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INTRODUCTION

The presence of visual elements in today’s teaching and learning is increasing as the integration of images and visual presentations with text in textbooks, instructional manuals, classroom presentations and computer interfaces broadens. Although the educational community is embracing visual enhancements in instruction, the connection of visual and verbal information is evident throughout history. According to the poet Simonides, “Words are the images of things” similarly, Aristotle stated that, “without an image, thinking is impossible”. Characters in alphabets began as pictures with meaning (Suzanne Stokes, 2001).

In the past, most teaching depended almost entirely on verbal communication between teacher and student, or written communication to the student from printed materials. Although these communication channels continue to play important role in the learning process, today’s students are learning facts, skills and attitudes from pictures, television, recorded words, programmed lessons and other media. This technological escalation has bestowed upon the education, the proliferation of equipments and materials which can assist in the reorganization and redefinition of educational experiences.

Once technology enters the school building, dramatic, renovations usually begin with the technological magic touch, a simple-house turns in a systematized learning centre. Recent years we have seen the development of stream-driven, high-speed rotary process, advanced optics, films, wire and tape sound recordings, simple and complex duplicating and copying machines, radio, television, computers and communication lasers. Aggarwal (2004) explained that today many countries around the world use some form technological media in education. Most technological devices and programs, however, are structured around the needs of the teacher and are employed as teaching aids in the classroom.
Whatever the range of software media utilized in the classroom, its purpose should be to promote active knowledge acquisition through communication, consideration of different viewpoints and reflection. The use of technology can contribute to the learning outcomes identified above and contribute to effective teaching and learning. Technology can be used to construct simulations of the real world environment. Simulations can provide a realistic context for exploration and heuristic activities, which enable the learner to construct mental models apposite to the environment and past experience (Rao, 2003).

1.1 Statement of the Problem

The statement of the problem is “REFLECTIVE EFFECTIVENESS OF TEACHING HISTORY THROUGH PHOTOGRAPHS AT HIGHER SECONDARY LEVEL”.

1.2 Operational Definitions of Key Terms

Reflective Effectiveness

The capability of an individual to think thoughtfully and deeply, to remind oneself of past events and to consider alternative courses of action.

Reflective

Capable of providing a reflection, characterized by deep thought; thoughtful (Concise Oxford English Dictionary, 2006).

Effectiveness

The improvement made by the students in scores on a standardized criterion-referenced test of Indian History.

Teaching History

Teaching history in this study refers to the transaction of select history content area prescribes by the Tamil Nadu State Board in the select schools.

Photographs

An image of an object, person, scene, etc., in the form of a print or slide recorded by a camera on photosensitive material often shortened to: photo (Concise Oxford English Dictionary, 2006).
Photographs are flat pictures and one of the most important forms of visual aid which fits into different combinations of individual, group and mass media of communication. It provides students with information about the physical properties of people, place and events, the traditions and knowledge relating to a particular subject ideas; the natural progression of events; the order in which things have happened or are happening; cause and effect and the past.

Higher Secondary Level

Higher secondary education was introduced from the academic year 1978-79, school system comprise students attending standards XI and XII in the schools recognized by the Government of Tamilnadu in Indian Country. In the context of the present study, students of standard XI of selected higher secondary schools following the state board syllabus is referred as higher secondary level.

1.3 Need and Significance of the Present Study

Technology is improving knowledge of teaching and learning process. A didactic form of information delivery is required to promote effective learning. The pupils develop some insight into the use of historical methods and they have some idea of Indian history may be constructed from original sources. The pupils have known the significant facts of Indian history. The understanding of the causal relationship between historical happenings are expected to reach, such a level at this stage that pupils may be able to have some insight into the process of framing historical laws and utilizing them for prediction.

In a high-tech classroom, a teacher is continuing to provide a constant supply of information, in various media to an essentially passive audience in the belief that provide stimulation, interest and learning. Hence, the investigator use photographs for teaching of history. Teaching history occupies a unique place as its scope, content and methodology vastly differ from that of other disciplines.
While facts pertaining to chronological and geographical aspects in history have fewer controversies, interpretations, analyses and conclusions vary with the passage of time, the narration of several historical occurrences is bound to be camouflaged with opinionated statements. The care and attention taken in presenting the textbooks in the right perspective will be of no avail if enough attention is not paid to the teaching in the classroom. The teacher plays a pivotal role in the process of imparting knowledge about the subject. The teacher should feel that it is their responsibility to refrain from inducting personal likes and dislikes, individual idiosyncrasies, religious learnings, communal biases and ideological affiliations into the teaching of history.

Historical Thinking - Textbooks and well-delivered lectures sometimes give students the impression that the study of history is the quest for the single correct answer, because these end products of study conceal the historian’s struggle with the indeterminacy associated with conflicting evidence and multiple viewpoints. For this reason excellent historical courses go beyond the presentation of content and analytical concepts to provide students with multiple opportunities to do the work of the historian. Students need to be aware of the kinds of sources used by historians and they should become adept at extracting meaning from these sources, comparing their findings with other evidence from the period, formulating conclusions about the issue under study, and testing these ideas against additional evidence and the ideas of other historians.

Students should be taught to think historically, to have the opportunity to develop their own historical interpretations, because this transforms their formal study of the past into a true understanding of the ways that conflicting evidence, alternative perspectives, and society’s concerns shape our evaluations of the past. For these reasons, students should be given frequent opportunities for discussion and writing in order to learn to practice the art of interpretation and to see the implications of their own analyses.
These experiences should be progressive with the work at each level or grade, building on the studies that students carried out in prior courses. Historical thinking also contributes to the important educational goals of producing a thoughtful citizenry and by providing individuals with the analytical skills suitable for a wide range of jobs.

1.4 Variables of the Present Study

Independent Variables

Photographs Based Teaching of History
Conventional Teaching of History

Dependent Variable

Reflective Effectiveness (Scores on the achievement test in the subject of Indian History).

