CHAPTER - II
II. REVIEW OF RELATED LITERATURE

Review of literature as an important step in research is undertaken with two distinct purposes: (i) to be thoroughly acquainted with the studies that have already been conducted; and (ii) to find out the research gaps so as to identify the potential problems in the area the researcher is concerned with. Thus, review helps the researcher to build a theoretical framework for his study by avoiding unnecessary duplication of effort.

While analysing research trends in Social Science Education, Raina (1997) observed that research in Social Science Education at the school level particularly at the secondary level remained a low priority area for the educational research community in the country. This implies the apathy of educational researchers towards this area of study as evident in Table-2.

Table-2 Number of Researches in Social Science Education included in the Research Survey at the National Level.

<table>
<thead>
<tr>
<th>Survey</th>
<th>Ph.D. Research</th>
<th>Research Projects</th>
<th>Research Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Survey (Prior to 1972)</td>
<td>09</td>
<td>14</td>
<td>C1</td>
</tr>
<tr>
<td>Second Survey (1972-78)</td>
<td>06</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Third Survey (1979-83)</td>
<td>10</td>
<td>08</td>
<td>02</td>
</tr>
<tr>
<td>Fourth Survey (1984-88)</td>
<td>19</td>
<td>06</td>
<td>03</td>
</tr>
<tr>
<td>Fifth Survey (1988-92)</td>
<td>07</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>29</td>
<td>09</td>
</tr>
</tbody>
</table>
It is evident from Table-2 that research in social science education is still in its infancy and offers considerable scope to explore the area. However, in this chapter an attempt has been made to classify and report the scholastic literature conducted in this field under six heads so as to develop the present problem:

i. Studies on Status of History Teaching and History Teachers.
ii. Studies on Qualification and Teaching Experience of History Teachers.
iii. Studies on Knowledge of Methodology of History Teachers.
iv. Studies on Achievability of objectives of History Teaching.
v. Studies on Classroom Performance of History Teachers.
vi. Studies on In-service training needs of History Teachers.

2.1 Studies on Status of History Teaching and History Teachers:

Giles (1973) while conducting a survey of history teaching at the secondary level reported that there was a content based syllabi only, without any statement of aims and objectives to guide history teaching. The Open University Humanities Foundation Course (1970) undertook a project to study the reasons for the study of history. It was reported that there was agreement mainly on the proposition that, history enables to know and understand, our fellow human beings better and history prepares to face the problems of the contemporary world. In U.K., the school council projects on History Teaching (1975) reported that, history is not seen as a body of knowledge which must be learned, but as a method of analysing the past through the application of particular skills.
and concepts. Knight (1989) reported that teachers ignore the developmental ability of children while teaching history. Therefore, Dascalu (1993) suggested for moving toward a more objective concept of historiography and pedagogy in history teaching. However, Rulon (1982) while reporting the results of a survey designed to ascertain the status of history in American Independent Secondary Schools observed that students' participation in history programmes, required and elective courses, and teaching methods indicate that history is flourishing for the educational researchers. Norris (1986) observed that the content of a "history of the future" course should stress the dynamic and reciprocal relation between past, present and future.

When Schlene (1991) reported for the teaching of world history in high school, Betterly (2000) recommended for teaching of world history at all levels of school education. Chance (1987) suggested to improve upon traditional history instruction by including content based on community and family history, the role of personality in history, cultural history and history of the people of masses. Similarly Berard (1983) reported for incorporation of literature into history courses for secondary as well as college level students. For this emphasis on cultural history, through the integration of novels, poetry, drama and other literary genres with traditional history may form the best introduction to history. This indicates that history content needs to be expanded further by integrating relevant themes.
Keels (1993) while reporting the enrichment of content observed that because of the involvement of historians in pre-collegiate history in recent years, the image of secondary level history teachers has improved. But, teacher educators in teacher training institutions found it difficult to cope with this enriched programme. In this direction Evans (1998) observed that teachers should explicitly discuss historical purpose, patterns, generalizability and relevance of the history content to provoke greater interest of students in history. Sturtevant (1996) reported that the beliefs of experienced high school history teachers about literacy related activities in their instruction were strongly affected by relationships with other teachers, early role models and students. This implies that role models, students and fellow teachers can change the perception of history teachers. Lloyd (1991) while diagnosing the reasons for the lack of national standards of history teachers recommended a proposed certification system of history teachers that involves performance based evaluation, emphasis on independence of mind and action, imagination and team work. This kind of teacher evaluation, as reported in the study, might improve the instructional programme in the subject. Vansledright (1998) while suggesting to improve upon the instruction in history observed that, historical understanding is possible only by taking the students positionality of the past into consideration when teaching historical concepts and facts. He further reported that through the ambitious efforts of the history
teacher such as questioning students on their epistemological positions, a student's positionality can change and grow. The question arises to what extent history teachers in India are equipped to take such ambitious efforts to change the positionality of students.

