

**DEVELOPMENT OF HISTORICAL UNDERSTANDING
IN 9- to 14-YEAR OLD CHILDREN**

*Dissertation Submitted to Jawaharlal Nehru University
In Partial fulfillment For the Award of Degree of*

MASTER OF PHILOSOPHY
(Social Psychology of Education)

Submitted by

Shalini Dixit



**Zakir Husain Center for Educational Studies
School for Social Sciences
Jawaharlal Nehru University
New Delhi 11006
India
2005**



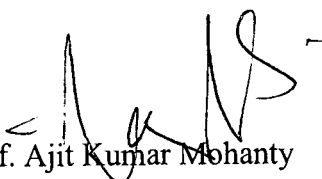
ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES
SCHOOL OF SOCIAL SCIENCES

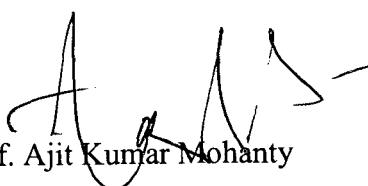
21 July 2005

CERTIFICATE

This is to certify that the dissertation titled, '**Development of Historical Understanding in 9-14 year Children**' submitted by **Shalini Dixit**, in the partial fulfillment of the requirement for the award of the degree of master of philosophy, is her own work and has not been submitted so far, in part or full, for any degree or diploma in this university or any other university.

We recommend that the dissertation may be placed before the examiners for evaluation.


Prof. Ajit Kumar Mohanty
(Chairperson)


Prof. Ajit Kumar Mohanty
(Supervisor)

CONTENTS

CERTIFICATE

ACKNOWLEDGEMENT

ABSTRACT

CHAPTERS

PAGE NO.

1 INTRODUCTION.....	1-42
1.1 What is History	
1.2 Historical Understanding in Children	
1.3 Elements of Historical Understanding	
1.4 Theoretical propositions regarding the development of understanding in children: A Review	
1.5 Limitations of previous studies	
2 RATIONALE PROBLEM AND HYPOTHESIS.....	43-46
2.1 Rationale	
2.2 Problem	
2.3 Objectives	
2.4 Hypothesis	
3 METHOD.....	47-63
3.1 Sample	
3.2 Tool Used	
3.2.1 The Test of Historical Understanding	
3.2.2 Item description and scoring	
3.3 Interview	
3.4 Pilot study	
3.5 Procedure	
4 RESULT AND ANALYSIS.....	64-88
5 DISCUSSION AND CONCLUSION.....	88-107
BIBLIOGRAPHY	1-3
APPENDICES	

ACKNOWLEDGEMENT

I would like to express my deepest regards and gratitude for my supervisor, Prof. Ajit Kumar Mohanty, for his constant guidance and constructive criticisms throughout the course of study. Right from correcting my various mistakes to helping me clear many of the concepts related to study he provided his precious insight in the study. I also extend my gratefulness to Prof Deepak Kumar and Dr. Dhruv Raina who always responded promptly to my queries, and were always ready to me clear various issues and concepts related to history and philosophy. I also must acknowledge that it was Prof. Deepak kumar's interesting way of explaining the process of historical analysis which led me to take so much interest in the psychology of history. I also express my thankfulness to Dr. Minati Panda and other faculty members, of ZHCES/JNU for providing me scholarly suggestions and encouragement throughout the course of study.

I am grateful to Prof. Krishna Kumar, Director NCERT, New Delhi, who showed a great interest and provided his precious insight in the study. I am obliged to he spared his time to enlighten my study, besides his busy time schedule.

I express a special gratitude to all our office staff, Mr.Ghani Haider; Mrs Sneh R. Aiswal, Rajendra Kumar and our librarian Ms Seema who were always willing to help us, in their bets forms and with their affectionate behaviour.

My special thanks go to all the children who participated in the study with a great zeal. The parents, teachers, and the principal of the schools I visited, also deserve a special thanks for their cooperation and assistance.

My most affectionate thanks goes to my family and friends who have always been a pillar of support. I am thankful to Priya for her caring nature and lightening my spirits and when I needed, Abdul for providing friendly suggestions and critical comments and sushil for patiently listening, suggesting and correcting my mistakes. I specially express my obligation for Amita for taking so much interest in listening to, reading and correcting my work and standing by my side, throughout the study.

No words are enough to express my deepest gratitude and indebtedness to my family, especially both papa and mummy my sisters Ranu and Dimple and brother Manit, whose presence have always been a source of immense support and strength. And last but most important, my work would have been simply incomplete without the support, help and compromises made by my husband Neeraj. *acknowledgement*

My hereby is only a small expression of my deepest gratitude to one and all who directly or indirectly encouraged in several ways.

Dated: July, 21, 2005

Shalini.
Shalini Dixit

ABSTRACT

The study was investigated the course of development of historical understanding by constructing a test for the same. The main focus was to explore the age at which the historical understanding begins to appear in children.

In order to construct a test of historical understanding, a list of all possible dimensions of historical understanding, was made on the basis of analysing literature on the nature of history and historical understanding. Consultation with 3 historians was also undertaken to develop the dimensions of historical understanding. The dimensions of historical understanding were analysed in term of abilities required by the children in order to operationally define all the dimensions. On the basis of operational definitions of the dimensions of historical understanding thirteen test items were formulated to assess these dimensions. The items were constructed in manner to resemble historical situations; it consisted of pictures of old house, and other objects and people, and hypothetical situations or short stories. No real historical episodes were taken, so as to avoid any effect of prior knowledge on the test performance.

Fifteen children from, one school in Dhanbad (Jharkhand), one school in Gorakhpur (Uttar Pradesh) and three schools in New Delhi were taken. The children were from grades 4, 6 and 8. All the children came from a middle socioeconomic background, which was determined on the basis of the family income of the students. The administration of test was followed by various questions related the responses made. Following the test administration, an in depth interviewing children was undertaken, so as to investigate into their idea of history and past.

The findings revealed that understanding history requires various skills and abilities, which exhibit different patterns of development. Most of the important skills required in appreciating history such as difference of past and history, chronology, imagination have been found to be developing early and becoming refined with age and grade. Some of the dimensions such as, empathy showed wide individual differences in development. On many aspects of historical understanding it was observed that children's performance improved with probing and clinical interviewing. This suggests that the

basic understanding of the aspects of history are there in children and become manifest with some adult guidance.

Hence it is concluded that historical understanding is a multidimensional rather than a unitary process, the development of which starts at early age, perhaps even before the age of 9. There are also great deal of individual differences in respect some dimensions of historical understanding.

There are plenty of observations regarding the development of the cognition and understanding of children into various aspects of life; such as the development of logical thinking, mathematical understanding and scientific understanding etc. However, there are few areas about which relatively less is known. Children's understanding of history and of concepts related to it is one of the domains of mental development about which we do not have much information. There are various questions related to historical understanding which remain unanswered or, sometimes, not adequately answered. The questions such as, what are the various dimensions of historical understanding; what is the normal course of development of these dimensions; does historical understanding follow the same pattern of development for all its dimensions, and to what extent there are individual variations in such a development, are interesting and important particularly for designing curriculum of history.