1.5 Definitions of Education

Education refers to discovering the universal principles of truth, beauty and goodness which govern human conduct (Socrates). Education is the process of development of the mind and bodies of man so that he/she eagerly pursues the ideal perfection of citizenship (Plato). Education is the process of training a man to fulfil his aims by exercising all the faculties to the fullest extent as a member of society. This aim is discovered by reason an by his free will (Aristotle).

The society becomes ever more institutionalized, educational experience becomes less directly related to daily life, less a matter of showing and learning in the context of the workday world, and more abstracted from practice, more a matter of distilling, telling, and learning things out of context. This concentration of learning in a formal atmosphere allows children to learn about more of their culture than they are able to do by merely observing and imitating.
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As society gradually attaches more and more importance to education, it also tries to formulate the overall objectives, content, organization, and strategies of education. A process of teaching, training and learning, especially in the educational institution of improving knowledge and develop skills (Maqbool Ahmad, 2008).

1.6 History

Writing history is a hazardous occupation. The historian is always liable to the charge that his writing has been based on inconclusive evidence or that it has been loaded in favour of one or another party.

1.6.1 Different Concepts and Definitions of History

History is the scientific study of past happenings in all their aspects, in the life of a social group, in the light of present happenings (National Council of Educational Research and Training). The value and the interest of history depend largely on the degree in which the preset is illuminated by the past (Smith).

Johnson has stated that, “History in its broadest sense, is everything that ever happened historically, in the usual acceptance of the term means history of man. The materials to be studied are the traces left by his existence in the world, the present ideals, present social customs and institutions, language, literature, material, products of human industry, physical man himself, the physical remains of man, his thoughts, feeling and action” (Aggarwal, 2004). History is the barometer to record this progress of mankind. History is a Greek word which means inquiry, research, exploration or information. The Greek was the earliest to define history. It was Dionysius of Halicarnassus, who gave us the idea that history is philosophy teaching by examples.

Seignbos says that history is essentially a science of reasoning, since all historical knowledge is indirect. Bury says that history is ‘science no less and no more’ (Sheik Ali, 1998). History is the “chronological record or narrative of past events” (Penguin English Dictionary, 1995).
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History in this sense comes into being when communities, or particular members of communities, start thinking seriously about events taking place around them that involves them either directly or indirectly—and formulate some ways of ensuring the preservation of the events in public memory, and sometimes, of interpreting their significance (Birendranath Datta, 2002).

1.6.2 Nature of History

The affairs of men and nations are constantly in motion. Consequently, there has been a radical change in recent years as to the proper nature and scope of history. In the past it was merely a catalogue of events serialized in a descriptive manner. History becomes a study of reality in its aspect of becoming.

Historical forces are considered to be linear by some and cyclical by others. Those who hold the linear view of history think it to be a straight line from an unknown past passing through the known present to the unknown future. The process starts all over again, and hence the cyclical view conforms to the organic view of birth, growth, maturity, decline, downfall and disintegration. Comte, who found the positive school of thought believed that the scientific method was applicable to historical studies, and traced three stages in human progress, namely theology, metaphysics and positive sciences. History repeats itself in one sense, but does not repeat itself also. History has contemporary and it is an unending dialogue between the past and the present.

1.6.3 Scope of History

History is gradually assuming all the three dimensions, as its main job is to narrate. History is no longer a branch of literature or politics or philosophy or any other discipline. It has an independent status of its own whose main function is now to study society in its aspect of promoting a culture, which constitutes knowledge, faith, belief, art, morality, customs and any other capabilities or habits acquired by man as a member of society. History has mainly two functions to perform.
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One is the collection of data and the other is the interpretation of the data to explain the fundamental forces of history. The first part has to be objective and therefore scientific. The second part is subjective and hence humanistic. Therefore, the scope of history includes both man and nature in so far as these two play a significant part in the life of mankind.

The scope of history includes all activities of man. The historian must look beyond government for the people, beyond the laws to legends, beyond religion to folklore and the art, and study every phenomenon, whether intellectual, political, social, philosophical, material, moral or emotional relating to man in society. History has to consider all human achievements in all their aspects such as science, technology, discoveries, inventions and adventures. Thus the scope of history is ever expanding (Sheik Ali, 1998).

1.6.4 Characteristics of the Study of History

The Characteristics of the study of History were as follows;

a) History is a study of the past happenings in the life of a social group, based on objective evidence as far as possible. Every precaution should be taken to base that data on original sources and make them free from subjective interpretation. In fact the happenings should not be placed before the readers without some indication of the amount of faith which may be placed on their authenticity.

b) Every happening in the life of a social group need not be included in the study of history, only those happenings which are relevant to the understanding of its present life (e.g. those happenings which are causally related to the present) may be considered as the subject-matter for history. It may be noted that the present has evolved out of the past and the business of history is to study the evolution. An understanding of this principle should enable one to know which of the past happenings are important in history and which are not.
c) The happenings should cover aspects of the life of the social group and need not ordinarily give predominance to any one aspect of life. This is because all aspects of the life of a social group are closely interrelated.

d) Necessarily the selected happenings should not merely be narrated; the causal relationships should lead to the development of the general laws which should be able to reveal the real nature of the happenings. In trying to develop such general laws, comparison and contrast with the causal relationships existing among similar happenings in other social gaps may also be made. This should improve the reliability and validity of these laws.

e) The development of general laws regulating historical happenings may not be considered enough; attempts have to be made to predict future happenings on the basis of the laws.

1.6.5 The Uses of History

The uses of History were as follows;

History makes us better thinkers

This common sense view is supported by a report from the National Research Council (NRC) citing studies on the reasoning abilities of experts. Such research is important, says the report, "Because it provides insights into the nature of thinking and problem solving." The NRC report states, "It is not simply general abilities, such as memory or intelligence, nor the use of general strategies that differentiate experts from novices."