2.2. Studies on Qualification and Teaching Experience of History Teachers:

Lorence (1999) reported that there is the need of collaborative professional development programme for history teachers in order to enhance student learning through improved history instruction. For this the role of financial, institutional, and personal support are essential. Patel (1984) in his study of the present position of Teaching History in the Secondary Schools of Gujurat State reported that: (i) About 86-88 per cent of teachers teaching history had either a B.A., B.Com., or B.Sc. Degree. Very few teachers had an M.A., M.Com. or M.Sc. Degree. There were very few teachers who had post-graduation qualification with history as the major subject. (ii) It was found that only 5 per cent teachers had history as a subject at the B.A., M.A. and also at B.Ed. levels. (iii) Only 6.5 per cent teachers had history at the B.A. and B.Ed. levels. (iv) 11 per cent teachers of urban areas had subjects other than history at their graduation, post-graduation and B.Ed. levels. While the percentage of such teachers from rural areas is 4.25 per cent. (v) 52 per cent of the total sample had history as the principal and subsidiary subject. (vi) About 89 per cent of teachers from urban areas and 86 per cent from rural areas were professionally
trained. On the whole about 13 per cent of the teachers of the sample were untrained. (vii) 18 per cent of the total sample had an experience of four to twelve years, 21 per cent of teachers had three or less than three years of teaching experience of teaching social studies in secondary schools. (viii) However, out of 650 teachers, 578 teachers considered that professional training was essential which shows the importance of professional education in promoting the effectiveness of history teachers.

Ingole (1985) reported that, the secondary level teachers of history were academically and professionally well qualified but nearly 40 per cent of them had not offered history as a special subject at graduation level. Raina (1990) reported that the overall academic and professional background of history teachers was found to be rather poor. It results in the finding that a good number of the teachers teaching history have neither academic expertise nor professional competence. He further observed that a poor academic background manifests poor content knowledge along with mediocre professional competence affecting the instructional programme. Sahoo (1999) in her study "Competence of History Teachers in relation to their In-service Orientation, Qualification and Professional Experience", reported that highly qualified teachers are less competent in comparison to less qualified teachers, and highly experienced teachers are more competent in comparison to their less experienced counterparts. Hence, the study recognises the contribution of experience in determining teacher performance rather than qualification.
It appears from the review of related studies that adequate number of studies have not been done to examine the effectiveness of history teachers in relation to their qualification and teaching experience. However the studies, reported highlight the importance of academic and professional qualification except the study by Ingole (1985).