The present study is an attempt in this direction to explore the development of historical understanding in children. Issues related to historical understanding, are inevitably linked to meaning of history:

1.1 WHAT IS HISTORY

In a very general sense history is the study of human action done in the past. It seeks to answer the question about the human actions and societies in past. There are various conception and subsections of history; history of science, history of arts, and history of music. At the same time historians have conceptualised their tasks as ranging from telling a simple story to answering a complex array of questions about human experiences. Each of the philosophies and subsections of history has its own rule, objectives and vocabularies. Any attempt to introduce the whole debate on

the idea of history, or to provide any conclusion for such debates is out of scope for the present study. Rather the attempt here is to give an introduction of the conceptualisation of history in the context of present study. In doing so it has been a point of consideration to bring out those salient features of history that one needs to appreciate as a student of history, at the same time, which is operationalisable and assessable.

To determine the idea or content of history, it is important to consider the form in which it is accepted in this study; since there are many forms in which history is accounted such as, chronicles, annals or narratives. Chronicles and annals are collection of facts about when, what and where, of historical events. Discourse is a form of history in which events of history are discussed, without an attempt being made to connect the events in sequential and chronological order; while a narrative form of history does so with a proper sequence and order in the events. These two are most accepted forms of history. And eventually there are disagreements among the scholars about the form in which to accept the subject matter of history.

1.1.1 History as Narrative or Discourse:

History stands for the narratives of past human actions. Historical works of mostly all kinds involve, or presume a narrative, which is base for other forms of history. One cannot write a discourse about history without assuming a story like outline of it. However, many scholars do not agree with this view on history. They argue that there are many haphazard events and elements, side by side that if you impose a structure upon it, you are likely to miss many of facts and factors. You may end up not being able to give proper representation of all the events or dimensions. Supporting the discourse form of history; White (1987), says that it should depend upon taste of the historian as to how s/he wants to plot the historical investigations. Historians like White (1981), Mink (1978) and Braudel (1980), disagree with the stand that life events exhibit a story like structure. White, along with others, who do not accept history

in narrative form are correct, when they say that life often portrays random events which do not have any connection or sequence. There is no doubt, truth in proposition that human action form a meaningless sequence. However there are, though less definitive, but still important forms of sequence and structures to be found and reported. It does not mean that history takes a form of story, if narrated in that manner as some of the scholars allege. Although story or fiction is presented in a structured framework, which has a beginning, middle and end feature but the level of freedom which the writer enjoys in story writing, is not the same as enjoyed by the historian. All historical propositions, must manifest a base of evidence, i.e. it must deal with events that can be shown to have actually happened at roughly assignable dates and places. Social actions present some features of beginning middle and end structure, which can be well presented by a narration. So if history is presented in a narrative form it will not necessarily associate with a story or fiction.

Moreover since history deals with content that is the irreversible time structure; to make it comprehensible, it needs to be presented in a continuous manner, the manner in which, the time itself moves. Narrative seems to be the device which reflects time structure, Mink (1978, though he does not approve the narrative structure of history) assumes that it is a “mode of comprehension” and a “cognitive instrument” (Mink, 1978, p.145). Particularly for children at school level, one cannot afford to escape the structure in which history was originally available for us.

The advantage with the narrative form of history is that it makes history more followable, by showing its interconnectedness with other relevant historical evidences and results. This is the reason why it seems legitimate to follow it at elementary level in schools, although it is not the only accepted form of history. Even our schools, today, present history in a narrative forms. Thus in the context of present study narrative form of history is what seems legitimate to accept.

1.1.2 History as study of past:

All historical works deal with breaking down the time past, choosing and excluding the event according to their time periods. A strict adherence to chronology is what differentiates history from fantasy and story. At the same time, the time factor is what differentiates history from other social sciences specially sociology and anthropology.

Scholars have also done classification regarding the time lengths chosen for study, and have shown that it can vary to the choice of historian. For example, one may choose to study long or short time length to study but it does not follow that one can skip the alternative time lengths. Braudel (1980) suggests that every unit of time is crucial for the study of history, as he puts it; "The only error would be to choose one of these histories to the exclusion of others" (p.34).

The aim here is to show that the study of time is an integral part of studying history. The study of can be said to be defining features of history. Therefore when one starts pondering over the subject matter of history this is the first subject to be acknowledged.

1.1.3 History as a study of social dynamics:

History is a study of the society, its events and their characteristics, which are formed by complex patterns of events, and their characteristics. It is concerned with human actions, events and their causes. While analysing society, historians tries to explore the manner in which longstanding interest, disinterests and needs of various groups have been relevant for the eventual incidence. As it said, "It deals with society... it also deals with succession of events which both marked and caused changes in the way people lived and behaved then" (Kumar, 2001, p. 24). There are many antecedents, causes and related factors which lead to an eventual action or event. Therefore, its analysis requires investigating nearly all the aspects of human and social life. Some

factors may be more directly related while others are indirectly related to an event. For example a war between two states is not a result of sudden disagreement over some issue, rather it may be an outcome of their previous bilateral relation, their enduring interests or disinterest, their complexes and/or prejudices against each other. The study of any historical event requires the investigation and imagination of all the possible reasons and explanations for the events.

Any incident, which takes place, is not just consequence of its immediate antecedents rather many distant and implicit factors collaborate in a complex way to lead to an eventual incidence. Consequently the study of history includes, seeking causes and explaining past events on the basis of studying the various possible linkages and causes of the event under investigation.

1.1.4 Patterns in the events of history:

It is often heard that 'history repeats itself'. This is a general assumption regarding the pattern of events and their co-occurrences. There are some general laws of the society on which it functions; for example the assumptions such as, if certain phenomenon occurs the other will follow. Nevertheless a particular incidence involving a particular time, place and people will never occur again; however it is possible to use generalizations like war, peace, state crowd etc. for such happenings and phenomena. Historians often explain what happened or what was done as a characteristic of the time period, society, or institution. Though the scope of such explanations is limited in time and space but one brings things under generalisations, by using some general unitary terms.

By using some generalisation a historian has the job of finding a continuous series of actions by means of which, s/he can trace out how the elements are connected in a way that they form a series events which have a pattern of continuity, and/or change. To put it in other words the historian has to find out common or distinct elements of events at

different times. For example if one is looking into the social structure of a society and one has the sources which informs how and what was the structure of that society at different points of time. To find out the problems and connections now; one will see, as to what are the elements of a time which have been carried to the next time, how that element leads to the formation of some other structure, how things change over time and so on.

Primary sources or other information are just bits of information on which the historian has to apply his own synthesis. One has to draw information from the sources; knit the web of ideas about the phenomena under study and draw connections out of it to find the patterns of continuation and changes over time.

1.1.5 History as involving various methods of investigations:

History analyses issues which are not available for current exploration. As a result the approaches taken by historians for the analysis of the historical affairs differs somewhat, from the other social sciences. In other words there are various methods by which historians get informed about historical situation. While analysing history, they may have to use primary or secondary resources, imagine the situations of past, or draw out the patterns and regularities in the societies and its events etc.