History supports common cultural understanding and dialogue

Jefferson’s hope that historical knowledge gained in school would improve the decision-making capacity of free citizens in a democracy supposes that all citizens would be similarly informed and share a common basis for evaluating and debating the issues of the day. Clearly, literacy depends not only on the coding and decoding skills of writing and reading, but equally on the possession of sufficient shared knowledge to give words and ideas meaning.
History satisfies a need for identity

Closely associated with the idea of shared cultural understanding is the concept of identity. Questions about identity are a central concern of psychology, which has found that loss of identity results in loss of significance; without identity there is little meaning and purpose to life.

Furay and Salevouris also note that "Historical knowledge is extremely valuable in the pursuit of other disciplines - literature, art, religion, political science, sociology, and economics."

History gives pleasure

For many people, this fascination is not manifested until after high school - after the acquisition of greater experience and interest in the larger world. Teenagers are rightly focused on learning about matters close at hand, such as their emerging sexuality and how they will fit into the adult world. Still, students are only with us during their youths, so teachers must do their best to lay a solid foundation for that longer view while the opportunity exists.

History in school

The future, not the past, is the point of schooling; education is meant to assist both students and society to function effectively in the future. Learning about the past for its own sake is an interest or a hobby and not a proper subject for schooling. Study the past in school not because students need to know a collection of old facts, but because history helps them understand how the world works and how human beings behave. Knowledge of the past is required for understanding present realities. When people share some common knowledge of history, they can discuss their understandings with one another. Students familiar with history know their unique place in the stream of time; they have a sense of the trajectory of human development, where it may veer off course and how it might be kept on track. A democracy needs citizens with such judgment and wisdom; the past is the only place to find it.
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1.6.6 Values of History

History has two main functions to perform. One is to offer broad principles and generalizations of historical truth. The growth of human social life in the process called civilization exhibits common trends and patterns. With only minor deviations practically all of the great ancient civilizations developed along more or less the same lines. History is a great cosmic process, and it is the business of history to unravel its mysteries.

History attempts to give us the meaning of life. Man starts to search for the purpose of life. Its aspect of combining the merits of literature with truth, history performs the admirable job of amusing the fancy of man. History has the ability to improve the understanding of man. Man has left behind the deeds of his day for the education and the enjoyment of posterity. Such a study will not only furnish a mental discipline, but also will enable one to know the past and interpret its significances.

Truth and objectivity can be achieved in two ways. First, it is through a negative approach of eradicating all errors, half-truths and exaggerations which results from an insufficient acquaintance with the facts, a prejudiced outlook, intense nationalism and ideological slant. Secondly, history should be made to promote human understanding by a positive approach in repairing omissions to reintegrate events or personalities into the general framework of history and to place more emphasis on the original contribution made by each nation in the growth of civilization. To teach history to children because it helps them in gaining powers of memory, imagination and reasoning.

1.6.7 Structure and Form of History

Several arguments were advanced to prove that history is a science. The aim of science is to predict the future, and history will not fail in this respect. It ought to be possible for historians to predict what human beings will do in given circumstances. The goal of both history and science is the same, namely the establishment of truth.
Science depends heavily on observation and experimentation to prove the validity of its premises, and history too, in a sense, adopts this method to a limited degree. The nature of historical facts being quite different from scientific facts, the method a historian would adopt is indirect. It is not the direct observation of the past by the historian, but indirect observation through those who have either witnessed the drama themselves or has heard of it through others or has by some other method come to know about it.

This history is not only a science, but also an art. It cannot exclusively be called a science because it does not fulfil all the conditions of a science. Likewise, it is not a pure art, such as painting or music or sculpture, or literature, for the kind of imagination which the historian should possess. The artist’s work is highly creative and original, but a historian’s work is mostly reflective and imitative. Unlike photography, history has a human touch as well. In short, history is both a science and an art (Sheik Ali, 1998).

1.6.8 Changing and Modern Concepts of History

The concept of history has been changed from time to time. From the ancient concept of ‘story telling’ to the modern concept of ‘studying the growth of societies’ various meanings have been given to the term ‘History’. Swain in a history of world civilization (1981) has observed, "History has become more than war and politics. To make the story complete, the historian of the new school makes use of the work of the ethnologist, the anthropologist, the geographer, the archaeologist, the geologist, the biologist, the chemist, the sociologist, and the economist. Swain is concerned with man’s cultural advances and his society as well as with characters, constitutions, and wars" (Aggarwal, 2004).

1.7 Significant Aims of Teaching History

Aims and objectives are the crux and the keys of the entire process of teaching and learning history. They are true compasses to make our journey in the pedagogical sea of history, safe and secure.
The determination of the aims and objectives is also very necessary to enable us to select meaningful and significant content, teaching methods and techniques. Without aims the teaching-learning process is like a shudder's ship. Aims of teaching history to develop motivation, ideas, remote and difficult to achieve, yet they are very valuable. Aims of teaching history are related to situations of life. They must be in accordance with the aspirations and needs of the society. The constitution of a country is the primary source of determining the aims of teaching history.

1.7.1 General Aims of Teaching History

The general aims of teaching history were as follows;

A Promoting understanding of the students.
A Developing in the students proper concepts of time, space and society.
A Assisting the students to appreciate the achievement and values of their own times.
A Cultivating valuable intellectual attitudes in the students.
A Broadening the intellect of the students.
A Appreciating the viewpoints of others.
A Developing power of tolerance.
A Teaching and acquiring moral values.
A Cultivating a forward outlook.
A Imparting mental training.
A Giving training for handling controversial issues.
A Developing the capacity to resolve our contemporary individual and social problems.
A Developing secular ideas.
A Fostering national feelings.
A Developing useful mechanical skills.
1.7.2 Values of Teaching History

The values of teaching history were as follows;

- Cultivation of Sense of Time, Space and Society
- Cultivation of Forward Outlook
- Cultivation of Intellectual Attitudes
- Development of Tolerance
- Development of Wisdom
- Enlightened Awareness
- Ethical Value
- Heritage Value
- History as a Splendid Guide
- History for the inculcation of the Idea of Development
- History for a particular way of Thinking
- Nationalistic Value
- Internationalist Value
- Mental Training Value
- Moral Value of History
- Political Value
- Profiting from the Experiences of Others
- Ripening of Experience
- Source of Inspiration
- Training in resolving Contemporary Social and Individual Problems
- Growth, Value of History
- Training in Solving Controversial Issues
- Mastering and Understanding of the Present
- Vocational Value
- Widening one’s Mental Horizon
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The realization of this essential unity of man is well calculated to foster the spirit of kindliness and tolerance towards others nations and peoples and is as sure a bond of international sympathy and goodwill as it is an antidote against the unreasoning arrogant nationalism which is a prolific cause of war and bitterness” (Aggarwal, 2004).

