it was written to satisfy the interest of certain political views. For example in chapter IV of the history Textbook for STD X there is a sentence that 'the Berlin wall was built as the line of demarcation between the two Germanies'. Here the question is who built the Berlin wall? What were the circumstances that forced to construct such a wall? No satisfactory answers or hints are there to these questions. In chapter IV of the history Textbook for STD X there is a paragraph describing the beginning of cold war. "The growth of socialism and revolutionary organisation was a threat to capitalism. Capitalist nations assumed the role of world police all by themselves. They are ready to rush anywhere to settle issue. The soviet Union used to object such interventions" It paved the way for the beginning of cold war. The researcher assumes that this is a one side version because after the Russian Revolution of 1917,

Communist Russia formed the Comintern or Communist international to spread communism to the rest of the world. She also struggled hard along with capitalist countries to establish colonies in many parts of the world since 1917. After the First World War, Russia with other imperialist countries divided Germany into two zones and established a communist government in East Germany. These were some of the causes held responsible for the beginning of the cold war.

6) The Textbook is written with communal perspective. In certain cases one has to doubt whether history was written to please certain communities. Because the contribution of Guptas to the Golden Age, the Navaratnas including Kalidasa, the ancient international centres of learning like Nalanda and Taxila, the cultural contributions of Buddha and Asoka are not given due importance in our history. Thus it fails to create a pride in the great achievements of the past. The *Chhandogya Upanishad* (Chapter VII, Section 1) mentions eighteen different subjects of study including areas such as natural disaster management mineralogy, linguistics, science of elements, and science of defence. An indigenous Indian curriculum would celebrate the ideas of the country's thinkers such as Sri Aurobindo, Vivekananda, Dayananda Saraswati, Mahatma Phule, Gandhi, Tagore, Zakir Hussain, Krishnamurti and Gijubhai Badheka. But all these factors are not included in the Textbook.

7) There is a general neglect of history education at present. History is not given due weightage in the syllabus counted in terms of number of periods. Even though the syllabus claims that it is social science (Social science part I, Social Science part I) History, Geography civics and sociology are not correlated or integrated. But only isolated bits of information from History, Geography, Civics and Sociology are given to the pupils. It fails to evoke an interest in the subject and a historical sense. With the result social science is a subject, which is discarded in the Schools at present. Pupils are trained only with the goal of presenting for the examination.

8) There is no historical sequence in the narration of the content as pointed out earlier in the curriculum. It has to be remembered that the present is the outcome of the past. Understanding this will properly enable one to predict the future also. For developing this historical concept one should study the evolution of culture down through the ages. But logical narration of certain events in a haphazard way creates only confusion. The content material of history should be well knit and in proper sequence. Every lesson should lead to the next lesson and content matter of one class should form the basis for the content matter of the next class. The sequential presentation of the subject matter will help in making social studies

an independent subject and facilitate better learning. But the Textbooks violated that basic principle. Repetition of the same matter and illogical narration of facts are some of the defects in the present history Textbook. For example in the present history Textbook for STD VIII there is a chapter describing the unification of princely states. The same matter is also referred in the history Textbook for STD X. The topics discussed in STD VIII are also discussed in STD X (STD VIII Chapter I and STD X Chapter I)

9) Over emphasis given to the subjects on IT reduces the importance of History education. In many Schools one or more history periods are allotted for IT classes

4.5.3. FINDINGS RELATED TO METHOD OF TEACHING REVEAL THE FOLLOWING

1) Lack of dynamic methods of teaching adversely affects history education. Topical narration of subject matter was adopted in writing Textbook in 1884- 85 and 1992 – 93. These Textbooks were noted for their cheap price but they lacked quality with regard to illustrations, maps, sufficient evaluation procedures and assignments and also attractive printing and appearance. The existing history Textbook is also not free from these defects. The presentation of subject matter of

the existing history Textbook is different. It claims that it is presented with a view to develop 'activity- oriented and student -centered learning'. But the topics and narration are not logical. It lacks continuity, integration and information regarding subjects. It is pointed out that these are to be developed by teachers with the help of handbook and source book. But there is a general criticism that the hand book and the source book for teachers very often fail to give specific directions to teachers. What methods and procedures they should adopt with regard to activities to be conducted inside and outside the classrooms and the evaluation procedures to be adopted and the assignments to be given are not properly stated. Education is not for doing some activity. It should be objective oriented, natural and at the interest level of the children. The same content area can be presented to the children through different methods. What method has to be adopted depends up on the

1. Objectives of teaching
2. Psychological level of the children
3. Social needs
4. Resources and the environment of the Schools
5. The nature of the content.

The content should be analyzed in terms of facts, concepts, principles and laws. The present history syllabus is neither objective neither

oriented nor viewed in terms of specific content analysis in terms of fact, terms principles and laws. The handbook gives only some general statements very often repetitive. It always repeats that the children should learn through projects, seminars, assignments, collections etc. But the projects and activities are given only in a limited way without variety. This indicates that the handbook may mislead the teachers, limiting their innovative attempts in teaching. It should be remembered that there is no particular method for teaching a particular topic. It may vary between the extremes of teacher centred -lecture method to student -centred heuristic method. Which method has to be selected is left to the freedom of the teacher. History is a subject where narration, library work and dramatization can't be neglected. It seems that the handbook and the source book for evaluation are written without the proper guidance of educational experts. The first four chapters of the history Textbook for STD X are allotted for projects. So in many Schools project work, even though they are sketchy, alone is done from these chapters. For effective learning and for intellectual development, chances should be provided to learners to cooperate with their friends, share their experiences, discuss their discoveries and argue out their differences of opinion.

2) History as practising now fails to create national feelings or patriotism. Many chapters are included in History Textbooks for

creating national feelings. But the narration and the interpretations are factual and not emotional or touching. So they could not create national feeling among the pupil. Serious attempts are not made for inculcating and nurturing a sense of pride in being an Indian, patriotism and nationalism tempered with the spirit of Vasudaiva Kudumbakam. To these arguments history Textbook for STD VIII is only an exception. Hence conscious efforts shall have to be made to acquaint the students with the events -related to freedom struggle and the sacrifices made by the people in different parts of the country - from the North to the South, from the West to the East, as well as the regions like the North-East and the far flung islands. Educators are realizing that besides academic deficiencies there is a different and more alarming deficiency: Emotional Illiteracy. Education for promoting emotions needs to be recognized as an essential element of the educational process in the classroom since emotions provide information and direct attention, and facilitate the attainment of goals. Infact, for the teacher, emotions can become a valuable tool for the education of various reactions. The components of emotional intelligence or literacy include emotional and social skills, which relate to the education of moral and spiritual development and also have implications for the management and prevention of anger, aggression, truancy, alcohol or drug dependency, sexual abuse, and for resolving interpersonal conflicts.

3) Learning activities are not sufficient for developing the concept of time, space and society. Learning activities are given in Textbooks for creating the conception of time, space and society. But activities always remain as mere 'activities'. Different learning strategies and evaluation techniques are to be properly developed for this. Time, space and society should have functional relations, which the teachers are interested to develop among pupils.

4) Some international issues are discussed in Textbooks for developing international understanding. (For example the Suez Canal issue, Cuban Crisis, Vietnam War etc of the Social Science I for STD X) But they are not sufficient for developing international understanding.

5) Training should be given to teachers to use Audio-Visual aids with the help of computer for teaching history effectively and goal - oriented. In some Schools some teachers are given training. It is necessary to give proper training to history teachers to use Audio-Visual devices with the help of computer. Sufficient reading materials are not available in Schools. The reading materials like books, newspapers, magazines, periodicals, journals on a large scale are necessary for the new approach- Reading materials not only provides

additional information for preparing 'Enquiry Notes' but also aims in the widening of the horizons of pupils' knowledge. It seems that in many Schools proper library facility is not available. The new 'process- oriented and child- centred system' introduced by the Government of Kerala without establishing sufficient laboratory and library facilities, not only increased the hardship of the pupils but also affected the quality of education. Therefore, efforts should be made to establish a well-equipped library. Teachers can play a vital role. They should assist and guide pupils in the selection of reading materials. The Schools should provide one period a week to pupils for library work.

6) Local \ field visit is not given due weightage in learning history which affects the interest of the pupil. Field visits give the pupil first hand experience in learning. So opportunities should be given to students to visit places of historical importance, temples of ancient period, palaces, mosques, monuments etc. But a majority of history teachers and School authorities do not give any attention to this matter.

7) No earnest attempt is being made to correlate history with other subjects. With the result history as a subject is treated in watertight compartment.

8) Refresher courses and in service courses are necessary for making history teaching interesting. The Education commission of 1964-66 stated thus, "It is necessary to make the teacher understand the chief features of the new curriculum with a view to developing improved teacher competence, better teaching skills and a more sensitive awareness of the teaching- learning process in the changed situation. Accordingly an extensive programme of in-service education consisting of seminars and refresher courses should be arranged to orient the teachers to the revised curriculum." Majority have expressed the view that they do not like the present method of teaching history by teachers. Therefore, teachers should provide interesting and novel activities in the classroom. Activities like role-play, elocution, debates, discussion, dramatization, reading incidents of historical significance from newspapers or periodicals, listening to Audiotapes, using of history dictionary, demonstration, conversation, miming, etc. should be conducted in the class. Teachers should use various aids like pictures, charts, models, flannel board, globe-graphs, symbols, slides, filmstrips etc to make learning interesting.

9) Mechanical narrations bookish information or facts without correlation to other subjects or life and presentation of facts without logical connection negatively affect history teaching. So teachers

should follow dynamic methods of teaching. Field Trips, Film shows, Symbols and graphs, Discussions, Debates, Dramatizations, pictures, seminars, filmstrips, correlated teaching etc are necessary for dynamic methods of teaching. But these methods are not seriously attempted in classrooms. To solve these problems the teachers should:-

- a) select examples from life situations.
- b) include field visit, survey, project etc in history education
- c) encourage pupils to explore library facilities available in the School

4.5.4) FINDINGS RELATED TO EVALUATION REVEAL THE FOLLOWING:

1) Continuous and comprehensive evaluation (CCE) is possible in School if sufficient training is given to teachers and follow up programmes are organised.

2) Tools for measurement of the achievement of pupils like Anecdotal Records, Attitude Scales, Case Studies and Interest Inventories are not available in Schools. Grading is used for assessing qualities like integrity, regularity, emotional stability and other personality traits. A suitable tool for this is Rating-scales. But the techniques of Rating-scales are not mentioned or even discussed in the handbook. Preparation and standardization of tools and constant modification in

the light of practical application are necessary for the efficiency of such tools. In the absence of these procedures grading will be reduced to a mockery and the assessment will not be reliable. It should be remembered that in the assessment of the cognitive domain some scores are given. Grading need not replace the scoring procedures. But in the assessment of the affective and Psycho - motor domains the tools such as check List Inventories, attitude - scales, Anecdotal record etc can also be used in addition to Rating - Scales. If all these tools are used, the results can be entered in a cumulative record, which will give a total picture of the individual. The present attempt of grading creates only confusion.

3) Grading system increases the workload. Teachers are not getting enough time and sufficient materials to administer grading during School hours along with teaching. They agree that they cannot finish lessons at the proper time along with teaching.

4) Source book and handbook are necessary for successful grading. At present these are not available for all teachers.

5) Teachers are not sufficiently updated in their knowledge of content and method of education after getting into service. At least once in three years every teacher should be given an opportunity to undergo

in- service training for a period of one month during vacation. All efforts should be made to instil professionalism in teachers in terms of teachers' competency, knowledge as well as practical mastery of pedagogical techniques, extra-instructional activities and interaction with pupils. Teachers should be well equipped with the advancement in educational technology to select multi- sensory approach in the classroom. The proposed teacher training should be pupil – centred and activity - oriented method. Teachers should be familiarised with modern tools and techniques of evaluation.

6) Teacher – pupil ratio should be reduced so as to enable the teacher to organise process- oriented and pupil – centered activities and for continuous and comprehensive evaluation.

7) Proper tools should be developed so as to assess student's performance and achievements and it should be sent to all Schools. The authorities should conduct better follow-up programmes.

4.6.0. PHASE TWO: -

Phase two has three parts –

4.6.1. Consolidation of viewpoints of experts

4.6.2. Analysis of view points of teachers and

4.6.3. Consolidation of viewpoints of teachers

4.6.1. CONSOLIDATION OF VIEWPOINTS OF EXPERTS

Following are the opinion of experts in the field with regard to the objectives of Secondary School history curriculum of 2002-03.

- 1) It is not process-oriented and child friendly.
- 2) It is not flexible.
- 3) It is above the mental ability of the child.
- 4) It is not community centred. Current problems of society are not seriously referred. Local history is completely neglected.
- 5) It is not job-oriented.
- 6) It is not sufficient for developing life skills. The present Secondary School history curriculum is not sufficient for providing students essential knowledge, skills and attitude necessary for self-development and also for becoming an effective and contributing member of the society.
- 7) It is not sufficient for developing nationalism and patriotism.
- 8) The Textbook contains innumerable errors, which are unpardonable in Textbooks of this kind. The errors include chronological errors, errors in the statement of facts cartographical errors, omissions and anachronisms.
- 9) The views expressed in Textbooks are biased. The Textbooks should include scientifically verifiable conclusions, which has gained general acceptance among the scholars working in the discipline. If

there is need to include different theories then the authors of text book should take care to maintain it as a theory propounded by a certain author which has not gained general acceptance. In any case the writer should eliminate obvious bloomers, half truths and idiosyncrasies propounded by futile minds, otherwise the student will be taught only a biased version of the fact and they will be prevented from gaining access to the discipline as a methodically scientific and intellectually stimulating field of study.

10) There is a need to revise the Textbook incorporating new theories and discoveries. New areas like gender history, history of sports, environmental history, and games, disaster management education, crisis management education, tribal history etc should form an integral part in the new curriculum.