A) The empirical sources of historical analysis:

While reconstructing the pasts the historians uses various sources to inform their study. They can be roughly categorized under two; primary and/or secondary resources. The primary data gives accurate information regarding the event or the person; therefore, there remains no chance of being misled about the issue under study. However, primary sources are, very often, not complete regarding the information they. They requires to work upon them, and to infer information about

the event or issue under investigation. It is also important to know what others have thought and analysed about these primary resources (if it has been previously investigated). In doing so, the secondary resources can be a great help.

Both of these methods have their own advantages and disadvantages. Over use of any of these methods may distort the picture of the event. If one uses only primary resources he may end up giving an idiosyncratic picture of past which no one else may agree with, on the other hand with the overuse of secondary resources one may be caught in the subjective biases or prejudices of the others authors. So the historian has to keep a balance between these two sources, recognise the significances of these methods, and give them proper representation at due places.

B) Imagination in historical analysis:

Imagination is one of the main tools by, which historians reconstruct, narrate and understand past. As discussed above, historians have to compile and organise facts, as most of the time they get primary resources unexplained. To fill in this vacuum, and to make a narration out of facts, it requires to imagine the time situation and the whole setting of past. As historical facts require interpretation of causality, they also require historians to envisage the conditions in past. There is no other way to enquire and analyse the situation of past, because we can not have the past events for our current exploration.

Not only for seeking causality there are many other situations in historical analysis where, historians take help of imagination, for example, to draw inferences, to understand the mental frame of the people in the past, to understand the values and ethos of the societies in past and so on. To analyse and appreciate situations effectively, historians as well as the readers of history take help of imagination. The historians imagine about the people and events in the past; while the

readers envisage the minds of historian as well as the people narrated. As Carr (1961) admits that “past is dead but it is still alive in the minds of historian. He must reenact the thought that might have gone in the minds of people in past, and reader in turn must reenact what goes in the mind of historian” (Carr, 1961 p. 23).

Although it is not possible to reenact the exact thought of the person whom we have not seen or met. Even if one is told to reenact ones own thought back some time, say 15-20 years back it would be difficult. The best one can do is to remember some of the behaviors at that point of time in his life and some of the feelings, which were prominent at that time. But it is not easy to repeat the exact feelings in ones mind. It should be even tougher to do so for a person in distant past. However it is possible, and desirable for a fair analysis of any action, to guess the mind sets of the people by inferring their thoughts and keeping oneself at their position.

While analysing any past situation the historian has to engage in the time past. S/he has to traverse the time between him/her and the time past, at the same time, s/he has to remember the differences between his/her own time and the historical time. One has to remember that how long is the gap between the analyser and the analysed? How many layers of changes have covered the issue, since that time and now? While keeping all these difference in mind the historian has to describe and analyse the historical issues, in the context of its own time.

Reading or rewriting history calls for certain judgments regarding the values of the society; historical explanations in this way are susceptible to personal inclinations of the historians. In such times a historian has to refrain himself from imposing his own judgments or standards in judging the thoughts of a person or a group. At the same time he, has not to be biased by looking at only one sided view about the event under study. The values and ideals of a society are rooted in the historical conditions of the place and time. The reader or the writer has

to recognise these condition and values, while making judgments and analysis. In doing so also many a time the person has to depend upon imagination. It is a practice in which the reader/writer has to imagine the situation a not get entrapped in it. So that s/he can view the other side of the story or and consider the multiple views together before giving any conclusion. Although to get a detailed idea of the past one has to enter into the time frame yet the person has to keep him/her self detached from the whole analysis. This is a dual task which the historian engages in.

There are more than one situations in historical analysis in which imagination is the main tool to be used. As it has been discussed above, imagination is a part and parcel of the historical investigation; not only because the primary sources are to be explained by that, but also for envisaging all the happenings; their causes, and the minds of people etc.

1.1.6 Historical Facts and the Historian:

As Barthes (1997) says, “A historian is not so much collector of facts, as a collector and relation and signifiers; that is to say, he organizes them with the purpose of establishing positive meaning and filling the vacuum in a pure, meaningless series” (Barthes, 1997, p. 121). Historical events and evidences, which have gaps in them, need to be explained. Very often, it requires the narrator and the reader to take into account the minds, expectation and motive of the agent (the person who initiated the action) as well the people around the agent. All this is done with the historian’s judgment, analysis, and choice. In this way, reconstruction of past is an outcome of empirical evidence together with historian’s mind. As Carr suggests; “Study the historian before you begin to study his facts” (Carr, 1961, p.23).

The selection of evidences as well as interpretation depends upon historian. At the same time what interpretation a historian is going to give depends upon evidences, which are available. Historical facts when come

to us are processed by the historian beforehand; as Collingwood says that history is what the historian experiences (Collingwood, 1945). One needs to keep in mind the socio-cultural background of the historian. Not only the time period it deals with but also the needs and the pressures of the historian own time influence the historical reconstruction.

This is a brief account of what a historical enquiry consists of. It is study of past events, actions and society. In a historical enquiry a historian tries to explain events by seeking their causes and aftereffects and sometimes s/he would seek for the regularities in the events or behaviours, so as to, establish some generalisations regarding them. The historian uses various methods, approaches, and sources to reach in analysing historical situations; such as, primary or secondary resources, imagination or and/ rational thinking. The historian has a job of imagining, describing and analysing the past situation by taking the perspective of the society and people of that time. While doing so s/he will also have to refrain himself/herself from being swayed by the thoughts of the people in the past, and have to understand and narrate it in the present context. As far as definition of history is concerned; there are as many definitions, as are the attempts to define it. In the present discussion on history the attempt has been to bring out those aspects of history which are relevant for children at school level. So far as the current purpose is concerned it is assumed that, 'History is a study of issues related to human life and society, in past. Besides locating events in time a historian tries to seek explanations, causes and connections of certain events/action by following certain methods like direct investigation of facts / evidences, imagination and analysis.'

1.2 Historical Understanding in Children

History is a process of enquiry into past which requires appreciation of matters, related to human life and society. Its

understanding would require an appreciation of all the elements of history. To explain the meaning of historical understanding; first it will require differentiating between historical understanding and knowledge.

Knowledge of history would refer to the access and ability to reproduce whatever is there in the memory, i.e. dates, fact and ideas etc. while understanding would refer to the cognitive ability to process and make use of conveyed knowledge / information, for example if the student is referred to the term 'war s/he should understand that what does it mean, s/he should be able to provide the other instances of war, and use the term war to label such a situation. It refers to the Child's ability to understand the instances where s/he can put the acquired knowledge to use. In other words it means that if a child has learned, in general, the meaning, examples and consequences of a war and s/he is able to use that learning in predicting the consequences of war, in some other time and place. This is ability of a child to appreciate historical information or situation independent of his/her previous knowledge or exposure to information related to history. In this way the level of historical understanding would be; the extent to which, a child can appreciate different aspects of history discussed above, or can apply the cognitive practices used by the historians (at least to some extent).

With the help of above discussion history four dimensions of historical understanding have been worked out, which are relevant for a child at school level. They are related to:

1) Temporal aspect of history. This dimension is related to the understanding of time; the distance, closure and the lengths of time in history, and the relationship between past and history.

2) Causality in history. It is related to the analysis of different related causes of one or more events.

3) The cognitive strategies which are required in dealing with historical accounts.