2.3. Studies on Knowledge of Methodology of History Teachers:

Gupta (1953) found that teachers while teaching history either lay stress heavily on the content of education or on the methods of education and fail to create interest among the students in history. Muthappan (1986) reported that (i) Teaching aids like films, filmstrips and slides were not available to a large percentage of teachers to teach history. Such aids, even when available, are not utilised by the teachers teaching history. (ii) Only a few teachers arranged for their pupils to listen the radio lessons. Only very few of them prepared their students for such lessons in advance or gave them some follow up activities. (iii) Excursions were very rarely conducted. Patel (1984) reported that, (i) Teacher-Centred approaches such as Lecture, Story-telling, Questioning and Assignment methods, were used almost by all teachers. Most of the teachers didn't prefer to teach through student-centred methods and techniques such as project, Dramatisation, Seminars and the like. (ii) Only a few teachers knew how to do sketch works, operate a film strip projector or to prepare slides. About 50 per cent of the teachers knew how to draw outline maps; charts, time line etc. (iii) Less
than 40 per cent of teachers had the hobby of collecting stamps, coins, photographs etc. (iv) About 82 per cent of the teachers included in the sample used old text books as reference books and 35 per cent used guides, 76 per cent of the teachers used books other than prescribed text book from library. (v) About 30-35 per cent of the teachers used books on world history and Indian history as reference books. (vi) More than 50 per cent teachers read periodicals, prepared teaching aids, visited historical places and read historical dramas and novels. Very few teachers prepared assignments or tests and used them in classroom teaching.

Ingole (1985) reported : (i) "Narration" was the most popular method of teaching history. This method was adequately supplemented by questioning. (ii) The teachers mainly used graphics as their teaching aids; the other aids were used very rarely. Raina (1990) reported that : (i) The lecture method and lecture-cum-discussion method were being used by 86 per cent and 36 per cent teachers respectively again and again whereas the innovative methods and techniques like Discussion method, Project method, source method, Dramatization, visits to Museums were occasionally used by most of the teachers. (ii) The most commonly available and used instructional media were the blackboard and text book which were frequently used by a good number of teachers whereas the instructional media such as slides, films and cassettes, Radio, T.V. were never used by most of the teachers.
When White (1994) recommended for bringing reforms in the teaching-learning of history by giving emphasis on active, student-centred approaches to learning, Mayer (1998) recommended for adaption of inquiry method of teaching history. Corroborating White (1994) and Mayer (1998), Duthie (1989) recommended for revision of the traditional method for teaching history, and suggested for the introduction of different useful activities and projects as teaching methods at the school level for teaching of history at the secondary stage. Reinhartz (1991) observed that use of maps enable students to visualise historic events in learning and reported that the use of maps and map studies are essential to understand history and develop historical perspective. Norris (1986) emphasized on inquiry, problem solving and group projects in history teaching at secondary level. Hootstein (1994) observed that the most widely used instructional strategies in history teaching involve active learning, group projects and student participation. Trask (1996) reported for the use of a number of activities and texts to involve students in historical inquiry. Jamison (1979) emphasized on the use of books, maps, slides and activities in teaching Ancient Roman history to secondary level students.

2.4. Studies on Achievability of Objectives of History Teaching:

When Ingole (1985), reported that according to the teachers, the objectives of teaching history could rarely be achieved through regular teaching due to inadequacies of curriculum, text books and time. It was reported in a survey
conducted by the Cambridge Institute of Education (1970) that teachers teaching history put forward the reasons of history teaching such as (i) imparting of knowledge, (ii) the stimulation of interest and curiosity, (iii) showing how the past explains the present and (iv) developing an understanding of heritage and helping pupils identify themselves with the past. Muthappan (1986) observed that pupils were proved to be weak in "skill" and "understanding" objectives compared to "knowledge" and "application" objectives of history teaching. He further reported that in external examinations over emphasis was given on "knowledge" and "understanding" objectives as opposed to the "application" objectives. Raina (1990) reported that the preferences of teachers both for the nature of history and the objectives. Only small numbers (19 per cent) of the teachers were able to attain their objectives adequately. The most attainable objectives as pointed out were; (i) to promote a spirit of healthy patriotism, (ii) to develop knowledge about the most significant happenings in the past related to the present, (iii) to develop an appreciation of composite nature of Indian culture, of its richness and variety. The least attainable objectives were (i) to acquaint pupils with the tools with which the historian works, (ii) to help pupils to form attitudes conducive to the discharge of obligations of citizenship, (iii) to promote an understanding of the common roots of human civilization. He further reported that, the teachers are more likely to achieve those objectives which they put forward themselves than those which are drawn up on their behalf. Harmon and Bocallo (1990) were sceptical about the supposition that more history leads to good citizens.
2.5. Studies on Classroom Performance of History Teachers:

