



Effective ways of teaching History in Higher Education

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ABSTRACT

Effective History teaching remains a major concern for most of History teachers. This is because most of history teachers do not adopt appropriate methods in teaching history. Because of this, students describe history as a boring and monotonous subject. There is usually a complaint against the teaching of history that past events are narrated in it, dates are often mentioned as a result of which the teaching becomes very dry and insolent. Because since ancient times, the teacher taught the subject of history orally which kept the student as a passive listener, but due to modern teaching being student centered, the latest tools and methods can be used to make history teaching more simple and effective. So that students can increase their interest in history. It is a pleasure to teach and learn history. Arts, science, technology, economic, and social perspectives are all part of history. The roots of every subject are hidden in history. All these together make history an independent subject. This is why history is often called the queen or mother of social sciences. This article presents a vision to improve history teaching in higher education and talks about finding the best strategies in the classroom for an effective teaching and learning.

Key words: History, effective teaching, student-teacher, methods, Sources.

Introduction:

History is the analysis and interpretation of the human past which enables us to study continuity and changes that occur over time. Before the 19th century, history was only related to literature and heroic stories. In these heroic stories, unrealistic fictional stories were filled, some people began to understand history as merely a collection of fanciful stories and untrue facts. Before the propagation of scientific ideology, history was considered novel. The old type of history was mainly related to kings, queens and warriors. It did not say anything about the life of the common man. When The Prime Minister of England Sir Robert Walpole's is in his illness, his wife gave him a history book to read, then Walpole shouted - Yes, anything but no history. Napoleon used to tell history unanimous fictional stories.

But the 19th century saw the emergence of scientific progress, which created a revolution in the field of education. As a result, history is now considered to be a continuous story of the gradual development of human life. People's attitude towards history started changing. Fried says that history has been explaining truth for centuries. Jones believes that history is a mine of life experiences and today's young man studies it so that he can benefit from the experiences of mankind. Herbert made history a central subject and based on this, he created a course of study. History is the co-ordination of both science and art when it discovers the truth, then it is "science" and when it presents and describes those truths, It is "art". In modern times, history is not only concerned with political events in the life of a

nation, but it is also related to the economic, social, cultural and religious aspects of its life. Today history is taught as an important subject in schools, colleges and universities.

Objectives of the study:

1. The purpose of this study is to get information about various teaching methods used to teach history at higher education level.
2. What teaching methods can be used to improve history teaching in higher education?

Methodology:

Based on secondary data sources. Necessary information about the research paper has been collected through various books, newspapers, articles, research journals, and the Internet.

Definition of History:

The origin of the word History is believed to be from the Latin and Greek word *Historia* which means to knowing, inquire, investigation. According to the Indian tradition, the word history originated from the sum of the words *iti + ha + aas*. The meaning of *iti* is like this or that way, *ha* means definite and *aas* means was. So the meaning of the word history was thus definite. It can be clearly said that history has to be presented based on the facts of what happened in the past. The study of which makes a man cultured and plays a major role in providing stability to this society. In fact, history begins at the same time as humans have descended on Earth, but human actions and events in the past were first written by a Greek man Herodotus in his book called *Historica*, so, he is also called the father of history. History has been defined differently by different scholars. The following definitions show the meaning of history:-

Prof. Ghate: It is a scientific study and a record of our complete past.

Rapson: "History is a connected account of the course of events or progress of ideas."

Henry Johnson: "History, in its broadest sense, is everything that ever happened."

"History is the scientific study of past happenings in all their aspects, in the life of a social group, in the light of recent happenings." - NCERT

According to its modern concept, history is not limited to one period or country or nation. It begins with the presence of man on this earth and is related to all the places where man has gone and lived. It deals with all political, social, economic, religious, and physical aspects of human life. It is, in fact, a study of man's development on Earth.

Need of teaching History:

A people without the knowledge of their past history, origin and culture is like a tree without roots - Marcus Garvey.

