

# SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

(Affiliated To Saurashtra University & NCTE) (Vaishali Nagar 2  
& 3, Near Amrapali Under Bridge, Rajkot)

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## unit-1 lesson of planning development

### 1.1 Tas lesson Planning

#### Introductory

History to teaching organized, Effective, strong And fruitful to make Teaching-of work Tas lesson plan required J no, indispensable is. Many years until Tas lesson Planning for of Herbert Panchapadi of the method Use happening remained. This in the method of enlightenment mental process Regardless of teaching Five of the stairs gradual presentation Accepted was. This method Psychological principles on based on Since His importance is. thus However, Panchapadi of the method structure-frame Fixed Since of teaching Planning Also stiff And mechanic became stay is. In that subject matter on Special inclination given is. And purposes—behavior changes K of capacity instead of idea done come is. Panchapadi method Teacher's Center And Subjective is.

As per in time Education Academic Center to be should a idea Education in the world universally accepted became is. Education In the process of the priest to participation Special importance Given came remained is. to the subject matter in place behavior-changes And of abilities achievement on Special load placed is. Hence Currently Tas lesson Planning Purposeful K Competency oriented happened is. of education function In the audience subject And of the subject In context fair, Good expected behavior changes to bring. Various of abilities development to do is J to the priest powerful make-capable of make. Education a of empowerment process is. In the audience Ishta behavior-changes to bring, Abilities to develop And strength to light up function Teacher for Challenging is. This to the challenge to swallow of the hour lesson Planning of the teacher with help come is. The teacher Pass lesson—Planning doing at the time of the subject common of purposes In context to the unit Regardless Exclusive purposes And behavior changes Carefully thinking determined to do should. Of course, Teacher for Exclusive purposes And behavior changes K of abilities list Than its

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achievement Important is. Hence The teacher Anne achievement for to the priest to give of educational experiences Planning Also to think should. This educational experiences 30 from 40 of minutes within the time frame J to give is. An idea Also to do required is. thus, each one Tas lesson Planning a of the unit Exclusive purposes, (expected behavior–changes) of achievement for to the priest to give of educational experiences of array one bead became stay is. Second way let's say So lesson Planning a class action–Pedagogy about Management is. of educational experiences idea doing at the time of subject matter Form, Accomplished to do assumed Exclusive purposes–behavior–changes, time limit, Available Equipment, of the priest age group And mental level, His Foreknowledge K their experience into consideration to take have is. purposes–behavior–of changes of achievement Continuous evaluation happening stay a Also to think is. of teaching This approach into consideration keeping done lesson–Planning Purposeful lesson Planning as Recognized is. its time limit 30 from 40 of minutes Since a Tas lesson Planning Or loose (Stray) lesson Planning as Recognized is.

Purposeful lesson of planning structure K frame Panchapadi lesson of planning structures like stiff K mechanic not used to be. thus However, Purposeful lesson In planning the following of issues Inclusion happen is.

(1) of the unit (of the subject) common purposes, Exclusive purposes–behavior–changes (2) of teaching issue (Educational issue–subject matter) (3) of the teacher activities (4) of the priest activities (5) evaluation (6) Swadhyaya (7) Z black of planks Note (8) Educational tools– devices (9) context Literature (10) Education (Teaching study) of methods Techniques, approach

today everyone Teacher-training College Purposeful Tas lesson of planning comprehensive Use do is. above issues Regarding Trainee of colleges In the text a few difference. Change to see found is. J one good sign is. we remember keep K lesson of planning The teacher a slave not to be. lesson Planning we for directional K mentor a friend became can, Seth So no J. Accidental situation arises So

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lesson-In planning Change to change Space to be should.a thing true K Change Or Change fair having should.In short,lesson Planning stiff K mechanical no to be should But variable,flexible to be should.

presented In the chapter lesson of planning Meaning,lesson of planning importance,lesson of planning components(included issues),Tas lesson Planning Of note Sample,unit of planning Meaning And His importance,unit lesson Planning In the note included issues-components,unit lesson of planning Of note Sample And Tas lesson Planning And Akram of lessons Planning between of difference issues about consideration done came is.This Besides of sociology of course annually And session of planning in brief Sense Given came is.

## lesson of planning Meaning

anyone field K in activity The person of success K achievement Received to do have So He of planning Support to take falls is.the person Planning Except own Christian to the goal Accomplished Curry can no.Planning a So of success CD is-of success the right way is.The teacher of education process by Some goals Accomplished to do have is.

This for Teacher Also own of education Planning do is.Teacher own of teaching Planning done Except in the classroom enter So J situation created is that pain And the pain give birth to Like that have is.

we of teaching Planning to whom said can?of education Smooth And of success Management for The teacher absolutely done premeditation That is of teaching Planning like this said can be.second in words let's say So in the classroom of the subject(of the unit)Teaching for The teacher the whole way thinking ready done predetermined Plan That is of teaching Planning.Teacher in class enter that Before its pedagogy Regarding Various of aspects,everyone small matter And its Execution for trick-of techniques And Teaching-of work In the end finished to do of results that mental consideration do is.of the teacher Teaching-function about This the whole mental of contemplation process K In retrospect of

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teaching Planning as to recognize come is, of teaching Planning doing at the time common way  
Teacher the following aspects K issues about think is.

pedagogy by what Accomplished to do is? (purposes-behavior-Change K Abilities), what to teach is?  
(subject matter, Educational issues), how way to teach is?  
(methods, Techniques, approaches, activities, Educational experiences-class action) Professor Meanwhile  
in use to take Educational tools-devices, context Literature-Teaching And study material etc idea  
Teacher do is. This Besides of the class of children the narrative, His Foreknowledge K their Prior  
experience, their expectations-emotions, purposes-behavior-Change-of abilities of achievement  
measurement And evaluation, in use to take Teaching skills, Swadhyaya, Chalk Pane function And His  
Planning etc Various aspects Regarding Teacher consideration do then He class Teaching of work  
Planning did called. In short said can be K Teaching-of study the whole process about Detailed  
premeditation K Preparatory That is of teaching Planning Or lesson Planning.

Some Educators lesson of planning concept the following Definitions by Clear Curry is.  
"lesson Planning That is Educational of purposes achievement-attainment for Teacher J of actions  
Planning do its chart"

—Bossing

"purposes defined to do, of the text selection And its sequenced arrangement to do And of the text  
presentation for method And processes determined to do That is lesson Planning."

—Binning And Binning

"lesson Planning in class function to do, mental And Emotional way to the students experiences  
complete to put of the teacher Plan is."

—  
Lester Sand

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"of the teacher in proximity Fixed in time Happening activities,in use taking tools,subject matter And that by Accomplished happening of purposes in detail to the list lesson Planning said can be."

class to teaching Absolutely the direction to give And Meaningful to make for lesson of planning Inevitability about Disagree to be can no.The teacher what to teach,why for to teach,how way to teach as well Determined of results origin done is K no that to know Planning indispensable is.That is K Educational issues(subject matter),of teaching purposes-behavior-changes- Abilities,methods,procedures-approaches Techniques,Educational activities And study experiences,Educational devices And Teaching-study material,evaluation And Swadhyaya etc Regarding Clear concept of teaching By preplanning J came can.Hence lesson Planning(Teaching-study of the process Planning)too much J importance have is.J Teacher Planning including in class enter is that of Tasna In the end of heaven Experience by doing out come is.Teacher for So'class a J heaven'saying worthwhile happen is.

## lesson of planning importance

As per Scientist And technical in the era Planned function Specially importance have is.anyone of the plan of success base Planning on stayed is.journey K on the journey the goer the person of travel Planning do is,Building the builder engineer K the person of the building Map ready do is. –Blue Print make is.of family the head And other members of housekeeping Planning do is,the person of the family Planning do is,Govt of the nation Welfare And of happiness Planning do is.The teacher So Education by of man Cultivation to do is.So then in the classroom Planning without a enter So why Palve?of teaching Planning So the direction indicator plank is.a by the way Departure By doing you assumed on the spot–Fixed on the spot reached can.of this Meaning a happened K lesson to planning Consequently Teacher He Determined done purposes—Behavioral changes And Abilities Accomplished Curry can.

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Lesson Planning Many ways useful become. From that many benefits happen. Lesson to planning Consequently Teacher in class enters that before of teaching issues about required knowledge and Advanced Information got. Learning for of the deadline in context purposes—behavior—changes—Abilities and procedure determined. Learning is, in the classroom pedagogy. Meanwhile the creator Accidental potential problems, difficulties and its solve thinking. Learning is, Educational tools and Teaching-study material and its use regarding thinking. Learning is, Teaching in the meantime class-transaction, Teaching skills, activities, study experiences, methods, Techniques, approaches, evaluation, Swadhyaya regarding clarity got. Learning is. This Besides lesson From planning the following like benefits happen. Its importance clear do is.

- Ø of the classroom one Effective and Chh: Teacher have of subject matter decoration and its On of dominion Expectation stay is. Lesson Planning the doer Teacher of teaching issues about required knowledge, Complementary Information, the facts Received. Learning is. And that about Sense and Clarity By getting in class enters is. Therefore Teaching Rich and Effective become is.
- Ø Preparatory with in class entrance the doer in the teacher load Confidence and self-esteem have is. of planning This Ati Important benefit is.
- Ø Lesson to planning Consequently of teaching Fixed purposes Continuous Glance in front of stay is. And Attainment of achievement Possibilities increased go is. Lesson Planning in the classroom Educational at the time vertical to be potential difficulties Regarding Radar become stay is. of difficulties solve in advance thinking taken Also lesson Planning helpful become is.
- Ø Teaching-study of the process one Important organ step evaluation is. Lesson to planning As a result evaluation for More good procedure thinking can be is. And Effective evaluation done can is. of purposes achievement Measured can be is And its Based on Teacher of the future pedagogy Regarding to do like changes thinking can is.

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- Ø lesson to planning Consequently in teaching harmony, totality And sequentiality maintain can be is. other subjects—units K As per event with connection to cultivate possible become is.
- Ø curriculum And its Fixed of purposes achievement within the time frame complete done lesson Planning Useful become is.
- Ø lesson Planning of the teacher Time, Power And Sometimes of money Rescue do is.
- Ø lesson From planning Digression happening stop is.
- Ø lesson to planning Consequently in class wrong haste to do not falling.
- Ø lesson to planning Consequently Teaching-study Psychological And Scientist become is. Educational of psychology to the principles In practice in effect put can be is. D.T., of study principles, of study rules, of education formulas, Growth And of development Educational Fruits, Education Transition, personal variation etc.
- Ø good Swadhyaya thinking can be is, created can be is.

In short, lesson From planning Fixed in time of education Absolutely origin—Neepaj got can be. purposes—Abilities Accomplished Curry can be, of psychology of principles In practice Use Curry can be, of students personal feeling, expectations And requirements Satisfied can be And Education In the process their Active Involvement increase can be. lesson From planning Teaching-study Simple, natural, Rich, Effective, alive, real, Practical And Efficient And Success made can be.

## unit Planning:

### Unit Planning : Concept

Teacher for the teaching work of his subject unit Plan for a 30-40 minute class. This type of lesson planning makes achievement of higher-order academic objectives or abilities less likely. It was realized as a result of experience. From this understanding arose the idea of unit lesson planning. Holistic (Gestalt) psychologists affirmed the unitary education plan. According to him, the form of any thing is due to the quality of wholeness in it. In fact, education is a continuous, integrated – integrated process. There are relationships between different topics within the same subject, between the subject with other subjects and between school and out-of-school



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experiences. The modern approach to education – perspective considers learning as a whole experience, and advocates a whole approach to education.

Tas (loose) small units in lesson planning- The teaching work of the issues becomes possible which becomes a single planning. It threatens the coherence of subject matter – units and can only provide limited educational experiences. Education does not become intensive, only limited achievement of objectives – abilities becomes possible. Thus, Taas lesson planning has several limitations. Unit lesson planning is a solid option to break free from these limitations. It is possible to combine the same subject as well as the related points of the subjects, and the whole education can be given, the education can be intensified.

generally, four to six hours, planning covering an entire chapter or series of topics is called unit lesson planning. A subdivision of content is a unit. In fact many things in sociology are related to each other. Integrating all these things forms a unit of learning. Being a self-contained and self-explanatory component of learning, this unit has the capacity to provide ample educational experiences. The unit enables the students to achieve various abilities at the level of proficiency. Through unit lesson planning, teachers can bring about desired behavioral changes in students.

Planning in the sense of the word unit, includes planning implementation and evaluation. The basic steps of the unit are three:

(1) Uniform continuity of content

(2) Teaching style

(3) Abilities attained by this means, purposes attained.