4) The relativity in historical interpretations: It deals with the analysis of resources of historical reconstruction, understanding their relevance and role of historians mind in reconstructing history.

All the above dimensions have their sub dimensions (they are mentioned below). It is important to mention here that these elements are not necessarily related to what a child has learned; rather these are the abilities which, if the child demonstrates, can be categorised as having historical understanding, since these are the general mental processes, which a person engages in while processing historical information. However, it can be said to be related to knowledge, to the extent to which cognitive abilities are related to environmental exposure. Apart from that it simply refers to; what and how much a student can make out of the given historical material.

A student needs to appreciate the time gaps, durations and chronology in order to understand, the temporal aspect of history. In the same way to understand, causality in historical situations a student is required to examine an event by looking into its various aspects. In other words it is an ability to analyse an event by looking into its various conditions, causes their interactions and effects. This sort of an exercise would require the student a divergent and critical thinking. There are historical situations when, on the basis of the analysis of an event/phenomena, the child is required to take into consideration the whole series of actions / events, over a period of time and to perceive the changes and consistency, in them. Historical understanding also requires the ability to judge an event/action in terms of its merits and demerits while taking into account the time, place and the conditions in which it occurred. Such an understanding will have to depend to a large extent on imagination because of the remoteness of the historical objects.

In short, it can be said that, historical understanding is ability to receive, comprehend, analyse and apply historical information, by using various cognitive abilities. For example, it requires inferring information about the antecedents, consequences and the various aspects of an events/ actions by drawing upon imagination and critical thinking, and the ability to examine incidences and actions while taking into account its various correlates, as well. It seems that historical enquiry is not a single ability rather it is a conglomeration of multiple skills and abilities. A detailed description of all these abilities is given below.

In this study an attempt has been made to derive elements, which would be required by a child to appreciate history at school. In doing so; an analysis of the existing literature about the nature of history, existing literature on children's understanding of history, and discussion with two-three historians and the students of history have been the main source. At the same time it has been consideration to take those aspects of history which are operationalisable and assessable.

1.3 Elements of Historical Understanding

The above analysis reveals that the following broad categories of psychological processes are involved in appreciation of history or development of historical understanding in children. An outline of all these dimensions or elements of historical understanding is provided in the Table 1.1, followed by the detail account of all the dimensions and their sub dimensions.

Table 1.1
A brief outline of all the dimensions and sub dimensions
of historical understanding

A) Temporality	B) Causality	C) Methodology	Understanding the historian's job
1) Awareness of the difference between present and past	1) Ability to relate social forces to an event	1) Imagination 2) Perspective taking 3) Search for patterns and regularities 4) Ability to draw abstract concepts and information from concrete objects.	1) Ability to understand and analyse primary resource. 2) Understanding history as an interaction between historian and his/her facts.
2) Linking history to chronology	2) Critical and comparative analysis		

1.3.1 Temporality:

Awareness of time is one of the most important elements of historical understanding. "The content of one's knowledge of past must be accompanied by the awareness of time, in order to qualify as historical knowledge" (Kumar, 2001, p. 23). There are few abilities, related to temporal aspect, which a child requires for comprehending historical time:

- 1) Awareness of difference between present and past:** - The knowledge about a certain event is different from the awareness that past is a body of time that can be rationally measured and organised. Before gaining any understanding of past a child, first, needs to have an understanding about the pastness of objects or events or anything else. At the most

crude level, it is, understanding a difference between older and newer dimension of some object. In other words; it means that the child is aware of the past dimension in our lives. In the context of the objects, for example, it will require a child to think in terms of past aspect of objects; the understanding that the objects were not as old as today. It also requires a child to be able to differentiate between objects, in terms of their oldness. This would reveal his/her understanding of past as having further divisions, as to they are not just old but some of them are relatively newer than the others. In other words, it is awareness that past can be further divided into different sections of time.

2) Ability to link history to chronology: - Chronology is of core importance to history. To understand any sort of information about past, it is required that the child locates and understands the meaning of time and durations. It refers to the understanding of the things like 'How long', 'how long before', 'and how long after' etc. It is an understanding which would, enable a student to estimate the duration, closures and distances of times. It would mean, an ability to locate events in a time series, to estimate time durations and distances.

1.3.2 Causality:

Historical understanding requires the appreciation of the social phenomena which is complex in its forms. Seeking causation and connection in the events of past is the important part of historical analysis. Causality is concerned with 'what' and 'how' mode of thinking about the causes of events or actions in history. In the present analysis, causality has been seen to be working at the following levels:

1) Ability to Relate Social Forces to an Event: -A student of history is required to understand the relationship between an event and its causes/causes. In other words it is, justifying an event or situation as

being responsible (more or less) in causing the subsequent event or events. In any social event, there may be one direct cause but, many other factors influence this direct cause. For example, in a factory lockout, the workers' unrest may be the cause which is directly linked to the lockout, but many other factors such as, working conditions, poor salary structure as lack of incentives can also be held responsible for it. It is also possible that some of the union leaders might be trying to make their own political ways, by organizing this event. So to understand this sort of relationships a student needs to appreciate the connection between a cause and its effect. Understanding of causality also requires appreciating the fact that there can be more than one cause for an event; and that though, they function independently but they influence in a collaborative way. So for the analysis of social historical situations one needs to have an insight into the factor/factors responsible for an event so that their relative role in the can be judged.

2) Ability for Critical and Comparative analysis: - Historical analysis requires understanding of bygone situations which requires an ability to think critically and imaginatively about the various dimensions of an event and its various causes. There are many situations in historical enquiry which require critical and comparative analysis; they all require the same kind of ability with a little variation.

A historical study does not involve absolute judgments like 'good' or 'bad;' it requires comparing and contrasting different societies and times on the basis of phenomena and evidences selected for study. In such cases of comparisons one requires to think in divergent ways, about the event, phenomena or the society in study. It refers to an ability to think in multiple ways about the issues under study, and to draw ideas about the ways in which two issues are similar or dissimilar.

In the other instance of the critical analysis, the historians or any social scientist has to determine the cause/causes in terms of the extent to

which they have contributed in the eventual incidence. History requires analysing various causes in terms of their relative contribution. A student needs to understand the hierarchy of causes and to have a rational and explanation for the interrelations of the causes. This point is different from the one discussed above (to Relate Social Forces to an Event) in the sense that; the first one is related to justification of cause at the level of single or multiple causes. But this second point is to move beyond the first step and assorting them in accordance with their relative role in the eventual event.

Thus a critical and comparative analysis would mean; an ability to think in divergent ways about an event or phenomena by drawing upon imagination and to be able to deduce inferences from the given facts about their relative importance in causing any event, by applying the critical investigation.

1.3.3 Methodology:

This dimension of historical understanding is related to the ways in which a reader or a writer of history engages him/herself in the process of analysing or reading history. The analysis has revealed five mental practices required for appreciating history:

1) Imagination: - To have a clear picture of happenings in past, one has to imagine them. A detailed description or understanding of past situation is possible only through getting into (by imagining) the life of that time. Study of history requires to have a mental picture which can help in feeling the ethos of past. Imaginative ability here refers to an ability to envisage (form a mental picture of) remote things.

