

Imbibing Historical consciousness among Secondary School Students

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Education is a developmental process, which takes place in an individual as a result of one's own exposure and interaction with people and other stimuli in the environment. Due to this interaction the individual acquires a mastery of knowledge as well as right attitude, appreciation, skills, thoughts and processes, which enable to utilize the knowledge and prepare the person to live efficiently in the society and contribute to advance the society. Knowledge affects the living and as a consequence one's education must be continuous to cope with the ever rising problems of ever changing society. Thus one of the primary goals of education is to enable each and every individual to be aware of the capabilities and to develop them to the maximum extent. One of the greatest problems in education is how to arouse the interest of the students. When students take interest in the activity or experience of the lesson, the problem of inattentiveness will be solved by itself. Interest is considered as a powerful 'dictator', 'inspirer' and 'motivator' in the learning process. It is to be aroused and promoted by different means. Consciousness about something will be developed only when the students have interest.

The entire problem of teaching – learning is to secure the child's attention to a lesson. Attention is secured by arousing and maintaining interest of the students. The presentation of learning material to the students in an interesting manner involves a multidimensional approach. All the factors involved in the teaching learning process, namely, the students, learning material, learning environment, learning methods, teaching methods, teaching material and the teacher have to be designed and organized in such a way as all of them may contribute significantly towards the maintenance of desired interest in learning the particular subject.

A student's interest in the subject matter is correlated with the knowledge they gain from that subject. Interests are linked to deep learning recall of main ideas and responses to more difficult comprehension a feeling of concern or curiosity about or desire to be involved with something.

Imbibing Historical Consciousness

History is the study of the past. It studies about the challenges man has faced to come up to this level. History is meaningful record of mankind providing the details of what and why of the happenings associated with man's progress till the present state. It helps the students to know the growth and development in human society, develops wisdom, enlightens awareness, assess the values and achievements, develops ideals, values, national integration, patriotism etc. History provides valuable information and perspectives embedded within a powerful analytical model, which can be especially useful in an inconsistent and rapidly changing world.

History teachers must do better in engaging students in the pursuit of knowledge. Students could become involved in government, using their historical knowledge to write

legislation or present arguments for change; to write documents; instructing learners locally or about their own neighborhood structure and history; in the media, producing or distributing information for a mass audience, teaching young people who will carry the story on to future generations and encouraging children to explore and learn. As teachers, we should imbibe historical consciousness and a stronger commitment to the study of history in secondary schools by sharing with students, not just the end result, but the very process of historical discovery--the real data of the past, not just the conclusions of study.

Important Reasons to create Consciousness in History

There are many reasons to create consciousness in history.

1. Important: One of the reasons to create consciousness in history it is important to learn about the past. History is relevant today as we cannot live in isolation from the past but are connected to it.
2. It is Fascinating: history is a fascinating subject, whether it may be royalty, women, buildings, wars, battles, people and so on. Each of this aspect has something to convey and something to learn from their lives.
3. People were like us: Though our lives are very different from our ancestors. But in many ways people in the past were just like us, they had feelings, emotions, worried about outside events enjoyed entertainment. Realizing how alike we were with our ancestors gives us a sense of connection with the past.
4. Extraordinary people: Like us, most people in the past led ordinary, undistinguished lives. There are many remarkable people who stand out for their personalities and achievements.
5. Varied: With all thousands of years of history, there's still always something new to discover about the past. History is so varied that we can read about a country, individual, an era, war, food, money, costume, books, etc
6. Understanding the world: So much of what is happening today is related to things that happened in the past. Learning about history helps us understand the world we live today.

How to imbibe consciousness in history among secondary school Students:

➤ **Make Information Relevant**

Tie topics to students' interest and connect what they know with what is happening in the real world. This helps students see that history is not just in a textbook, but it is happening all around them. Incorporate newspaper articles and magazines into lessons so students can see current events and correlate with the past..

➤ **Bring a Historical Topic to Life**

We live in a visual world, and something as small as conveying a photograph or seeing a historical event captured in a movie may just be the piece that captivates a student and keeps them engaged.. Search for a historical event that was captured on film and have students become critical viewers and scrutinize the film.

➤ **Act Out Historical Events**

Skits, talks, shows and plays are a great way to engage students and create interest in them to find a love for history. Bring a historical event to life by having students act out a particular event in history. Have students produce an event and assign each student a specific role to present to the class. After each presentation have students discuss what they learned.

➤ **Give Students an Experiential Experience**

Give students a firsthand look at what you are studying in history by having them experience it for themselves. This can be creating whatever they are studying.. Make the experience believable by having students dress the part, and use real life props. By recreating the experience, students will understand the topic on a deeper level and in turn be interested to learn more.