- A unit is a combination of different educational experiences of the same level.
- A unit is a series of possible learning experiences woven around any one major educational issue or problem.
- The unit formula is, a series of experiences.
- Unit planning maintains the integrity of content or the sequencing of learning experiences.

However, academicians have not come to a consensus on the definition of a unit, though the well-known definition of a unit is:

A unit is a unified learning experience. It is a compilation of similar experiences.

The unit is a plan of instruction based on a significant art of learning.

In short, unit planning means...

- Planning the teaching of different aspects of the same lesson is unit planning.

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- A unit may be formed by having different lessons prepared on different aspects of the subject matter of a single lesson in the textbook.
- A unit is a series of related experiences surrounding any one central issue or problem.

## Taspath Planning And unit lesson of planning compare

Planning hours	Unit planning
A small unit of a subject, should be organized based on sub-units or sub-topics	Two to three units of the subject, unit planning can cover many similar topics across a lesson or subject matteris
30 40 minutes of educational work is planned	Plan for 4 to 8 hours
As time is limited, there is no special scope for discussion, or the discussion remains incomplete–incomplete.	As time is sufficient, there is scope for full discussion, and it becomes universal.
The teacher has to prepare separately for each tas.	The benefit of one time painstaking preparation by the teacher lasts for 3-4 hours.
Planning takes more time, but there is little time for its implementation.	There is ample time for both planning and execution.
Consistency in this type of planning– Continuity is not maintained.	Harmony and continuity are maintained.
Education is superficial, becomes mechanical.	Education is intensive and lively.
There is a lot of intimacy between teacher and student.	Teacher-student intimacy becomes more possible- can be seen.
There is very little content on the students' side.	Students get more content, and has a homozygosity.
A much less specific purpose may be achieved.	Many or all of the specified objectives can be covered.
A teacher may not provide adequate educational experiences, activity or experiment demonstration can rarely be given a chance.	The teacher himself can conduct various activities, students have more, and more varied, opportunities to engage in activities and acquire educational experiences. There is scope for experimentation.

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Tas planning becomes monotonous.	Unit planning becomes holistic.
There is rarely scope for continuous holistic evaluation during tas planning. There is hardly any scope for written test in Tas planning.	Unit planning leaves a good scope for continuous holistic assessment. A unit test can also be accommodated by allocating an independent task in the unit planning.
In Tas planning it is only possible to impart knowledge or information to the audience. It leaves less scope for different skills or abilities or for achieving higher level educational objectives.	Different skills in unit planning, abilities, special possibilities for the achievement of higher category objectives.
Different techniques of teaching, there is little – negligible scope for application of procedures, methods.	Different techniques of teaching, there is ample scope for the use of procedures, methods etc.
diagnosis, healing, guidance is not possible.	diagnosis, therapy, guidance is possible.
A variety of educational materials may be used to a limited extent in TAS planning.	Unit planning has good scope for the use of various educational materials. This makes learning effective and interesting.
Teaching becomes boring and stressful in Tas planning. Students have to be listeners. Their activity and involvement in the education process is negligible.	Interesting teaching in unit planning, are alive and experiential. It has more active and involvement of students in the learning process.
Repetition comes to blame.	Repetition can be avoided.
Students' interest in Tas planning, individual differences in strength, attitude are rarely considered.	Individual differences of students can be taken into account in unit lesson-planning.
Tas lesson planning does not create a learning environment due to lack of time.	Having enough time leaves room, and create an environment conducive to learning.
Students get less freedom. Teacher-centered or subject-centered.	Students get a good amount of freedom. It is academically centric.

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## unit- 2 :History of education technique

### storage space:

#### Introductory:

storage space a of history Education for laboratory is.towards at school small foundations on History storage space to be required is.history=Education Meanwhile Occasional its The teacher Use to do should.

storage space to the past organism do is.In it old coins,Prachi-Weapons,Ancient of the era vessels,tools,the dress(costume),idols jewelry,Samples,Historical documents etc kept come is. storage space to history real And alive make is Among the students Historical sight Cultivate is.its from use Students-Curiosity Satisfied is And of the past to events its real in the form of to see chance found is.History Education Meanwhile storage space Use By doing that to classroom teaching Complementary become is.

#### 2.1.1of storage Meaning(concept)

of history In context History to know basic material like

Weapons,vessels,tools,Ornaments,Inscriptions,sculptures,coins Handwritten Letters,Copper plates,Suits,of fighting strategy Maps,documents Treaty-Agreements,Pictures,idols,Artifacts etc where On purpose Planned organized Collection done came have that to the place storage space says

**" Museum is a building for storing and exhibiting objects illustrating antiquities, natural history and art objects ".**

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of storage utility:

of the country to history to know for of grounds place of receipt storage space is. History in education of storage Exclusive location is. to the past organism done storage space too much Effective role play is. of storage from the visit student J Historical vision get is, that From the classroom K from books got can not. In storage of history original material its Original in the form of to see found is.

from books obtained to knowledge Fresh done And verified storage space Important Part play is. Besides storage space to the students Various real, Enjoyable And alive study experiences complete give is And in them Various interest And hobby develop is. Students History in the subject Interest taking happen is. at school of history storage space have So Teacher Students have below like activities done can, J of storage utility Also showing is:

- Ø old As J New coins gathered together do.
- Ø old And New of tickets Collection do.
- Ø Ancient From the texts Quotes, writings And formulas write.
- Ø periodicals And In current newspapers coming the country And from abroad History relative published happening of articles Num ready do.
- Ø Various Time of the era The rulers tied up castles, Various era And at the time done wars-fighting, of rulers palaces –residences, Artifacts, the king etc of pictures Num ready do. the queen K Prepare issue of portraits of rulers etc.
- Ø In storage in the last last of discoveries Replica K Sample Also presented Curry can be.
- Ø Various of nations national flag Also displayed Curry can be.

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Second way let's think So,of history of storage main utility below According to is:

(1)In storage presented done material to history real in the form of presented do is.that honest knowledge Given Important Contribution give is.

(2)storage space to the students in history Interest taking to do for Powerful,Effective And Interesting technique is.

(3)Ancient things,material History to education Impressive make is.

(4)of storage material of students Education for So Useful is J...This Besides a of the people Education for Also Useful is.

(5)Among the students of facts deduction to do,compare And comparison to do Power And sight in developing storage space Useful become is.

of history of storage Above utility have So at school of history storage space to be should,a Clear happen is.of storage utility J its Importantly –its importance Clear do is.Hence J Mudaliyar Commission Also at school storage space to be should like that emphatically suggestion did was.

## 2.1.2of dramatization utility:

Dramatization of technique below like utility is,J Anne Important of her Importantly Also Clear do is –showing is.

- Ø Historical events create And Historical of persons to life presented doing dialogue,Solitude Or drama K drama Students played can is.from that classroom teaching Interesting And alive become is.
- Ø student J Historical the person K of the occasion In context role play is.its with His Taadatmya forever is And of students sensational Moral development happen is.
- Ø Students of the past Historical create,occasions And of inheritance,Ancient And Archaic of culture of attributes Students Clear Darshan Curry can,its Sense developed can is.

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- Ø to the students In the play presented to do dialogues remember to keep falling Since them remember to keep,Mahavaro(Riaz)to do the habit falls is.their memory And Imagination grow up is.
- Ø Acting a Educational Action Or Experience is.Acting to the students Svanubhav,Spontaneity by Education to get opportunity give is.
- Ø to the students Dramatization,in drama Naturally Interest-interest And hobby Since In it Part to take like is.In it Part to the recipient And that the seer the viewer to the students joy And Entertainment found is.
- Ø Dramatization activity-technique History to education innovative And interesting make is And History subject towards of students Interest in the interest Increase do is.
- Ø Among the students This of technique Use by Patriotism,National And International goodwill,Tolerance,adventuresome virtues Cultivated is –grow up is.Students the country from abroad Cultural of inheritance Pride experience is.His Hon respect And respect Curry Protection towards Conscious awake stay is.
- Ø of students performance And to creativity persuasive And snakorati Khilwati of dramatization technique to the educational process Academic Center And activity center make is,And Among the students Confidence lit up is.

## 2.1.3 Travel

Pvt.Q.Trivedi wrote is, "J vital Teachers own to the students Blue of the sky below extended of the earth Darshan Excitedly take go is,that Teachers to the students of nature Huge of school Entrance to Lion Gate make it is."

journey Huge foundations Above Held And everyday-everyday of experience Local of the world to the horizon crossing over away to distant Historical Geography on the spot –locations on reached knowledge Received to do technique is.

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of travel comprehensive Objectives have is.If perfect Caution with,intelligently And organized Planning with journey done come So 'New locations on go New things direct to see'Important Educational technique became can.

utility/Important:

real And direct Education for to the students to give study experiences as Carefully Held Historical of travel a lot J utility Important is.J of her Educational value And Importantly Also Clear do is — showing is.below journey of technique utility/importance showing issue presented done is.

self-Inspection by knowledge:

of travel in lack to the students meet knowledge give knowledge Experience on based on not used to be,direct not used to be.Hence a permanent Also not used to be.When journey by received knowledge introspection by direct received have is.Hence a more permanent And Long term have is.

to curiosity Satisfied is :

Students inquisitive have is.If the students of the classroom K of school out on a journey take in going come So they J-that of the place Historical things,that of the place Historical inheritance And of culture direct Darshan do And its Information –detail get –Received do.Hence their Curiosity Satisfied is,And with New New to know And to see Curiosity increases is.journey Meanwhile of things Collection to do motivation found is.

Logical of power development:

Students journey Meanwhile who sees is –J Experience get is its Regarding idea do is.seen to the details Learned of details In context get is,Consequently of students Logical consideration to do of power development happen is.



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journey a Enlightenment And of joy travel is:

in the classroom Teacher largely So speaking J,Some times So by reading History teach is –  
teach is.Hence in the classroom Dull atmosphere born is,And Students get bored experience  
is.When journey of technique from use Students joy And Entertainment,funny with knowledge get  
is.how many New to see,to know And to think opportunities in the journey found is.of her by  
Historical of knowledge Prosperity increases is.

balance of development opportunities:

historical Tours of students mental of powers So development do J is,that Besides journey their  
physical And social,Moral of development in sight Also helpful happen is –Useful become is.journey  
Meanwhile J Mutually collaboratively behave,other to a classmate Helper to give K Help to do.duty  
towards Conscious remained own Responsibility Ada to do,journey In the meantime everyone in  
activity own the best Contribution to give,Various individuals with contact to do And Intimacy to  
feel,Tolerance And of tolerance development to do etc for opportunities stay is Hence Sociability  
grow up is And collective life to live training found is,as well of character Construction happen is.

of skills development:

journey holding Before journey Historical for Places-of location Information,of travel way determined  
to do,of travel on the spot to reach for of transportation selection to do,of travel Preparatory,journey  
In the meantime activities,activity for group And its the leader etc determined to do falls,Parents  
And of travel of the place of the chief approved to get falls.This for Carefully Planning Curry its  
Execution to do falls.This All to activities Consequently journey of planning training found is,J to the  
students in the future of travel Planning done helpful happen is.

of society Various of fields Important individuals with interview to do,their with questioning And  
dialogue to do,Daily(diary)K Note to write,report to write skill grow up is.Maps And Pictures to  
draw,Information to find skill grow up is.

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## 2.1.4. timeline

### Meaning:

When Fixed Scale measurement According to vertical And horizontal the line on year And of creation relationship featured come then that to the line timeline said come is. timelines Use event with of time concept to give happen is.

### timeline utility :

of history Education for timeline Special utility is.its utility the following issue by Clear happen is.This issue of the timeline importance Also showing is:

- Ø timeline by of history by creating of time In context easily understand can be is.
- Ø the human of development in history made up Important of events of time comparative Study to do timeline a lot Useful And Effective proven done is –happen is.
- Ø J-that of time of events-quickly Repetition done timeline Useful become is.
- Ø Students by creating gradual way arranged can is,And create between to the period draw can is.
- Ø by creating easily remember kept can be is.
- Ø one J at the time made up by creating easily in understanding helpful become is.
- Ø of the timeline from use Among the students Various of skills development happen is.D.T.timeline on by creating to show.
- Ø Students of the timeline of interpretation skill Also develop is.
- Ø timeline by creating of time in order presented doing Since In the teaching process sequentiality to see found is.

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Ø one J in the era K Fixed in period made up to create coordination done timeline Useful become is.

timeline As much as Clear as much that Effective And Useful become is.Hence Aki with More Salwari And events –by creating timeline on to show should no.

of history Teacher timelines Use Preface(Subjectivity)for,of subject matter depiction its Sense to give for,evaluation procedure as K Swadhyaya to give Curry can.