One of the situations in which imagination is required is Critical thinking, about the issues in past; the one discussed above. It can be termed as 'critical imagination,' since the sort of imagination is not free from realities. It is applied to analyse the situation in past and to think in

divergent ways about it. It has to be bound to realities, and to the actual life incidences of past.

The other situation requiring imagination is, empathising with the people in past. In history, when one studies an action done by a person or a group, one needs to take into account the mindset of the people involved in the act; so as to do a fair analysis about their motives and actions. Therefore one needs to transform himself/herself to the whole physical, cultural and environmental setting. So that s/he can have an idea of how it might have been back then.

Thus, there are many situations which require separate abilities but they all require imagination to be accompanied with them.

2) Perspective taking: - Reading or narrating history calls for some judgment regarding values and ideals of society; the reader or writer has to recognise the conditions and values of society before giving any conclusion about them. S/he need not impose his/her own personal standards in judging the thoughts of people in the past. At the same time, while one is analysing any action or statement done in the past, one need, not be swayed by one sided opinion about any issue. To remain objective in the judgment besides considering other surrounding factors; one need to take into account the opposite views also. It requires the student to raise above his/her personal dispositions and consider the views of different subjects. It is possible when the student has, the ability to judge an event/action/thought from the multiple view point and in accordance with the prevalent norms and perspectives in a particular time in any society.

3) Ability to Search for Patterns and regularities:- A historian has to find out the common or/and distinct elements in a series of actions to find out patterns in different series of events. S/he has to watch out for the times and situations when there have been changes, growths or

developments in the societies and people, and to perceive a pattern of change or constancy in the same.

In this way it refers to, an ability to find out common or discreet elements in a series of events. By having this ability students will be able to perceive the events which constantly appear in a society, individual or the group under study-over a period of time. At the same time s/he will be able to perceive the ways in which changes have occurred.

4) Ability to draw abstract concepts and information from concrete objects: - This aspect deals with a skill to draw concrete information from the various artifacts such as, primary resource, objects photographs etc; at the same time, to draw upon them as concepts and cues to understand past. This would reveal ability of a student to think in diversified and innovative ways about the objects or evidences. The skill is based on immediately observable features, but on the basis of such practices the student can infer ideas about the time period and the person or society to which the objects belong to. It is the ability to deduce concepts from given cues. It includes moving outwards from the facts to draw a new synthesis of the information provided by the objects.

1.3.4 Understanding the historian's Job

Understanding history requires the ways in which it has been worked out. The reconstruction as well as the interpretation of historical facts is influenced, to a large extent, on the mental framework of the person who is analysing it. On one hand the selection of the sources and the value added to it, on other hand availability of the resources, both determine the reconstruction of history. So it is crucial to understand, for a student, the relativity in historical explanation

1) Ability to analyse resources:

The student is required to have a skill to understand the information reflected by the evidences. When a student is reading history s/he needs to take into account the way history is reconstructed. In this

regard the student is required to understand the relevance of and distinguish between primary and secondary resources. The child requires an ability to understand that, in what context, which source would be better informing. S/he needs to understand what the resources inform.

An ability to understand the difference between, primary and secondary evidences, is thus related to ones ability to examine the sources of information and attach relevance to them.

2) Understanding history as an interaction between Historian and his/her facts: -

The student is required to appreciate that the availability, selection and interpretation of the facts may vary from one author to other and from one time/place to other. It requires an understanding that that reconstruction is influenced not only by the piece of time it deals with but also by the time and society in which it is dealt; the needs and pressures of historian's own time and surroundings affect it. At a crude level it is to understand that people may vary regarding their opinion about various issues, which in turn may influence the way they interpret things around them.

Given above is an account of the various components or the process involved in understanding history. Now, since this is concerned with the development of understanding history, it can also be linked to the general theories development of cognition and understanding.

1.4 Theoretical propositions regarding the development of understanding in children:

Understanding develops by maturation of cognitive capabilities of the child and acquisition of the knowledge over a long period of time. Initially child does not understand anything about his/her environment, but later on as s/he began to mature and learn; the environment begins to appear meaningful to him/her. The development of understanding occurs in a predictable way. Few theoretical propositions about it will make the point clear.

1.4.1 Piaget's theory of cognitive development:

Piaget's theory is based on the idea that the developing child builds cognitive structure, in other words, mental "maps," schemes, or networked concepts for understanding and responding to physical experiences within his or her environment. Piaget asserted that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes, such as; crying and sucking to highly complex mental activities. This way, the child develops more and more adequate cognitive structures. Piaget outlined several principles for building these cognitive structures.

TH-12184

Piaget's theory is genetic, maturational and a hierarchical one. His theory is genetic, in the sense that he sees higher mental processes as evolving from the development of the nervous system. It emphasises that there is a predictable pattern of development of the concepts formation, which is accompanied by maturation of a child. By this he means to say that there are relatively invariant kind of responses which emerge at their specified at ranges. His further assumption is regarding the developmental stages. The stages he proposes must be passed through in the given order before the development of the subsequent stage. Besides these assumptions regarding the developmental stages Piaget considered the following three factors important in ensuring the appearance of the stages of cognitive development. These factors are: 1) biological factors, which account for the surety and regularity of the stages of development. 2) Educational and cultural transmission factors, which account for the discrepancies in the age, in which the stages appear. And three; the activities in which the child engages in. Since Piaget believed that child learns by enacting, he asserts that the child learns what s/he experiences.



When a baby grows up his/her behaviors are mostly random. Gradually the behaviors of the child become organised into distinct patterns of behaviors. These organised behaviors were called "schemata" (mental maps). During all development stages, a child experiences his or her environment using whatever mental maps he/she has constructed so far. In the course of interaction with the environment the child strives to maintain "equilibrium" between what s/he perceives, and his/her existing cognitive structure. If the experience is a repeated one, it fits easily into the existing cognitive structure; this process is called "assimilation." If the experience is different or new, the child loses equilibrium, and alters his or her cognitive structure to "accommodate" the new conditions. Piaget considered that conceptual growth occurs because the child, while adapting to the environment, organises actions into schemata. When the actions in the schemata are replaced by the symbols (letters, words etc), this it is called "representational schemata."

Piaget's theory identifies four developmental stages and the processes by which children progress through. The four stages are:

1. Sensorimotor stage (birth to 2 years old): The child, through physical interaction with his or her environment, builds a set of concepts about reality and how it works. This is the stage where a child does not know that physical objects remain in existence even when out of sight (object permanence).

2. Preoperational stage (ages 2 to7): The child is not yet able to conceptualise abstractly and needs concrete physical situations.

3. Concrete operations (ages 7 to11): As physical experience accumulates, the child starts to conceptualise, creating logical structures that explain his or her physical experiences. Abstract problem solving is also possible at this stage. For example, arithmetic equations can be solved with numbers, not just with objects.

4. Formal operations (beginning at around 11): By this point, the child's cognitive structures are like those of an adult and include conceptual reasoning. The child at this stage can set hypothesis and try out its possible solutions. This is known as “hypothetico-deductive” reasoning.

As the child matures he/she passes through these four stages of cognitive development as described above.