11) Sufficient materials should be provided to the pupils through history Textbooks to develop an objective and critical judgement of the past historical events in the light of the present scientific developments. In order to make the history education meaningful, relevant and effective, the concerns and issues of the contemporary world need to be kept in the forefront. To this end, the quantum of history may have to be substantially reduced. Past developments

could be studied as a backdrop for understanding the present. As such, the needs and challenges of today must be responded suitably.

12) The following areas should be included in the history Textbooks

a) Historiography

b) Cotemporary issues

c) Equal importance to regional history

d) To give emphasis on the history of science and IT

13) There is no uniformity in the method of approach adopted in writing history Textbooks. The method adopted for writing history Textbooks in STD IX is entirely different from STD X.

14) The Textbook lacks sufficient pictures, graphs, drawings and maps.

15) The Textbooks are not satisfactorily process-oriented. It is content oriented.

16) The content of the Textbook is above the mental ability of the learner.

17) The process- oriented and child friendly approach is not followed in many Schools.

18) Audio-Visual aids are not properly used in many Schools.

19) Cumulative Records are not properly maintained in many Schools.

20) Dynamic methods of teaching are not properly followed in many Schools.

- 16) Teachers rarely relate content with real life.
- 17) Continuous and Comprehensive Evaluation (CCE) is not seriously followed in many Schools which reduces the importance of grading.
- 18) No incentive training programmes is given to teachers.
- 19) Hand books and other supplementary books are not given to all teachers which affect the performance in grading system.

4.6.2. ANALYSIS OF OPINION OF SECONDARY SCHOOL HISTORY TEACHERS

The data collected from a sample of 436 teachers from Thiruvananthapuram and Kozhicode districts were given. The responses to each question were found out and entered in a tabular form under the heading 'Yes', 'No' and 'No Opinion'. The % of responses was analysed and interpreted for drawing conclusions.

TABLE 4.1.

The table showing the responses of Secondary School history teachers regarding various aspects of present history curriculum.

N= 436

RESPONSES OF TEACHERS	NO. AND PERCENTAGE OF RESPONSES		
	YES %	NO %	NO OPINION
1 Are you satisfied with the present curriculum of history?	142	275	19
	32.57	63.07	4.36

If 'Not' state why?	275	142	19
a) It is over loaded	63.07	32.57	4.36
b) It is not community-centred	275	142	19
	63.07	32.57	4.36
c) It is not sufficient for developing life skills	275	142	19
	63.07	32.57	4.36
d) The content is not relevant	275	142	19
	63.07	32.57	4.36
2) Do you think that the present history curriculum is sufficient for achieving the following objectives	136	264	36
a) To Develop environmental awareness?	31.19	60.55	8.26
b) To develop a historical perspective regarding life of pupil and culture of the society.	147	252	37
	33.72	57.80	8.49
c) To Develop creative thinking	275	122	39
	63.07	27.98	8.94
d) To Develop observation skill	282	112	42
	64.68	25.69	9.63
e) To develop an understanding	98	315	23

regarding how the past events have influenced the present systems of society	22.48	72.25	5.28
f) To Develop inquiry skill	312	114	10
	71.56	26.15	2.29
g) To Creates enough curiosity and interest for learning?	136	278	22
	31.19	63.76	5.05
h) To develop desirable social attitudes and values	98	312	26
	22.48	71.56	5.96
i) To create a national and international understanding	98	312	26
	22.48	71.56	5.96
j) To Develop problem solving ability	155	238	43
	35.55	54.59	9.86
k) To Develop Co-operative mentality	135	258	43
	30.96	59.17	9.86
l) To develop a broad humanitarian outlook and develop an attitude against violence, war and hatred	128	267	41
	29.36	61.24	9.40
3) Do you think that - (a) the facts and details of the present history curriculum are objective and reliable?	128	267	41
	29.36	61.24	9.40
(b) co-curricular activities will develop interest among students and improve their achievement level ?	267	128	41
	61.24	29.36	9.40
(c) History has been given due weightage in the curriculum counted in terms of number of periods?	76	348	12
	17.43	79.82	2.75

4) Do you think that-(a) The practice of giving equal importance to history, civics, and sociology in curriculum is a correct approach ?	76	348	12
	17.43	79.82	2.75
b) Considerable importance has been given to local history?	124	301	11
	28.44	69.04	2.52
c) Considerable importance is given to the history of India ?	288	124	24
	66.06	28.44	5.50
d) Over importance is given to world history	288	124	24
	66.06	28.44	5.50
e) The history Textbook is written to satisfy interest of certain political views?	348	76	12
	79.82	17.43	2.75
5) Do you agree with the view that -a) In many places the Textbook writers have suppressed realities ?	288	124	24
	66.06	28.44	5.50
b) In many places the Textbook writers misinterpreted facts	288	124	24
	66.06	28.44	5.50
6) What are the aims of teaching history envisaged by educationists? a) To train the powers of imagination, memory and reasoning	436	0	0
	100.00	0.00	0.00
b) To promote self – understanding	436	0	0
	100.00	0.00	0.00
c) To give proper conception of time, space and society	436	0	0
	100.00	0.00	0.00
d) To foster national feeling	436	0	0

	100.00	0.00	0.00
e) To develop international understanding	436	0	0
	100.00	0.00	0.00
7 Do you think that a) The aims and values as envisaged in the history curriculum are achieved at present	275	122	39
	63.07	27.98	8.94
b) There is a general neglect of history education at present	436	0	0
	100.00	0.00	0.00
c) Students and other teachers consider history education not as an essential subject	436	0	0
	100.00	0.00	0.00
8) Do you think that- a) Lack of dynamic methods affects history teaching	436	0	0
	100.00	0.00	0.00
b) Lack of social or public consciousness regarding the importance of history affects history teaching	436	0	0
	100.00	0.00	0.00
c) Over importance given to Science and IT affects history and history teaching	436	0	0
	100.00	0.00	0.00
d) The transaction modalities following in many Schools may fail to create interest among children	128	267	41
	29.36	61.24	9.40
e) Mechanical narration of facts affects history teaching	128	267	41
	29.36	61.24	9.40
f) Narration of bookish information	436	0	0

without correlation to other subjects or life affects history teaching	100.00	0.00	0.00
g) Presentation of facts without logical connection affects history teaching	436	0	0
	100.00	0.00	0.00
h) Dynamic methods of teaching are necessary for achieving optimum standard in history education?	436	0	0
	100.00	0.00	0.00
9) What among the followings are necessary for dynamic methods of teaching history			
a) Field Trips	436	0	0
	100.00	0.00	0.00
b) Film shows	436	0	0
	100.00	0.00	0.00
c) Symbols and Graphs	436	0	0
	100.00	0.00	0.00
d) Discussions	436	0	0
	100.00	0.00	0.00
e) Debates	436	0	0
	100.00	0.00	0.00
f) Dramatization	436	0	0
	100.00	0.00	0.00
g) Pictures	436	0	0
	100.00	0.00	0.00
h) Correlated teaching	436	0	0

	100.00	0.00	0.00
l) Seminars	436	0	0
	100.00	0.00	0.00
j) Film Strips	436	0	0
	100.00	0.00	0.00
10) Do you think that lack of variety and novelty in teaching affects the efficiency of history teaching?	301	124	11
	69.04	28.44	2.52
11 Are you properly trained in using Audio – Visual aids for making history teaching meaningful and effective?	139	287	10
	31.88	65.83	2.29
12 Do you feel that a) use of Audio – Visual aids are essential for teaching of history?	436		
	100		
13) Are you satisfied with the present evaluation system for the assessment of achievement of students in history if it is properly implemented?	288	124	24
	66.06	28.44	5.50
14) Are written examinations sufficient for the total development of the learner?	135	258	43
	30.96	59.17	9.86
15) Do you think that - a) Even though there is enough other opportunities, the present examination system tests only the lower abilities of cognitive domain	276	127	33
	63.30	29.13	7.57
b) Due to the lack of proper	276	127	33

implementation the present examination system encourages rote memory and coaching	63.30	29.13	7.57
c) Since the present examination system does not assess the achievements in the affective domain and the higher levels of cognitive domain they are neglected in teaching	300	126	0
	68.81	28.90	0.00
d) Examination negatively influences the objectives of education and classroom activities	267	123	46
	61.24	28.21	10.55
e) Grading system will solve the problems of evaluation, if it is properly implemented	258	135	43
	59.17	30.96	9.86
16 Do you get proper training for grading the pupil	124	301	11
	28.44	69.04	2.52
17) Do you think that a) Source book and handbook are necessary for successful grading	436	0	0
	100.00	0.00	0.00
b) Continuous and comprehensive evaluation (CCE) is possible in your School	213	215	8
	48.85	49.31	1.83
18 Which of the following evaluation tools are available in your Schools			
Anecdotal records	0	436	0
	0.00	100.00	0.00
Attitude scales	0	436	0
	0.00	100.00	0.00

Interest Inventories	0	436	0
	0.00	100.00	0.00
Case studies	0	436	0
	0.00	100.00	0.00
19) Do the teachers get enough reading materials to evaluate and grade projects, assignments seminars, collection, practical works etc.?	155	238	43
	35.55	54.59	9.86
20 Do you feel that present grading system is sufficient for developing the following -a) Develop Scientific attitude	436	0	0
	100.00	0.00	0.00
b) Inculcates values	436	0	0
	100.00	0.00	0.00
c) Develop Communication skill	436	0	0
	100.00	0.00	0.00
d) Develop group working skill	436		
	100		
e) Character and conduct	436		
	100		
f) Develop group working skill	436	0	0
	100.00	0.00	0.00
g) Develop leadership qualities	436	0	0
	100.00	0.00	0.00

21) Do grading system increases your workload?	436	0	0
	100.00	0.00	0.00
22) Do you get time to evaluate projects, assignments, seminars, records, class tests etc in time?	0	436	0
	0.00	100.00	0.00
23) Do you get co-operation for grading from co-workers?	125	244	67
	28.67	55.96	15.37
24) Do you think that a) Grading will reduce unhealthy competition among children	436	0	0
	100.00	0.00	0.00
b) Undue importance of rank and publicity can be avoided	436	0	0
	100.00	0.00	0.00
c) Day today progress of pupil can be evaluated	436	0	0
	100.00	0.00	0.00
d) Abilities of pupil can be evaluated	436	0	0
	100.00	0.00	0.00
e) Measure the in born talents of pupil	436	0	0
	100.00	0.00	0.00
f) Dropouts due to failure can be reduced	436	0	0
	100.00	0.00	0.00
g) Grading makes learning more interesting	436	0	0
	100.00	0.00	0.00
h) Grading increases performance of	436	0	0

pupil	100.00	0.00	0.00
i) Grading will improve the quality of education	436	0	0
	100.00	0.00	0.00
j) Grading will make teacher taught relation more cordial	436	0	0
	100.00	0.00	0.00
25) Are the history teachers sufficiently updated in their knowledge of content and method of education after getting into service?		436	0
	0.00	100.00	0.00
26) Do you think that at least once in three years every teacher should be given an opportunity to undergo in-service training for a period of one month during vacation?	436	0	0
	100.00	0.00	0.00
27) Do you feel that through grading better teacher- taught relationship can be maintained?	436	0	0
	100.00	0.00	0.00
28) Do you think that the teacher – pupil ratio should be modified?	436	0	0
	100.00	0.00	0.00
29) Do you think that the following mental processes are involved in learning-	436	0	0
	100.00	0.00	0.00
a) Recognizes / recollects	436	0	0
	100.00	0.00	0.00
b) Readily makes connections to new information based on past experiences and formulates initial ideas / concepts	436	0	0
	100.00	0.00	0.00

c) Detects similarities and differences	436	0	0
	100.00	0.00	0.00
d) Classifies / categorizes / organizes information appropriately	436	0	0
	100.00	0.00	0.00
e) Translates / transfers knowledge or understanding and applies them in new situations	436	0	0
	100.00	0.00	0.00
f) Establishes cause – effect relationships	436	0	0
	100.00	0.00	0.00
g) Makes connections / relates prior knowledge to new information / applies reasoning and draw inferences	436	0	0
	100.00	0.00	0.00
h) Communicates knowledge/ understanding through different media	436	0	0
	100.00	0.00	0.00
i) Imagines / fantasies / designs / predicts based on received information	436	0	0
	100.00	0.00	0.00
j) Judges / appraises / evaluates the merits or demerits of an idea / Develop own solutions to a problem	436	0	0
	100.00	0.00	0.00
30) Do you think that the following learning activities can be achieved through the present grading system if it is properly implemented?			
a) Helps the learner to construct ideas	436	0	0
	100.00	0.00	0.00

b) Active involvement of the learner	436	0	0
	100.00	0.00	0.00
c) Possibility of various types of interactions – learner – learner, Learner – Teacher and Learner – material	436	0	0
	100.00	0.00	0.00
d) Chances for self – improvement	436	0	0
	100.00	0.00	0.00
e) Motivation for further study and inquiry	436	0	0
	100.00	0.00	0.00

CONCLUSION

(1) A curriculum should be learner friendly, teacher friendly and flexible. From the above table 4.1 it is clear that only 32.57 % of the Secondary School history teachers have expressed the view that present History School curriculum is satisfactory. While 63.07 of the Secondary School history teachers negatively responded to this question on the ground that the curriculum is over loaded, not sufficient for developing life skills and not community centred. Whereas 4.36 % of the Secondary School history teachers refused to write their opinion.

(2.a) In history the study of environment has great significance. From the table it is clear that 60.55 % of the Secondary School history

teachers have expressed the view that present history School curriculum was not sufficient for developing environmental awareness.

(2.b) From the above table 4.1 it is clear that only 33.72 % of the Secondary School history teachers have expressed the view that the present history School curriculum is sufficient for developing a historical perspective regarding life of people and culture of the society. While 57.80 % of the Secondary School history teachers negatively responded to this question. Whereas 8.49 % of the Secondary School history teachers refused to write their opinion.