## 2.2History continent:Important,decoration

### Introductory :

As Science education for of science of the laboratory need is As of history Education for at school of history Necessity is.

**"History has a claim for a separate room just as science subjects."**

of history to education Effective And Actionable making have So at school history room required is.Historical atmosphere to create for Also of history requirement is.History room have So Educational of devices from use of time waste No happen that way quickly of history Education gave can be is.Also,required Historical material From the history room easily to the teacher Received happen is therefore its Use Effective way done can is.Consequently to the students In history Interest And interest taking Curry can be is.History of education Various of methods Use to do for history room too much J Useful become is.of students to curiosity Actionable to do And to keep history room to be required is.

### meaning (concept)

at school of history Teaching study for Useful And required A.V Various Educational instrument-material like K Reference

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texts, Books, periodicals, Newspapers, Adjectives, Pamphlets, Manuscripts, Letters, documents, coins, tickets, vessels, idols, costume, Artifacts, Pictures, poster, Maps, timeline, Genealogy, Sample, Audio-Video Cassettes etc Collection Having isolated to the continent history room said come is.

of history Important:

at school History room have that too much J required is. its a lot Important is. J of her Importantly Also Clear do is. below of history Important showing issue presented done is.

- Ø History room of history to education, its to study Effective make is.
- Ø of history Educational for required context Literature And Educational Equipment handy And accessible stay is.
- Ø of education Various methods And of techniques Effective Use Curry can be is. D.T. project, seminar, Group discussion etc...
- Ø to teaching Interesting, interesting, alive And real to make history room Important Contribution give is.
- Ø Students of the subject In context Various activities to do excited become is. they Various study experiences Received do is.
- Ø Among the students Various hobby, skills, capacity, values And of trends development done Useful is.
- Ø history room study for Useful become is. to teaching Academic Center to make
- Ø of students Inquisitiveness, Inquisitiveness And to curiosity Velocity found is. Among the students Historical sight Cultivate is –develop is.
- Ø to history pertaining to Various experimental tasks to do for Convenience stay is.
- Ø History congregation (Circle K club) of dialogue, costume, Dramatization, Solitude, Discussion etc like activities to hold history room Useful become is.
- Ø Historical performance to hold for Useful become is.

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- Ø chart,picture,poster,Maps,Graph,Exclusive Digits,Sample like Educational devices of equipment construction done Simplicity stay is –facility Received happen is.
- Ø of the subject In context Radio(Akashvani)No conversations,Lessons heard New knowledge Received Curry Discussion Curry can be is.a J way Doordarshan by transmitted happening of experts conversations,Discussion as well other programs watched –heard Special Advanced knowledge,Information got can be is.
- Ø Exclusive International And National days-of festivals celebration for eloquence Competition,Essay Competition,picture And poster Competition,Quiz etc Planning for history room Useful And Important became stay is.
- Ø history room Various Reference texts And Books as well in magazines Study Curry New knowledge Received to do,Special And Advanced Information find out-to get Useful happen is.
- Ø of the teacher Time And of labour Rescue happen is the reason K history room have So Educational Literature,instrument-material etc quickly And easily Received happen is.

In short,of history study of teaching in enrichment history room Exclusive role play is And of the subject Various purposes Accomplished done Ati Important Contribution give is.Above important into consideration taking at school of history requirement about Disagree to be can no.

## of history decoration:

of history decoration of history of the teacher insight And sight Based on is.In the history room of the student the mind Excited stay,in him to work enthusiasm stay And of history of purposes,of history Educational of abilities Among the accomplishments helpful happen a way Educational And non-academic Equipment of things arrangement Curry of the continent decoration to do should.of the continent decoration at the time Teaching in learning Time And of labour Rescue happen Ano

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concept to keep should. Extremely Attractive, Art And sensibly Persuasion Pamela history room of students And in the continent entrance of the door the heart And the mind on Special Influence give is.

Experienced of scholars Opinions According to of history selection, arrangement come on decoration for the following issues into consideration to keep like is:

- Ø If on the ground floor History room to keep have So of school in the field History to the subject pertaining to experimental tasks to do Convenience stay that way of the continent of location selection to do. of history the entrance of school playground Towards keep should.
- Ø common classroom Than history room big-Huge to be should. common way of history area 1200 Sq. Foot. have that appropriate counts. Various Educational instrument-of material arrangement for free time stay. instrument-material organized way arranged can be, to the students experimental tasks doing at the time, Newly Education of methods Use doing at the time In the history room Sincerely Competition to be able Convenience stay, sitting in arrangement Also Change to do Convenience stay a for History room Huge to be should.
- Ø of school of the building Right aside the windows have Such continent History room as More appropriate-convenient counts is.
- Ø of school Building Two K therefore More floor have So History room the most above on the floor to keep should. above on the floor continent have So the peace stay is. the most above on the floor continent have So experimental tasks And Various activities for More Convenience stay is
- Ø In the history room of electricity attachment (point) enough Relatively being should. Teacher own in place J table Next staying of the class anyone in the corner required of publication arrangement Curry can Like that Facilities/arrangement to have should. the whole continent

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dark continent(dark room)Curry can be Like that way of history the windows to have  
should.the door And the windows on curtains being should.

Ø of the continent the middle In part of students sitting arrangement to keep should.This  
arrangement to the teacher Newly Education of methods Use done Convenience stay a  
way easily turned over can be Like that to have should.

Ø of history of corners Use closet,Maps,Stand K other material arrange Curry to take  
should.About in the corner museum K of the library arrangement Curry can be.In the  
history room library indispensable is.material displayed to do Shaw Case(show-case)Also  
kept can be.

Ø of the continent the wall on slipped can Such sliding black planks to keep should.

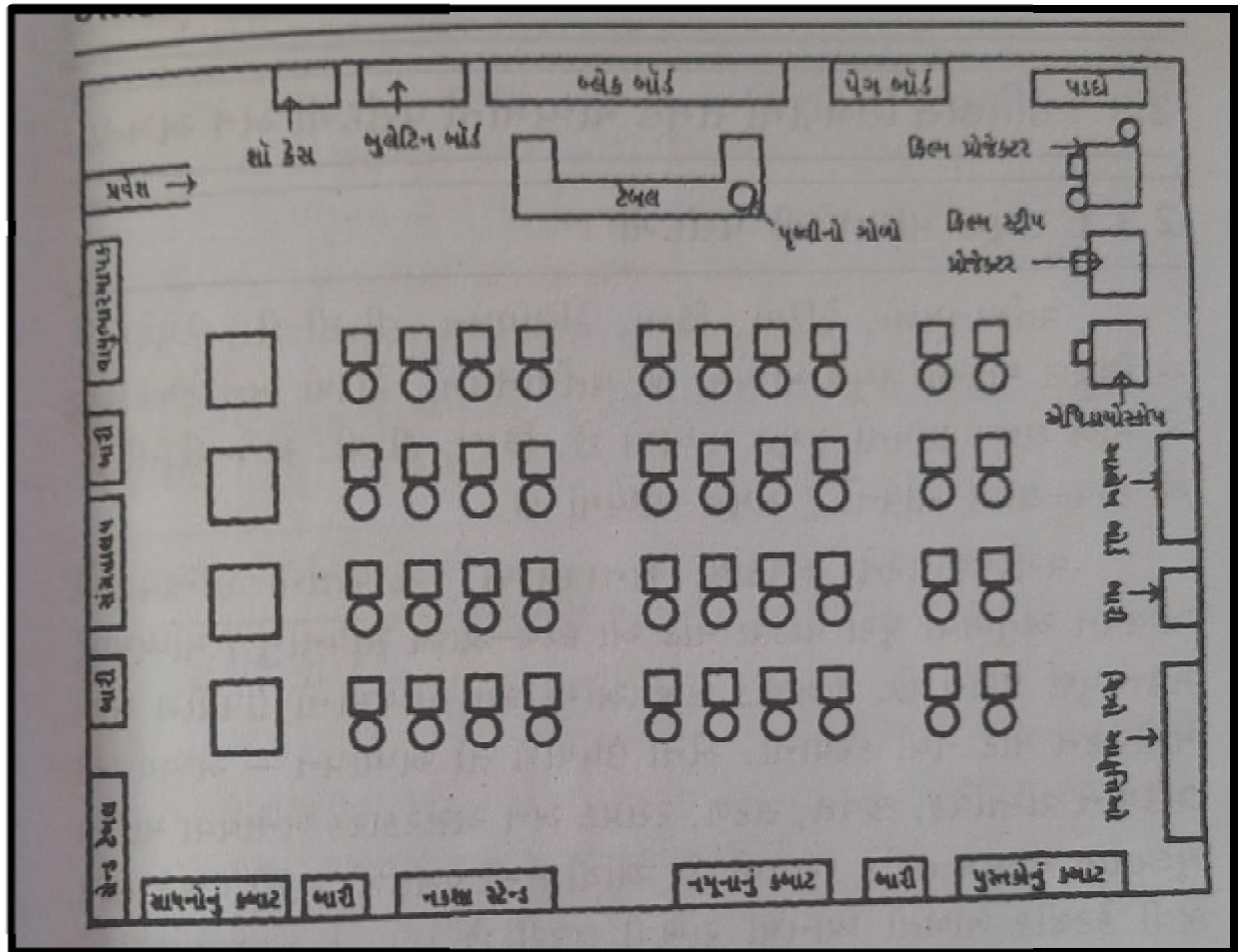
Ø Reference texts,Books,periodicals,From the map,Atlas,Encyclopaedia,terminological  
Dictionary And other printed Literature to keep closet K Abhraini as well Newspapers to  
keep for of stand arrangement in the continent to keep should.

Ø of the teacher of the table in front of continued in condition projector,Filmstry\*projector  
arranged can be.

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## History Room





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2.3 History in education group of media selection, Important:

film, Radio, T.V., V.C.d., tape recorder

2.3.1 group of media selection:

Newspapers, Radio, film, Television, V.C.d., tape recorder a Education for group means is. Newspapers, Radio And tape recorder a only Audible tools group means is. film, T.V. And V.C.d. a view-Audible tools/group means is.

to class action fruitful Made up, to the priest Perceptible study experiences complete to put for This view-Audible of equipment/of media Important provide is. Educational In institutions This of media Use only Entertainment for not to do. And Use So Teaching of study process real, alive, Simple, Interesting And Effective to make for valuable medium as to do is. Hence its selection doing at the time below like Some affairs into consideration to keep required is:

- Ø of students mental/intellectual to the age group Correspondingly Educational tools/group of media selection to do.
- Ø Educational utility/important in sight Useful have, valuable have Such group of media selection to do.
- Ø History of education of purposes in accomplishment, of the subject And of the unit of abilities in accomplishment helpful become/have Like that group means/of equipment selection to do.
- Ø choose done group means of history Abilities And subject matter with Compatible have And its extended Sense develop, His specification do Like that having should.
- Ø of the priest to curiosity fresh do, idea process Prere, to imagination develop And interest, interest, hobby, trends And to values Cultivate –develop Like that Educational group means choose to do should.

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Ø choose done group means Durable,standard,reliable And good of the company having should.to school can afford Like that of value Also that having should. (If K Now This tools Relatively A lot J cheap is,And big part of in schools that have is.)

below group of media Important demonstrated is.our in the curriculum Newspapers,J Also group medium J is,its Inclusion done not.

## 2.3.2 film(the movie) :

concept:

film a view-Audible Mechanical instrument is.film(the movie)by big curtains on of the past And of the present Historical create And Cultural inheritance direct,real And alive happen is.

Important(utility)

below of history in education movies(movies)of Important(utility)demonstrated is.

- Ø movies Historical events(create,occasions)to Tadash Curry give is.
- Ø of history of subject matter to the presentation alive make is.
- Ø the country-of foreign countries Various of cultures Desire knowledge Received happen is – to the students a knowledge gave can be is.to the students Contemporary of events comparative Study done can be is.
- Ø of the film from use Among the students of thinking,problem solution of power development happen is.Among the students of subject matter presentation with Imagination Also awake do is.
- Ø film by Historical the facts Explained can be is.to the truths easily can be explained
- Ø sound view Pictures to see found is,J of the student memory on dominant effect do is.
- Ø film a group medium is.Hence one J at the time Many to the students benefit gave can be is.

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- Ø of history of the textbook to the unit appropriate And of time Convenience According to of the movie Use Curry can be is.
- Ø Documentary movies(Documentary film)show immediate Current create/of occasions Darshan done can be is.
- Ø of students Curiosity Satisfied can be is.to the students funny joy And Entertainment with Historical knowledge gave can be is.