For any Nation, the past is known from its history, so the nation needs memories. History as a word not only tells about the events in the past, but also tells about the events, situations and processes of the past. History generates the ability of students to understand the present based on the past and the ability to assess their future. It imparts knowledge of national and international cultures. The objective of history as a subject is social understanding in students and promoting citizen efficacy that are going to take the post of citizenship. History teachers should have a clear sense that what objectives does history has to fulfill for the culture and society in which they live. The concepts of history students should be changed by teaching history so that they are encouraged to identify and work on the most important historical questions about the past. The use of history helps students not only to recognize their cultural roots, identity and heritage, but also to gain insight into other people's cultures and world views. History offers cultural pluralism and tolerant attitudes towards different ethnic groups in students. Knowledge of history has the potential to give students new perspectives where we have been, and where we can go in the future. History imparts to the students the development of a sense of true patriotism and an understanding of national heritage. They are taught how to protect and develop heritage

and also generate international understanding in the minds of students. History assigns the legacy of one generation to the next generation. Therefore, without the knowledge of history, man has no existence.

Effective way of Teaching History:

"Even the best curriculum and the most perfect syllabus remains dead unless quickened into Life by the right methods of teaching and the right kind of teachers."-Secondary Education Commission

Students often complain that the history subject is boring and irrelevant. But history teachers can make history exciting by discussing current relevant problems. There are many ways that teachers can use it to make history more vibrant. Active learning techniques, films, library research, special topics, and historical stories can be used to make history teaching more effective. History teachers can incorporate primary sources into the classroom. They can also use local issues to connect students to the past. Teachers can develop and share techniques that they have found most effective in their teaching careers. Although there is no single method for successful teaching, but the choice of appropriate method by the teacher depends on many factors such as the learner, the nature of the subjects, the facilities available and above all the teacher's approach etc. A method of teaching arises from the needs of the learner and the learning conditions. Therefore similar methods of teaching may not be the same for all times and all situations. There are different methods of teaching to suit different purposes of teaching history. By which the history teacher can overcome the apathy and dullness of students towards history and increase the interest of students towards history. Now we will discuss the methods which can be used in the teaching of history.

Lecture cum Discussion method:

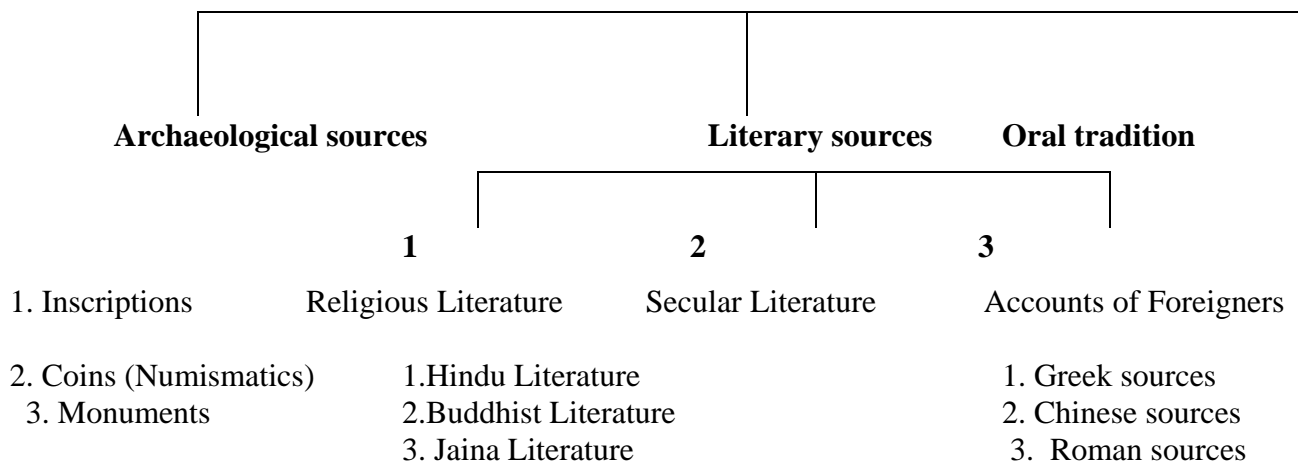
Lecture method is very ancient method of teaching history. Lecture method is the most convenient and inexpensive method of teaching for any subject. This method is important to students because it provides an economical and efficient method for delivering substantial amounts of information to large number of students and also in this teaching method a large amount of the topics can be covered in a single class period. But students do not get an opportunity to participate actively in this process of teaching. In this method, the students remain only listeners but this method cannot be removed from history teaching, hence the discussion method originated. The discussion method provides the dual benefits of listening to the teacher as well as the participation of the students. Using the discussion method in the lecture method makes it a better method of teaching history. This method provides ample scope for students' participation in the selection of the topic or for presenting ideas, analyzing ideas through exchange of ideas, and making decisions with appropriate support materials. The discussion is shared almost equally by students and teachers. In this, history teacher can adopt appropriate language and method of presentation according to the nature of the students and can also discuss it with the students. Systematic planning is required for teaching history through this method. This is an important step in planning. The subject should be chosen carefully and the teacher must be confident about the details of the subject. The points to be discussed should be communicated to the students first. Topics and questions can be written on the black board for this purpose. Both teachers and students should be prepared to take an active part in the discussion. Discussion is the free verbal exchange of ideas between group members or between teacher and students. For effective discussion, students should be given prior knowledge and knowledge about the subject. This method is very suitable for teaching in higher classes. This method discourages rote learning and encourages understanding and critical thinking. It enables the teacher to identify the potential of students and provide a favorable scope for its development. The history teacher can also use the lecture and discussion