1.7.3 Aims and Objectives of Teaching History Subjects in Class XI and XII

The aims and objectives of teaching history subjects in class XI and XII were as follows;

- 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 in its context.
- To help develop a spirit of enquiry and critical appreciation of the past, so that the pupil’s personality is free from prejudices and bigotry, parochialism and communalism.
- To help develop an understanding of the importance of historical perspective in the study of contemporary issues and problems (Ruhela, 2007).

1.7.4 Role of a History Teacher

The role of a history teacher is that of a successful guide and a teacher. For playing this role history teacher must be wide awake, an active, enlightened and well informed person. The history teacher must listen to news broadcasts, telecasts, read current events, attend lectures and discussions, study and analyse reports and editorials, participate in school and community relations and see good newsreels and documentaries. Kimball has observed, “Current affairs can be taught successfully when a teacher is sufficient interested himself. The varying degrees of success, however, seem to indicate that the ability of the teacher, rather than the quality of the medium or the method is the determining factor.
Almost any device can be used effectively. The teacher’s own interests, his own enthusiasm, her own understanding of what should be accomplished, are the matters which determine the failure or success of current events teaching. The best available media fail in their purpose when used by a class, guided by a teacher unskilled in methods of current event instruction” (Aggarwal, 2004).

1.7.5 The Effective Teacher Characteristics

The effective teacher characteristics were as follows;

- Teachers having responsibility for ordering activities during the day for pupils, i.e. Structured teaching.
- The pupils having some responsibility for their work and independence within these sessions.
- Teachers covering only one curriculum area at a time.
- High level of interaction with the whole class.
- Teachers providing ample, challenging work.
- High levels of pupil involvement in tasks.
- A positive atmosphere in the classroom.
- Teachers showing high levels of praise and encouragement (Daniel Muijs and David Reynolds, 2005).

1.7.6 Statement on Excellent Classroom Teaching of History

The Teaching Division and the Council of the American Historical Association endorse the criteria presented in the following statement as an appropriate basis for evaluating the efforts of institutions at all levels of instruction to establish the prerequisite conditions for historians to provide excellent instruction. There are, of course, a number of important issues for which there are many viable solutions that make specific criteria, at least at this point, seem inadvisable.
For example, this statement does not address which courses should form the basis of historical study or provide such specific measures as a precise student-faculty ratio in the classroom. Instead, the Teaching Division and the Council expect faculty and administrators to consider together the areas where their institutions meet, exceed, or fall short of these baseline criteria for excellence.

Evidence and analysis rather than unsupported assertions should characterize these discussions. The American Historical Association, its staff, elected officers, and members stand ready to help departments work through these issues and to support historians in instances where these criteria are clearly not implemented by an institution. The statement was drafted by David Trask (Guilford Technical Community Coll.), AHA Council member sitting on the Teaching Division 1994-97.

Course Content

All courses must contain sufficient factual material to enable students to understand the central themes and issues present in the course. Factual material must be based on the most recent research findings. Historical research has expanded our understanding of the past in dramatic ways over the last 20 years, and this process continues. History instructors must have the opportunity and motivation to integrate relevant results in their course content. Historical facts should be treated, however, as the beginning rather than the final goal of historical study. Courses must explicitly present the analytical concepts characteristic of historical study.

These concepts not only underlie the questions that historians ask of the past, they help historians organize evidence, evaluate its relation to other evidence, and determine the relative importance of different events in shaping the past and the present. These concepts address sequence, change over time, cause and effect, the role of factors such as culture and technology in shaping the history of the period, and the importance of the insights of all major social and cultural groupings in the society being studied.
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A true examination of the past requires attention to the full range of human activities and institutions, including politics, society, culture, economy, intellectual trends, and international relations.

Historical Thinking

Textbooks and well-delivered lectures sometimes give students the impression that the study of history is the quest for the single correct answer, because these end products of study conceal the historian’s struggle with the indeterminacy associated with conflicting evidence and multiple viewpoints. For this reason excellent historical courses go beyond the presentation of content and analytical concepts to provide students with multiple opportunities to do the work of the historian.

Students need to be aware of the kinds of sources used by historians, and they should become adept at extracting meaning from these sources, comparing their findings with other evidence from the period, formulating conclusions about the issue under study, and testing these ideas against additional evidence and the ideas of other historians. Students should be taught to think historically, to have the opportunity to develop their own historical interpretations, because this transforms their formal study of the past into a true understanding of the ways that conflicting evidence, alternative perspectives, and society’s concerns shape our evaluations of the past.

For these reasons, students should be given frequent opportunities for discussion and writing in order to learn to practice the art of interpretation and to see the implications of their own analyses. These experiences should be progressive with the work at each level or grade, building on the studies that students carried out in prior courses. Historical thinking also contributes to the important educational goals of producing a thoughtful citizenry and by providing individuals with the analytical skills suitable for a wide range of jobs.
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Classroom Environment

The classroom environment must actively promote the learning of history. This includes the presence of an adequate supply of relevant and up-to-date maps and audiovisual materials as well as the necessary equipment. The number of students per class must not exceed the number that can carry on meaningful interactions over course issues. The reliance on large lecture sections must be accompanied by discussion sections that are small enough so that the instructor can realistically expect oral participation by all students. Alternative forms of instruction, such as television or the Internet, must also require significant communication between students and faculty and among students themselves.