Patel (1984) reported that about 73 per cent teachers used to prepare daily lesson notes, 43-53 per cent of teachers prepared unit plan and monthly planning, 40 per cent of teachers prepared term planning and 12 per cent of teachers did mutual planning to teach history in the classroom. Besides, 11 per cent teachers did not prepare their daily teaching work, 47 per cent teachers spent about an hour for preparation of teaching in the classroom. Ekbote (1987) conducted an investigation on development of skill in teacher training on the improvement of classroom teaching performance of teachers in which he reported that qualification and teaching experience contribute to the improvement of classroom teaching performance of teachers. Cholcoal (1987) stated that instruction in history can be improved if history teachers understand and accept the rationale for the course. The classroom performance of the teachers improved when the history teachers were explained the rationale and followed historical method and inquiry mode of teaching history.

2.6. Studies on In-Service training needs of History Teachers:

Patel (1984) observed that (i) Thirtysix per cent teachers of urban areas and forty per cent teachers of rural areas attended seminars or workshops on history teaching. In all, thirty nine per cent teachers attended in-service education programmes. (ii) only few in-service programmes in teaching history were organised
according to the teachers' needs. Harries (1975) conducted a study on Teacher's conceptions of History Teaching and found that, "In general, teachers need more effective training in the teaching of history than truly they are at present given. Many appear to have only a limited understanding of the nature and purposes of its study. Nagaraju (1982) conducted an evaluation of the experimental project of providing in-service education through radio correspondence. It was reported that there was no comprehensive planning and implementation of the programme. The project framework did not have any scope to utilize feedback from teachers who received the training. He also found that majority of trained teachers were not satisfied with the training they received. The study by Gangaiah (1980) focussed exclusively on the status of in-service education and concluded that often the programmes were not need-based and the period of training were too inadequate to improve the competence of participating teachers. The State Council of Education Research and Training, Andhra Pradesh (1981), conducted an investigation and identified a number of problems related to the in-service education of teachers. It was found that very few of the teachers got any opportunity to participate in such programmes. Moreover, the programmes were highly academic and lacked relationship with the practical situationon prevalent in the schools. Mana (1980) reported that little importance was attached to in-service education and the concept of in-service education was not clear to the teachers. No effort was made to involve teachers in planning, evaluation and follow-up of inservice programmes. Sahoo (1999) reported that teachers who were oriented with
in-service programme are less competent in comparison to the teachers without such orientation. While conducting a case study of in-service programme for history teachers of secondary level she observed that teachers were not very keen to benefit from the in-service programme.

Singh (1980) and Sharma (1982) reported that in-service training programme was helpful for teachers and majority of teachers expressed their favourable opinion about this programme. Mishra (1992) found the positive impact of in-service education on teacher behaviour and pupils' participation in the class. Bolam (1982), Butala (1987), Kaur (1988) and Panchbhai (1990) found in their study that in-service programme was useful in accelerating the professional growth of the teachers. The study conducted by Yogendra Kumar and Ratan Lal (1980), SCERT, Andhra Pradesh (1981), Butala (1987), Budhisagar, Meena and Sananwal (1991) reported that in-service teacher education programme was instrumental in updating teachers' knowledge and skills.

2.7. Rationale of the Study:

When Giles (1973) observed lack of aims and objectives to guide history teaching, the Open University Humanities Foundation Course (1970) explained a few reasons for the study of history which may not be adequate, and Knight (1989) observed the failure of teachers to reach the developmental ability of children. It has been recommended in the report of the U.K. School Council Projects on History Teaching (1975) to treat history not as a body of knowledge but as a method of analysing the past. Dascalu (1993) suggested for more objective concept of historiography and pedagogy in history teaching. In accordance with Norris (1986) the reciprocal relationship between past, present and future needs to be stressed in history content. When Schlene (1991) and Betterly (2000) emphasized on world history Chance (1987) suggested to include history content on community and family history, the role of personality in history, cultural history and history of the masses. Berard (1983) recommended for incorporation of literature in to history courses for secondary level students. Evans (1998) emphasized on historical purpose, patterns, generalisability and relevance of the history content to generate the interest of the students. Sturtevant (1996) explained the factors affecting the beliefs of the experienced history teachers and Lloyd (1991) recommended for a performance based evaluation of history teachers. Thus, the scholastic literature while pointing out the lacunae in history curriculum and history teaching contain guidelines for enriching the history curriculum and for improving the