method differently according to the subject matter. Therefore this shows that methods of teaching history do not compete but they complement each other.

Source Method:

Source method is a better way to teach history in higher education. By using sources, teachers can increase students' curiosity about history. Through sources, the teaching method of history gives students access to the perception of events, and students have access to their perception of events. Source method is the method of teaching in which basic sources of information are used to explain a point or variety or to establish a theory or to describe an event. The source method can be used at the beginning of a lesson to motivate students. While teaching the subject of the Mughal Empire, he can show them pictures of the Red Fort, Taj Mahal or Jama Masjid. This method can be used to develop it during the lesson and to correlate the events or theories of the facts contained in the text. Sources are some that give us information at the most basic level of history and these sources are used as clues to study history. Historical sources include documents, artifacts, archaeological sites, oral broadcasts, stone inscriptions, Includes pictures, recorded sounds, relics and ruins. Teaching and learning from the study of original material and original sources is called source method which gives better understanding of history than any other method. Historical sources are "traces" left behind in the past. Many history textbooks can be dull and boring. But you cannot completely remove textbooks from the syllabus. Let the textbook guide the course outline, but also teach from other sources, especially primary sources. Choose the best historical sources that students are happy to read. For example, when they study India's independence era, students have read Indian writers, playwrights, poets who have described the lives of Indians in those times. These are all primary sources and there are many other great examples that they can use. You should choose the sources that have had the greatest impact on Indians. They will not only inspire the students, but can also teach them with passion. Teachers should give students such questions that they will get to see important ideas and points while studying.

Sources of Indian History



History is constructed by people who study the past. It is created through working on both primary and secondary sources that historians use to learn about people, events, and everyday life in the past.

Primary Source: History is alive when students are connected to primary source material. Original documents, whether public or private, help provide references to historical events because they were created by people who attended or witnessed events of the past. It is also

called the original source which contains primary data accounts prepared by individuals associated with an event or its eyewitnesses such as official orders, treaties, laws, biographies and personal memories. Primary sources help students relate in a personal way to the events of the past and foster a deeper understanding of history as a series of human events. They encourage students to seek additional evidence through research. The use of primary source materials in addition to a standard textbook can bring history alive to students. Primary sources include original documents, diaries, speeches, manuscripts, letters, Interviews, news, film footage, biographies, official records, creative works (poetry, drama, novels, music) including art ware, furniture, clothes, buildings etc. Using primary sources helps students develop cognitive skills, including analysis, interpretation, perspective, empathy, and self-knowledge.

Secondary Source: A secondary source is one that gives information about the primary source. These are prepared by individuals who are not directly connected to the actual event but who have prepared their accounts based on the original accounts with the help of eyewitnesses, like standard historical works.

Secondary sources include generalization, analysis, synthesis, interpretation, or evaluation of general information. Secondary sources include: textbooks, magazine articles, histories, criticisms, commentaries, biographies and encyclopedias.