➤ **Try a Controversial Topic**

An effective tool for encouraging critical thinking is to try a controversial topic. Provide students with a short background on a contentious topic and let the debate begin. Divide students into two groups a statement that relates to the topic at hand and have each side plead their case. The teacher serves as the mediator and poses questions and statements throughout the debate.

➤ **Solve a Historical Problem**

Problem-solving plays an important role in learning. Get students engaged and motivated by challenging students to solve a historical problem. This is a great way to motivate and engage students into learning about a historical issue that is relevant in their lives.

➤ **Draw Students in with technology**

Technology has a way to create interest students and keep them engaged.

- Debate controversial issues by creating a PowerPoint presentation.
- Create an Internet scavenger hunt to find out information on any topic
- Use multimedia software to conduct case studies.
- Use the Internet to research specific countries around the world.

➤ **Intrigue Students with music**

Music can be a great way to captivate students into loving history. Offer students a glimpse into whatever time period they are studying by discussing and listening to the music from that era. Make it fun by challenging students to create lyrics from that era with today's beats.

➤ **Relate relevant content to current events:**

Make the material relevant to the students reasoning by making history lessons relevant to the students is very important in keeping them interested because it puts them in a position where they can relate to the events that are happening to people who lived during different times and in different places. Students interest and motivation in history can be developed by relating relevant content and current events into their daily lives. Technology has also been a teacher's saving grace in holding the interest of all students. By combining these strategies we can ensure that students will find a love for history that will ensure their academic success in the future.

➤ **Teachers love for the subject:**

Teacher's should be excited about the material they are teaching and teaching itself. If the teacher is uninterested in teaching a subject then the students would feel they are not interested in learning it? Teachers can stay interested in the subject and keep students in a subject by bringing up interesting facts that are rarely talked about in history classes. They don't have to be major parts of the lesson plans but instead can lighten up the class with humor.

➤ **By using different methods:**

Teachers should present the material in a variety of different ways. By teaching using several methods, teachers will be able to reach several students. Teachers can incorporate movies, lectures, debates, research projects, group projects, role playing, visuals, and audios into their classroom.

Research Study:

“Effect of Interest on the achievement in history among VIII standard Students”

❖ **Objectives of the study:** The objectives of the study were:

1. To study the interest in history among VIII standard Students.
2. To study the difference in interest among kannada and English medium students.
3. To study the relationship between interest and achievement in history among kannada medium students.
4. To study the relationship between interest and achievement in history among English medium students.

❖ **Sample:** The sample for the study was the students of R.V.Girls high School. Purposive random Sampling technique was used and 60 students , 30 students from kannada medium and 30students from English medium were chosen as sample for the study.

❖ **Hypotheses of the study:**

The following null hypotheses was used and analysis was done.

1. Interest in history among VIII standard Students.

Sl. no	Medium	Number	Percentage
1.	English	30	90%
2.	Kannada	30	88%

The above table shows that nearly 90% students in English medium and 88% students in kannada medium have high interest in learning history.

2. There is no significant difference in the interest in history among kannada and English medium students.

Sl. no	Medium	Number	Mean	t value
1.	English	30	85.3	0.64
2.	Kannada	30	82.2	

The above table reveals that there is no significant difference in the obtained value (0.64). The obtained value is less than the table value (1.6 at 0.05 level of significance). Hence the null hypotheses is accepted. Interest in history does not create any difference in the medium of instruction.

3. There is no significant relationship between interest and achievement in history among kannada medium students.

Sl. no	Medium	Number	Correlation value
1.	kannada	30	0.43

The above table reveals that there is significant relationship between interest and achievement in history among kannada medium students. The obtained value 0.43 is greater than the table value (.36 at 0.05 level of significance). The correlation value is slightly higher than the table value. This indicates that students do have interest in history which contributes for their achievement.

4. There is no significant relationship between interest and achievement in history among English medium students.

Sl. no	Medium	Number	Correlation value
1.	English	30	0.86

The above table reveals that there is significant relationship between interest and achievement in history among English medium students. The obtained value 0.86 is greater than the table value (.36 at 0.05 level of significance). The correlation value is higher than the table value. This indicates that students who have interest in history have also high achievement.

Conclusion:

The above action research conducted in R.V girls high school reveals that students do have interest in history but their achievement in history is comparatively poorer compared to interest. If the teachers adopt new methodologies in teaching history than students achievement can be improved and interest in the subject can be sustained.

References:

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