(2.c) In response to the item no.2.c.of the Questionnaire regarding the importance of creative thinking in learning, majority (63.07 %) of the Secondary School history teachers have expressed the view that the present history School curriculum was sufficient for developing creative thinking. Whereas 27.98 % of the Secondary School history teachers negatively responded to this question, while (8.94) % Secondary School history teachers refused to write their opinion.

(2.d) In history observation, field visit and study tour has enough scope because they provide direct experiences to the learner. From the above table 4.1 it is clear that 64.68 % of the Secondary School

history teachers have expressed the view that if properly followed, the present history School curriculum is sufficient for developing observation skill.

(2.e) The data shows that the present history School curriculum was not sufficient for developing an understanding regarding how the past events have influenced the present systems of society. Because 22.48 % of the Secondary School history teachers have expressed the view that the present history School curriculum was sufficient for developing an understanding regarding how the past events have influenced the present systems of society. Whereas majority 72.25 % of the Secondary School history teachers negatively responded to this question, while 5.28 % Secondary School history teachers refused to write their opinion.

(2.f) In history education observation and enquiry has significance. In response to the Questionnaire regarding the importance of observation skill 71.56 % of the Secondary School history teachers have expressed the view that present history School curriculum is sufficient for developing inquiry skill whereas 26.15 % of the Secondary School history teachers negatively responded, while 2.29 % Secondary School history teachers refused to write their opinion.

(2.g) The curriculum should provide the learner enough opportunity to create curiosity and interest for learning. The table 4.1 shows that only 31.19 % of the Secondary School history teachers have expressed the view that present history School curriculum is sufficient for developing enough curiosity and interest for learning. Whereas 63.76 % of the Secondary School history teachers negatively responded, while 5.05 % Secondary School history teachers refused to write their opinion.

(2.h) The curriculum should provide the learner opportunities for the acquisition of S.Q. (Spiritual Quotient). But the table 4.1 shows that only 22.48 % of the Secondary School history teachers have agreed to the view that present history School curriculum is sufficient for developing desirable social attitudes and values. Whereas 71.56 % of the Secondary School history teachers negatively responded, while 5.96 % Secondary School history teachers refused to write their opinion.

(2.i) From the above table 4.1 it is clear that only 22.48% of the Secondary School history teachers have expressed view that the present history School curriculum is sufficient for creating national and international understanding. While 71.56 % of the Secondary School history teachers negatively responded to this question.

Whereas 5.96 % of the Secondary School history teachers refused to write their opinion.

(2.j) It is clear that only 35.55 % of the Secondary School history teachers have expressed the view that present history School curriculum is sufficient for creating problem solving ability. While 54.59 % of the Secondary School history teachers negatively responded to this question. Whereas 9.86 % of the Secondary School history teachers refused to write their opinion.

(2.k) In the process- oriented and child - centred learning co-operative learning has great significance. But the responses shows that only 30.96 % of the Secondary School history teachers have expressed the view that present history School curriculum is sufficient for developing co-operative mentality. While 59.17 % of the Secondary School history teachers argued negatively responded to this question. Whereas 9.86 % of the Secondary School history teachers refused to write their opinion.

(2.l) The table shows that only 29.36 % of the Secondary School history teachers have expressed the view that present history School curriculum is sufficient for creating a broad humanitarian outlook and develop an attitude against violence, war and hatred. While 61.24

% of the Secondary School history teachers negatively responded to this question. Whereas 9.40 % of the Secondary School history teachers refused to write their opinion.

(3.a) Facts and details of a history Textbook should be objective and reliable. But majority 61.24 % of the Secondary School history teachers has expressed the view that the facts and details in the present history Textbook were not objective and reliable.

(3.b) Majority of (61.24) % out of sample 436 history teachers have expressed the view that the Co-curricular activities can help to develop interest among students and improve their achievement level if it is seriously taken up by teachers.

(3.c) Majority of 79.82% Secondary School history teachers have expressed the view that the history was not given due weightage in the curriculum counted in terms of number of periods.

(4.a) The data shows that majority of history teachers (79.82 %) were against the practice of giving equal importance to history, sociology and civics in curriculum is a correct approach.

(4.b) In history due importance should be given to local history because which links the learner with community. The table 4.1 shows that only 28.44% of the Secondary School history teachers have expressed the view that considerable importance is given to local history. Whereas 69.04 % of the Secondary School history teachers negatively responded, while 2.52 % Secondary School history teachers refused to write their opinion.

(4.c) From the above table 4.1 it is clear that 66.06 % of the Secondary School history teachers have expressed the view that considerable importance is given to the history of India.

(4.d.)In the Secondary School history Textbooks over importance was give to world history. The responses of teachers prove this fact. The table 4.1 shows that 66.06 % of the Secondary School history teachers have expressed the view that over importance is given to world history.

(4.e) It is clear from the table that 79.82 % of the Secondary School history teachers have expressed the view that the history Textbook was written to satisfy certain political views. Whereas 17.43 % of the Secondary School history teachers negatively responded, while 2.75 % Secondary School history teachers refused to write their opinion.

(5.a) From the above table 4.1 it is clear that 66.06 % of the Secondary School history teachers have expressed the view that in many places the Textbook writers have suppressed realities.

(5.b) From the above table 4.1 it is clear that 66.06 % of the Secondary School history teachers have expressed the view that in many places the Textbook misinterpreted facts.

(6.a) The table shows that 66.06 % of the Secondary School history teachers have expressed the view that the aims of teaching history are to train the powers of imagination memory and reasoning, to promote self – understanding, to give proper conception of time, space and society, to foster national feeling and to develop international understanding. Whereas 28.44 % of the Secondary School history teachers negatively responded, while 5.50 % Secondary School history teachers refused to write their opinion.

(7.a) It is evident from the data that 63.07 % of the Secondary School history teachers have expressed the view that aims and values as envisaged in the history curriculum are not desirably achieved at present. Whereas 27.98% of the Secondary School history teachers

negatively responded, while 8.94 % Secondary School history teachers refused to write their opinion.

The table 7.b shows that 100 % of the Secondary School history teachers have agreed to the view that there is a general neglect of history education at present.

(7.c) The table reveals that 100 % of the Secondary School history teachers have agreed with the view that students and other teachers consider history education not as an essential subject.

(8.a) From the responses it was clear that 100 % of the Secondary School history teachers need dynamic methods of teaching.

(8.b) Lack of Social or public consciousness regarding the importance of history affects history teaching. Hundred % of the Secondary School history teachers have agreed to this view.

(8.c) Over importance given to science and IT affects history and history teaching. All the respondents have agreed to this view.

(8.d) History teaching as practiced now fails to create interest among children due to various reasons. From the above table 4.1 it is clear

that 100 % of the Secondary School history teachers have agreed to this view.

(8.e) It is clear from the table that 100 % of the Secondary School history teachers have expressed the view that mechanical narration of facts (Lecture method) affects history teaching.

(8.f) From the above table 4.1 it is clear that 100 % of the Secondary School history teachers have expressed the view that narration of bookish information without correlation to other subjects or life affect history teaching.

(8.g) Hundred per cent of the Secondary School history teachers have expressed the view that presentation of facts without logical connection negatively affects history teaching.

(8.h) Hundred per cent of the Secondary School history teachers have expressed the view that dynamic methods of teaching are necessary for achieving optimum standard in history education.

(9) From the above table 4.1 it is clear that 100 % of the Secondary School history teachers have expressed the view that Field Trips, Film shows, Symbols, Discussions, Debates, Dramatization Pictures,

correlated teaching, Seminars and Film Strips are necessary for dynamic methods of teaching history.

(10) The table shows that 69.04 % of the Secondary School history teachers have agreed that lack of variety and novelty in teaching affects the efficiency of history teaching. Whereas 28.44 % of the Secondary School history teachers negatively responded, while 2.52 % Secondary School history teachers refused to write their opinion.

(11) For making history education meaningful Audio- Visual aids are necessary. The table 4.1 shows that only 31.88 % of the Secondary School history teachers were properly trained in using Audio – Visual aids for making history teaching meaningful and effective. Whereas 65.83 % of the Secondary School history teachers negatively responded, while 2.29 % Secondary School history teachers refused to write their opinion.

(12) Hundred per cent of the Secondary School history teachers have expressed the view that Audio – Visual aids are essential for teaching of history.

(13) From the above table 4.1 it is clear that 66.06 % of the Secondary School history teachers have expressed the view that they are not

satisfied with the present evaluation system for the assessment of achievement of students in history. Whereas 28.44 % of the Secondary School history teachers negatively responded, while 5.50 % Secondary School history teachers refused to write their opinion.

(14)The table shows that only 30.96 % of the Secondary School history teachers have agreed with the traditional view that view that written examinations are sufficient for all round development. Whereas 59.17 % of the Secondary School history teachers negatively responded, while 9.86 % Secondary School history teachers refused to write their opinion.

(15.a) The table 4.1 shows that 63.30 % of the Secondary School history teachers have expressed the view that due to the lack of proper implementation strategy the present examination system tests only the lower abilities of cognitive domain. Whereas 29.13 % of the Secondary School history teachers negatively responded, while 7.57 % Secondary School history teachers refused to write their opinion.

(15.b) Majority 63.30 % of the Secondary School history teachers have expressed the view that due to the lack of proper implementation strategy the present examination system encourages rote memory and coaching whereas 29.13 % of the Secondary School history

teachers negatively responded, while 7.57 % Secondary School history teachers refused to write their opinion.

(15.c) Considerable number 68.81% of the Secondary School history teachers have expressed the view that due to the lack of proper implementation strategy the present examination system does not assess the achievements in the affective domain and the higher levels of cognitive domain. Whereas 28.90 % of the Secondary School history teachers negatively responded.

(15.d) From the above table 4.1 it is clear that 61.24 % of the Secondary School history teachers have expressed the view that examinations negatively influence the objectives of education and classroom activities. Whereas 28.21 % of the Secondary School history teachers negatively responded while 10.55 % Secondary School history teachers refused to write their opinion.

(15.e) From the above table 4.1 it is clear that only 59.17 % (out of sample 436) of the Secondary School history teachers have expressed the view that grading system will solve the problems of evaluation if it is properly implemented. Whereas 30.96 % of the Secondary School history teachers negatively responded, while 9.86 % Secondary School history teachers refused to write their opinion.

(16) In response to item no 16 of the Questionnaire regarding the training received with respect of student evaluation majority 69.04 % of teachers responded that proper training for grading pupils' achievement was not given to them. The remaining 28.44% were satisfied with the training received. While 2.52% refused to comment on this aspect.

(17.a) Source book and handbook are necessary for successful grading. Cent percent of the Secondary School history teachers have agreed to this view.

(17.b) The table 4.1 reveals that 48.85 % of the Secondary School history teachers have expressed the view that Continuous and Comprehensive Evaluation (CCE) is possible in School if proper follow up are made. Whereas 49.31 % of the Secondary School history teachers negatively responded, while 1.83 % Secondary School history teachers refused to write their opinion.

(18) For making pupils progress Anecdotal records, Attitude scales Interest Inventories and Case studies are of great value. But the responses to items 18 a, 18b, 18c and 18 d cent percent of teachers expressed the opinion that tools for personality assessment namely

Anecdotal records, Attitude scales Interest Inventories and Case studies were not made available in School.

(19) From the above table 4.1 it is clear that only 54.59 % (out of sample 436) of the Secondary School history teachers have expressed the view that materials are not available to evaluate and grade projects, assignments seminars, collection, practical works etc. whereas 35.55 % of the Secondary School history teachers positively responded to this question. While 9.86 % Secondary School history teachers refused to write their opinion.

(20) Hundred per cent of the respondents opined that the following things can be achieved through grading system if it is monitoring properly.

- 1) Developing scientific attitude
- 2) Developing inculcate values.
- 3) Developing communication skill developing character and contact.
- 4) Developing regularity.
- 5) Developing group working skill.
- 6) Developing leadership qualities.

(21) Hundred per cent of the Secondary School history teachers have expressed the view that grading system increase workload.

(22) From the above table 4.1 it is clear that 100 % of the Secondary School history teachers have expressed the view that they do not get time to evaluate projects, assignments, seminars, records, class tests etc in time.

(23) From the above table 4.1 it is clear that only 28.67 % (of the Secondary School history teachers have expressed the view that they get co-operation for grading from co-workers. Whereas (55.96) % of the Secondary School history teachers negatively responded, while 15.37 % Secondary School history teachers refused to write their opinion.

(24) From the above table 4.1 it is clear that 100 % of the Secondary School teachers have expressed the view that Grading would reduce the following if it is properly implemented.

- 1) Unhealthy competition among children.
- 2) Undue importance of rank and publicity.
- 3) Day today progress of pupil can be evaluated
- 4) Abilities of pupil can be evaluated.
- 5) Teacher can measure the in born talents of pupil
- 6) Dropouts due to failure can be reduced.
- 7) Makes learning more interesting.

- 8) Increases performance of pupil
- 9) Improve the quality of education.
- 10) Teacher- taught relation more cordial.

(25.) From the above table 4.1 it is clear that only 100 % of the Secondary School teachers have expressed the view that they are not properly updated in their knowledge of content and method of education after getting into service.

(26) For effective class learning training to teachers are necessary. From the above table 4.1 it is clear that only 100 % of the Secondary School history teachers have agreed with the view that at least once in every three years every teacher should be given an opportunity to undergo in-service training for a period of one month during vacation.

(27) The table shows that 100 % of the Secondary School history teachers have agreed with the view that through proper implementation of grading better teacher- taught relationship can be maintained.

(28) From the above table 4.1 it is clear that 100 % of the Secondary School teachers have expressed the view that the teacher – pupil ratio should be modified.