In addition, students must be presented with the special issues related to the use of these technologies such as "visual literacy" with regard to film and "authority" in the evaluation of internet sources. Instructor loads must not exceed the ability of the teacher to offer excellent instruction and to keep up-to-date with the latest research. Adjunct faculty should be held to the same expectations as full-time faculty and should receive the same institutional supports as faculty with continuing appointments. Although it is reasonable to expect that some historians will hold positions that involve duties in addition to teaching history, these instructors must be required to meet the same instructional standards as full-time teaching historians and must be supported in their work in the same way as full-time historians.

Evaluation of Student Performance

Although objective testing may be useful to prompt students to read assignments, it should never represent the bulk of student evaluation or be the final measure of student success. Because the work of the excellent history course revolves around analysis and interpretation, student evaluation must be based on written or other work that allows students to develop and present their own analyses on tests, oral presentations, papers, or group projects.
This should include student research projects in which the students seek out and weigh appropriate factual information and use it to answer significant historical questions at a level of difficulty appropriate to their level of study.

1.7.7 Aims of History at the Secondary and Higher Secondary Stage

Effective teaching of history, National Council of Educational Research and Training (NCERT) publication (1970) has described the aims were as follows;

In determining the aims of studying history in secondary and higher secondary school classes, should remember that the intellectual maturity of the pupils at this stage reaches almost adult standards and that those offering history at this stage are expected to continue their study of history in college and university classes inter on. The same aims suggested for the junior secondary school stage would guide history study at this stage. Besides, the following may be accepted as additional aims:

a) Knowledge of happenings outside the life of the nation which are significant to some happening in the life of the nation (such as the industrial revolution, etc.).

b) The pupils, at this stage, should develop some insight into the use of historical methods and they should have some idea of how history may be constructed from original sources.

c) The understanding of the causal relationship between historical happenings are expected to reach such a level at this stage that pupils may be able to have some insight into the process of framing historical laws and utilizing them for prediction.
1.7.8 Aims at the Secondary and Higher Secondary in terms of Pupil Behaviour

- The pupils should know of the significant facts in world history (as included in the syllabus).
- Given certain sources of history, the pupils should be able to construct a history out of them.
- Given certain historical happenings of a similar type the pupils should be able to analyse their causes and should be able to develop historical laws from them.
- The above aims for studying history should be constantly borne in mind by the syllabus framer, teacher and evaluator in their work. In addition, the teacher has to deduce lesson wise aims for teaching in order to make the lessons successful (Aggarwal, 2004).

1.7.9 Effective Teaching Instructional Resources

A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment. There are many pressures for educators to match the audio-visual stimuli of television, computers, and electronic games with which students are experiencing. The speed of personal computers and the ease of authoring systems permit instructors to design and customize computer-based audio-visual presentations and develop computer-based assignments for their students.

The tremendous increases in rates of information transfer, access to the internet, and posting of materials on the World Wide Web give instructors and students an almost limitless supply of resource material. One way to avoid this is to intersperse activities which assess student understanding and encourage reflection and critical thinking. Another possibility is to reduce the pass of the class session, by pausing periodically to invite questions. Instructional resources usually fall into one of two categories student-centred and teacher-centred.
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In the student-centred model, instructional resources can be used for tutorials, problem solving, discovery, and review. Information technology can also be used for communication and for information retrievals (Mujibul Hasan Siddiqui, 2005).

1.8 Visual Literacy

Visual Literacy involves the ability to interpret (read) and to produce or use culturally significant images, objects and visible actions. The term “Visual Literacy” dates from the 1960s, but the concept has much older roots. For the past several hundred years, however, western cultures have privileged textual literacy. The proliferation of photography, film, television and computer-based imagery has challenged text as the primary means of communication, fostering a movement to define, understand and teach visual literacy. Although people see images constantly, visual literacy is grounded in the assumption that people, specifically students need to learn how to look at the visual world analytically.

Visual literacy teaching, there is both process-oriented and content-oriented. Classroom lessons sometimes rely on students answering a uniform series of questions about any image, but students also must learn how to interpret the content and the content of what they see. Although an old map and a contemporary fashion advertisement are both images, the reading of each requires more than just a process-oriented analysis of colour, shape, and so on; a sophisticated reading involves close attention to both the content of each image and the context of the production and use of each. The teaching and learning of visual literacy, therefore, should not be divorced from the teaching and learning of different academic disciplines (Ahn Kovalchick and Kara Dawson, 2005).

1.8.1 An Introduction to Visual Aids

The verbal channel of communication is the one most used in teaching, but for many purposes visual information is more effective. Research shows that information enters our brain (Geoff Petty, 2004).
According to Dorris, “visual instruction simply means the presentation of knowledge to be gained through the seeing experience.” In schools and colleges see that photographs, pictures, map, models displayed. Some of the schools have museums. All these devices through their accurate and vivid presentation have exerted a tremendous influence in enlightening and in setting standards (Jayaprakesh Reddy, 2004).

1.8.2 Types of Visual Aids

Handouts

Modern photocopiers can reproduce newspaper articles, including photographs. They can also increase or decrease size to suit any requirement. If want a poster sized copy of a postage stamp, or an architect’s drawing reduced to the size of a postcard, it can be done. With careful use, they can cope surprisingly well with faint masters, often making copies which are better than the original. Most colleges and schools have photocopiers which will automatically print on both sides, collate and staple. Photocopy on card, or on coloured paper. Colour photocopying is also now available.

Masters for worksheet handouts can be obtained commercially and these are often excellent value for money. The masters are supplied with a copyright waiver allowing the purchasing institution to photocopy the masters, usually for use within that institution only.

Creating Visual Representations

All of the following are most powerful when made by the learner, quite powerful when carefully scrutinized by the learner with questions in mind, and only moderately useful when experienced passively. Ideally, there is an audience for what the learners produce.
Get Students to Make or Use

- Mind maps, especially used for summaries a topic. Learners’ attempts are relatively easily improved after they have compared their with a model mind map provided. Learners can present their maps to each other or the class.