Use well-written secondary sources in History teaching:

A secondary source is a document or recording that relates to information originally presented elsewhere. Therefore the teacher must select and use secondary sources very carefully for classroom purposes. As some of these may be based on personal biases or prejudices. Teacher should only use reliable and authentic sources. Secondary sources are the hints for making reference and meaning to those rich firsthand sources. Although teachers may or may not assign these tasks, it is their job to prepare their students by giving them the necessary background to understand the secondary sources. The source method creates a historical environment in the class. This approach creates a research approach in higher education students.

Use local History to teach History:

The study of local history has special significance in teaching history. It is the first unit of history study. If seen from the point of view of development, it is known that local history should be taught to the students in the first phase because national and international history can be understood only in the background of local history. The teacher can use local history to teach world history. Thus the local history student has historical knowledge of the neighborhood which is also known as home history. Prof. Ghate has clarified the meaning of local history as written- "Local history does not mean the history of the town or village in which the student resides." It also includes the history of the neighborhood with which students are familiar or can be introduced. The study of local history is particularly useful for teaching history.

From this, various historical events and movements can be explained in an interesting and effective way which have influenced national history. Local history is geographically the study of history in a local context and often focuses on the local community. It covers cultural and social aspects of history. The teacher should use local history to enhance history, if he is teaching history of 1857 AD, then he can teach about local freedom

fighters, if he is teaching about social and religious life then he should give examples of social and religious life of that area. Teachers should teach local history in such a way that it does not develop the feeling of regionalism or provinciality in the students' minds. Local History inspires students to learn about World Studies from local studies. This can instill in the students a sense of respect for their local traditions and customs. These traditions and customs are a reflection of the moral life of that place.

Use of Information and Communication Technology (ICT):

Major organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) also believe that incorporating ICT into education helps to ensure equality and universal access to education. The face of classrooms is changing at the present time. Teachers need to understand their role. Teachers should prepare to cope with technology utility in the classroom. ICT can be used in many forms in classrooms. We can organize learning through ICT. It can be used as a main or supplementary tool for the teaching process. ICT is not only an essential tool for teachers for their daily work, but it also gives them opportunities for their own professional development. Effective and efficient use of ICT depends largely on technically competent teachers. They should be able to appreciate the potential of ICT and have a positive attitude towards ICT. It enables on-line libraries, journals and research to be used to support individual learning.

History teachers should become experts in ICT. They should inform their students of the websites related to those topics and discuss them with the students. The teachers should ensure the authenticity of the sources giving information on the internet to the students, what exactly is the actual source of information given on the internet. Such practice will give students a good understanding of the past. They will learn skills that they will be able to use in other aspects of their lives. ICT has revolutionized all walks of life, especially in education. ICT includes any technical device or application used for communication. The impact of ICT on teaching is to facilitate teaching and learning in relation to the use of digital media, mainly computers and the Internet. With the use of computers and the Internet, a history teacher can make the subject more effective by creating PPT (power points) related to the subject, thereby increasing students' interest in the subject. Since March 2020, epidemics like Corona (covid-19) have increased the importance of ICT, due to the knowledge of ICT teachers are able to teach students.

Use of Periodicals, Journals and Newspapers:

Periodical is a publication such as a magazine, journal or newspaper. They are called Periodicals because they are published at periodic intervals, i.e. daily, weekly, fortnightly, monthly, quarterly, or yearly. They are extremely important sources of information. Often the information contained in a periodical article will never appear elsewhere, either in a book or other work. a newspaper or magazine that deals with a particular subject or professional activity called journal. Journals are also an assessment tool, you can use them to better understand what your students know, what they are struggling to understand, and how their thinking has changed over time. Journals also help nurture classroom community and offer a way for you to build relationships with your students through reading and commenting on their journals. Periodicals, Journals and Newspapers are important means of imparting the latest knowledge in higher education. Through these, the history teacher can inform his students about the new discoveries and information happening in the world so that the creative power of the students can be

developed. They provide the latest information regarding discoveries and research in the field of history. They develop awareness about developments in ideologies of great personalities, about the development of various institutions, the transformation of political parties and their programs, social and economic development, etc. Local and regional newspapers can shed light on any issue in various ways, for example, how local people dealt with the domestic front during the 1857 revolution. Teachers know what values were important in the 1947s compared to 1857. Can be applied.