(29) From the above table 4.1 it is clear that 100 % of the Secondary School teachers have expressed the view that through learning pupil Recognizes / recollects facts and concepts, pupil readily makes connections to new information based on past experiences and formulates initial ideas / concepts, pupil detects similarities and differences, pupil classifies / categorizes / organizes information appropriately, pupil Translates / transfers knowledge or understanding and applies them in new situations, pupil establishes cause – effect relationships, pupil makes connections / relates prior knowledge to new information / applies reasoning and draw inferences, pupil Communicates knowledge / understanding through different media, pupil imagines / fantasies / designs / predicts based on received information and pupil judges / appraises / evaluates the merits or demerits of an idea / Develop own solutions to a problem.

(30) Hundred per cent of the Secondary School teachers have expressed the view that through the proper implementation of grading system the following things can be achieved.

- 1) Helps the learner to construct ideas.
- 2) Assures active involvement of learner
- 3) Assures various types of interactions – learner – learner, Learner – Teacher, Learner – material.

- 4) Assures chances for self – improvement
- 5) Motivates for further study and inquiry.

4.6.3. CONSOLIDATION OF RESPONSES OF SECONDARY SCHOOL HISTORY TEACHERS.

A) Responses of history teachers regarding history curriculum reveal that majority of them:

- 1) were not satisfied with the present history curriculum for Secondary classes.
- 2) were of the opinion that the present high School history curriculum was not sufficient for developing environmental awareness.
- 3) were of the view that the present high School curriculum was sufficient for developing a historical perspective regarding life of people and culture of the society.
- 4) had expressed the view that the present high School curriculum was sufficient for developing creative thinking.
- 5) were of the view that the present high School curriculum is sufficient for developing observation skill.
- 6) were of the view that the present high School curriculum was sufficient for developing an understanding regarding how the past events have influenced the present systems of society.

- 7) had expressed the view that the present high School history curriculum is sufficient for developing inquiry skill.
- 8) Were of the view that present high School curriculum was not sufficient for developing enough curiosity and interest for learning.
- 9) had expressed the view that present high School curriculum was not sufficient for developing desirable social attitudes and values.
- 10) were of the view that present high School curriculum was not sufficient for creating national and international understanding.
- 11) had expressed the view that present high School curriculum was sufficient for creating problem solving ability.
- 12) had expressed the view that present high School curriculum was sufficient for developing co-operative mentality.
- 13) were of the view that present high School curriculum fails to create a broad humanitarian outlook and an attitude against violence, war and hatred.
- 14) had expressed the view that some facts and details of the present history curriculum are not objective and reliable.
- 15) were of the view that sufficient co-curriculum activities were not organised for making history teaching interest among students and improve their achievement level.
- 16) were of the view that history is not given due weightage in the curriculum counted in terms of number of periods allotted.

17) had expressed the view that the practice of giving equal importance to history, sociology and civics in the present curriculum was not a correct approach.

B) Responses of history teachers regarding content of history reveal that:

- 1) due importance was not given to local history.
- 2) considerable importance was given to the history of India.
- 3) world history was given proper importance.
- 4) history Textbook was written considering the interest of authorities.
- 5) history Textbook was written in the interest of authorities.
- 6) the history Textbook was written in the interest of certain communities.
- 7) in many places the Textbook writers have suppressed realities.
- 8) in many places the Textbook writers have misinterpreted facts.
- 9) the aims and values as envisaged in the history curriculum were not achieved at present.
- 10) had expressed the view that there was a general neglect of history education at present .
- 11) other teachers consider history education not as an essential subject.
- 12) over importance given to science and IT affects history and history teaching.

II) aims of history education are to -

- a) train the powers of imagination, memory and reasoning.
- b) promote self – understanding
- c) give proper conception of time, space and society.
- d) foster national feeling.
- e) develop international understanding

C) Responses of teachers to the Questionnaire regarding method of teaching reveal that:

- 1) lack of dynamic methods of teaching adversely affected history teaching
- 2) lack of Social or public consciousness regarding the importance of history adversely affected history teaching.
- 3) history teaching as practised now fails to create interest among children.
mechanical narration of facts adversely affects history teaching.
- 5) mechanical narration of bookish information without correlation to other subjects or life adversely affects history teaching.
- 6) presentation of facts without logical connection adversely affects history teaching.
- 7) It is clear from the data that (100) Percentage of Secondary School history teachers had the view that dynamic methods of teaching were necessary for achieving optimum standard in history education.

8) Majority of the Secondary School history teachers have expressed the view that the following teaching aids and approaches were necessary for making history education process – oriented and pupil centred.

- Film Shows
- Field Trips
- Symbols and Graphs
- Discussions.
- Debates
- Dramatizations
- Pictures
- Correlated
- Seminars
- Film Strips

9) Lack of variety and novelty in teaching history negatively affected the efficiency of history teaching.

10) The teachers were not properly trained in using Audio – Visual aids for making history teaching meaningful and effective.

11) All the history teachers have expressed the view that Audio – Visual aids were essential for teaching of history.

12) All the teachers have expressed the view that the quality of history education depends upon the quality of the teacher.

D) Responses related to evaluation revealed that:

- 1) The present evaluation system is satisfactory for the assessment of achievement of students in history.
- 2) Examinations were reliable.
- 3 The present examination system comparatively discourages rote memory and coaching
- 5) The present examination system mainly assessed the achievements in the affective domain and the higher levels of cognitive domain
- 6) Examinations positively influenced the objectives of education and classroom activities.
- 7) Grading system will not solve the problems of evaluation.
- 8) They were poorly trained for grading the pupil.
- 9) Continuous and comprehensive evaluation (CCE) was possible in School.
- 10) Anecdotal Records, Attitude Scales, Interest Inventories, Case Studies, Rating Scales were not made use of in evaluation.
- 12) Source book and other materials were not available for evaluation and grading of projects, assignments seminars, collections, practical works etc.
- 13) Present grading system was sufficient for developing the following qualities if it was properly implemented:
 - a) Scientific attitude
 - b) Inculcating values.

- c) Communication skill.
 - d) Character
 - e) Regularity
 - f) Co- operative mentality
 - g) Leadership qualities such as sociability, initiative, integrity and obedience to rightful authority.
- 13) Grading approach increases workload.
- 14) They do not get time to evaluate projects, assignments, seminars, records, class tests etc with in the stipulated time.
- 15) They get co-operation for grading from co-workers.
- 16) They were not sufficiently updated in their knowledge of content and method of education after getting into service.
- 17) Source book and handbook are necessary for successful grading.
- 18) At least once in three years every teacher should be given an opportunity to undergo in- service training for a period of one month during vacation.
- 20) All the history teachers had expressed the view that grading:
- a) reduces unhealthy competition among children.
 - b) reduces undue importance of rank and publicity.
 - c) to assess the day today progress of the pupil.
 - d) helps to measure the abilities acquired in different domains.
 - e) helps to measure the in born talents of pupil
 - f) reduces dropouts due to failure.

- g) learning becomes more interesting.
- h) improves the quality of education through internal assessment.
- i) makes teacher- pupil relationship more cordial.
- j) teacher – pupil ratio should be modified.
- k) gives chances for self – improvement.
- l) Gives chances for further study and inquiry.

4.7. MAJOR FINDINGS

The major findings arrived at as a result of the analysis of the curriculum by the researcher, on the basis of expert opinion and teachers' responses are given below:

- 1) The Secondary School history curriculum is over loaded. The problem of overloading of curriculum can be reduced by removing the mismatch between the developmental capacities of the children on the one hand and the curricular expectations and teaching learning methods on the other. Undue emphasis on homework, the memorization of a large number of facts, overlapping of concepts and topics in the syllabi are responsible to this problem. Emphasis should be given to process oriented and child friendly approach.
- 2) The present Secondary School history curriculum is ineffective to develop national and international understanding among learners.

This was mainly because of the lack of appropriate learning content and strategies in the history curriculum at this level.

3) The curriculum Objectives were not specifically stated. All the behavioural changes expected to be developed by the learner through the curriculum transaction were not explicitly stated. If at all stated, many contexts in the curriculum content elaborations were not found or insufficient.

4) History part of the curriculum was not given due weightage in the social science curriculum for Secondary classes compared to other components in social science. The period\ time allotted to history was also found insufficient for effective transaction. Over importance given to Geography, Civics, Economics, Sociology and Commerce reduces the importance of history in social science education.

5) The curriculum of history prepared on process- oriented and learner – friendly principles and introduced from 2002-03 onwards failed to accomplish its expectations due to the following reasons:-

a) The curriculum seemed to be over loaded.

b) The curriculum fails to provide opportunity for the physical, mental, social and emotional development of the learners to the satisfactory level.

c) The orientation to teachers in the new approach was not effectively conducted. The training courses were not properly organised.

d) The handbook and source book for teachers very often failed to provide guidelines about process-oriented and child friendly approach.

6) The present Secondary School history curriculum claims flexibility. But on analysis it is seen that most of the activities suggested for class room transaction and evaluation process are rigid and provides no freedom for the teachers.

7) The present curriculum of history is not sufficient for developing environmental awareness. The concept of environmental education has been provided in the Textbooks of social sciences in the states of Rajasthan and Madhya Pradesh. In Karnataka relevant components for environmental awareness have been distributed in Physical science, Biological Science and Social Science curriculum. So attempts should be made to solve these defects.

8) The Secondary School history curriculum is not sufficient for developing desirable social attitudes and values. This is mainly due to the fact that the concept of Spiritual Quotient (SQ) was not adequately taken care of while framing the curriculum document of 2002-03.

9) The Secondary School history curriculum was not found to be community centred due to the following reasons: -

a) The need for the elimination of the evils of community had not found enough reference in the curriculum.

b) No sincere effort was made in the curriculum to reduce regional imbalance while selecting the topics of history.

c) The history curriculum is not dynamic, because contemporary issues are not at all considered.

Major concerns and issues of Kerala are generally neglected.

d) In the age of globalisation and IT, prospects for career guidance for a better vocation relating to history are not included in the curriculum.

e) Enough attempts are not made to link Information and communication technology with life skills.

f) No better programmes, relating to education such as work based on local needs and resources are focussed.

10) The Secondary School history curriculum of Kerala state seemed to be inferior to the curricula followed by CBSE, ICSE and the like. The major limitations faced are with regard to updated content, approaches, layout and physical quality of Textbooks.

11) In the previous curriculum revisions much importance was given to world history and Indian history, neglecting almost totally local\ Kerala history. In the present curriculum revision, bits of information regarding Kerala history are given. This area needs more consideration in the curriculum. Even now the curriculum guidelines are silent about a reasonable proportion among the components of World History, Indian History and Local History.

12) There is no historical sequence in the narration of the content in the curriculum. Events coming under world, India and local history are not well co-ordinated, instead they are placed in watertight compartments.

13) Over emphasis given to IT reduces the importance of History education. In many Schools the time allotted to history teaching is utilised for IT education.

13) The new curriculum advocates child friendly transactional strategies. Most often teachers make use of ineffective and illogical transactional modalities due to the lack of proper guidance and monitoring. For example transactional modalities are not sufficient for developing the concept of time, space and society. This negatively

affects curriculum expectations and the interest of students in learning history.

14) Some international issues are discussed in Textbooks for developing international understanding. But they are not sufficient for developing international understanding. Narration of international issues with historical perspective is not seriously attempted.

16) Training to teachers for using Audio-Visual aids with the help of computer for teaching history effectively is not seriously attempted by the authorities. Teachers need sufficient transactional models.

17) Learning can be made more effective through direct experience. The present curriculum envisages field visits as one of the effective learning strategies. As field visit\ local visit are not made compulsory in the curriculum in most cases field visits\ local visits are not generally undertaken in Schools. Hence opportunities should be given to students to visit places of historical importance, temples of ancient period, palaces, mosques, monuments archaeological museums etc.

18) Teachers are not sufficiently updated in their knowledge of content and method of education after getting into service. Orientation programme organised since the implementation of the

new system in history are rated to be insufficient for meeting the academic demands of teachers. Hence refresher courses and in service courses are necessary for making history teaching more effective and interesting.

19) Mechanical narration of bookish information or facts without correlation to other subjects or life and presentation of facts without logical connection negatively affect history teaching. So steps should be taken to correlate curriculum of history with other subjects\ life\ community.

20) Continuous and comprehensive evaluation (CCE) is possible in School if sufficient training is given to teachers and follow up programmes are organised.

21) Tools for measurement of personality variables of the pupils like Anecdotal Records, Attitude Scales, Case Studies, Rating Scales and Interest Inventories are not made available in Schools. Teachers lack proper training in the use of tools for assessing personality variables. Proper tools should be developed so as to assess pupil's performance and achievements and it should be made available to all Schools. The authorities should conduct better follow-up programmes

22) Grading system increases workload. Teachers are not getting enough time to guide pupils for projects, assignments, seminars, collections, class texts, practical and other transactional strategies during School hours along with teaching. Further there was a lack of sufficient supporting materials to administer grading.

23) Even though innovative approaches like process- approach, pupil-centered activity oriented approach and continuous and comprehensive evaluation is introduced in classroom instruction, the teacher – pupil ratio remains to be the same. This is found to be a major hurdle in effecting innovations introduced in most subjects including history.

24) The Textbook contains innumerable errors - chronological errors, errors in the statement of facts, cartographical errors, omissions and anachronisms. The Textbook lacks sufficient pictures, graphs, drawings and maps.

25) There is need to revise the history Textbook incorporating new discoveries and theories. New areas should form an integral part in the new curriculum. Sufficient materials should be provided to the pupils through history Textbooks to develop an objective and critical judgement of the past historical events in the light of the present.

26) There is no uniformity in the approach adopted in writing history Textbook even at the Secondary level. The guidelines adopted for writing history Textbooks in STD IX are almost different from that of STD X. These approaches are discussed and finalised on the basis of indoor discussion participated by a few experts. They need elaborate exposure.