- Images, pictures, photographs, posters, diagrams, shapes and patters, drawings, cartoons, overhead projector transparencies, graphs, charts, symbols, icons, logos, leaflets, etc., which make useful or important points (Geoff Petty, 2004).

1.8.3 The Main Advantages of Visual Aids

The main advantages of visual aids were as follows;

i. The visual aids gain attention, cannot teach without the attention of students, no matter how carefully prepared lesson may be. A new picture on a screen is difficult to ignore-a new sentence in a speech is not gaining attention in the age of television and computer game is not easy. Moreover, while the student is looking at visual aids, not distracted by computing visual stimuli-the view out of the window.

ii. The visual aids added more interest in learning.

iii. Many concepts or ideas are understood visually rather than verbally for example ‘practical skills’ like soldering. If knowledge is understood and remembered visually, transmit it visually, how a table is laid for a seven course dinner is best shown by means of a picture, or better still the real thing. Most novice teachers realize this; but they often fail to grasp that many abstract concepts such as ‘fractions’ or ‘cash-flow’ are also best conveyed and understood in a visual way. This idea is explored in more detail below.

iv. The visual aids gave memory. Research shows that most people find visual information easier to remember than verbal information. For example, mind maps display verbal information visually, and so aid learning.
1.8.4 Visual Images

Human beings process visual or non-textual information better than textual or numeric information. Through the use of visual images students can develop a sense of both place and time.

Visual images drawn from the student’s current or historical surroundings can elicit creative thinking and writing in the classroom. Paper-based images and digital images can both be used effectively in the classroom. Original or paper images have the advantage of immediacy, while digital images can be printed, enlarged, projected and annotated. In addition, images can be saved to disk them copied into folders and saved on classroom computers or onto school websites (Rao, 2003).

1.8.5 Visual Tools for the Classroom

Visual aids such as graphic posters can be helpful classroom learning tools. Educational research estimates that 65 percent of students are visual learners, 30 percentise auditory and 5 percent are kinesthetic learners. This statistic highlights the importance of using visual aids in the classroom. Visual learners thrive when ideas, concepts and data are represented graphically or are associated with images.

Many institutions have included photography as one of the activities under science and hobby clubs. Photography has also been included as an activity under work experience. Photography is an important tool for visual literacy (Sampath et al., 2007)

1.9 The Photographs

Photographs are flat pictures and of one of the most important form of visual aid which fits into different combinations for individual, group and mass media means of communication. Photographs are images of the real objects taken or exposed of the photographs hardly needs any emphasis as it has become part and parcel of the extension programme all over the world.
However, it is necessary to add that without this unique scientific invention, the popular mass media like motion picture and television would not have existed so also some of the projected visuals. Hence, it can be inferred that photographs happen to be primary visuals for versatile use (Dudhani et al., 2002).

Pictures

By pictures, here, mean any kind of visuals that can be put in front of a video camera. These may include still photographs, slides, filmstrips, overhead transparencies, especially prepared graphics. Such as charts, diagrams, maps, outlines, summaries, pictures from books, cartoons, captions’ with lettering on them. Such pictures or photographs called as captions or photo captions (Chodavarapu Jalaja Kumari, 2004).

Various kinds of still pictures can be used in teaching science. They include photographs, illustrations and slides. These visual materials are of great importance in teaching learning situations. Photographs and illustrations can be used without projection; slides can be projected on the screen with slide projectors. Therefore pictures can be divided into two kinds: (i) non-projected and (ii) projected

Non-projected Pictures

Photographs, illustrations and clippings of photographs from magazines and newspapers can be collected for teaching purposes. The pictures give a correct impression of the object or situation and motivate and enrich teaching. It is good to have relevant pictures on the walls of science rooms—pictures of great scientists and some of their apparatus, etc. Pictures can also be used in teaching for motivation, introduction, presentation or recapitulation as the need may be (Geoff Petty, 2004).

The teacher must plan and account for the cost of photographic materials and developing. Photographs should be displayed in the classroom (Harry Dhand, 2010).
1.9.1 Origin of Photographs

In 1839, "picture obtained by photography," coined by Sir John Herschel from the photo + graph "instrument for recording." It won out over other suggestions, such as photogene and heliograph. Neo-Anglo-Saxonists prefer sun print.

The verb and photography are all first found in a paper read before the Royal Society on March 14, 1839. The word ‘photography’ has its origins in two Greek terms, ‘photo’ from phos (meaning light) and ‘graphy’ from graphe (meaning writing or drawing). A literal definition of photography is therefore ‘writing or drawing with light’ (Stephen Bull, 2010).

1.9.2 Different Photographs

The Cut

This is an instant change from one picture to another. It is used when the action is continuous in time. A cut should be motivated by an action by the dialogue or both.

The dissolve or Mix

This is a gradual change from one picture to another. While the first picture is vanishing slowly, the second one gradually appears on the screen. At a point both pictures are visible on the screen. Simultaneously, it is used when a lapse of time is to be indicated, when there is a change of screen, and in getting to and from captains.

The Superimposition

This is the imposition of one picture over another one which is already on the screen. It is used for showing written captions over persons or objects in order to identify them, in teaching to reinforce the visual with the verbal and for special effects, e.g., to show a person dreaming or thinking.

The fade in and out

These are the gradual appearances of a picture on a blank screen and the gradual disappearance of a picture of the screen.
These are used at the beginning and the end of a programme and instead of a mix when there is a longer lapse of time to be indicated. The pen here the change of picture is brought about by planning e.g., moving the camera head left or right in the horizontal plane while the base of the camera remains static.

It is used when following a moving person or thing and for moving from object to object in order to build up a particular effect or to provide background for a series of captions. The tilt here the change of picture is brought about by swinging the camera head up or down in the vertical plane without moving the base of the camera. The crab- crabbing is like planning except that the whole camera is moved left or right from the base. The zoom in- using a zoom lens, a wide shot of an object or person is changed to be closer shot. This is used for focusing attention on a particular part of the whole picture and for special effects horror, surprise and excitement.