There are other theorist also who have analysed concept formation, but there are differences on emphasis which distinguishes these researchers. There are two other theorist who has immense contribution to the developmental psychology; Vygotsky and Bruner. However, unlike Piaget these researchers have concentrated more on functions than the structure of cognitive development.

1.4.2 Vygotsky’s Theory of Cognitive Development:

Vygotsky postulated a course of mental development which is in close agreement with Piaget. The difference however, lies in their emphasis on the determinants of the development. Piaget placed greater emphasis on the biological adaptation that was accountable for the predictable emergence of the development, whereas Vygotsky placed greater emphasis on social influences. He postulated that human mental activity is a product of cultural learning; mediated by social signs. These social signs are cultural tools such as, language, number and art etc, through which a culture organises and transmits the knowledge, and in turn, thinking. Hence, our thinking, Vygotsky believed is a result of the cultural in which we are born.

Vygotsky’s main aim was to highlight the relation between the language and cognition, because he believed that, since language is the tool by which the thinking is transmitted the; the development of thinking

would be mediated by the language. In the course of his research Vygotsky and his coworkers identified three stages of development of concept formation. The first is 'vague syncretic'; which means random response. The child is at early stage of development where his/her responses are unorganised and based on trial and error. Classifications are made on the basis of superficial perceptions, such as, nearness of objects. The second stage is called 'thinking in complexes'. This also is a primitive stage in which, a child develops the concepts on the basis of criteria, which are not actually the properties that could be used for the classification of the concepts. And which, the child is supposed to have learned. The child perceives the superficial qualities to form the concepts without understanding the underlying properties of the concepts. Consequently a pseudo-concept is born. This is an effect of mechanical learning of the word that is determined by adults and the child learns that concept as it is interpreted to her/him. This is why Vygotsky has placed greater emphasis on the role of culture in the development of concepts.

The third stage identified by Vygotsky is called the 'potential concept stage', in which the child is yet at a stage where h/se can deal with one concept at a time but can not deal with all the attributes at once. Gradually when the child gains maturity, s/he can manipulate all the attributes at once.

According to Vygotsky the efficiency in the concepts development, depends upon how thoroughly the child has learned the attributes of the concepts. This requires the support of adults since they are the agents of the cultural transmission. The child acquires the verbal labels too readily, so it should be watched for that the child gets sufficient exemplars to aid the child's construction of the class concept. This kind of support from the knowledgeable others is called 'scaffolding.' Vygotsky believed that there is a difference between what a child can achieve at his own as compared to what s/he can achieve

through the adult supervision. This difference is called 'zone of proximal development.'

1. 4.3 Bruner's Theory of Cognitive Development:

Bruner's main concern was to find out the role of language, in cognitive development. A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to go beyond the information given.

Bruner views, that the student should be encouraged to discover the principles at his own. For an overall development of the student's cognition the instructor and student should engage in an active dialogue (i.e. Socratic learning). The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. Since the child builds upon his understanding on the previous provided the information should, he says should be provided in the way that it relates to the existing mental structure of the student. Bruner says that the approach taken for education should be a practical one. If earlier learning is to render later learning easier, it must do so by providing a general picture in terms of which the relations between things encountered earlier and later are made as clear as possible (Bruner1960).

Bruner (1966) states that a theory of instruction should address four major aspects: (1) predisposition towards learning, (2) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner, (3) the most effective sequences in which to present material, and (4) the nature and pacing of rewards and

punishments. He asserts that good methods for structuring knowledge should take a form of simplifying, generating new propositions, and increasing the manipulation of information

Apart from these theories of development of cognition there have been few researches in the area of historical understanding of children and its various dimensions. A review of those studies will provide an insight into many observations regarding the same.

1.5 LITERATURE ON HISTORICAL UNDERSTANDING: A REVIEW

Children's understanding of history is an area in the developmental psychology which has been relatively less examined; consequently there is a gap in knowledge regarding development of historical understanding. The few aspects of historical understanding which have been investigated are: time and chronology; causality; imagination; and the methods of teaching history (or in what way history should be introduced to the children). These studies can be categorised in two groups. In one group are the studies which assume that understanding of history develops later at adolescent age (Booth, 1966; Hallam, 1966, 1967, 1970, 1997; Jahoda 1963; Stuart & Oakden, 1922). Most of these studies have used Piagetian criteria for the development of logical thinking, as a benchmark, to assess the responses of the students concerning historical material. In general these studies have concluded that formal thinking regarding history develops by the age of 15-16 and sometimes later. In the other group; there are studies which have substantiated that the students at the age of 7-8, sometimes even six year of age have been able to show at least some form of historical understanding (Barton & Levstik, 1996; Blyth, 1978; Culpin, 1984; Hall, 1980). Most of these studies are not very exhaustive nor have they dealt

with all the aspects of historical understanding, still they provide a good deal of insight into various elements of historical understanding.

1.5.1 Development of Historical Understanding at later adolescent age:

The studies which equate historical thinking with formal operation level of Piaget, reason that appreciation of history requires higher order mental processes. Therefore it is not easy for a child below the age of 15-16 to appreciate such concepts. One of the widely known works in the area of the development of children's thinking in history is that of Hallam's (1970, 1967 & 1966). In his investigation into child's thinking regarding history he has demonstrated that a child must attain an age of 16 before s/he can have a formal operational thought regarding historical material. In his study Hallam (1970) assessed the answers of 100 students between eleven to sixteen years of age. He made the students read three historical passages, and asked 10 questions, regarding every passage to the students. Each student answered for 10 questions about each passage, thus every student answered 30 questions. For selecting the passage, a pilot study was done and the passages which gave a wide range of responses were selected to be used in the study. Since Hallam was using Piaget's criteria to judge the students thinking he had certain criteria, on the basis of which he could classify the verbal responses of the students into three main operational stages:

The students thinking was classified on the basis of what kind of thinking they reflected in their answers regarding the historical passages. For example, if the child was not relating the question to the information provided; there was isolated centering on one feature only and he was moving from one element to another without considering all the factors involved; then the child was categorized into pre operational thinking, likewise if the child showed an ability to give an organised answer, but limited to what is immediately apparent in the text then s/he was classified as having a concrete operational thinking. For the formal

operation thinking required ability was; realising a multiplicity of possible links, envisaging all possible explanations and finding explanations through logical analysis.

Hallam's results substantiated that the type of responses which Piaget had reported with the younger children, could also be found the older children's answers to questions on history. Secondly; he reported that children exhibited formal operational level at a chronological age of 16:2 to 16:6 years, and the concrete operational level in their 12th year.

The result that formal thinking develops later in the study of history is confirmed by many of the other investigators also. Medley (1980) conducted an enquiry into concept of cause as it is dealt by children. He particularly looked into how students deal with multiple causes of a historical event. Medley's sample consisted of 111 students of 13 to 18 of age, with different abilities. He made the students read a narrative about the causes of Russian revolution (1917), and then gave them a list of causes of Russian revolution. The students were to write down 2-3 causes which they thought was important in leading the revolution. The students were also asked to give reasons for their answers. Medley had worked out 4 levels of responses, according to which the answers of the students were classified. These answers were taken as an indicator of their level of thinking.