REFERANCE

1. Social Science Textbook for STD VIII (SCERT)
2. Social Science Textbook for STD IX (SCERT)
3. Social Science Textbook for STD X (SCERT)
4. Social Science Handbook for STD VIII (SCERT)
5. Social Science Handbook for STD IX (SCERT)
6. Social Science Handbook for STD X (SCERT)
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CHAPTER V

STUDY IN RETROSPECT

- STATEMENT OF THE PROBLEM
 - OBJECTIVES OF THE STUDY
 - METHOD ADOPTED FOR THE STUDY
 - PHASES OF THE STUDY
 - TOOLS USED FOR DATA COLLECTION
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CHAPTER V

STUDY IN RETROSPECT

CHAPTER PREVIEW

In this chapter, the major findings of the study, practical application, model curriculum, limitations of the study and suggestions for further research are included.

5.1 STATEMENT OF THE PROBLEM

The problem is entitled "HISTORY EDUCATION AT THE SECONDARY (SCHOOL) LEVEL IN KERALA STATE - A CRITICAL STUDY"

5.2 OBJECTIVES OF THE STUDY

5.2.1. MAJOR OBJECTIVE

To study critically the Secondary School history curriculum of Kerala State.

5.2.2. MINOR OBJECTIVES

1) To assess the weightage and importance given to history education at the Secondary Schools in Kerala State.

2) To analyse the history curriculum at the Secondary stage in Kerala State with reference to:

- a) The objectives of teaching history
- b) The content of history
- c) The method of instruction \ Transactional modalities adopted and
- d) The strategies of evaluation

3) To pool the opinion of experts and teachers in history education at the Secondary School level in Kerala State with regard to the objectives of teaching history, the content of history, the transactional modalities adopted and the strategies of evaluation.

4) To suggest guidelines for enabling the curriculum experts and educational administrators for improving the quality of history education.

5) To prepare a model curriculum for Secondary School pupils

5.3. 0. METHOD ADOPTED FOR THE PRESENT STUDY

This is an analytical and descriptive study. Normative Survey is also applied in the study. The study has been conducted in two phases: -

5.3. 1. PHASE ONE

ANALYSIS OF SECONDARY SCHOOL HISTORY CURRICULUM BY THE RESEARCHER.

The researcher made a critical analysis of the present history curriculum of Kerala State with regard to:-

- a) The objectives of teaching history at the Secondary Schools in Kerala state
- b) The content of history
- c) The method of instruction \ Transactional modalities adopted and
- d) The strategies of evaluation

5.3.2. PHASE TWO:-

A) CONSOLIDATION OF VIEW POINTS OF EXPERTS

Selected subject experts and curriculum committee members were consulted by the researcher to pool their view points with regard to:-

- i) The objectives of teaching history at the Secondary Schools in Kerala state
- ii) The content of history
- iii) Transactional modalities adopted and
- iv) The strategies of evaluation.

B) CONSOLIDATION OF VIEW POINTS OF SECONDARY SCHOOL TEACHERS

The researcher prepared a Questionnaire and sent to 436 Secondary School history teachers to pool their opinion with regard to:-

- i) The objectives of teaching history at the Secondary Schools in Kerala state
- ii) The content of history
- iii) Transactional modalities adopted and
- iv) The strategies of evaluation.

5. 4. TOOL USED FOR DATA COLLECTION

The researcher prepared an Interview schedule and Questionnaire to pool the opinion of experts and teachers.

4.7. MAJOR FINDINGS

The major findings arrived at as a result of the analysis of the curriculum by the researcher, on the basis of expert opinion and teachers' responses are given below:

- 1) The Secondary School history curriculum is over loaded. The problem of overloading of curriculum can be reduced by removing the mismatch

between the developmental capacities of the children on the one hand and the curriculum expectations and teaching learning methods on the other. Undue emphasis on homework, the memorization of a large number of facts, overlapping of concepts and topics in the syllabi are responsible to this problem. Emphasis should be given to process oriented and child friendly approach.

2) The present Secondary School history curriculum is ineffective to develop national and international understanding among learners. This was mainly because of the lack of appropriate learning content and strategies in the history curriculum at this level.

3) The curriculum Objectives were not specifically stated. All the behavioural changes expected to be developed by the learner through the curriculum transaction were not explicitly stated. If at all stated, many contexts in the curriculum content elaborations were not found or insufficient.

4) History part of the curriculum was not given due weightage in the Social Science curriculum for Secondary classes compared to other components in Social Science. The period\ time allotted to history was also found insufficient for effective transaction. Over importance given

to Geography, Civics, Economics, Sociology and Commerce reduces the importance of history in Social Science education.

5) The curriculum of history prepared on process- oriented and learner – friendly principles and introduced from 2002-03 onwards failed to accomplish its expectations due to the following reasons:-

a) The curriculum seemed to be over loaded.

b) The curriculum fails to provide opportunity for the physical, mental, social and emotional development of the learners to the satisfactory level.

c) The orientation to teachers in the new approach was not effectively conducted. The training courses were not properly organised.

d) The handbook and source book for teachers very often failed to provide guidelines about process- oriented and child friendly approach.

6) The present Secondary School history curriculum claims flexibility. But on analysis it is seen that most of the activities suggested for class room transaction and evaluation process are rigid and provides no freedom for the teachers.

7) The present curriculum of history is not sufficient for developing environmental awareness. The concept of environmental education has been provided in the Textbooks of Social Sciences in the states of

Rajasthan and Madhya Pradesh. In Karnataka relevant components for environmental awareness have been distributed in Physical science, Biological Science and Social Science curriculum. So attempts should be made to solve these defects.

8) The Secondary School history curriculum is not sufficient for developing desirable social attitudes and values. This is mainly due to the fact that the concept of Spiritual Quotient (SQ) was not adequately taken care of while framing the curriculum document of 2002-03.

9) The Secondary School history curriculum was not found to be community centred due to the following reasons: -

a) The need for the elimination of the evils of community had not found enough reference in the curriculum.

b) No sincere effort was made in the curriculum to reduce regional imbalance while selecting the topics of history.

c) The history curriculum is not dynamic, because contemporary issues are not at all considered.

Major concerns and issues of Kerala are generally neglected.

d) In the age of globalisation and IT, prospects for career guidance for a better vocation relating to history are not included in the curriculum.

e) Enough attempts are not made to link Information and communication technology with life skills.

f) No better programmes, relating to education such as work based on local needs and resources are focussed.

10) The Secondary School history curriculum of Kerala state seemed to be inferior to the curricula followed by CBSE, ICSE and the like. The major limitations faced are with regard to updated content, approaches, layout and physical quality of Textbooks.

11) In the previous curriculum revisions much importance was given to world history and Indian history, neglecting almost totally local\ Kerala history. In the present curriculum revision, bits of information regarding Kerala history are given. This area needs more consideration in the curriculum. Even now the curriculum guidelines are silent about a reasonable proportion among the components of World History, Indian History and Local History.

12) There is no historical sequence in the narration of the content in the curriculum. Events coming under world, India and local history are not well co-ordinated, instead they are placed in watertight compartments.

13) Over emphasis given to IT reduces the importance of History education. In many Schools the time allotted to history teaching is utilised for IT education.

13) The new curriculum advocates child friendly transactional strategies. Most often teachers make use of ineffective and illogical transactional modalities due to the lack of proper guidance and monitoring. For example transactional modalities are not sufficient for developing the concept of time, space and society. This negatively affects curriculum expectations and the interest of students in learning history.

14) Some international issues are discussed in Textbooks for developing international understanding. But they are not sufficient for developing international understanding. Narration of international issues with historical perspective is not seriously attempted.

16) Training to teachers for using Audio-Visual aids with the help of computer for teaching history effectively is not seriously attempted by the authorities. Teachers need sufficient transactional models.

17) Learning can be made more effective through direct experience. The present curriculum envisages field visits as one of the effective learning strategies. As field visit\ local visit are not made compulsory in the curriculum in most cases field visits\ local visits are not generally undertaken in Schools. Hence opportunities should be given to students to visit places of historical importance, temples of ancient period, palaces, mosques, monuments, archaeological museums etc.

18) Teachers are not sufficiently updated in their knowledge of content and method of education after getting into service. Orientation programme organised since the implementation of the new system in history are rated to be insufficient for meeting the academic demands of teachers. Hence refresher courses and in-service courses are necessary for making history teaching more effective and interesting.

19) Mechanical narration of bookish information or facts without correlation to other subjects or life and presentation of facts without logical connection negatively affect history teaching. So steps should be taken to correlate curriculum of history with other subjects\ life\ community.

20) Continuous and comprehensive evaluation (CCE) is possible in School if sufficient training is given to teachers and follow up programmes are organised.

21) Tools for measurement of personality variables of the pupils like Anecdotal Records, Attitude Scales, Case Studies, Rating Scales and Interest Inventories are not made available in Schools. Teachers lack proper training in the use of tools for assessing personality variables. Proper tools should be developed so as to assess pupil's performance and achievements and it should be made available to all Schools. The authorities should conduct better follow-up programmes

22) Grading system increases workload. Teachers are not getting enough time to guide pupils for projects, assignments, seminars, collections, class texts, practical and other transactional strategies during School hours along with teaching. Further there was a lack of sufficient supporting materials to administer grading.

23) Even though innovative approaches like process- approach, pupil-centred activity oriented approach and continuous and comprehensive

evaluation are introduced in classroom instruction, the teacher - pupil ratio remains to be the same. This is found to be a major hurdle in effecting innovations introduced in most subjects including history.

24) The Textbook contains innumerable errors - chronological errors, errors in the statement of facts, cartographical errors, omissions and anachronisms. The Textbook lacks sufficient pictures, graphs, drawings and maps.

25) There is need to revise the history Textbook incorporating new discoveries and theories. New areas should form an integral part in the new curriculum. Sufficient materials should be provided to the pupils through history Textbooks to develop an objective and critical judgement of the past historical events in the light of the present.

26) There is no uniformity in the approach adopted in writing history Textbook even at the Secondary level. The guidelines adopted for writing history Textbooks in STD IX are almost different from that of STD X. These approaches are discussed and finalised on the basis of indoor discussion participated by a few experts. They need elaborate exposure.

5. 6. PRACTICAL APPLICATION

In the light of the study the researcher proposes the following recommendations for the improvement of quality in history education at the Secondary School level.

1) A curriculum should be prepared on the basis of objectives defined in terms of specifications of content and behaviour change. It should also give different activities with multiple approaches for learning each topic on the basis of activities inside and outside the classroom.

2) The evaluation procedures for the continuous and comprehensive assessment should also be indicated. All these should be done with the help of eminent teachers who have at least ten years of teaching experience at the School level. They may be guided by experts in methodology, content and evaluation. One or two samples may be tried out for ensuring validity.

3) The defects of the curriculum pointed out by teachers experts and students should be collected in the SCERT and these should be examined annually in summer vacation in a workshop consisting of teachers and experts who prepared the Textbook and necessary modification may be made based on the genuine criticism. For this

purpose a monitoring cell for history education should be established in the S.C.E.R-T. International approaches in history education are to be taken into account. The monitoring cell of the S.C.E.R.T. took special attention to these aspects also.

4) The head of Schools and inspecting officers should be oriented to the new approach and trained for proper inspection of history education. Seminars for feedback in the improvement of teaching - learning system may be organized at the local level consisting of three or four Schools as a cluster. Teachers may assemble at least once in a month during a holiday. The day today problems of teachers may be discussed in the seminar in which experiences may be shared for improving the efficiency of teaching. The supervising officers (DEOs and DD's) should give leadership for organizing such seminars. They should also give support and guidance for implementing the decision of the seminars.

5) Special training should be given to diagnostic test, differential teaching and continuous assessment of pupils on the basis of different tools of evaluation such as Check List, Rating Scales, Anecdotal Records and other observational techniques in addition to written or oral tests. Special programmes should be worked out for building desirable social attitudes and values related to higher education for

each class. Co- curriculum activities suitable for each institution should be worked out.

6) Teachers should be trained in using Audio- Visual aids with the help of computer.

7) All the history teachers of Secondary Schools should be given an intensive training for one month during summer vacation in the new approach and techniques of teaching and evaluation. A Year Plan should be worked out by the concerned teacher at the end of this workshop. A copy of this programme should be given to the head of School and Inspecting officer for follow up studies.

8) Teacher - pupil ratio and number of periods should be reduced to enable the teacher to organize 'process- oriented and pupil - centred activities' for continuous and comprehensive evaluation. It may also help to ensure maximum interaction between teachers and pupils and there by maximum potential can be drawn out.

9) Special teachers should be appointed for grading Part II (co - scholastic areas such as work experience, Health and Physical Education and Arts)

10) The content of Social Science Textbooks should be reduced to enable the teacher to organize 'process- oriented and pupil - centred activities'

11) Opportunities should be given to students to visit places of historical importance, temples of ancient period, palaces, mosques, etc.

12) Teachers and pupils of rural area are dissatisfied with the learning facilities of the Schools such as library, laboratory, computer and museum. Time bound steps should be taken to provide sufficient infrastructural facilities, teaching-aids, supporting materials and reference books in all Schools.

13) Awareness should be given to parents to ensure the co-operation of parents and community about the new approach. Plan for each class and for each School should be worked out systematically on the basis of the institutional planning.

14) In every School, there should be a history club with adequate reference books and suitable learning materials. A well-equipped history laboratory should be maintained in every School.

15) History teachers should take initiative in conducting social activities and observe all days of national or regional importance to create desirable values among pupils.

16) Parents and Teachers Association (P.T.A.) should be strengthened in every School. Healthy relationship should be maintained between Parents and Teachers.

17) History as a compulsory subject needs to focus in a graded manner on all the three domains of learning i.e., cognitive, affective and conative.

18) The existing curriculum needs to be reviewed for bringing in greater emphasis on students carrying out activities in their local environment and development of habits and values.

19) Teachers need empowerment and commitment to function as curriculum constructors with confidence.

20) The content of history at the Secondary stage should not be based on knowledge and information processing but on acquisition of skills, development of attitudes and values and participation in actions through activities, projects, field interactions and co-curricular activities. At this stage, the focus needs to be on development

of critical thinking ability, problem solving skills and participation in pro-active action in community settings.