The zoom out- using a zoom lens, a close short of a person or object changes to a wider shot. It is used for establishing the relationship between the object or person with the surroundings, when a person in close-up moves or is joined by someone else or is going to talk about something next to him but not visible at the movement. The track in out - this has the same effect as the zoom in and out expect that here in the absence of a zoom lens the whole camera is moved forward or backward from the base. This not only requires great skills on the part of the cameraman, but a very smooth studio flora. It cannot be used for a quick change of shot and the range between the two shots would be limited (Chodavarapu Jalaja Kumari, 2004).

1.9.3 Important Characteristics of Photographs
The important characteristics of photographs were as follows;
Universal of Communication

Photographs are referred to be the “Universal Language” by many experienced authorities. This is because the symbol of communication can be understood even by illiterate in any situation.
Photographs provide effective means of providing the proof of activities or things that have taken place elsewhere or in the past.

1.9.4 Advantages of Photographs

The advantages of photographs were as follows;

- Arouses interest
- Facilitates introducing a new topic
- Clarifies complex ideas
- Photographs provide proof for evaluation of results
- Leaves an impression on the mind
- Photographs can be conveniently used in different ways while using non projected aids.
- The subject matter can be more effectively presented with the use of photographs, in newspapers, handouts and periodicals.
- Usually information in photos will be understood by all the people.
- Facts can be represented faithfully without distortion.
- By photos comparison and difference can be shown.
- Local leaders and incident get recognition through photographs.
- The audience will not forget when they see effective photographs.

1.9.5 Limitations of Photographs

The limitations of photographs were as follows;

- Equipment to take photographs; develop and processing the same for user needs higher financial investment.
- Requires skill to handle the equipment.
- Difficult to preserve and protect the photos.

“The observer is the photographer of the phenomenon, the latter must be observed without preconceived ideas; the mind of the observer has to be passive, to remain silent, it listens to nature, writes at its dictation.” - Clane Bernard (Dudhani et al., 2002).
1.9.6 Photographs for Effective Teaching and Learning

The photographs for effective teaching and learning were as follows;

- Create interest and curiosity among students
- Explain the concepts very well
- Can be viewed by the entire class
- Can be shown in a semi-darkened room
- Can be used according to convenience
- Can be utilized according to the slow or quick learning needs
- Can be used according to our desired pace.

(i) Handmade and (ii) photographic

Preparing slides and photography

Photographic slides are printed on sensitized glass on a large scale by commercial firms. The teachers and students, who have never developed or printed photographs / picture, cannot prepare photographic slides so easily. These slides are made on glass plates coated with an emulsion similar to that used for making films negatives. The plates are developed, fixed, washed and derived as are other photographic plates. After the plates are fully dried, these should be mounted for making them durable.

The photographic slide is merely a positive print from a negative. This a dark room and ancillary photographic facilities should be made available for developing, exposing and printing the slides. Photographic slides can be prepared using positive films. Preplanning is necessary before preparation of slides. After selecting a topic for teaching through slides have to write a script. Then the filming is done to develop slides in a series of items / aspects of the topic. The latest method of preparing slides is by using computer graphics on the colour screen and shooting the same directly from the screen. The computer provides a lot of flexibility in planning and preparing slides.
Prior to the last century teaching was considered as a rigid, formal and stereotyped process of transmitting knowledge and figures. Education was taken as a bipolar process with teachers the giving end and students at the receiving end. Teachers were deemed to be the only source of knowledge, may be through manuscripts or printed materials.

Schools were the knowledge shops and teachers are the information managers or vendors. Methods of teaching were logical, sequential and routine devoid of proper attention to the psychological needs and conditions of learners-their interests, curiosity, freedom and flexibility. Emphasis was laid on rigid discipline, blind memorization and hard reinforcement. Verbalism was enforced and no audio-visual aids or materials were utilized in the field of education (Abdul Mannan Bagulia, 2005).

The original photography to allow the viewer to study more rapid processes in greater detail. The action can also be speeded up, which is often desirable for study and research. Time-lapse photography is the capture of motion over a long period. Animation is another photographic technique which is often used in educational motion pictures. It is a process by which a serious about growing is exposed in a motion picture camera, one at a time. When one draws is photographed, it is moved slightly and photographed again. In some situations a different drawing is used for each frame. A full-length film, such as those produced by Walt Disney, entails the use of millions of individual drawings. Animation is used in many educational motion pictures to present graphically things which would be impossible to see in any other way, such as the flow of the stream in a boiler, the recording of sound on a magnetic tape, or atomic fission in a hydrogen explosion.

In scientific films, photomicrography is often used to bring microscopic objects into clear view. Colour adds to the depth of reality and in some case is essential to understanding. When colour is vital to the learning process, it should always be used.
These are but a few of the techniques films producers use to make information and ideas more real and more understandable. The sound motion picture is a tool which the teacher can use to recreate the past, project the future, and bring the whole world into the classroom. Motion pictures are inherently capable of unique abstractions which contribute to the communication of certain types of ideas. Motion pictures abstractions are as follows:

(a) Animation in which things that are difficult or impossible to see are presented in graphic form.

(b) Time-lapse and slow-motion photography in which action is speeded up or slowed down by means of varying camera speeds in relation to projector speeds,

(d) Photomicrography in which small subjects are made to appear larger,

(e) Microphotography in which large subjects are made to appear smaller,

(f) Coincidental photography in which two or more scenes are made to appear on the screen side by side (or in other non-superimposed position) for purposes of comparison or contrast,

(g) Double exposure in which two or more subjects are more or less superimposed to create an effect of the supernatural, or other special effects, and

(h) Montage in which a variation of coincidental photography and / or rapid kaleidoscopic transitions from one scene to the next are combined with variations of camera angle and other techniques to create general emotionalized impressions.