When Patel (1984) pointed out that most of the teachers were not having history as a subject at the post graduation level, Ingole (1985) reported that teachers without any background in the subject were academically and professionally sound, Raina (1990) reported the manifestation of poor academic background of history teachers in their teaching. When Patel's study shows the importance of professional education for history teachers, Lorence (1999) recommended for collaborative professional development programme for history teachers. Thus it is worthwhile to examine the effectiveness of history teachers in relation to their academic and professional qualification.

history, Raina (1990) also subscribed to their views. Thus, history teachers as evident from the studies are either not sure of appropriate methodology of teaching history or are not using appropriate methodology, aids and appliances to make teaching and learning of history meaningful. It is, therefore, worthwhile to examine if history teachers of Orissa possess the knowledge of methodology and use their knowledge while teaching history in the classroom. It is also required to examine if teachers with varying qualification differ in their knowledge of methodology and develop appropriate pedagogical practices with the passage of teaching experience.

When Ingole (1985), reported that teachers were not sure about the attainability of objectives of history teaching, Muthappan (1986) observed the weakness of pupils in "skill" and "understanding" related objectives which are more important objectives in history. Raina (1990) also subscribed to their views and added that teachers are more likely to achieve the objectives when they put forward the objectives themselves. Harmon and Bocallo (1990) expressed their concern over the attainability of the objective like citizenship education through history. Therefore, it must be investigated in the educational setting of Orissa whether in accordance with the views of the teachers, teaching history the objective of teaching history are achievable in the prevailing teaching learning situation, that would speak of the sense of perception of history teachers.
Adequate number of studies have not been conducted to examine the classroom performance of history teachers. The study by Patel (1984) pointed out the deficiencies of history teachers with regard to their pre-instructional planning. Ekbote (1987) reported the contribution of qualification and teaching experience to the classroom teaching performance of the teachers and Cholcoal (1987) attributed the effective classroom performance of teachers to their understanding of the rationale of the course and use of historical methods. It is therefore, worthwhile to examine the classroom performance of the teachers in relation to the independent variables like qualification, teaching experience, sense of perception of the subject and knowledge of methodology in the context of the declining students achievement in Orissa at the secondary level as furnished in the Table-1.

Since, pre-service and in-service teacher education are two inseparable and interrelated components of the teacher education programme as envisaged in the N.P.E.(1986,1992) and the most of the studies highlight the effectiveness of Teacher Education Programme, how many of the history teachers have been exposed to in-service training in history and it is worthwhile to explore what are the hard spots in history to facilitate organisation of in-service education programme in Orissa.

Keeping in view the above mentioned rationale, the present research work seeks to address itself to the following research questions:
1. Are the teachers teaching history competent to teach in relation to their academic and professional qualification?

2. Do the teachers with varying qualification and teaching experience possess proper perception of history as a school subject?

3. Do the teachers with varying qualification and teaching experience possess the appropriate knowledge of methodology to teach history?

4. To what extent the teachers teaching history are able to achieve the objectives of history in the prevailing teaching learning situation?

5. Are the teachers teaching history effective in their classroom performance in relation to their qualification and teaching experience?

6. Is the classroom performance of teachers, teaching history influenced by their perception of the subject and knowledge of methodology?

7. To what extent their qualification, teaching experience, perception of the subject, knowledge of methodology and classroom performance are interrelated?

8. Can the classroom performance of a teacher be predicted on the basis of his qualification, teaching experience, perception of the subject and knowledge of methodology?
9. What are the hard spots in history content as felt by secondary level teachers, teaching history ?

2.8. Statement of the Problem:

The present study has been stated as "DEVELOPING A PROFILE OF TEACHERS TEACHING HISTORY AT THE SECONDARY LEVEL FOR IDENTIFICATION OF TRENDS AND ISSUES IN HISTORY TEACHING".