Use of audio visual materials in history teaching:

All the tools used in teaching activity, with the help of which the learner's seeing and hearing senses are activated they are called audio visual materials. Audio visual equipment such as educational computers, projectors, slides, audio, video, radio, film, TV, computer equipment are used in modern learning systems. There was a time when the teaching work was done orally by the teacher. He was not aided by any other means and the student lived as a passive listener. But modern education is student-centered. The main objective of education is the all-round development of the students. To achieve this objective, teaching work is done on the basis of students' ability, interest and needs. Therefore, to make the teaching process simple, lively and effective, it is necessary to use new material in such a way that students understand the subject matter.

Audio-visual materials

Audio materials Radio Tap-Recorder Songs, Slogans	Visual Materials Models, Photographs Pictures, Slides Maps, sketches, Charts, Posters, Globe,	Audio-visual material Television Video Tapes Documentary Films Audio-visual projector
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Audio-visual tools play a major role in making learning permanent. The teacher of history can choose the supporting material according to the subject matter in history teaching. Using these tools, the history text can be made simple, interesting, effective and permanent.

References Methodology in Teaching History:

Reference method refers to teaching method where documents, texts, books harmonize with events and use manuscripts in addition to the allocated school curriculum. History encompasses past, present and future. Historical events directly We do not reach them but through actual references such as books, texts, correspondence and tangible remains. The actual references include all the relics that were assigned to us from previous steps. They are of different types for material materials such as events, texts, treaties and official correspondences, personal diaries, palaces, temples, churches, mosques, engraving on walls. Contexts allow students to review texts and historical events from their actual sources, to study and analyze them carefully. It also relates events to each other to arrive at conclusions. The reference method basically relies on persuasive thinking to reach the truth through research and observation of evidence and correlates them with previous knowledge. When students consult original sources themselves they will get basic information about past periods and know the path of events occurring in these periods where the effects will continue for a long time. This enables them to predict the path of current events and draw references to their future. To make this method successful, the

history teacher must represent their role by allocating historical material to be taught, selecting texts from their sources, collecting them and exposing them to students.

Field trip method in teaching history:

The teacher should use field trips to teach history. By which learners obtain first information by observing places, objects, events and processes in their natural environment. The purpose of a field trip should not be to leave the classroom for change of mind, but to seek clarification of the subject or solution of the problem. Through field trips, students are able to observe local conditions directly. History seems dry and dull due to lack of material support. They should help connect abstract assumptions with real-life examples. The dullness of classroom teaching can be eliminated by field trips. Field trips make teaching comfortable and student-centered. This means that if students are involved in field trips, they can become active in the teaching and learning process. By the same field trip, students can directly see and touch the primary sources about which they study in class (memorial sites, pillar statues, inscriptions, coins, monuments, ruins, famous buildings). Educational field trips can connect with a variety of benefits for teachers and students. Teachers can take students to a historical museum, fort, palace, monument, temple etc. to learn stories, events and characters in the history subject.

Conclusion:

In the teaching of history, the teacher must rely on methods that are student-centered. History as a subject has always been considered boring and monotonous by the students. It can be made attractive to students in various ways. Whether history is ancient or contemporary, more interest can be generated in students, for this the teachers of history will have to be innovative. They must incorporate current issues, local history, music and film, enthusiasm, primary sources, well-written secondary sources and new technology in their teaching of history. Such a teaching style will inspire their students to learn more about history and end the students' dullness towards history. Besides, enthusiasm is also an important way to bring life to the history class. Lack of enthusiasm is an injustice to students. History teachers have to be enthusiastic, so that they can inspire their students. They need to know their subject and learn more about it each day. In the 21st century, children have changed, and they need new approaches and teaching strategies. History teachers should participate in students' concerns after class, adopt open and positive thinking towards students and constantly update their content and academic knowledge. The advancement of the teacher depends on the learner's knowledge and use of the knowledge gained. As history is, it is a subject based on the method of acceptance. Therefore, the importance of authenticity of facts increases even more. The history teacher should make efforts to study by incorporating known facts on the basis of new discoveries different from earlier beliefs. For this, History teachers will have to be proficient in innovative techniques to develop new methods of teaching.

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