By means of the foregoing techniques and certain others, the unique mechanical features of the motion picture may be utilized to produce impressions of real-life situations which are abstractions in the sense that they may not be gained through direct observation and in that they require some degree of understanding of the symbolism of the motion-picture art (Sita Ram Sharma and Vobra, 1998).
1.9.7 Photographs usage in Education

Photographs plays a vital role in helping to different fields of study, in preserving the cultural heritage, in business, industry, education, medicine, criminology and defence services, coupled with keeping a record of the special occasions in day-to-day life.

Excursions to places of interest by school children under the guidance of teachers have become quite common. Such excursions provides direct experience with events, objects, etc., and during such trips, photographs may be taken of the places visited, things seen and these may be displayed on the school bulletin board. Pupils may also use these photographs to illustrate hand written booklets prepared by them about the field trip and may sometimes use these pictures in their school magazine. It is possible to take transparency using diapositive film and the same can be projected using a slide projector. Colour, of course, will add realism to photograph, but, at present, the cost and the complicated process involved in taking colour prints will be a restraint (Sampath et al, 2007).

Communicating information without distortion is always difficult. Everyone approaches a new subject with a different and personal frame of reference. The special virtue of the photograph is that it eliminates ambiguity, allowing messages to be received with maximum impact. Addition of photograph with words and fewer words can be used to convey more and better information. Photographs are helping make education more interesting for students.

The photograph is an excellent for stirring up the historical imagination, researching, discussing issues, and identifying people and places. It can, with thoughtful help from the teacher, involve some excellent critical thinking. The teacher will need to encourage students to ask some penetrating questions in order to recreate a realistic or accurate historical context. Students do tend to want to impose the present on the past.
Chapter - I

Introduction

Brain research suggests that images are central to information processing, and work in the field of artificial intelligence is shedding new light on how visual imagery influences memory thinking, and behaviour. Images and words have always been interdependent. In much the same way, pictures partner with the spoken word. Verbal analysis is an invaluable aid to understanding what the eye beholds. Discussion and debate build competence in language, critical thinking, and interpersonal skills as students listen to one another and share ideas. Photographs, maps, paintings, graphs/charts, drawings are just a few of the types of visuals that can be used to engage students who are more visual learners.

Visual literacy will only gain importance in our multimedia age and should be recognized as a unique learning modality - one that complements the traditionally sanctioned verbal and mathematical intelligences. Visual learning should also be given a more prominent place in contemporary education because it draws heavily upon the emotional aspects of cognition.

1.10 Objectives of the Present Study

The objectives of the study are as follows;

i. To select units from higher secondary first year level in Indian History Text Book prescribed by Tamil Nadu Text Book Corporation Tamilnadu state, India.

ii. To collect photographs of Delhi Sultanate - India under the Delhi sultanate, Vijayanagar Empire, The Bahmani Kingdom, The Mughal Empire - India under the Mughals, The Marathas and Coming of the Europeans at higher secondary level.

iii. To construct and standardize an achievement test in Indian History to test the entry and exit level knowledge of higher secondary students.
iv. To transact the content using photographs on Indian History textbook units of Delhi Sultanate - India under the Delhi sultanate, Vijayanagar Empire, The Bahmani Kingdom, The Mughal Empire - India under the Mughals, The Marathas and Coming of the Europeans to India at higher secondary level in the experimental group.

v. To conduct the class for Indian History textbook units of Delhi Sultanate - India under the Delhi sultanate, Vijayanagar Empire, The Bahmani Kingdom, The Mughal Empire - India under the Mughals, The Marathas and Coming of the Europeans to India at higher secondary level in the control group.

vi. To evaluate the level of achievement of the experimental and control groups of higher secondary students in the post test.

1.11 Hypotheses of the Present Study

In the present study, the researcher is formulating the following hypotheses;

i. There is no significant difference between the pre-test and post-test mean scores on academic achievement of control group in Indian History at higher secondary level.

ii. There is no significant difference between the pre-test and post-test mean scores on academic achievement of the experimental group in Indian History at higher secondary level.

iii. There is no significant difference between the control group and experimental group pre-test mean scores in academic achievement in Indian History at higher secondary level.

iv. There is no significant difference between the control group and experimental group post-test mean scores in academic achievement in Indian History at higher secondary level.
v. There is no significant difference between the experimental group post test mean scores on academic achievement in Indian History based on the demographic variables (age, community, daily study time on history subject, parent’s occupation, father’s educational qualification, mother’s educational qualification and parent’s yearly income) of higher secondary students.

vi. There is no significant difference between the control group post test means scores on academic achievement in Indian History based on the demographic variables (age, community, daily study time on history subject, parent’s occupation, father’s educational qualification, mother’s educational qualification and parent’s yearly income) of higher secondary students.

vii. The independent variables (age, community, daily study time on history subject, parent’s occupation, father’s educational qualification, mother’s educational qualification and yearly income) are not predicting the dependent variable (post test scores of achievement test) for the control group of higher secondary students.

viii. The independent variables (age, community, daily study time on history subject, parent’s occupation, father’s educational qualification, mother’s educational qualification and yearly income) are not predicting the dependent variable (post test scores of achievement test) for the experimental group of higher secondary students.

ix. There is no significant difference between the control and experimental group of post test mean scores on academic achievement in Indian History units of Delhi Sultanate - India under the Delhi sultanate, Vijayanagar Empire, The Bahmani Kingdom, The Mughal Empire - India under the Mughals, The Marathas and Coming of the Europeans to India at higher secondary level.

x. There is no significant difference between the control group and experimental group of gain scores on academic achievement in Indian History at higher secondary level.
1.12 Delimitations of the Present Study

The delimitations of the study were as follows;

i. The study will delimit to the higher secondary schools in the Salem district Tamilnadu state in India.

ii. It will delimit to the students of 11\textsuperscript{th} class history subjects.

iii. Only the photographs will use to teach history in the experimental group.

iv. History Photographs have been used to display by LCD projector only.