## 2.3.3 Radio(Akashvani):

Radio a Audible instrument is.a Mechanical instrument is,But of the cell Use by doing Also run can be is.Radio group medium Also is.Radio easily in use take can be like that cheap,lightweight And handy instrument is.

## of history in education Important(utility):

below of history in education of radio Important(utility)demonstrated is,J its Importantly Also Clear do is:

- Ø to the students History to the subject pertaining to units its subject matter Regarding Radio by J Educational programs-Lessons transmitted happen is,that told them of subject matter in-depth And Detailed knowledge gave can be is.
- Ø Various occasions K of festivities of celebration on the day of history Tajjna-expert of persons conversations,lecture,dialogues,their with interview And of questioning programs Radio on transmitted happen is.This programs By listening to the students expert Benefit from the knowledge and experience of individuals is.
- Ø Radio on transmitted happening which-that of standard of history units-of the curriculum Educational work for Useful programs like(Soundprint)Curry Audio Cassette ready Curry

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can be, its need vertical happen then And of school in time According to convenience Use  
Curry can be.

- Ø Radio on transmitted happening Historical programs If with concentration in listening come  
So of history subject matter, of history concept (concepts) etc Sense good way, Clarity with  
found is.
- Ø Radio on drama, Bhawai, unified, groups, seminar, etc Techniques by of programs presentation  
happen is, therefore to the students of innovation Experience happen is.
- Ø Radio on transmitted happening Various Historical programs by listening Among the  
students Listening skills, Interpretation skill, Acting skill, dialogue skill, suffix skill etc. of skills  
development happen is.
- Ø today most of in schools Radio Available is. Ano Use to do Simple is. a handy Also is. Hence  
Ano Use to do difficult not. Ready group medium Also is. Hence one with one J at the time  
Many to the students- a lot to individuals benefit gave can be is. to teaching Interesting, funny  
with knowledge giver, Effective And fruitfully Made up of radio Important provide- contribution  
is.

## 2.3.4 Television (Doordarshan):

### concept:

Television a view-Audible And Mechanical instrument is. scene-Audible In Sadhanou T.V. of location  
stand out is. And Important is. T.V. of value importance Radio Than Also more is. the reason K T.V. in  
of the past And of the present, distant And nearby of the place alive by creating immediately voice  
with curtains on featured come is. In it 'Tel' And 'Vision' like this Two words is. T.V. a Information And  
of enlightenment, of ideation As J of broadcasting dominant/Effective group medium is.

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Many J Useful School programs T.V.by transmitted happen is.of history to the subject pertaining to Various programs Also transmitted done come is.The teacher T.V.by transmitted happening of the subject to units Correspondingly of programs Teaching-study for fruitful Use to do should.its utility below demonstrated is.

of television utility(Important):

of history of the subject in teaching of television a lot J utility is.the following issues of history Teaching And in the study T.V.of utility showing is,J of her Educational value,Educational importance important Also Clear do is.

- Ø of the country And of the world Various Historical create –Political,social,economic,Cultural of events direct And real knowledge give is.
- Ø History of the subject Enlightenment in increasing Important Contribution give is.
- Ø of history Various of concepts And Causation of relationships specification done T.V.helpful happen is.
- Ø T.V.of the past And of the present Historical to events Tadesh And alive in the form of presented do is.
- Ø Local,the country And of the world Historical problems Regarding of students attention pulled out problems return their Sensitivity develop is.
- Ø T.V.by Various National And International of days celebration on occasion,great of men birthday And On the death anniversary of history expert-experts with interview,questioning K their conversation,their with dialogue presented done come is –transmitted done come is.Teachers And to the students Such programs by their Experience And of contemplation benefit found is.of history true-the truth the facts to know found is.
- Ø T.V.by transmitted happening occasions,transmitted Happening events,problems,Information And situation of education Various approaches,of education Various methods And of

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techniques Use done come is,Consequently In it Variety come is And Students on its guess effect Nipje is.seen And known of information of students the psyche on Chronic effect stay is.of education J approaches,of education J methods-Techniques in use taken is,In it conversation,interview,dialogue,questioning,Discussion,Group discussion,seminar,drama,Bhawai,of puppets sports,song chorus,Quiz-Educational Games etc Inclusion happen is.

- Ø T.V.by Historical category(Serial),Historical film featured come is.The students And The teachers a to see should.Hence of history alive-direct in the form of knowledge Received happen is
- Ø of the priest to curiosity Prere is –fresh keep is.of the priest problem solution Power,Reasoning,expression And Acting Power,Creativity etc development done T.V.of importance Contribution give is.
- Ø other subjects with connection Sadhava for T.V.On other of the subject programs Useful become is.connection achieved Simplicity stay is.
- Ø T.V.on transmitted happening to history pertaining to programs to the students Various study experiences complete give is.
- Ø of history Teaching From the study Consistency,felt get bored And tiredness away happen is.Teaching And study in action Variety come is.funny with knowledge found is.
- Ø of history Teaching-study Interesting,alive,Tadesh,Effective And fruitful become is.
- Ø T.V.No programs to see by listening Students to history pertaining to some skills,interest And hobby As J of abilities development happen is.D.T.Maps to read,Maps to draw,of the map Interpretation to do,timeline to draw And His Interpretation to do,Tourism And of travel Planning done Also T.V.programs Useful become is.
- Ø T.V.by transmitted Happening category(Serial)And film(the movie)Historical create occasions,great of spirits Biographies,the country-of foreign countries Historical inheritance

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know And enjoy can be is. Ramayana, Mahabharata, Chakraborty Ashoka, see Akbar, Rana Pratap, Jhansi key the queen, Gandhi (film), National Heritage, priceless India like category T.V. by transmitted done is. This category by Historical create, individuals And of inheritance knowledge Received happen is.

In short, T.V. of the past And of the present to history alive in the form of in the classroom bring is. outside of the world to history in class bring debt T.V. of students knowledge as well Treasures of knowledge alive in the form of open do is. T.V. a 'house sat down Vidyapith' of roar healing a lot J Useful instrument is.

## 2.3.5 V.C.D.

V.C.d. a audio-Video (scene-Audible) Mechanical instrument is. a group medium Also is. To him big curtains on reflected Curry demonstrated can be is.

### V.C.d. of Important (utility) :

below V.C.d. of importance (utility) demonstrated is:

- Ø V.C.d. from audio-Video presentation Curry can be is.
- Ø V.C.d. to in class to bring-take in going Simplicity stay is.
- Ø V.C.d. in a lot to information Collected Curry can be is, And to him long Time until maintain can be is.
- Ø T.V. by transmitted happening of history subject matter with related to of programs recording Curry requirement According to repeatedly show can be is.
- Ø V.C.d. No need falls then And As much as times need falls as much times Rewind And Forward Curry saw can be is. its presentation Meanwhile Students with Discussion, questioning Curry can be is. V.C.d. of This importance Important is.

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- Ø V.C.d.of students attention concentrated done helpful become is.
- Ø V.C.d.No from use in teaching innovation bring can be is,Education Interesting become is.
- Ø Education load without become is.from education Students get bored And tiredness feeling not.

## 2.3.6 tape recorder:

### concept :

tape recorder a Sound printing doer Audible instrument is.a Mechanical instrument is,But Cell by Also a walk can is.one Time tape on printed done of sound Hearing easily done can is.in the classroom pedagogy Meanwhile its Use done come So of education Effectiveness And in quality Correction done can.

History conversations,dramatization,dialogue,to the songs on based on Sound printed by doing to him need vertical As Re told can be is.of the tape recorder of use a lot Educational value is,below of the tape recorder utility demonstrated is,its by Clear happen is.

### of the tape recorder utility:

sighted And Committed Teacher of history Teaching And study Meanwhile of the tape recorder of education technique as a lot times Effective And fruitful Use Curry can A.V a lot opportunities- Possibilities existing is.below A.V Opportunities Possibilities directed done is,J of the tape recorder utility J showing is

- Ø History to the subject pertaining to Radio And T.V.from J School programs transmitted done come is to him Cassette on printed Curry requirement According to Educational Meanwhile its Use Curry can be.



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- Ø Various on occasions To the experts Invited Curry their conversations,their with questioning,Discussion,dialogue etc Sound printed Curry its need vertical As Re Use Curry can be is.D.T.stalking about conversation,Freedom Army about,Martyrs about conversation,of the citizen rights And Duties about conversation/questioning.
- Ø Exclusive on occasions world And of the nation Leaders,scientists,social workers,of the saints Speeches printed Curry their J words And in the voice presented Curry can be.Hence Students thrill experience is,And the past Current become is.
- Ø Reference texts And Books,periodicals,Newspapers,Pamphlets etc. in of history unit relative published Information,its essence/Part Teacher,student K of others in the voice Soundprint Curry requirement vertical As in class Complementary Information finish said can be.in between Discussion Curry can be,questions asked can be.
- Ø Teacher History of the subject units with And other of the subject units with connection Sadhava Soundprint of material Use fruitful way Curry can.Language And of science units of association with More Possibilities is.D.T.Freedom Movement of time Songs,Poems,great of persons Biographies And Autobiographies,of science find out,of the environment problem etc.
- Ø Students by Exclusive occasions And of days celebration on the occasion of presented happened of history units relative dialogue,drama,Bhawai,Solitude,eloquence,Discussion etc Soundprint Curry in the future its Use Curry can be.

In short,of the tape recorder Teaching study In the process Teacher fruitful Use Curry can A.V Above shown According to a lot opportunities existing is.Teacher Soundprint done material-details Use of teaching In the beginning,of teaching development(of subject matter In the depiction,Teaching of study Strategy as,Teaching of work conclusion for,of subject matter Repetition K Confirmation for,evaluation for K Swadhyaya to give Curry can is.

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today most of in schools tape recorder So have J is.everyone school that settle down can As is.its  
Use to do a lot Simple is.a in weight lightweight is.a handy And in class take to go brought in Also  
Simple is.Hence The teacher of history units relative a lot big in numbers Soundprint Cassette  
ready Curry of history Cassette library vertical to do should And of the unit In context requirement  
According to Or convenient at the time its max Use Curry Education to give its benefit eat up  
should.Hence of history Education Effective And Success will happen,a Undoubtedly is.

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## unit -3 :of history other subjects with connection

Current era each one of knowledge of the branch Exclusive of study era is. But Hence So everyone subject of their own Four the walls in between J Confined stay is. Actually all knowledge one unit is. knowledge a undivided, Indivisible And intact is. only Teaching And of study Simplicity-facility for J History, Geography, Science, Mathematics, Language-like Among the subjects And that of subjects Various in branches of knowledge division done came is. As K Physics, Astronomy, Botany, biology, economic Geography, Political Geography, Natural Geography, the human Geography etc. But to the subjects K of the subject to sub-branches This way different different By teaching of children concepts incomplete stay is.

## of attachment concept

of the curriculum Various of the subject Various branches Mutually no one to no one way intimate relationship have J is. of subjects different different Petio-Cellars(food) to be can no. the reason K knowledge the whole is-one And intact is. that integral-Indivisible is. no one one of the subject knowledge other of the subject Some Basic concepts And understanding relationships by J complete way gave can be.

of course of the subject Education other Various sub-branches with relationship a pair unbroken, coordinated And coordinated way Given come then connection by Education gave called. connection That is connect, coordination, included K Correlation. Various subjects And of the subject Various sub-branches between Reciprocal to the relationship Correlation called. And a to the relationship natural way to connect process connection. K included said come is. soil And Matka one from another different not As of knowledge Various branches Also from each other different not. Various subjects And of the subject Various branches Mutually thick relationship have is. This relationship that Correlation And Correlation a pair to teach that connection by Education called.

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of attachment Important(importance) :

Educational At sight, Psychological At sight And social At sight connection by given Education Sangin is. that of a child the whole of powers development achieved Helpful happen is. of the child All round development a of education Important purpose is. unbroken in the form of Education gave Students before of knowledge the whole picture a little to do, direct experiences by Education to give And of the atmosphere (Industrial, Natural And social atmosphere) medium by Education to give a of connection Three Important purposes is. of the subject connection by This purposes Accomplished As Teaching-of study process real, Naturally And Effective become And of students All round development possible become is.

subject-subject between And of the subject Various Branch And of sub-branches knowledge between relationship Clear happen is And to the child coordinated, coordinated And unbroken knowledge found is. knowledge piece by piece piece by piece to get instead of the whole way, intact- Experience get is. study spontaneous become is. Reciprocal relationship Clear from being Teaching interesting become is. in teaching Diversity, spontaneity And effectiveness Nipje is.