2.9. Objectives of the Study:

The objectives of the present study are:

(i) To develop a profile of teachers teaching history on the basis of their qualification, teaching experience, perception of the subject, achievability of objectives, knowledge of methodology and in-service training background.

(ii) To find out teachers' perception of history as a subject at the secondary level in relation to their qualification and teaching experience.

(iii) To examine the knowledge of methodology of teaching history acquired by the teachers in relation to their qualification and teaching experience.

(iv) To find out the classroom performance of teachers teaching history in relation to their qualification and teaching experience.
(v) To find out the classroom performance of teachers teaching history in relation to their perception of the subject and knowledge of methodology.

(vi) To examine the degree and dimension of interrelationship among variables like qualification, teaching experience, perception of the subject, knowledge of methodology and classroom performance of teachers teaching history and the extent to which these variables contribute their classroom performance.

2.10. Hypotheses of the Study:

Keeping in conformity with the above stated objectives of the study the following hypotheses have been formulated.

(i) Teachers teaching history with varying levels of qualification and teaching experience would not differ significantly in their perception of history as a subject at their secondary level.

(ii) Teachers teaching history with varying levels of qualification and teaching experience would differ significantly in their knowledge of methodology of teaching history.

(iii) Teachers teaching history with varying levels of qualification and teaching experience would not differ significantly in their classroom performance.
(iv) Teachers teaching history with varying levels of perception of history as a subject and knowledge of methodology would differ significantly in their classroom performance.

(v) There is no significant difference in the inter correlation among the independent variables and their correlation with the criterion variable.

2.11. Operational Definitions:

In the present study the terms like History Teachers, Teacher Profile, Trends and Issues in Teachers teaching History have been operationally define.

(i) **History Teachers**: refer to the teachers who teach history at the secondary level irrespective of their qualification, teaching experience and post they hold in High Schools.

(ii) **Teacher Profile**: In the context of the Study "Profile" is a composite term encompassing qualification (academic and professional), teaching experience, perception of history as a school subject, achievability of objectives of teaching history, knowledge of methodology of teaching history and in-service training needs of teachers.

(a) **Teacher Qualification**, refers to the academic as well as professional qualification acquired by teachers before entering the service and in-course of service.
(b) Teaching Experience means number of years a teacher has devoted for teaching history at the secondary level ranging from class VI-X.

(c) Perception of History as a subject refers to attitude and beliefs possessed by the teachers about the nature and characteristics of the subject.

(d) Achievability of objectives indicate the extent to which the prescribed and acceptable objectives of teachers teaching history meant for the secondary level are achievable by the teachers in the existing instructional situation.

(e) Knowledge of Methodology refers to the acquaintance of the teachers over the use of various approaches, methods, techniques, aids and appliances in teachers teaching history.

(f) In-service training needs of Teachers teaching History refer to the felt needs and difficulties faced by the teachers teaching history to handle the prescribed course content with appropriate methodology.

(iii) Trends and Issues in History Teaching:

Trend in the context of the study means to identify a general direction in the teaching and learning of history particularly with reference to qualification, teaching experience, perception of the subject, achievability of objectives, knowledge of methodology and in-service training needs of history teachers. Issues here means the action points to improve upon the existing
teaching - learning situation in history at the secondary level on the basis of trends.

2.12. Scope of the Study:

The study is delimited to the instructional programme in history at the secondary level in the State of Orissa.

The study has been conducted to develop a profile of 392 secondary school teachers teaching history in the state covering all six zones of the state such as central zone, Bhubaneswar zone, Balasore zone, Baripada zone, Berhampur zone, and Sambalpur zone as constitution of Board of Secondary Education, Orissa.

The profile of the teachers teaching history includes the variables like qualification, teaching experience, perception of history as a school subject, achievability of objectives of history teaching and knowledge of methodology.

The classroom performance of 150 teachers of 93 schools has been observed to identify the trends and issues in history teaching. One history lesson of class IX taught by each of these teachers and observed by two professionals is the basis to examine the trends and issues.