The four levels which medley had worked out were as follows: Level one: 'Certain causes are described as being important without any attempt being made to compare their relative importance in leading to the event in question.' The assumption here is that the students classify some causes not by really weighing them in term of the role played by them in the event rather the reasons are self evident, they are the 'obvious' causes of the event. Level two: 'One is compared with another by means of describing a single consequence of the absence of a particular causal factor'. This kind of causation is more like a generalized view about the consequences or the absence of one of the causal factors. This is a rather

learned principles, which the child have acquired in the course of socialization as to, if something is there the other thing will certainly follow, for ex- 'you would not have a revolution if everyone was happy!' Level three: 'A number of causes are weighted against each other by means of following through, in argument, the consequences of certain causal factors being altered or take away'. This is a more refined mode of argument which shows the awareness of interdependence of different causal factors. At this level there is an awareness of the relative importance of causes. The child is aware of the interdependence of the causes; he can weigh causes in a mode such as 'what would have happened if this particular factor would not have been there. The student understand the difference between a cause which leads to something happening and a cause which makes something happened at that particular time. It means to say that in any social event there are various causes which lead to an event, some of them are long term causes and others are short term causes. However when the actual event takes place it is not necessary that a cross section of that event only will depict all the cause of that event. May be the most important factor is out of the scene at that time when the event took place. So at this level the student is aware of such sophisticated issues also. Level four: 'causes are weighted against each other by reference to an actual historical comparison situation'. At this level students try to find out other historical situation, the causes their consequences and takes the decision on the basis of the comparison between such situations. The student at this level moves beyond just the list of causes and tries to think about other historical situations in comparison to the one in the question so that he is better able to determine the role of causes.

In the results Medley found that out of the students between 13 to 18 years of age, hardly any of them were able to give a level four response, which required the students to compare the situation with other similar situations, to clarify the situation as well as the importance of any

particular or causes. He concluded that the students of 13-14 years can be taught to deal with contra factual and historical situation although it is only at the later stage that the students are fully able to understand the interrelationship of different causes in historical event; however the study also showed that there is great individual variation regarding the age at which the students demonstrates these skills.

Similarly Booth (1978) has done an inquiry into inductive and deductive mode of thought, in history. Studies, like that of Hallam (1967) has shown that history is concerned with deductive mode thought i.e. to form a hypothesis and deduce a conclusion using abstract thought. Such a practice is concerned with synthesising the information and providing a conclusive statement. Whereas Booth argues that deductive reasoning is not the only mode of thought in history. He says that studies like that of Hallam has judged the child's ability to reason, using logical thinking, pose a hypothesis and derive conclusions. Booth further argues that most of the time history requires moving out from the facts, to envisage the situation in the direction of possibilities, other than given facts. The historian has to envisage the surroundings, causes, and linkages to the event under study. It is to think in divergent ways about a phenomenon and to arrive at a new synthesis. Booth says that such kind of open ended inductive thought is more characteristic of historical enquiry. Inductive thinking is a synthesising activity which involves the creation of personal constructs.

With the above logic, Booth's conducted his study. The aim was to explore the process by which the inductive thought is practiced by the students of history. The students were shown twelve untitled photographs of different people, events from the history, and twelve short quotations each on separate cards. The students were expected to group these separate categories and provide explanation for the grouping. The grouping was done within category; such as there were groups to be made within the category of people, then the other categorisation was on the

types of quotations and so. The aim was to observe that on what basis the students form these categories. Booth assumed that these activities require thinking in divergent ways about the object provided and form a concept in which the student would judge all the instances of the category. Thus the students were put in an open ended situation in which the inductive thought of the student can be stimulated. The intention was to assess the extent to which the student could apply constructive imagination and divergent thinking to the material provided. Booth's subjects showed the ability to comprehend and analysis the material by forming the sets of the photographs quotation and events. Booth classified the inductive responses of the students into two categories: abstract inductive conceptual thought and concrete inductive conceptual thought. Abstract inductive concept was that which was based on inferred qualities or ideas from the material. It was to go beyond the observable features of facts and to perceive its latent meaning. On the other hand concrete concepts were based on immediately observable features in the pictures or quotation. With the picture such responses appeared such as forming sets on the basis of visible similarities on the basis of features like objects and people shown in the pictures. For the texts, it appeared commonly us grouping sets on the basis of keywords appearing in the text. Booth concluded that students attain open ended inductive thought at an abstract level by the end of 15 year of age, Specially when the students are provided an open ended learning situation like the one which he used in his study.

Another early but interesting study by Stuart & Oakden (1922, cited in Hallam, 1970), has showed that since historical time is an abstract concept the child will have difficulty in understanding it. They suggest that it is not until 11 year of age that child start appreciating past as different periods of time, and not just as past. It is only after this age that past becomes differentiated into various historical periods. Further they postulated that a full understanding of chronology may not develop until

sixteen years of age. There have been subsequent studies and replication of Stuart and Oakden's study in various countries, which have confirmed their main findings that the historical understanding develops later at age as compared to the other subject areas (Jahoda, 1963, cited in Hallam, 1970). These studies have asserted that the later development of historical understanding should not be a surprise because actions of history are far removed from the children's experience. They involve such inference and dilemmas which can perplex even an adult, such a complex exercise should not be expected from the children.

M.F.Jurd (1973) has also applied Piagetian criteria for logical thinking to assess the responses of the student on the historical situations. Jurd Started with the assumption that unsystematic, complex and too abstract verbal representation in history may be the reason that student have difficult in fully grasping history. He took 350 subjects ages ranging from 11 to 17 year. In his test he used three series of historical events such might have happened in different countries at the same time. Thus one series of events was represented from one country and a parallel series of events was given for other countries. Three type of questions were asked, first was a vocabulary test to ensure that inadequate vocabulary was not the reason of failing to answer the later questions. In the second section questions were designed to test the ability to reason, (i.e. to understand causality), to make evaluative judgment, and the ordering of events in sequence. And the third section required the students to give intensive and extensive definition of the concepts related to history. The intensive definition was judged by the ability to give example of any item out of a series of events and intensive definition was judged by the statement of similarities between groups of events. Thus except the first category of vocabulary testing the later questions were designed to measure six components of historical understanding – 1) cause of events: It involved recognition of causes, awareness of alternate causes, recognition of more them one cause, and interdependence of causes. 2) Making evaluative judgment: It involved the recognition of conflicting

evidences, moving beyond data and making choices. Such an exercise is related to the situations in which the student has to make an evaluative judgment in which a consideration has been given to all the concerning factors.

3) Ordering of events into sequence: Required ordering in time and space. 4) 'The situation being what it was' asked the questions like what might have happened if? By thinking in this way students would be able to understand that if factor changes the situation would be changed. 5) Balance of forces in history: it required the students to appreciate the reciprocal relationship of causes and effect. It means that many a times the causes are not in isolation, there are interrelationships which govern the effects of these cause. 6) Intensive and extensive definition measured the understanding of historical concepts. The students answer to such questions revealed that answering these questions, adequately involved formal operational thought and that explicit expression of such answers did not occur before 17 years of age. Jurd confirmed that nature and sequence of the cognitive development remains the same with regard to historical material. He suggests that the establishment of later concrete operational level appears at 15 to 17 year, which is considerable later than that suggested for science and mathematics at 9 to 11 years. He explains that the reason for this displacement of whole operational level is the abstract nature of historical material.