21) Topics selected should be relevant and specific in order to avoid duplication or replication and increase in curriculum load.

22) Every child has to be provided with the opportunity to participate in at least one experience from field visit.

23) The content and transaction of history needs to recognize, acknowledge, respect and celebrate all forms of diversity and local contextuality.

24) The content related to environmental issues and concerns needs to cover the range from the local to the global in a graded manner.

25) The pedagogy of history will have to be based on local contextuality, indigenous knowledge, exploration strategies, multi-disciplinary approaches, project based methods and action-oriented practical.

26) Flexibility in teaching history is a vital factor in education. Every teacher may have the capacity to design teaching-learning strategies in history.

27) Regular and periodic renewal and updating of syllabus of history is desirable.

28) Contemporary issues have to be suitably integrated with the curriculum, teaching-learning process and teacher education.

29) Evaluation of affective and psychomotor domains may be undertaken through group evaluation, peer evaluation, self-evaluation, institution based evaluation and periodic achievement surveys for impact study.

30) Specific strategies will have to be designed for in-service education of teachers on the new approaches of evaluation.

31) Community involvement particularly that of youth power, is crucial in the process of teaching learning. School - community mutuality needs to be established and strengthened through various modes. Parent-teacher associations can also play a major role in realizing the objectives of history education.

32) The SCERT should develop a master plan for development of materials, training of key persons and master trainers in collaboration with national level and state level agencies/ departments.

33) Teacher education institutions at different levels need to function as resource centres in the state and districts.

34) National electronic media like Doordarshan and Akashvani need to provide slots during prime time for generating awareness and building a climate for action to find solutions to socio- economic issues.

35) State will have to develop its own monitoring and networking mechanisms for implementation of history education.

5.7. MODEL CURRICULUM

In the light of the analysis of Secondary School history curriculum by the researcher, pooling of expert opinion on history curriculum and the analysis of the data collected through Questionnaire regarding various aspects of curriculum from the Secondary School history teachers, the researcher has constituted a model history curriculum for Secondary School classes. The general guidelines, curriculum objectives, content, transaction modalities and strategies of evaluation of the proposed history curriculum of Secondary School level are presented below:-

5.7.1. GENERAL GUIDELINES OF CURRICULUM CONSTRUCTION

The general guidelines of teaching history at the Secondary Schools in the proposed curriculum are as follows:-

- 1) The Secondary School history curriculum should be in accordance with the mental age, ability and capacity of the pupil of this particular stage.
- 2) The curriculum should be based on the three pillars of relevance, equality and excellence.
- 3) It should provide pupil opportunity for self-learning and co-operative learning
- 4) The curriculum should be sufficient for developing basic life skills.
- 5) It must be process-oriented and promotes child friendly learning.
- 6) The curriculum should have the essential ingredients for satisfying the needs of gifted and talented
- 7) The history curriculum should have the provision for diagnostic test and remedial teaching
- 8) It should inculcate and nurture nationalism and patriotism
- 9) The curriculum should be sufficient for meeting the challenges of IT and Communication Technology.
- 10) It should be community- centred.
- 11) It should promote positive behavioural change, and enable the pupil to meet the demands and challenges of every day life and to solve it.
- 12) It should equip the learner to collect sufficient facts and materials in the discipline, synthesise them and to reach valid judgements.

13) It should enable the pupil to achieve high standard of Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (EQ) so as to judge the past objectively, to analyse the current problems of society and to inculcate values.

14) The content of history requires strong intra sectoral and inter sectoral linkage at different levels- National, State, District and Local (village \ block \ city)

15) Helping learners prepare reports on changing patterns our social and political institutions.

16) History curriculum should in such a way for organizing visits of learners to nearby panchayaths; villages, municipalities and other agencies and helping them collect information about the working of various machinery of Government.

17) Helping learners to plan and execute awareness campaigns through community participation on major problems at the local or national level.

18) It should aim at building a cohesive society.

19) It should be flexible and linking with life skills

20) It should be aimed at developing a national consciousness, a national spirit and a national unity essential for national identity.

21) It should inculcate values and pride in being an Indian.

22) It should be change – oriented and based on country's continuity of cultural tradition.

5.7.2. OBJECTIVES OF HISTORY CURRICULUM

The major objectives of teaching history at the Secondary Schools in the proposed curriculum are as follows:-

1) To help the pupils in understanding the human environment in its totality and developing broader perspective and an empirical, reasonable and humane outlook.

2) To give stress on the study of major concerns and issues of contemporary world.

3) It should include the process and patterns of man- environment interaction.

4) To enable the pupil to understand well the role of a citizen in the process of nation building and development, its need and implications as well as the system of governance- all levels – local, state and national.

5) It should focus on the local, national and international issues of contemporary society.

- 6) It should have sufficient material for meeting the needs of gifted and talented.
- 7) A sense of responsibility and urgency to ensure appropriate action to solve problems of society.
- 8) To create an awareness about India's early cultural pattern, geographical settings, pre- historic period, Vedic period, Mauryan period, Gupta period etc
- 13) Conducting games related to history education.
- 14) Understands environment in its totality, the interrelationships in the living world and the complexity of the contemporary problems
- 15) Understands the types of occupational hazards and their causes
- 16) Assesses different historical problems and handles them effectively
- 17) Correlates the effect of various global socio- economic concerns.
- 18) Develops skills to undertake projects and activities concerning various environmental issues and social problems.
- 19) Appreciates the relationship between man and society
- 20) Appreciates the potential of rural development programmes, agencies and models
- 21) Initiates appropriate action to protect and improve our cultural heritage.

22) Imbibes values to live in harmony with nature and empathy for all life forms.

23) Develops an in-depth understanding of various issues and concerns of national and global importance.

24) Understands basic concepts related to sustainable development vis-à-vis improvement of quality of life

25) Appreciates the variety in living organisms and recognizes India as a mega- diversity nation

26) Appreciates the role of individual, community, national and international agencies in resolving social problems

27) Respects customs and traditions related to our culture.

28) Develops skills to undertake and participate in investigative studies on various social issues and motivates others and participates in social and community activities in dealing with those problems.

29) Understands facts and concepts concerning various aspects of history and historiography.

30) Understands the role of individuals, society and the government in ancient, medieval and modern periods.

31) Develops skills of observation, collection, comparison, classification, analysis and communication.

32) Develops awareness, desirable skills and attitudes and appreciation for the protection, preservation and conservation of cultural heritage and imbibes values like love and respect and to help pupils to develop awareness regarding the cultural heritage of their native state of Kerala by exposing them to major festivals and festivities, folklore and folkways performing arts, architecture, sculpture, painting, handicrafts, education and learning and development of language and literature respect for the rights of others.

33) Organizing local visits to different places (local sites, museums, historical monuments, palaces, temples, mosques) and following them up with discussions.

34) Encouraging participation in activities like clay modeling, making masks maps, charts, globes, paper- cuttings and folding

35) Involving children in activities through History Club, Nature Club, N.S.S. and other clubs.

5.7.3.CONTENT OF HISTORY

The topics selected and proposed for inclusion in the syllabi are as given below:-

A) CULTURAL HERITAGE OF KERALA

- Festivals and festivities of Kerala
- Folklore and folkways of Kerala
- Performing arts of Kerala
- Architecture, Sculpture, Painting and Handicrafts
- Education and Learning
- Development of Language and Literature

B) STRUGGLE FOR INDEPENDENCE AND RESPONSIBLE GOVERNMENT IN KERALA

- Indian National Congress
- Khilafat and Non-Cooperation Movements
- Malabar Rebellion
- Civil Disobedience Movement and Salt Satyagraha
- Development of Leftist Ideology
- Popular Struggles of 1940-41
- Quit India Struggle
- Political Movements in Thiruvithmakur
- Struggle for responsible Government

- Punnapra Vayalar Upheaval
- Political Struggle in Kochi
- Responsible Government in Kochi
- Aikya Kerala Movement
- Thiruvithamkur – Kochi Integration
- Formation of Kerala state
- Kerala after 1956

C) CONTEMPORARY KERALA

- Environmental problems
- Problems of unemployment
- Child labour
- Violation of human rights
- Corruption
- Challenges of Globalisation and Liberalisation
- Consumer problems
- Legal literacy
- Essential Traffic Rules

D) CULTURAL HERITAGE OF INDIA

- Architectural heritage
- Festivals and festivities of Kerala
- Folklore and folkways of Kerala

- Performing arts of Kerala
- Architecture, Sculpture, Painting and Handicrafts
- Education and Learning
- Development of Language and Literature
- Unity in Diversity

E) INDIA'S FREEDOM STRUGGLE

- Early resistance against British imperialism
- Revolt of 1857
- History of Indian National Congress and political organisations
- History of rise and growth of terrorism
- Non-Cooperation Movement
- Civil Disobedience Movement and Salt Satyagraha
- Development of Leftist Ideology
- Quit India Struggle

E) REFORM MOVEMENTS

- Brahma samaj
- Arya samaj
- Tatvabodini Sabha
- Young Bengal Movement
- Ramakrishna Mission
- Aligarh Movement

- Theosophical society

F) DAWN OF NEW AGE IN INDIA

- Unified India
- Formation of linguistic states
- Foreign policy of India
- India and other countries

F) CONTEMPORARY INDIA

- Development in the field of Agriculture
- Development in the field of Industry
- Development in the field of Science
- Development in the field of Education

F) CONTEMPORARY INDIA, CHALLENGES

- Poverty
- Unemployment
- Price rise
- Corruption
- Regionalism
- Regional imbalance
- Terrorism
- Exploitation
- Environmental problems

F) ECONOMIC DEVELOPMENT AND CONCERNED ISSUES

- Consumer awareness
- Rights and duties of consumers
- Consumer Protection Measures
- Value Added Tax (VAT)

F) SOCIAL DEVELOPMENT AND CONCERNED ISSUES

- Legal literacy
- Child exploitation
- Child abuse
- Child labour
- Protection of aged and disabled
- Social Malaise
- Neighbourhood education,
- Tourism education,
- AIDS education,
- Human rights education,
- Peace education,
- Population education,
- Population education,
- Migration education,
- Global education,

- Safety education
- Disaster management education

F) CONTEMPORARY WORLD

- India and world
- India and UN
- India and other organisations
- Globalisation and liberalisation
- Environmental issues
- Role of UN in the present century
- Development of science and technology
- Job opportunities

5.4.7. EXEMPLAR ACTIVITIES

The activities suggested below are neither exhaustive nor prescriptive. Teachers may design their own set of activities keeping in view the overall objectives of teaching and learning of history education at the Secondary level. They will have to make use of available local resources and facilities and take cognizance of local problems. The focus of history education will be on developing healthy attitudes and encouraging positive actions through activities, projects, field interactions and co-scholastic activities. Ability to establish cause-effect relationships would

also be nurtured. This is the right stage for further strengthening value inculcation, habit formation, and development of commitment towards one's own environment. The learners will acquire all the skills necessary for creative, productive and successful adult life. Learners at this level would also be expected to exhibit leadership qualities for promoting community participation in resolving the issues. It is expected that students will undertake at least one project individually each year and prepare a report. Teachers may plan and design projects and activities depending upon the local situations, available resources and social issues of concern. The projects and activities given are only suggestive and not prescriptive. Teaching-learning needs to be so designed that it facilitates enhancement and concretization of understanding, refinement of habits, attitudes, values and skills. Besides, linkages between theory and practice need to be strengthened. This would ensure learners' proactive role in addressing problems related to history. The strategies may involve the following:

- Providing opportunities for personally observing and analyzing social issues and its solutions.
- Providing opportunities for doing critical analysis of the issues and problems related to history education through group discussions and brain storming sessions and working out their plausible solutions

- Undertaking case studies and surveys related to history education.
- Conducting community-based projects to help learners identify various social problems and to suggest solutions.
- Providing opportunities for interaction with subject experts in the field about various Dating Methods, development of Historiography and the other issues of national and global perspectives.
- Providing opportunities for conducting experiments and drawing conclusions with regard to problems related to history and organizing campaigns and drives with community participation.
- Providing opportunities for the application of the knowledge gained and the understanding acquired through various means.
- Providing opportunities through simple projects for identifying social problems which catch their attention
- Encouraging independent handling of projects and activities
- Providing opportunities for critically analyzing the data and information collected on environmental issues
- Encouraging field visit study using the case study approach
- Involving learners in surveys pertaining to problems/phenomena related to society.
- Involving learners in community based improvement programmes
- Arranging excursions and visits and preparing reports

- Organizing brain storming sessions to identify areas of action
- Encouraging self-learning through hands-on experiences.
- Utilizing group activities for nurturing leadership qualities

- Encouraging learners to celebrate\ observe historical events in the School compound (or any other area) (This may be introduced as a class/group activity)
- Helping learners to identify commercial, social and cultural activities that may have a short term or long term impact on society; organizing discussions to interpret the collected information to infer its impact on society. The possible sources of information could be news items, features, photographs, posters, cartoons appearing in newspapers, magazines, journals or through Questionnaires and personal interviews about one or more.
- Providing opportunities for learners to participate in campaigns organised by different agencies like NGOs, Welfare Associations, media for drawing attention of the community or local authorities to solve the issues of the society.
- Organizing field visits and field interaction followed by discussions
- Utilizing various types of resource materials, both in print and non-print, as well as expertise available in the community

- Develops love, affection, sensitivity and sense of responsibility towards all living beings.