- Ø of subjects Artificial in the yard Bound From subject learning student free become is. of teaching process Also stiff from the square out left free become is, becomes natural.
- Ø from attachment to knowledge practical Form found is And knowledge permanent And Chronic become is. to knowledge Integrated Form Given of attachment a lot is important.
- Ø one to the subject in understanding other subject Enough assistance do is from which Textual material Subodh And Simple become is.
- Ø Among the students other of the subject of study motivation wake up is And consideration for chance found is.
- Ø Students other thematic value accept is.

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Of course, All Ecmo-issues connection by taught could not. Sometimes connection Artificial become is, common Teacher other of the subject of knowledge Deficiency Due to And insight K of vision to lack Due to connection Simple able to not, our curriculum Also connection of education At sight created not etc connection by of education limitations is.

of history Geography with connection:

History And Geography in between intimate relationships-relationship is. Both subjects one of coins Two sides J believe can be as if K Twins brother - Sister! This is why history and geography are taught by the same teacher in most schools. Both subjects are subjects of social science (sociology). Both have the same goal. Both subjects explain the rapid progress of human society, its development journey and achievements. At the center of both is the study of human society. Of course, the study objectives of the two may differ to some extent. For a teacher of history, it becomes necessary to rely on the knowledge of geography. A nation - Geographical conditions play an important role in shaping, shaping or changing the course of a nation's history. Hence, the history teacher cannot ignore the subject of geography. Dr. Johnson states: "It is impossible to imagine geography without history and history without geography." When Prof. V. d. "Geography is like a stage for human acting," says Ghatge.

History a of human behavior Collection is, then geography is a subject referring to the place where the transactions took place and the geographical situation there. The events that happened in the history of that place, the reasons for that event, its results and effects cannot be understood without knowing the geography of that place - the geographical situation. Thus, it is clear that there is a close relationship between history and geography.

to history largely the past with relationship is, while geography is largely related to the present.

History describes the places where man has moved and lived, the culture he has developed and cultural heritage, while geography describes the present settlement of man and his economic activities. Gives an understanding of it. History shows what happened – happened. However, both past and present are interdependent. Without knowledge of one, knowledge of other is incomplete and not possible. While history deals with place and time, geography describes place in detail. Geography provides a role for the events that happened / happened in history.

Emmanuel Kant In his book 'The Nature of Geography' he clarifies the relationship between history and geography in the following words:

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"of time base take description to do a History is.location K of the place description to do a Geography is.From history Geography a only Time And of the area in sight different is.event where at the time fell, the time when the incident happened can be known through history. Geography gives information about the geographical situation of an event / place of occurrence / location." to history to understand sight Geography give is.of history Magnificent of the building foundation J of the place Geographical transition is.of human beings of life development in the journey, geographical location plays an important role in cultural travel, its achievements and success or failure.

of which on of human life drama be played is, narrates the history of such a world stage and geographies it - the study of the world stage. History is ultimately a description of political, social, cultural activities carried out by humans on earth. There is a reciprocal relationship between history and geography, geography and history, just as there is a close relationship between theater and drama. The basis of the history of any place is the geography of that place. The food, living, dress, political, social, cultural institutions of the people of different places of the country are affected by the geographical situation of the place. High mountains, sea-coasts, rivers, hills, forests, deserts, plains, natural boundaries etc. have a great impact on historical events. Natural-geographical factors or conditions have changed the course of history. Hence, it is more appropriate to say that a proper understanding of historical events is not possible without a background of geographical knowledge. Various events in history - clarification of the issues comes only after understanding the geographical factors.

of history Geography with connection Simple can be A.V possibility containing

Geographical of events As a guide below mentioned done is

- Ø Ancient in time of India Northwest from the corner attacks happened.This Historical of the incident Geographical the reason there came Khaibarghat And Speechless is.
- Ø Panipatani battles Panipatana in the field done.This Historical event for the reason Panipatana the field J fighting for convenient was, is
- Ø Ancient in time external from invasions India secure remained, the reason is the Himalayas.
- Ø of rivers fertile in the plains the human of culture of development the reason there habitation for convenient circumstances is.

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- Ø of Shivaji Aurangzeb on victory happened a for of war of the place Geographical characteristic is. South of India high-lower in the land Guerrilla war possible was. of Shivaji military war of the battlefield Geographical from the situation aware of was. therefore to Aurangzeb defeated could. of Sinhadgad victory, the death of Afzal Khan etc. The geographical factor – the hills and forts of South India were instrumental in the event.
- Ø Rana Pratap, Akbar was able to conquer the Aravalli hills due to the geographical situation.
- Ø of Napoleon victory march Pathetic of execution the reason Geographical situation was.
- Ø Hitler's failure for of Russia the murderer cold causal was.
- Ø Industrial of revolution origin for of England Geographical situation causal became was.

Above examples of history Geography with connection showing is

## 3.2 of history Science with connection:

History a social Science is. thus However, a Natural Science with Also honest relationship have is. of both goal Human development And crafty-of Panawakalyan J is. our Health And well-being for as well Various-Facilities for we Natural of the sciences debtor are. of chemistry too Absorbed to the human being happening Various to diseases prevented is. And of mankind Special interest did is. Physics And that with relationship Having in the sciences done to research Consequently Electricity, Uppa. strength, of nuclear power Mankind Use Curry Shaki And in lifestyle changes bring Shaki And its Comforts And In facilities Increase done could.

J Shaan experimental of observation Based on Received happened have, J knowledge logic And the facts on based on have Such to knowledge Science say is. History a of human life of development description is. This description ready to do Many standard of grounds resort to to take falls is. of grounds with of causes relationship Checked come is. thus, of history description Scientist become is. If K in history of facts Verification in the laboratory done could not. Hence History a

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Science As much as perfect pure subject not. thus However, History a Scientist study is. Mr

V.d. below tell is: "History a critical Science is, of which Study by we no one fact, Event = of the  
incident Search Than real conclusion until reached can are.

Cultural of inheritance Discussion doing at the time Explore about thing let's do Information give  
then Science with connection Simple can be. Science in the subject

Astronomy, Chemistry, Hygiene, Physics, biology, Botany etc of science of branches Inclusion happen  
is. in history of science This in branches done Various of discoveries of inheritance Information  
giving at the time of history Science with connection Simple can be. First And Second of World War  
of weapons Information giving at the time of science connection Simple can be. Industrial Revolution  
Meanwhile done Various of discoveries detail give then Science with easily of history connection  
Simple can be. of science everyone at the branch of mankind of history to flow in changing  
someone no one way Contribution gave J is. Physical Science, chemical Science, Biology with to  
history Special relationship is. Botany with Also to history relationship remained  
is. food, Medicine, residence, industry, of the environment balance, Furnishings (Furniture) No in the field  
Botany Important provide did is. our Ancient Culture So Botany on J Special based on was. in the  
past And Current in the era Biological of weapons Use Let's explain then of history Science with  
connection Simple can be.



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## 3.3of history Civics with connection :

Civics of humans to tasks Citizen with By chaining Study do is.when History of human beings to tasks Society with By chaining His description do is.in civics Current of governance Form have is,When History the past tense Governance Describe is Or of governance introduction make it is.S.K.Couture tell is: "As of Botany relationship vegetation with is And of biology relationship Animals with is As governance system with to history relationship is."to history politics with relationship is.History a the past tense politics is.In short,of governance descriptionHistory do is,But of governance forms,of the citizen rights And of duties Sense Civics by found is.thus,History And Civics Mutually relationship have is.

British period in history Ancient Panchayati State And of self-government institutions with connection Simple can be.After independence in period Constitution,Constitution And Current of democracy Sense giving at the time of history Civics with connection a pair Simple can be.world- - of culture thing doing at the time each one Culture with related to of governance of information connection Simple can be.in history Union And U.N.No History with of Civics connection Simple can be.in history of India neighborhood countries with of relationships Discussion doing at the time of Civics connection Simple can be.In short,In history Governance-of governance description doing at the time of history Civics with of attachment a lot possibility is.

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## 3.4of history Local History with connection:

Local of history to the concept Prof.below the following in words Clear Curry is:

"Local History That is student(child)J the village K in the town stay is its J History only no,But that the village K of the town surrounding of the area-of the region Also History K from which child Acquaintance have."

Local of history a lot events And Local of places cultured inheritance of the nation History on a lot big effect do is.Sometimes So a world of history event become is.

Local in history Local to human life pertaining to of facts Inclusion happen is.In it Local traditions,Local customs,festivities,Fairs,Folk dance,folk songs,Exclusive individuals etc of information Inclusion done come is.Various castles,buildings,sow, the lake,Temples,mosques etc Local in places-in the area have is And its History have is.This All History Education for priceless material is.

of India And of the world Cultural of inheritance Discussion doing at the time J- that of the place Cultural of inheritance Information gave of history Local History with connection Simple can be. of the world And of India Historical of events History education Meanwhile Discussion doing at the time Local Historical event And Local the person Special provide about Information gave can be And a way of history Local History with connection Simple can be.

Independence for agitations And In satyagrahas If Local The person provide gave have K Important Part played have So that Information gave of history Local History with relationship Simple can be. Local of history talk Among the students History in the subject Interest And aptitude develop is.they Cultural by inheritance Acquaintance happen is And Local Cultural inheritance for Pride experience is.

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## 3.5 of history Art with connection:

of history Art with connection integral is. of art Mainly Two section is: (1) fine arts And (2) Beautiful Art. Art a of mankind of emotions expression is. picture, Sculpture, Architecture, Music, dance etc sentimental the arts is. Art a So no one Also of the country Cultural inheritance is. To him of the country borders moving not.

of art anyone to the field K to the sample Historian Word of God gave its description do is. Historian Ancient Art Inheritance contained –existing Interest to beauty Historical the truths with Describe is exposed do is. -of history in the curriculum of history Art with connection Simple can be A.V good opportunities Available is.

(1) Ancient in time in India soil And from metal created idols And vessels: Mughal era In between Architecture (the palace And castles, mosques And the mausoleum) : sow, the bed, Temples, Monuments of art inexhaustible Repositories is. in music Musical Various the tigers And rago, of dance in the field Bharatanatyam, Koochipudi, Kathak, Manipuri dance, folk songs, folk dances, folklore: Kashta Art etc the arts our Magnificent Art heritage is. Teacher Various of the field our to inheritance of history Many units with associated with can And of history Art with connection Simple can - Clear Curry can.

(2) in history education Painting Painting with easily connection Simple can be A.V a lot Possibilities is. Replica ready to do, Fig K Drawing to draw, Maps to draw, poster, Pictures, chart to draw etc of skills Teacher have Expectation kept come is. History teacher have Self-made Educational of equipment construction to do insight, sight And skill to have required is. This tasks for Painting of painting skill a lot J required And Beneficial is. of history in the curriculum - In the textbook Painting with connection Simple can be Such Many issue, Pictures, Fig, Maps, Graph etc good A.V in quantity –in numbers have is. Ano Use Curry Teacher of history Painting with

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connection Simple can –monks should.thus By doing of history Many concepts –of history a lot  
concepts Clear Curry can be is,And to teaching Interesting,Effective And alive made can be is.

unit- 4 :History in education evaluation And History of the teacher

Preparedness

4.1concept(unit lesson evaluation)

unit lesson evaluation That is J of the unit Five K Six Tas until And the whole unit-lesson  
K its of subject matter one Than More of issues Educational did have that All of issues  
evaluation.This evaluation unit the test in the form of have is.unit evaluation for the test  
ready to do/to form for of the unit Blue Print ready to do falls.of history of the unit  
structure doing at the time the following affairs into consideration to keep should/kept  
come is:

- Ø Geography of education purposes(knowledge,Sense,usage,skill)purposes to teach  
subject matter with Compatible being should.
- Ø of questions Various types(Short North,short answer,Object oriented questions-  
empty space finished,a lot option,joints attach,relationship deductive etc Kind of  
questions)And that of questions Appreciation.
- Ø of questions the number(of questions type into consideration keeping)And everyone  
of question Appreciation.
- Ø of the examination paper North to write for Time Also Fixed have is.This test paper  
Written have that desirable is.

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Ø unit lesson In the assessment unit of lessons Educational for As much as Tas of lessons Educational to do thought have that everyone in hours Also big Partly Oral way Short questions asked During teaching And of education In the end evaluation done come is. thus, of the unit of issue Taspathana of education And the whole of the unit Teaching of work In the end evaluation done come then correct, good evaluation happened like this said can be. If K the whole of the unit Teaching of work In the end to be taken unit to the test J we unit evaluation as let's recognize are.

## 4.2 Blueprint: Meaning, importance And composition

you of the building Construction happening saw will be. maybe your the elders itself Building tied up will be. you a Construction Also saw will be. what of the building Construction no one premeditation without J happening will be 'Answer' No in to be. of the building Construction start Doing Before established (Architect) K engineer of the building Map ready do is. of the building Map ready doing at the time that of land area, in the building of the inhabitant the number, in the building required facility, expenses etc like A lot to aspects into consideration keep is. Map ready to do In the process orderly Planning have is. This Map that of the building Blue Print.

Students of history J knowledge Received do is, its Verification for evaluation of testing one procedure as Written of examination Use done come is. Written exam for Question paper K of the test composition done come is. Hence of history Teacher have of history good Question paper composition for skill to be Extremely necessary And expected is. good of

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the question paper composition for Blueprint ready to do falls is. Blue Print good of the question paper composition for cornerstone is. of the blueprint Based on of course which Educational issue Regarding, which of purpose Verification for, how many of virtue And how many questions to ask is, that know can be is. Blueprint a of the question paper RC is. of the blueprint Based on ready done Question paper Methodical Educational issue, purposes And Question type appropriate weighted, Hardness value And deduction of value maintainable as well Scientist Approachable become is. This J of the blueprint true Important And utility is/His importance is. In short, Blueprint good Question paper to form for premeditation is –His Planning is, its the mirror is. This of discussion Based on So Absolutely said can be K, of history The teacher of history Question paper ready Than Before Any Map need ready to do should That is Blueprint Of course ready to do should.

of the blueprint in composition into consideration to keep affairs :

one Teacher as your in the mind Blueprint ready doing at the time which which affairs into consideration to keep should Such question need happen. you know are you K, Blueprint a one like that Planning is of which Based on good Question paper created can be is. Planning orderly to be required is. haphazardly done Planning worthwhile not able to. a fail go is And assumed function-results Accomplished As not. Hence of history The teacher good of the question paper composition for Blue Print ready to do should, so much J enough not, But a orderly ready to happen should a to forget no should. orderly Blueprint ready doing at the time below indicated issues –the following affairs Of course into consideration kept a required is.

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(1)of history the whole curriculum to the curriculum good way covered can be a for textbook K of subject matter Educational Among the issues division Curry everyone to the point its Important According to required Appreciation found stay that way to the subject matter Weight to give should.the whole Curriculum into consideration to take have then chapter Or per unit Appreciation Fixed to do should.

(2)of history of education purposes like K knowledge,Sense,usage,skill etc purposes appropriate Appreciation allocate should.Competency oriented Curriculum have So abilities into consideration take Appreciation allocate should.

(3)Questionable Or Question type Also Fixed Curry to him Appreciation allocate should.everyone question Form According to of questions the number how much will be that determined Curry to take falls.Usually Essay Kind of Or extended answerable questions,short answerable(short answerable)questions And Apathetic of questions Written in the exam Use happen is.

## 3D viewer Table (Blueprint) Allotment of marks according to subject matter:

Any subject or unit can be divided into distinct departmental points. Keeping these things in mind, the marks are allocated according to the issues.

order	content points	questionthe number	Marks allotted	Weight (in percent)
1.	Emergence and Development	05	06	24
2.	of Nationalism	08	14	56
3.	Hindi National Mahasabha	05	05	20
	Revolutionary Activity in India			
	Total	18	25	100

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Allocation of merit according to purpose:

Objectives are set according to the subject or unit prior to teaching. Credit is allocated according to the importance of the purpose.

order	purpose	questionthe number	Marks allotted	Base (in percent)
1.	knowledge	09	09	36
2.	Sense	03	03	12
3.	remediesPeople	04	11	44
4.	skill	02	02	08
	Total	18	25	100

Allotment of marks according to question type

order	Question type	questionthe number	Marks allotted	Weight (in percent)
1.	Essay type(E)	01	05	20
2.	Short answer type(S)	03	06	24
3.	Apathetic type(O)	14	14	56
	Total	18	25	100

Three dimensional rooms: A three-dimensional kotha can be formed based on the above three kothas. Thus it is a Kotha connecting all three Kothas. These kothas are designed keeping in mind all three parameters, so it is called a three-dimensional blueprint or blueprint.



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Three dimensional rooms																		
or de r	purposes		knowledge			Sense			remediesPeop le			skill			Total			Total
	Sub unit ↓	of questio n type →	E	S	O	E	S	O	E	S	O	E	S	O	E	S	O	
1.	Emergence and Development of Nationalism		-		2 (2)	-	-				4 (4)				-	-	6 (6)	6 (6)
2	Hindi National Congress		5 (1)		2 (2)	-	-	3 (3)		4 (2)					5 (1)	4 (2)	5 (5)	14 (8)
3	Revolutionar y Activity in India		-	-	-	-	-				3 (3)		2 (1)			2 (1)	3 (3)	5 (4)
	Total		5 (1)		4 (4)	-	-	3 (3)		4 (2)	7 (7)		2 (1)		5 (1)	6 (3)	14 (14)	25 (18)
	Total Question Total Marks		9(5)			3(3)			11(9)			2(1)			25(18)			25 (18)

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## 4.3good of the question paper structure Ideal of the question paper symptoms

### good of the question paper structure :

we Written evaluation/test for of the question paper Use let's do are.To him test paper Also let's say are.If Teacher good Question paper created can –ready Curry can So J test K evaluation good happen And of purposes of achievement And of education of relevance concept come.good Question paper J appropriate evaluation done Useful became can.Question paper good when said can be ?This of question North for we good of the question paper structure for some necessary the stairs to know should.

below good of the question paper structure for of the stairs Discussion Curry is.

- (1) of subject matter Analysis to do: of subject matter of his units And Sub in units division done come is.everyone unit And Sub unit for proportionately Appreciation determined done come is.
- (2) purpose According to of gratitude Allocation:Question paper Education related to All J purposes verify Like that to be should.This for All J of purposes Verification done can that way Bapa J purposes appropriate Weight Given come is.Question paper by we knowledge,Sense,usage skill etc poison of purposes –of abilities Verification let's do are.Hence good of the question paper structure for Various Educational purposes of abilities of measurement In context level Correspondingly to the subject matter Appreciation allocated come is.
- (3) Interrogative selection to do: subject matter And purposes into consideration keeping of gratitude Allocation done then which Kind of of questions composition to do that determined done come is.Interrogative with of question the number And its Appreciation Also determined done come is.

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thus, Three the stairs by good In the question paper Educational purposes-of abilities measurement for which From the subject matter how And how many questions to ask that easily Clear Curry can be is.

Following the recommendations for examination reform made by the Secondary Education Commission (1952-53) and the University Education Commission (1948-49), the examination reform program was initiated in India. In this examination reform program of India, Dr. of the University of Chicago. Services of Benjamin Bloom became available. The evaluation department of NCERT expanded the examination improvement program through various workshops. As a result of these efforts, the format of our question papers has changed. As a result of exam revision we have got an idea of the characteristics of a good question paper.

## Important features of an ideal question paper

- Ø Proportionate weightage shall be established for all the units of the proposed syllabus of the question paper.
- Ø The question paper should be standard- i.e. the questions are only for the purpose for which the examination is conducted. E.g. Purpose of diagnosis, purpose of achievement.
- Ø A question paper is reliable i.e. the answers to its questions are accurate. Each student examiner must agree to his such answer. That is, student-examiner or changing answers should remain the same.
- Ø A learning-assessment should have questions that test all objectives.
- Ø The time limit for the examinee should be proportionate and reasonable. The question paper should not be too long or too short.
- Ø The question paper should maintain the difficulty value of the questions. It is important to keep in mind that there should not be too easy questions and too difficult questions.
- Ø The questions in the question paper should be of appropriate value i.e. questions that differentiate the children according to their individual differences.
- Ø The questions in the question paper should be organized, having required sections, appropriate questions as per question pattern and arranging questions in order of difficulty value.
- Ø The test task contains questions that allow administrative flexibility, there are issues of saving in administrative costs.

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- Ø The language of the question, presentation, printing etc. has been given attention.
- Ø The question paper should be accompanied by a scoring scheme.
- Ø Structure of Question Paper Based on Blue-print
- Ø The question paper should be reliable and standardized.

The language of the question paper is easy, clear and specific instructions are clearly stated. thus, In short, in terms of educational work, a question paper can be called an ideal question paper only if it is of an ideal form that is liked by the examinee, the examiner and the invigilator.

4.4marks skill –of subject matter of readiness In context History of the teacher Preparedness

## Introductory

student And Teacher a Two of the classroom organism And vital components is.of the teacher function own Teaching by to the students to induce, to guide and develop. A teacher is the treasure of the classroom, the sculptor and the voice of the nation. There have been many changes in the field of education, but still the teacher has a key role in the teaching process. The basis of the success of the teaching process is the teacher. The teacher is the organizer, manager and administrator of the teaching process.

20m in the century last Three decade Meanwhile of education Quality, teaching-learning excellence, comprehensive and high-level upgraded and front-line curriculum, innovative and hi-tech educational equipment and facilities, etc. have shown interest to academicians, rulers and society. The National Education Commission (1964-66) and the National Education Policy (1986) emphasized quality and accessibility of education. Educationist Dr. Rabindra Dave has introduced the idea of achievement at the level of mastery of different abilities of students. curriculum, textbooks and educational materials, even if excellent, are no substitute for a good teacher. A poor teacher fails to make effective use of quality curriculum, textbooks, educational materials and educational physical facilities. While a good teacher can contribute significantly, if not maximally, to making the teaching process effective by using poor quality curriculum, books and educational materials as well as physical facilities.

Teacher in the classroom then J Success got can when a required qualities, having skills and professional preparedness and prosperity.

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## 4.4.1 History of the teacher qualities:

of history Teacher have other of the subject Teachers have J qualities K of symptoms Expectation kept come is Such J qualities K of symptoms Expectation kept come is. physical And mental Health, Personality, Character, qualities, other the person with work Par to put skills (adaptation), of responsibility Consciousness, development for desire And motivation, Professor, profession And Society towards Commitment etc in affairs So other of the subject Teachers like J qualities of history Teacher have being should a Undoubtedly is. only of history of the subject In context some Exclusive symptoms-qualities K Some Features different to be can, J Specially by doing of history Teachers have J expected have is.

we First of all everyone of the subject Teacher have J qualities-of symptoms Expectation kept is, from that Acquaintance be done. below Such qualities –symptoms demonstrated Briefly its Clarity Curry is.

## good physical Health:

everyone of the subject Teacher good physical fitness Having being should. of history Teacher In that exception not. we know are K, healthy in the body J healthy the mind By the way is. good fitness Having Personality of the teacher Also Deepi get up is. good physical Health Having of the teacher in action inspiration And freshness have is. to him of labour tiredness seemed not K of work get bored was coming not. Special hard work And of difficulties Experience happen Like that journey, Tourism, interview, survey, fieldwork, experimental function K of research activities Also that easily Curry can is.

## good mental Health:

good mental Health Having Teacher anyone unfavorable in the situation sensational equilibrium maintain can is. that pedagogy Meanwhile own of impulses control Curry can is. of subject matter In

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presentation unbiased staying neutrality Agot can is.that Prejudice,partiality,pity,out of contempt on stay is.its in teaching joy And happiness have is.that Educational Meanwhile K of activities management Meanwhile mental from stress free stay is,Consequently His classroom teaching Effective become is.of the priest subject learning on its Positive Legislator effects born is And subject return interest born is.noble Citizen such as trends And qualities,values grow up is.If good mental of health so much All Legislator effects have So of history Teacher have good mental of health slightly Expectation stay that Naturally is.

## Impressive Personality:

of the teacher Impressive in personality A lot of aspects Inclusion happen is.of the teacher the body And the mind healthy to be should.its intelligence awake to have should.its the heart tender to be should.of her in the mind enthusiasm And exuberance having should.In it function to do,in activity Metabolism to stay Daghash And Marriage to have should.that sentimental equilibrium having to be should.of the teacher to business on the couch Such simple And Clean costume to be should.its in the voice Clarity And Influence having should.that vital to be should.that happy,loving And Impressive Personality having to be should.

## Character And Moral qualities:

the whole of society Teacher have one indispensable Expectation a is K that Characteristic to be should,of her the ocean And in thought of unanimity Expectation kept come is.Teacher have Human qualities Appellee is.Advaita return love,Indiscipline,dutifulness,Honesty,neutrality,Leadership,strong Determination,hard work,Professionalism,social of responsibility spirit,Parish,Compassion And forgiveness like Various Moral of qualities of history Teacher have Expectation kept come is.in him Sympathy,Tolerance And of tolerance qualities Also expected is.of history Teacher have of the heart vastness to have should.