5.7.5. TRANSACTIONAL MODALITIES

The content of history will have to be based on local contextuality, the indigenous social perception of environment, cultural tradition, multi-disciplinary approaches and experiential learning strategies. Pedagogy has to come out of the confines of the School and extend itself to the active participation of parents, family and the entire community. Greater attention has to be given to additional practical inputs in the form of investigations, community- centred project work, co-scholastic activities and the like. There is a need to create separate time slot and space within the total. Curricular framework for which details in the form of projects/activities to be undertaken by pupils and their gradation can be worked out. This experience could be evaluated both qualitatively and quantitatively through appropriate weightage assigned to each of these inputs. A large number of transactional modalities have been suggested which include:-

- Assignments and projects
- Field trips and visits
- Establishing history clubs

- Field studies and surveys
- Brain storming and quizzes
- Role play and drama
- Demonstrations
- Discussions
- Case studies
- Record\ Collections
- Interview
- Drawing\ Mapping
- Seminars
- Panel Discussions
- Group work

All the above transactional modalities/strategies need to use an open-ended, problem-solving approach in devising class work so as to promote various skills in history. A graded, action-oriented, value based course is to be formulated without adding to the curriculum load.

Active community participation will enable children to realize their social and environmental responsibilities. To achieve this partnership, it is necessary that different agencies from the community such as the Panchayath, Municipal Corporation bodies, NGOs, social workers and

scientific and research institutions be involved. The media could arrange exhibitions, films/video shows, awareness programmes and reading materials for dissemination among students. The role of women as powerful allies in conservation programmes as well as that of non-governmental organizations in implementing projects at the grassroots level is extremely important.

Proactive involvement of the community in the entire process of EE is necessary. Dynamic networking and cooperation among the various individuals, community, organizations, and the Schools could produce the desired results.

5.7.6. EVALUATION

The assessment of learners' achievement in history education would encompass all the three aspects, of development, i.e., cognitive, affective and conative. Both process and product evaluation techniques will need to be used. These will help in ascertaining the growth patterns, identification of strengths and weaknesses as also in utilizing systematic feedback for development of habits positive attitudes and desirable values among the learners. Continuous and comprehensive evaluation using learners' profiles and assigning them grades would be desirable. Proper records of learners' progress would need to be

maintained and their profiles, so developed, would be utilized for effecting improvement leading to desirable understanding and behavioural actions towards the environment.

A multi-pronged approach to evaluation meeting local needs would have to be evolved by the teachers in the context of history education. Multiple approaches and instruments can be used for monitoring and assessment of desirable behavioural changes in the learners. This could be accomplished by carefully observing the learners individually as well as in groups during participation in field activities, excursions, discussions, project work and co-scholastic activities. In addition, assessing learners' progress by peers parents; teachers and community members could also be undertaken. it would also be desirable to undertake institutional evaluation.

Evaluation would be based on the assessment of learners' performance, both in theory and practical assignments. Performance in theory and practice would be assessed separately. Both formative and summative evaluation will be organized using School based continuous and comprehensive evaluation and the end-of-year assessment. Grading system will be used for recording the outcome of evaluation.

Opportunities for improvement in grades would be inbuilt in the system. The features of evaluation would include:

- Evaluation of cognitive learning outcomes through written tests
- Evaluation of conative and affective aspects of learners by peers, teachers and the community could be undertaken through observation of their participation in individual and group activities, field interactions, projects and co-scholastic activities, and their involvement in community based projects

Evaluation of conative and affective aspects of learners by peers, teachers and the community could be undertaken through observation of their participation in individual and group activities, field interactions, projects and co-scholastic activities and their involvement in community based projects

The theory papers will pitch at developing a higher level of understanding, analysis, synthesis, critical examination of issues and providing logical arguments in favour of and against certain propositions. Situations calling for in-depth analysis and evaluation could be provided. The practical aspects could be assessed in a variety of ways through internal assessment of project work, case studies, surveys, participation in and drives for community mobilization and the

like. Proper records have to be maintained on pre-determined criteria by involving peers, teachers and community members. Monitoring of such records will be done through assessment in terms of grades-, advice and counselling for making further improvements. Rating by peers and teachers may also be utilized for assessing the learners' behavioural changes in-group activities and their individual accomplishments. Separate grade point averages will be desirable for both theory and practical aspects at the end of the year. Special importance will be given to innovative ideas and actions. The significant achievements could be shared and disseminated at local levels and beyond. Scope for self-evaluation could also find place in the total scheme of evaluation. In addition; it would be desirable to undertake institutional evaluation.

5.7.6. STRATEGIES OF EVALUATION

A variety of quantitative and qualitative techniques have to be evolved for evaluating students' performance in scholastic and co-scholastic areas.

In order to assess and evaluate learners' knowledge and awareness, attitudes and skills, continuous and comprehensive evaluation (CCE) is necessary. The objectives of the evaluation process are to:

- assess the learners' awareness and knowledge at different stages;
- assess behavioural changes in learners focusing on the development of skills and attitudes and the inculcation of habits and values;
- diagnose difficulties/weaknesses in learning and, thereby, teaching; and
- serve as a mechanism for improving the history education delivery system.

History education could be assessed on the basis of field activity notes, project findings, presentations and reports prepared by students and also through the question-answer type tests. Grading of children's performance is preferred in assessing the qualitative aspects of the subject.

5.7.7. IMPLEMENTATION STRATEGY

- Investigative projects and action oriented problem-solving projects suited to age and ability of the learner need to be undertaken in partnership with the community. School -community mutuality needs to be established and strengthened through various modes. Parent-teacher associations could also play a major role in actualising the objectives of history education.

- Institutions like DIETs, SCERTs, University Education Departments and other Teacher Education Institutions, have to function as resource centers. State and national level institutions would assist them in their professional activities and programmes.
- Networking with different media agencies, organisations and institutions has to be established.
- Appropriate training, orientation and awareness generation programmes for teachers, teacher educators, parents and educational administrators need to be undertaken simultaneously.
- Formulation of implementation strategies, logistics and support system needs to be initiated at state and district levels.
- Effective implementation of history education would require development of a comprehensive support system both within the School and outside the School system. This would include professional preparation of teachers, head masters and other functionaries; involvement of community, NGOs, electronic media and institutions/organizations dealing with areas and elements of environment.
- The success of evaluation would depend on delineation of the roles and responsibilities of Directorates of School Education, the State Boards/Councils of School Education, SCERTs/SIEs, DIETs, CTEs,

IASEs, University Education Departments and other Teacher Education Institutions in curriculum/syllabus planning, evaluation, monitoring and networking at the state level.

5.8. LIMITATIONS OF THE STUDY

There are 285 Secondary Schools in Government, Aided and Unaided sector all over Thiruvananthapuram and Kozhicode revenue districts. Only 142 Schools from Thiruvananthapuram and Kozhicode districts were selected for the study to collect the responses from the teachers. Selecting samples from all the districts of Kerala is not possible due to the limitations of time and resources available for the study. Survey Method is adopted for collecting data from the responses of the teachers and pupils.

The researcher selected a representative sample of 436 high Secondary School history teachers and 1601 pupils of STD IX of Thiruvananthapuram and Kozhicode revenue districts. The data were collected through Questionnaire.

5.9. SUGGESTIONS FOR FURTHER RESEARCH

- 1) As the present study is being confined to Thiruvananthapuram and Kozhikode districts, a further study can be conducted with sample from the entire state.
- 2) Detailed researches can be carried out in related aspects such as problems experienced by teachers in Grading, problems experienced by pupils in Grading, problems experienced by teachers in instruction and various learning problems of the pupils.
- 3) A similar type of study can be conducted by taking from the perception of administrators.
- 4) A similar type of study can be conducted by taking from the perception of parents.
- 5) A similar type of study can be conducted at the higher Secondary sector also.
- 6) Comparative studies can be conducted regarding history education at the Secondary School level in other states.
- 7) Comparative studies can be conducted regarding history education at the Secondary Schools, which follow the syllabi like ICSE, CBSE etc.
- 8) An objective and standardized tool may be used for assessing whether there is difference in the outcomes as a result of implementation of the new history curriculum.

9) To find out the gaps between the expectations of the curriculum and the achieved goals as a result of class- room learning of pupils so as to suggest remedial measures to improve the condition.

10) To prepare a teachers' Guide and pupils' Workbook on the basis of the study for catering to the needs of children with different aptitude and ability.

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LIST OF ANNEXURES

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ANNEXURE I

INTERVIEW SCHEDULE FOR EXPERTS

- 1) What is your opinion about the present secondary school history curriculum of Kerala state?
- 2) Do you think that the present secondary school history curriculum of Kerala state is sufficient for meeting the aims and objectives of history?
- 3) Do you think that the aims and objectives envisaged in the history curriculum are achieving?
- 4) Do you think that the facts and details in the secondary school history Textbooks of Kerala state are objective and reliable?
- 5) Do you think that the lack of variety and novelty in teaching affect the efficiency of history teaching?
- 6) What is your opinion about grading system?
- 7) Will Continuous and Comprehensive Evaluation (CCE) make the learning interest and child friendly?
- 8) Do you feel that there is a general neglect of local history by the authors of history textbook?
- 9) Are the secondary school history textbooks child friendly and process – oriented?

10) Do you think that the secondary school history textbooks were prepared after recognizing the interface between cognition, emotion and action?

11) Do you think that the modern trends in history are not referred in secondary school history textbooks?

12) The secondary school history teachers are not sufficiently updated in their knowledge of content and method of education after getting into service. What is your opinion about this statement?

13) Do you feel the curriculum focuses on value education?

14) Do you feel that there is any need to revise the secondary school history textbook incorporating new theories and discoveries?

ANNEXURE II

Pramod V. S.

Lecturer in History

P.T.M.V.H.S.S.

Maruthoorkonam

Thiruvananthapuram

Dear sir\madam

I am doing research work in education on the topic "History Education at The Secondary Level in Kerala State-A Critical Study" under the guidance of Dr. R. Sukumaran Nair in the University of Calicut. I shall be much obliged if you may kindly spare some time to read the questionnaire sent here with and give your responses. Since this is a research work I can assure you that your opinions and statements will be kept strictly confidential and utilized only for academic purpose of the research work. I hope this is an endeavour intended to throw light on the problems of history education.' I request your kind co-operation as a member of the academic community.

Thanking You,

Trivandrum

Yours truly

16- 12- 2003

(Sd/-)

Questionnaire on History Education at the Secondary (School) Level in Kerala State- A Critical Study

PERSONAL DETAILS

1. Name of the teacher/ expert:
2. Official address
3. Age
4. Sex
5. Designation

Qualifications-

Experience in years in teaching history \ social science

Are you a recipient of any academic or professional award. If any please state below:-

Please put a tick (✓) mark in the appropriate column. Please do not leave out any statement unanswered.

No. Question	Question	Yes	No	No opinion
	PATR B CURRICULUM OF HISTORY			
1	Are you satisfied with the present curriculum of history?			
2	Do you think that the present history curriculum is sufficient for achieving the following educational objectives?			

	a) To Develop environmental awareness			
	b) To develop a historical perspective regarding life of people and culture of the society.			
	c) To Develop creative thinking			
	d) To Develop observation skill			
	e) To develop an understanding regarding how the past events have influenced the present systems of society.			
	f) To Develop inquiry skill			
	g) To Creates enough curiosity and interest for learning			
	h) To develop desirable social attitudes and values.			
	l) To create a national and international understanding			
	j) To Develop problem solving ability			
	k) To Develop Co-operative mentality			
	l) To develop a broad humanitarian outlook and develop an attitude against violence, war and hatred			
3	Do you think that- a) The facts and details of the present history curriculum are objective and reliable.			
	b) Co-curricular activities can help to			

	develop interest among students and improve their achievement level.			
	c) History is not given due weightage in the curriculum counted in terms of number of periods.			
	PART C CONTENT OF HISTORY			
4	Do you think that a) The practice of giving equal importance to history, sociology and civics in curriculum is a correct approach.			
	b) Considerable importance is given to local history.			
	c) Considerable importance is given to the history of state			
	d) Considerable importance is given to world history.			
	e) The history textbook is written in the interest of authorities.			
	f) The history textbook is written in the interest of communities.			

5	Do you agree with the view that –a) In many places the textbook writes have suppressed realities.			
	b) In many places the textbook writers misinterpreted facts.			
6	What are the aims of teaching history envisaged by educationists. a) To train the powers of imagination, memory and reasoning			
	b) To promote self – understanding			
	c) To give proper conception of time, space and society.			
	d) To foster national feeling			
	e) To develop international understanding			
7	Do you think that a) The aims and values as envisaged in the history curriculum are			

	achieved at present.			
	b) There is a general neglect of history education at present.			
	c) Students and other teachers consider history education as an essential subject.			
	PART D METHOD OF TEACHING			
8	Do you think that a) Lack of dynamic methods affects history teaching.			
	b) Is lack of Social or public consciousness regarding the importance of history affects history teaching.			
	c) Is over importance given to science and IT adversely affects history and history teaching.			
	d) History teaching as practiced now fails to create interest among children .			
	e) Mechanical narration of facts affects history teaching.			
	f) Narration of bookish information without correlation to other subjects			

	or life affects history teaching.			
	g) Presentation of facts without logical connection affects history teaching.			
	h) Dynamic methods of teaching are necessary for achieving optimum standard in history education.			
9	What among the followings are necessary for dynamic methods of teaching history.			
	a) Field Trips			
	b) Dramatization			
	c) Film shows			
	d) Pictures			
	e) Symbols and Graphs			
	f) Film Strips			
	g) Discussions			
	h) Seminars			
	i) Debates			
	j) Correlated teaching			
10	Do you think that lack of variety and novelty in teaching affects the efficiency of history teaching.			
11	Are you properly trained in using			

	audio – visual aids for making history teaching meaningful and effective.			
12	Do you feel that a) Audio – visual aids are essential for teaching of history.			
	b) The quality of history education depends upon the quality of the teacher.			
	PPART –E . EVALUATION			
13	Are you satisfied with the present evaluation system for the assessment of achievement of students in history.			
14	Are examinations reliable.			
15	Do you think that a) The present examination system tests only the lower abilities of cognitive domain.			
	b) The present examination system encourages rote memory and coaching.			
	c) Since the present examination system does not assess the achievements in the affective domain and the higher levels of cognitive domain they are neglected in teaching.			
	d) Examination negatively influences			

	the objectives of education and classroom activities.			
	e) Grading system will solve the problems of evaluation.			
16	Do you get proper training for grading the pupil.			
17	Do you think that a) Source book and handbook are necessary for successful grading.			
	b) Continuous and comprehensive evaluation (CCE) is possible in your school.			
18	Which of the following evaluation tools are available in your schools.			
	Anecdotal records			
	Attitude scales			
	Interest Inventories			
	Case studies			
19	Do the teachers get enough reading materials to evaluate and grade projects, assignments seminars, collection, practical works etc..			
20	Do you feel that present grading system is sufficient for developing the following – a) Develop Scientific attitude			

	b) Inculcates values			
	c) Develop Communication skill			
	d) Develop character / conduct			
	e) Develop regularity			
	f) Develop group working skill			
	g) Develop leadership qualities			
21	Do grading system increase your workload.			
22	Do you get time to evaluate projects, assignments, seminars, records, class tests etc in time.			
23	Do you get co-operation for grading from co-workers.			
24	Do you think that			
	a) Grading will reduce unhealthy competition among children.			
	b) Undue importance of rank and publicity can be avoided			
	c) Day today progress of pupil can be evaluated			
	d) Abilities of pupil can be evaluated			
	e) Measure the inborn talents of pupil			
	f) Dropouts due to failure can be reduced.			
	g) Grading makes learning more interesting			
	h) Grading increases performance of pupil			
	i) Grading will improve the quality of			

	education			
	j) Grading will make teacher taught relation more cordial.			
25	Are the history teachers sufficiently updated in their knowledge of content and method of education after getting into service.			
26	Do you think that at least once in three years every teacher should be given an opportunity to undergo in-service training for a period of one month during vacation.			
27	Do you feel that through grading better teacher- taught relationship can be maintained.			
28	Do you think that the teacher – pupil ratio should be modified.			
29	Do you think that the following mental processes are involved in learning-			
	a) Recognizes / recollects			
	b) Readily makes connections to new information based on past experiences and formulates initial ideas / concepts			
	c) Detects similarities and differences			
	d) Classifies / categorizes / organizes			

	information appropriately			
	e) Translates / transfers knowledge or understanding and applies them in new situations			
	f) Establishes cause – effect relationships			
	g) Makes connections / relates prior knowledge to new information / applies reasoning and draw inferences			
	h) Communicates knowledge / understanding through different media			
	i) Imagines / fantasies / designs / predicts based on received information			
	j) Judges / appraises / evaluates the merits or demerits of an idea / Develop own solutions to a problem			
30	Do you think that the following learning activities can be achieved in the present educational system.			
	a) Helps the learner to construct ideas			
	b) Active involvement of the learner			
	c) Possibility of various types of interactions – learner – learner, Learner – Teacher and Learner – material			

Annexure

	d) Chances for self – improvement			
	e) Motivation for further study and inquiry			
31	Do you have any suggestion for improving history education.			

ANNEXURE III	
Sl.No	LIST OF SCHOOLS SELECTED FOR THE STUDY
1.	ST.AUGUSTINE'S H.S MURUKKUMPUZHA
2.	GOVERNMENTH.S. VEILOR
1.	GOVERNMENT H.S.S PIRAPPANCODE
2.	GOVERNMENTH.S.S THONNACKAL
3.	MUSLIM H.S FOR BOYS KANIYAPURAM
4.	MUSLIM H.S.S FOR GIRLS KANIYAPURAM
5.	ST.VINCENT'S H.S KANIYAPURAM
6.	GOVERNMENT H.S KAZHAKKUTTOM
7.	AL-UTHUMAN E.M.H.S.S KAZHAKKUTTOM
8.	PALLITHURA H.S.S PALLITHURA
9.	OUR LADY OF MERCY H.S
10.	ST.MICHELS H.S KADINAMKULAM
11.	GOVERNMENT B.H.S KANNIYAKULANGARA

Annexure

12.	GOVERNMENTH.S FOR GIRLS
13.	GOVERNMENTH.S.S NEDUVELI
14.	LOURDES MOUNT H.S VATTAPPARA
15.	GOVERNMENTH.S AYIROOPPARA
16.	M.V.H.S.S THUNDATHIL
17.	SREE NEELAKANTA VIDYAPEEDAM
18.	JYOTHINILAYAM E.M.H.S
19.	S.N.G.H.S.S CHEMPAZHANTHY
20.	LOYOLA SCHOOL
21.	GOVERNMENTH.S.S KULATHOOR
22.	HOLY TRINITY E.M.H.S ALTHARA
23.	GOVERNMENT H.S SREEKARYAM
24.	ST.JOHNS MODEL H.S.S
25.	SARVODAYA VIDHYALAYA NALANCHIRA
26.	GOVERNMENT H.S MANNANTHALA

Annexure

27.	ST.THOMAS H.S MUKKOLAYKKAL
28.	ST. GORETTIS GIRLS H.S NALANCHIRA
29.	GOVERNMENTH.S KATTACHAKONAM
30.	GOVERNMENTMEDICAL COLLEGE H.S.S THIRUVANANTHAPURAM
31.	ST.MARY'S H.S.S PATTOM
32.	GOVERNMENT MODEL H.S.S FOR GIRLS PATTOM
33.	GOVERNMENT CITY V.H.S.S
34.	GOVERNMENTH.S KACHANI
35.	GOVERNMENT V.H.S.S VATTIYOORKAVU
36.	P.S.N.M GOVERNMENT BOYS H.S.S PEROORKADA
37.	GOVERNMENT GIRLS H.S PEROORKADA
38.	C.L.H.S.S PEROORKADA
39.	S.A.H.S.S KOWDIAR
40.	CHRIST NAGAR ENGLISH HIGH SCHOOL

Annexure

41.	NIRMALA BHAVAN HIGH SCHOOL THIRUVANANTHAPURAM
42.	R.K.D.N.S.S.H.S.S SASTHAMANGALAM
43.	SRI VIDYADHIRAJA VIDYAMANDIR HIGH SCHOOL
44.	ST.JOSEPH'S H.S.S
45.	HOLY ANGELS CONVENT HIGH SCHOOL
46.	GOVERNMENT GIRLS H.S BARTON HILL THIRUVANANTHAPURAM
47.	GOVERNMENTGIRLS V.H.S.S PETTAH
48.	GOVERNMENTGIRLS H.S VANCHIYOOR
49.	GOVERNMENTH.S.S PETTAH
50.	G.V.RAJA SPORTS SCHOOL
51.	ST.MARY'S H.S.S VETTUKAD
52.	N.S.S.H.S.S PALKULANGARA
53.	GOVERNMENTH.S. KARIKKAKAM
54.	FORT H.S. THIRUVANANTHAPURAM
55.	N.S.S.E.M.H.S. PERUNTHANNI

Annexure

56.	FORT GIRLS MISSION H.S THIRUVANATHAPURAM
57.	GOVERNMENT SANSKRITI H.S FORT THIRUVANANTHAPURAM
58.	ST.ANTONY'S H.S.S VALIYATHURA
59.	HAJI C.H.M.K.M VOCATIONAL HIGHER SECONDARY SCHOOL
60.	GOVERNMENT REGIONAL FISHERIES TECHNICAL H.S & V.H.S.S
61.	ST.PHILOMENA'S GIRLS H.S POONTHURA
62.	ST.ROCH'S H.S THOPE TVM
63.	GOVERNMENTV.H.S.S,POOVAR
64.	MALA HRIDAYA H.S, VIRAL
65.	H.S, BALARAMAPURAM
66.	N.K.M GOVERNMENTH.S.SDHANUVACHAPURAM
67.	GOVERNMENTH.S FOR GIRLS DHANUVACHAPURAM
68.	N.S.S.H.S.S, DHANUVACHAPURAM
69.	P.K.S.H.S.S, KANJIRAMKULAM
70.	PNCHAYAT H.S, KANJIRAMKULAM

Annexure

71.	GOVERNMENTH.S PARANIYAM
72.	LEO XIII H.S.S PULLUVILA
73.	GOVERNMENTH.S. FOR GIRLS KANJIRAMKULAM
74.	ST.CHRYSOSTOM'S H.S FOR GIRLS, NELLIMOODU
75.	ST.HELEN'S GIRLS H.S, LOUDEPURAM
76.	P.P.M.H.S, KARAKONAM
77.	VELAYUDHA PANICKAR MEMORIAL H.S, VELLARADA
78.	ST.THOMAS H.S.S AMBOORI
79.	P..W.H.S KATTAKADA
80.	GOVERNMENT H.S.S KULATHUMMEL
81.	GOVERNMENTH.S.POOVACHAL
82.	GOVERNMENT V&H.S.S KULATHOOR
83.	GOVERNMENT V.H.S.S MALAYINKIL
84.	GOVERNMENT H.S VILAVOORKAL

Annexure

85.	GOVERNMENT H.S.S FOR GIRLS MALAYINKIL
86.	ST.XAVIER'S H.S.S, PEYAD
87.	N.S.S.H.S, CHOWALLOOR
88.	D.V.M.N.MH.S.S, MARANALLOOR
89.	GOVERNMENT H.S, KANDALA
90.	GOVERNMENT H.S.S, MARAYAMUTTOM
91.	M.G.M.H.S, POOZHANAD
92.	JANARDHANAPURAM H.S.S, OTTASEKHARAMANGALAM
93.	NEW H.S.S, NELLIMOODU
94.	GOVERNMENT V.H.S.S,KOTTUKAL
95.	VICTORY BOYS H.S, NEMOM
96.	GOVERNMENT M.T.H.S, OORUTTUKALA
97.	GOVERNMENT H.S.S.FOR GIRLS, NEYYATTINKARA
98.	GOVERNMENT V.H.S.S,PARASSALA

Annexure

99.	SAMUEL L.M.S.H.S, PARASSALA
100.	TAMIL L.M.S.H.S, PARASSALA
101.	GOVERNMENT K.V HIGH SCHOOL AYIRA
102.	PATTOM THANUPILLAMEMORIAL V.H.S.S, MARUTHOORKONAM
103.	V.P.S.H.S.S FOR BOYS, VENGANOOR
104.	ST. MARY'S H.S.S, VIZHINJAM
105.	ROSA MYSTICA ORPHANAGEH.S, BETHASAIDA
106.	H.S.S FOR IRLS VENGANOOR
107.	GOVERNMENTMODEL H.S, VENGANOOR
108.	ST.JOHN'S H.S.S, UNDAMCODE
109.	VRINDHAVAN H.S VLATHANKARA
110.	GOVERNMENT H.S.S NEYYAR DAM
111.	VAVODE HIGH SCHOOL

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112.	GOVERNMENT V.H.S.S VEERANAKAVU
113.	VICTORY GIRLS H.S NEMOM
114.	M.G.H.S.S KOTTUKALKONAM
115.	K.P.M.H.S KRISHNAPURAM
116.	GOVERNMENTH.S.S BALARAMAPURAM
117.	GOVERNMENT V.H.S.S PARUTHIPAPALLY
118.	ST.MRY'S H.S KAMUKINCODE
119.	GOVERNMENT V.H.S.S FOR GIRLS NADAKKAVU
120.	PROVIDENCE GIRLS H.S.S, KOZHIKODE
121.	ST.VINCENT'S COLONY G.H.S KOZHIKODE
122.	GOVERNMENT H.S.S, EAST HILL KOZHIKODE
123.	ST. MICHALES GIRLS H.S, WEST HILL
124.	GOVERNMENT H.S KARAPARAMBU
125.	B.E.M.G.H.S KOZHIKODE
126.	GOVERNMENT MODEL GANAPATH GIRLS H.S.S

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127.	ST.JOSEPHS B.H.S.S
128.	SRI GUJARATHI VIDYALAYA H.S.S.
129.	ST. JOSEPH'S ANGLO INDIAN GIRLS H.S.S
130.	GOVERNMENT MODEL H.S.S KOZHIKODE
131.	M.M.V.H.S.S KOZHIKODE
132.	CALICUT ISLAMIC RESIDENTIAL H.S MATHARA
134	GOVERNMENT V.H.S.S KUTTICHIRA
135	GOVERNMENT GANAPATH H.S. FOR BOYS
136	GOVERNMENTGOVERNMENTGANAPATH H.S KALLAI
137	GOVERNMENT V.H.S.S MEENCHANADA
138	GOVERNMENT H.S PAYYANAKKAL
139	GOVERNMENT H.S AZHCHAVATTAM
140	PANTHEERANKAVU H.S
141	GOVERNMENT H.S KINASSERY
142	R.K.M.H.S.S KOZHIKODE

ANNEXURE IV

Sl No	LIST OF SUBJECT EXPERTS SELECTED FOR THE STUDY
1	PROF.KARTHIKEEYAN NAIR .V, UNIVERSITY COLLEGE, THIRUVANANTHAPURAM.
2	DR.P.F. GOPAKUMAR,GOVERNMENTCOLLEGE THRISSUR
3	L. VIJAYAN. GOVERNMENTCOLLEGE THRISSUR
4	T.R. VENUGOPAL HEAD DEPT.OF HISTORY GOVERNMENTCOLLEGE TRISSURE
5	Sri. RASSAC .P.S.M.O. COLLEGE, THIROORANGADI MALAPPURAM.
6	DR.T.P.SANKARAN KUTTY NAIR, HEAD OF DEPT. OF HISTORY. UNIVERSITY COLLEGE, THIRUVANANTHAPURAM.
7	DR.S. SIVADASAN, DEPT.OF HISTORY .SREE SANKARA UNIVERSITY OF SANSKRIT KALADY.
8	Smt.K.K. RADHA, UNIVERSITY COLLEGE,TRIVANDRUM.
9	DR.M.T.NARAYAN, DEPT.OF HISTORY .SREE SANKARA UNIVERSITY OF SANSKRIT PAYYANNUR.
10	Smt.E.H. DEVI DEPT.OF HISTORY K.K.T.M.COLLEGE PUOLLUTT KODUNGALLUR