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## Learnability:

of history to the teacher own to knowledge Rich to do,own to knowledge Advanced to keep  
Invincible Curiosity And longing to have should.that Continuous unlearned stay a As per century  
Special demand is.The teacher So Harti-rotating Vidyapith as function to do is.Hence that  
knowledge Rich have a required is.To Jnanamrita to get The teacher In the ocean of knowledge  
dip beating stay should..of the teacher scholarship lower stay So Academic Productivity K Neepaj  
Also lower J stay.J the person Reading for rarely J Time allocate a Teacher how way  
become!Learnability no have Such Teachers intellectual way earlier death Pam is. 21m of the  
century Society unlearned Society is. 21m in the century of knowledge-of information J bolbala to  
stay.world,nation,State And in society becoming events,vertical Happening from problems unknown-  
unknown the resident Teacher of history to the subject how way justice gave can!own of the  
subject Advanced knowledge no possessor This in the century of the illiterate title Pam is.

## Friendly And Sympathetic transaction:

Teacher love,Compassion,friendship And of happiness idol to be should.its transaction Sympathetic  
to be should.student,Co-workers,Parents,Society,State,nation And of the world problems return that  
Sensitive to be should.natural of disasters on occasion in him Compassion And Kindness feeling to  
be born should And required assistance to do self motivated done to others motivated to  
do,Leadership to take marks to be should,today sentimental figure importance Accepted is.

## of society evils return Sensitivity:

of history Teacher have of society problems And of society evils return of sensitivity Expectation  
kept come is.came in problems Population explosion,environment  
Unbalanced,Pollution,Terrorism,social inequality,communalism etc like problems K of evils Inclusion

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happen is.of history in the teacher only patriotic with in him love of the world Also to be should.of the nation Cultural of inheritance in him Pride to be should.

of history in the teacher above qualities Besides the following qualities Also expected is.

Indian In culture Teacher(Guru)of compare Brahma,Vishnu,And Mahesh with done is.'Guru'to From Govinda Also big counted is.Kothari Education Punch of the nation the future in the making of the teacher Important role/of the teacher Important to contribution This statement by Magnificent homage Arpi is:"of India the future its in the classroom created remained is."meritorious,Shilwan And vital Teachers J This of responsibility Super carry Curry can a indisputable is.capable of And Committed Teacher of the nation of the world Sickle replace can is.to the teacher people of change Parivrajaka,New of values originator And of society transformer say is This in talk Asthma is a no forget.Hence J Chanakya said is:"Teacher the poet modest not were,the cataclysm Or construction Uski At the warehouse in sport hi" we Everyone of Chanakya heirs are.Chanakya Extraordinary Teacher were.of the teacher identity is:Study,contemplation And Swadhyaya.of the teacher identity is:Karma And of religion Consciousness.Teacher have of knowledge Unparalleled splendor to be should.Teacher modest became stay not created,of scholars Synonym Teacher is.scholar,Lover of action And Food lover,Committed And dedicated to To the teachers self respect automatically found is.dedicated to,Saj And capable of Teachers of the nation Cultural inheritance is.



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Above skills Besides of history Teacher have the following like other skills having should

- Ø story to say skill, Storytelling Skills – Skills in planning and implementing activities.
- Ø to the class of guidance in the form of Leadership finish to put capacity.
- Ø of the curriculum appropriate way arrangement to do skills.
- Ø Teaching of work of planning skills
- Ø drama-dialogue to form And directing to do skills
- Ø the human And Physical to do skills.of sources Search Curry its Use
- Ø Society with contact-relationship to establish skills.
- Ø of the suffix skills.
- Ø observation And of inspection skills.
- Ø Subtle Teaching of skills Use to do skills.
- Ø to the series Correspondingly appropriate Teaching of style Use to do skill.
- Ø In the audience problem to resolve, skills to develop the abilities to think correctly, seek knowledge, understand cause-and-effect relationships, make comparative studies, etc.
- Ø evaluation of work skills.
- Ø the narrator as skills.
- Ø Sweet voice, the skill of expression with proper pitch of voice, proper rise and fall and gesticulation.
- Ø of acting insight And Acting J of history to education alive And real made can.Dramatization method K of dialogues Use to do capacity-report of writing skill, TV Script writing skills.

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## 4.5 Action research concept, steps and significance

Definitions of Action Research:

"Action research is a process whereby a researcher or experimenter studies his problem in a scientific manner so that he can be guided in his own actions and decisions, make improvements and evaluate success or failure."

- Stephen Corey (1953)

"The process by which practitioners study their problems scientifically for the purpose of guiding, improving and evaluating their decisions and actions is called 'action research'."

- Dr. K. P. Pandey

"Action research is research conducted by concerned researchers for personal improvement and professional use."

-Hildreth Hawk McNation

"Action research is research that anyone. It undertakes to achieve its objectives effectively. A teacher conducts action research to improve his teaching. A school administrator undertakes action research to improve his administration."

- happy-Mehrotra

"The purpose of action research is to improve school and educational processes and also to improve those who seek to make these improvements."

-John W. the best

"Action research is a research process carried out to solve school problems in the context of the whole situation, usually in schools, and is carried out by teachers as part of their educational activities through the consultation and cooperation of research experts." – Carter V. Good

"Research which is motivated by a specific local problem and which is organized in that situation only to solve that problem is action research."

-David J. Fox

"Action research is a small-scale intervention in real-world functioning and a rigorous test of the effect of such intervention." — Cohen and Mannion

"Action research is the small irrigation scheme of the field of education." -Gunwant Shah

"A general teacher or administrator tries to solve the problems that confront him in a scientific manner, conducts research from a scientific and objective point of view without prejudice or bias and applies his conclusions (findings) in improving his management or classroom behavior is called 'action research'." - Dr. Motibhai Patel

"Action research is research undertaken by individuals to achieve their objectives more effectively, by teachers to improve their teaching, and by administrators to improve their school management and practice." - National Institute of Basic Education

thus, action research is....

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- The work carried out by the workmen to bring about improvements in the works.
- Practical type or decision-oriented type of research.
- Any working person experiences problems during their day-to-day activities, identifies, understands, examines its causes and tries scientifically to solve them.
- of teachers, research conducted by teachers and for teachers.
- ✓ functional of research importance:
  - Everyday instincts are useful.
  - To solve inherent problems
  - Diagnosing a problem in a particular context can lead to a solution in that context.
  - Any immediate problem can be solved, 'and instant decisions can be made.
  - Improvements can be made in the existing system.
  - High intellectual ability is not indispensable in conducting research. Even a common man can carry out such researches.
  - Conducting such researches increases one's efficiency along with problem solving.
  - Apart from the teachers, other persons connected with the education sector like the principal, managers, education administrators can also conduct action research.
  - Apart from the classroom problem, it is also useful in solving other academic or non-academic problems.
  - Increases the likelihood that action research results will be implemented in practice, because the teacher himself is involved in the research process and the research results feel his own, not imposed from outside.
  - renovations (An opportunity arises to incorporate innovations) into the learning process.
  - As the teacher tries to solve the most pressing problems through action research, the results obtained can affect the current teaching process.
  - By conducting action research the teacher becomes a reflective teacher (reflective teacher-practitioner) becomes.

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above importance/important we benefit as Also saw can. thus, it can be said that action research that is so important and useful in solving local problems is very important in education.

✓ Action research steps:

The basic purpose of action research is to bridge the gap between theory (knowledge) and practice. In action research the practitioner is the researcher himself. He himself becomes a producer and consumer of research findings. Hence, the improvement brought about by the student in both the situation and the practitioner is direct and immediate.

If we look at the words of Stephen Core before the research stage....'When a person tries to improve a situation to which a person has a special reference, behavior changes specifically. He then tries his best to interpret the results he obtains describing the evidence of the transactions he has assumed to be sufficient. When he describes a problem, turns tasks into hypotheses, engages in the tasks, studies the results, and draws generalizations from them, more than if someone else had done these tasks for him, or if he had read about them somewhere himself. This experience is imbibing.'

From the above we can move towards a specific sequence for conducting action research. Some fixed steps for research– Phases have to be followed. By doing so, the research process becomes more simple and scientific. Its findings - the results become more reliable.

Action research is an ongoing dynamic process. It does not require any special type of environment or specific conditions; It is a way to find a solution to the problem in a short period of time according to the need and situation. Following eight steps are followed for its implementation.

## **(1) Problem:**

Unless the teacher has a problem, research cannot begin until the problem, the problem, is realized. Problem identification in schools and colleges works on the principle of individual differences. In the same situation, some people see a problem, while others do not. Most all teachers or professors go to the library every day; But there are some of them who are concerned about the inappropriate use of the library. The problem is all around us, all we need is our sensitivity to it, observation, keen eye.

A researcher can also clarify the choice of problem by dividing it into different sections. Such as the problem of moving in the classroom, behavior problems outside the classroom, behavior problems, relationship problems etc. Importantly, the problem should be self-evident. The

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problem should be raised by the teacher. It is also essential that the teacher is able to solve problems and that problem solving can accelerate the learning process of the school or education.

While identifying and selecting the problem in action research the following points should be kept in mind:

- (1) The problem must be directly or indirectly related to the school.
- (2) It is also necessary that the problem can be solved within the school itself.
- (3) The nature of the problem must be real, not imaginary.
- (4) The problem should be directly related to the person doing the action research.
- (5) The problem area should not be too broad or too narrow.

thus, is the first step in the action research hierarchy. That is, action research begins with a problem and ends with a happy pedagogy.

## **(2) Problem area**

Only those who are curious and willing to move towards continuous improvement have the ability to identify problems. After identifying the problem, the important task is its form, determining its area. By doing this, problem solving becomes easier. The crux of the problem is fixed and the problem can be systematically looked at — examined. By determining the area one can know about the root of the problem and if needed, one can also take guidance from the relevant people of that subject.

The problem area section also covers the description of the problem. Even if a word in the problem has to be explained or has to be done, it can be done in the problem area step. Problem

Area The problem area in the hierarchy (What can be counted as Area) can also be specified.

Since action research here is a small-scale research, it will be encouraging for the researcher to assume that the problem of the field is understood by the researcher.

Regarding the problem of action research and its field, if the researcher self- In case of evaluation, he can evaluate himself according to the following question and determine the quality of the problem and its field:

- (1) Does the nature of the problem appear to be determined by fixed motives? Yes/No
- (2) Will researching the problem make any changes (positively) in the way the school works? Yes/No
- (3) Is research of the problem feasible in the school itself considering the situation? Yes/No
- (4) Is the problem directly related to the researcher? Yes/No
- (5) Is problem solving possible within the school environment and complex? Yes/No
- (6) Has the researcher considered the main points of the research before selecting the problem? Yes/No

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(7) Has the problem been properly defined and delimited? Yes/No

(8) Does the importance of the problem seem appropriate for the progress of the school, the students, the teacher and the principal? Yes/No

(9) Is the researcher interested in the problem? Yes/No

(10) Does the researcher appear to be able to successfully solve the problem through action research based on his/her abilities? Yes/No

If from the above questions 6 or more questions are answered 'yes' then the researcher is accredited for researching the problem, otherwise reconsideration should be required.

### **(3) Basic information required:**

The basic information level of action research is similar to diagnostic work. In terms of diagnosis, it is said in medical parlance that it is important to take care of three steps for the disease. in which

(i) Actions to prevent the disease from occurring, (ii) Efforts to cure the disease if it occurs, and (iii) Efforts to prevent the disease from progressing if it is not cured. Even in action research, a practice by the teacher that the problem does not arise in the first place, efforts like action research to remove the problem if it arises and some theoretically prepared rules to prevent the problem from stopping can do a good job.

After determining the problem and problem area, the teacher perceives the problem as to why he perceives it? Is there really a problem? Does the teacher have any reasons why this problem really exists? If there is a problem that has been researched earlier, its findings are also called basic necessary information for new research. By getting the basic information needed, the scope of the problem, its possible causes, identification of the problem and the depth of the problem can be known. Generally, information can be collected based on students' notes, examination of their answers, discussion with students, teacher or principal, interview, observation of teacher in class, homework, questionnaires, taking personal interest in students, conversation etc. Sometimes information from parents or peer group, friends also proves to be the basis for research.

If the problem is related to the rawness of academic content, the necessary information can also be gathered through oral assessment or diagnostic tests. A simple checklist or questionnaire can also be useful in obtaining the required information. There is no need to create or authenticate a formal instrument to obtain this type of information, as this is only preliminary research.

Information can be collected through simple and handy tools that only the problem can get enough required information.

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Basic information can make a seemingly important problem seem trivial or a seemingly trivial problem important., because the researcher gets the opportunity to look at the problem in depth in the basic information needed. Action research is accelerated by the task of obtaining basic information. There are not few who just sit and choose the problem. Also, there are also a large number of people who give a hand saying why all the problems are happening to me. Here, when the researcher starts getting all the relevant information about the problem, its area and that problem, then the real sense of action research will be completed, the problem will be solved, the researcher will be confident that the problem will be solved. Thus, basic information can be considered as an important step in action research.

**(4) Possible causes of the problem:** Obtaining the necessary basic information determines the specific nature of the problem and then considers various possible causes of the problem. The problem the researcher has is why? Will this problem be everywhere or am I the only one experiencing it? What are the reasons due to which such a problem arises? The work of thinking about things etc. is done in this stage. We list as many reasons as we can find for the running problem. Here too parents, principals, peers etc. can help the researcher like basic information. It is often the case that there are causes other than what we perceive to be the cause of the problem, which we are not aware of, or when the field of thought is not ours, the help of others is sought. Techniques like questionnaires, face-to-face interviews, discussions are also used for probable cause and are also appreciated.

This level of action research can be considered as the top level if viewed from an intermediate level. This fourth step consists of four other steps, which most researchers find difficult. Let's look at that four section template.

Simply listing the possible causes of the problem in this step does not skip this step. Many researchers list only five to seven possible causes of the problem. It means that, the researcher knows why the problem exists or is done for the sake of research. It is essential for the researcher to consider more and more possible causes of the problem. The author believes that if eighteen to twenty reasons are considered, the research becomes more standardized, that is, the researcher gets an accurate and long-term solution to his problem. Thus, functional. Fourth level of research We tried about the first sub-level according to the table of possible causes of the problem.

The second sub-step is analysis. We have considered the possible causes of the problem, were imaginary, hypothetical reasons. Now it is determined whether those causes are actually responsible for the problem or not. For that a questionnaire or questionnaire is designed and filled by the students. Based on the possible causes of the problem, this questionnaire or



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questionnaire can be created. Only a few syntax changes have to be made. Like, 'Students of standard-8 find it difficult to draw the timeline of sociology subject.' – If this problem occurs to a teacher, then the possible reasons for it are considered. In which... students may not know what a timeline is, students may not have been taught timelines in previous grades, students may believe that timelines do not exist.

It doesn't make any difference if you can... etc. If you want to know through a questionnaire which of the reasons that we have thought are really true, then you have to ask the question that...

- You know what a timeline is?
- They standard-Timeline was taught in 7th?
- You believe that if the timeline doesn't work, nothing will matter?

Answers When a researcher formulates questions from possible causes Accepting 'yes' or 'no' is considered imperative, but when there is a plan to get answers through the legislature, it is imperative that students give their answers by 'agree' or 'disagree'. like...

- I have no idea what a timeline is. Agree / Disagree
- I standard-Nothing is learned about the timeline in the 7th.
- I believe that, it doesn't matter if the timeline doesn't fit.

thus, after doing this the students' answers (whether in 'yes', 'no' or 'agree', 'disagree') are compared with our possible reasons. If the majority of students agree with the reason we believe, i.e. they believe the same as we believe, then it becomes a 'fact' or the reason becomes a 'hypothesis'. Here most students can interpret the word according to the depth of your problem. There is no absolute rule that only 60% of students or 75% of students say 'yes' to be a 'fact'; But it can be said that one of the possible reasons for a problem that we find is a fact that the students also see, and if the reason that we think for the problem is important at all to the students, then it becomes a 'hypothesis'. . Thus, here in the second sub-step against each statement 'fact', 'assumption' is determined.

From the possible causes of the problem, the fact that the assumption can be made or what the researcher can do about it is discussed in the third subsection. Only those statements which are factual i.e. the real causes of the problem are useful for the researcher, statements that are assumed to have reasons that are not real are not important for research. Thus, the statement which is true, the statement is being checked step by step and thinking what can I (researcher)



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do to solve this cause? If 'Yes' then mark ``against Yes" and ``No" against No. So that the researcher does not waste time and energy in the cause in which nothing can be done. For example, the students were asked 'Do they like St. Was the timeline taught in the 7th?' If all the students say 'no' then it is proved that our belief is correct. Now what can the researcher do in it? If nothing can be done, he will mark 'No', so that the researcher does not waste time on that statement, that reason. If 'yes' means the researcher can do anything, then the researcher has to proceed to the fourth sub-step priority.

Suppose that, the researcher considered a total of 20 possible causes of the problem. Out of which the student finds out that 12 statements are facts and 8 statements are assumptions, then the researcher has to remember only the factual statements. Can I do anything from that factual statement? It has to be moved towards. Out of 12 statements the researcher can do something in 07 statements. Nothing can be done in 'Yes' and '05' statements, if there is 'No', now the researcher has to give rank 01 to which statement / reason can be solved first out of total 07 statements with 'Yes' and so on according to the order of solution. A sequence has to be given and the concept is formed accordingly.

thus, considering possible causes of the problem step by step...

- Forming possible causes of the problem.
- Formulation of questionnaires or questionnaires from probable causes.
- To fill the questionnaire or questionnaire to the students.
- Reason from students' answersDetermining whether it is 'fact' or 'perception'.
- There is nothing the researcher can do about how many statements are true, knowing that.
- If the researcher canTick 'Yes' and 'No' if unable.
- Research in as many reasons as possibleRanking the reasons marked 'Yes' in order of what can or should be done first to resolve them.
- From this number the projections will be made in the same order, which will be the fifth stage of action research, which will be discussed later.

(5) Concept :

This fifth stage of action research is also called action planning by many. After determining the possible causes of the problem, an action plan is formulated from those causes. An action plan is an orientation to the solution of the problem and the direction of the path to that solution.

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Actionable propositions are usually in the form of a statement. That statement can be divided into two parts. Functional part and medicinal part. The action part indicates what is to be done to solve the problem and the remedy part indicates what the result will be.

The following are the bases for determining the action plan:

- (1) The teacher's insight into his own work
- (2) Teacher's subject matter experience
- (3) Analysis of the causes of the problem
- (4) Discussion with the principal and other colleagues
- (5) A sense of school progress and knowledge of new trends in education.

The following points need to be considered in determining the action plan:

- (1) Emphasis is placed on the action side in the action concept, so the concept should have a clear picture of what is to be done.
- (2) The operative part must be practically correct, so that hypothesis testing is possible.
- (3) There should be a clear idea of where and how much impact the action plan will have.
- (4) The meaning of the operative predicate must be clear. The words appearing in it should be clarified if necessary.

Action plan in general is presented in the form of 'if - then'. In order of priority in the hierarchy of possible causes of the problem, the task is simplified by hypothesizing the cause which is first in order. like, :...

Students have no idea what a timeline is. - If this statement is given 1 priority by the researcher, then its hypothesis is formed as follows:

'- This problem can be solved if the students are explained what is timeline and its different sections.' Thus, as many sequences as hypotheses are formed,

Apart from this the hypothesis is also formulated as follows. As if there is a 'poor handwriting' problem.....

- (1) Give the students ten minutes to write and self-monitor each day.
- (2) Students have bi-linear (double-line) writing in a notebook.

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(3) Give guidance in purchasing suitable writing materials.

(4) Insist on beautiful signatures.

(5) Display samples of beautiful signatures through charts.– So handwriting of students will improve.

An action plan is a conceptual plan of possible solutions to a problem. Both the extent to which the problem is relevant to the teacher and the extent to which he wants to solve it are both evident in the formulation of the action plan. The clearer the concept, the more specific both the research and the solution. Based on this step the researcher will know what I have to do now to solve this problem? What will be needed? Who needs help? What educational tools will be needed? What references will be needed? ... etc. Thus, based on the hypothesis, the researcher will find it easier to design the next stage of the experiment.

(6) Outline of Laboratory :

After a hypothesis is determined to test whether it is true The outline of the program is determined and the work is done accordingly in the school. Applying the possible solutions to the problem and the problem in a fixed time The researcher sets a specific time frame to get the solution, in which what can be done to solve that problem? what will i do Plans things like

After this operational part of action research as planned is completed within a fixed time frame, an evaluation test of the hypothesis is correct and useful or even for decision making., opinion of teachers, questionnaires etc. can be used.

If the action concept is correct i.e. the good results of the experimental design are adopted daily then the action research contributes directly to the improvement of school work. The experiment is followed by the outline of the experiment, certain days the teacher works as planned and then the problem to what extent in the seventh step of research

(7) Evaluation:

Choice of problem, field, gathering the necessary information, formulating, prioritizing possible causes of the problem based on them, making predictions. After this work is completed, the stage towards the final stage of the research is evaluation work.

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Problem solving is based on hypothesis and experimental design but on evaluating how much the problem is reduced or occurred. Action research is observed throughout action research. Hence, evaluation should be done very cautiously. should be evaluated, so that what really has to be done, remains.

(i) Observation: Evaluation of action research

This way can be done sincerely. Teacher here, the researcher or principal regularly observes and explores and tries to have his/her research evaluated in a standardized way. The main advantage of observation is that it does not involve controlling the situation. A person can also be assigned the task for observation, now a CCTV camera can also be helpful in observation. The recording done in it also gives you convenience of time. If the things to be observed are fixed, more precision can be brought to them.

(ii) Collection of feedback (Collection of Opinion): By taking feedback from various departments of students, teachers, principal, it can be known how much improvement has been made in the problem. A specific inventory to elicit these responses should be developed by the researcher. Also, responses should be viewed with skepticism, so as to prevent any bias.

(iii) Questionnaire: Questionnaires or manuals which we filled the students in order to determine the possible causes of the problem. In research language it is called Pre test and Post test. An increase in coefficient indicates improvement of that problem. The questions of the question paper that will be formed during the answer test should be done carefully.

(iv) With / Interview (Interview) : Evidence is a simple method of evaluation. The thoughts of students, parents, class teachers can be known through evidence. To what extent the problem is improved, what difference do you notice in your problem after the experiment etc. we can know through thoughts, description and the result can be predicted through these thoughts, description.

(v) Check-list: Check-list technique is also used for evaluation. It lists certain things and asks the students to check them. This type of list is also called problem check-list. Answers to common questions can be quickly obtained through this technique.

(vi) Rating Scale: To know the extent to which the problem has been solved, the researcher uses five-point rating scale or: seven-point rating scale. This criterion consists of five or seven boxes against one statement. Students have to mark it as correct.

(vii) Test: If the subject of the research is related to the subject matter, the students can also be evaluated by taking a test. The extent to which the problem has improved can be known by

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examining the transcripts through the examination results. It is of course the responsibility of the researcher to ensure that this examination does not become subjective.

(vii) Numerical activities (Statistical Devices) :

functional Research has little place for hard and complex statistical calculations; But it can also be evaluated. It can also be evaluated by common measures of numerology such as median, median, multiple. Also, in the above various activities, statistics can be used wherever required. Testing by statistical methods is more standardized and reliable.

All of the above should be evaluated by whichever method is easiest or most applicable, so that the next steps to solve the problem can be considered.

(ix) Findings, Conclusions and Implications: What was the conclusion of the experiment in the section? What percentage of success? In what matter did not get success? What could be the reason for it? What can be considered again for that? This is written in steps. etc. in detail with reference to matters

conclusion, results and simulations are held together in the same hierarchy, but the researcher may describe all three in different ways.

(A) Conclusion: Here the researcher writes a note about what can be concluded from the whole process that the researcher is researching to solve the problem, the various steps he has implemented, experimented, tried to solve the problem through various procedures. These findings can be process oriented, interpretive, improvement oriented, problem oriented or outcome oriented. A conclusion is a precise observation of the researcher. Based on it, it is known how much the researcher's hard work was successful.

(B) Outcome: In action research the outcome has to be detailed. Throughout the various processes of evaluation If the process is statistically tested only after it has been evaluated, the analysis is considered a research result. If the result of the research is to be determined by general or superficial calculation, then the word % is used. like, Grades: 22% of students in grades 8–6 showed improvement in handwriting. Thus, the success of the entire research can be known from this result.

(C) Exemplary : The work is not completed when the research is completed i.e. its deadline is met. Research to find out how deep the problem is, why it can be solved; But to prevent it from reoccurring or to solve it for a long time so that the problem is eradicated etc., simulation is necessary. Replicable means the assurance that even after the research, the experiment, the improvement will continue. If the trainees do action research in fifteen days during their training,

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then after fifteen days there students, teachers, parents, principal assure them that even after your departure, we will continue this work, keep such things in mind, bring such reforms, this problem will not arise again. If it is allowed to happen, it is called imitation. Oftentimes, when doing research on paper or just doing research for the sake of doing it, people easily ignore modeling standards; But this is also a part of research itself, it should be kept in mind.