Peel (1967) agrees with the ideas of later development of historical thought. He says that in history; man's actions and utterances are judged which requires psychological insight. Appreciation of historical institutions and time requires maturity which is not attained until the mid adolescent age. Historical data are far from the student's current experience and it requires maturity of judgment. Peel suggests that the mid adolescent age is formative and crucial in regard to the development and comprehension of historical data. It is only after 15 years of age that one can expect an adequate historical awareness from the students. According the peel one major problem with the secondary

children is that study of history involves complex human actions and intentions, which calls for appreciation of complex motives and ambitions of adults. Such complex human data are complex enough for the students if provided even in the current context. And history requires much more than that; the study of complex human deeds centuries ago. Such an exercise constitutes a barrier to students understanding.

It can be seen in the above discussion that studies have repeatedly suggested that adequate understanding of historical material develops later as compared to the development of thinking in other subject areas. Though the studies have suggested that the developmental sequence of historical understanding remains the same as Piaget has suggested, but it appears later in chronological sequence than the understanding of other fields. The logic behind such propositions is that the abstraction of the historical material stops students from gaining its full appreciation at early age.

1.5.2 Development of Historical Understanding at Younger Age:

There is a body of research which assumes that though, children at young age think in concrete terms they can exhibit at least some understanding of history provided they have been enriched by concrete historical information and material. Such studies have shown that if the historical information is accompanied by the concrete and tangible physical experiences related to the historical information, such as; excursions pictures, movies and dramas, children shown an improvement in their understanding of history. The assumption behind these studies is that history requires an exercise in which the students have to learn about the far remote objects, events and people which creates a gap between the material to be learned and the students. If the gap is filled by concrete experiences the children can gain an appreciation of these objects. These studies have indicated that the children of even 6-7 years could make temporal distinctions and have some knowledge of how things were

different in past (Barton & Levstik, 1996; Blyth, 1978; Culpin, 1984; Hall, 1980).

The studies which have substantiated the earlier development of historical understanding have used concrete, audio visual material, or tangible experiences like drama or movies, to facilitate student's responsiveness to historical material. Although by its very nature past can not be concrete but ability to go beyond it concrete can be judged by such items. There is not very systematic and exhaustive sort of work demonstrated in this concern, rather it has been the attempt of few educationists to develop few concrete methods by which a young student can be approached, which has led to investigation of various elements of historical understanding with this perspective.

Blyth (1978) conducted an enquiry with six years old children. Blyth was interested in knowing as to how the children understand the past in relation to them and outside world. The main aim in the study was to determine the extent to which the students understood the concepts of comparison, sequence, time, classification, duration and relationship. These abilities were judged by involving students in various amusing activities such as; reading stories, reading pictures, making life lines on the charts, evaluating old objects and visiting to the museums. Artifacts like large visual aids of charts, diagrams and maps were used for each child to complete it with words numbers and pictures. Each child build up a 'my Book of past' with drawings, sentence charts and diagrams throughout the experiment. The students were asked to make a life lines or time lines, in which they had to plot their own life line (with dates) and that of their families on the chart, so as 'when was I born, started going to school, my sibling was born' etc. Same was done for their families. It was found that the students were able to comprehend time by plotting their life lines on the chart. Furthermore children were asked to find out two or three objects from their homes as old as possible. The students were also shown some old objects with some cues (such as names and the dates

written on them) about their oldness or owner. The children were able to draw information about these objects by observing these objects. Blyth concluded that concepts and skills needed to understand past, like concepts formation and reasoning seemed to have been helped by practical experiences. He assessed abilities like reasoning, classification and comparison and found that though the children did not show the high degree of any of these abilities but they demonstrated the presence of such concepts in them. These findings are supported by many other studies which state that children between 6-7 years age start the appreciation of historical time, and the same becomes sophisticated with increasing age (Ames, 1946; Barton & Levstik, 1996; Friedmem, 1944; MCAulay, 1961).

Barton & Levstik (1996) conducted a study on children of Kindergarten through six grades. They looked into the children's understanding of time and demonstrated that even a child of kindergarten made some distinction between present and past. They showed some photographs to the children and asked them to place the pictures according to their time periods. The photographs belonged to different time periods of American history. In their responses children made temporal distinction in terms of arranging these pictures in chronological order. The youngest children (i.e. kindergarten) through grade 2 were able to categorize photographs in terms of 'long time ago' and close to now. The elder (grade 3 and 4) children were able to make at least three temporal distinctions. And by grade 5 and 6 children started using specific historical information to compare pictures like historical periods and dates such as, where did the picture belong from, what period was the picture from. The students were also asked explanation for arranging the pictures in the way they did. The findings indicate that even very young children could make temporal distinctions and have some knowledge of how things were different in past. Another significant aspect which Barton and Levstik demonstrated was that dates played a very small and

relatively confusing role in children's notion of historical time, before 8th grade.

Similarly McAulay (1961) sought to find out the understanding of time relationship in the second grade children. In this study there were 165 children of six to eight years. The aim was to explore that what did the students understood about the past social reality? Were they capable of relating the present time with past? Did they understand the periods of time and the continuity of time? And so on. The questions asked to the students were divided into three categories: 1) Questions concerning time concepts associated with self (for ex. Who lived longer your mother or grand mother). 2); time concepts associated with the immediate environment (For Ex. Which will come first; Christmas or Easter), and 3) Time concepts associated with historical events. The study indicated that, second grade children had clearer understanding of past than the present and that they seemed to be capable of understanding periods of time.

MCAulay's findings that children's time sense related to close experiences develops later is contrasted with other studies which mention that, the child starts understanding close objects first. Friedman (1944) is one of those who have demonstrated this observation. In a study involving 697 students from Kindergarten through grade 6; he asked variety of question related to conventional time system (such as, age, years, etc), and the indefinite time concepts (ex. historical time, time period of ones life and chronological sequences etc). The study revealed that children better understand near time than the remote time. By grade six, children showed a satisfactory comprehension of the conventional time system although there was a lack of sufficient comprehension even by grade 6 on the test of the meaning of time, words, dates and ability to place familiar events in chronological order. Ames (1946) has also given some-what similar conclusions regarding the sense of time in young children. Nearly 180 children participated in the study from 24 months through 8 years. The study was based on observation of the verbalizations involving time

expression and asking various questions concerning concept of time. The questions which were asked were regarding days, weeks, morning, afternoon, winter, etc. In the result it was found that some children have better temporal orientation than others, and the time concepts come into use by children at a relatively uniform sequence in all children. It appeared in the study that maturational factors are accountable for the development of readiness to acquire time concepts. In Ames's study it was also found that words indicating present comes in first; then words indicating future and finally those indicating past. With regard to division of time he observed that, by five years the child learns, the time of the day and what day is it and by seven year s/he learns what month and season is it. By eight years the child can name days of month and know what year is it.

Similarly Hall (1980) experimented with 8-9 year old children to find out; whether children at primary level are capable of seeing significance of objects from history; are they able to use the objects and draw information out of that about a past event, people or their way of living? He found that they could. He showed the children a number of old household things including photographs, postcards, coins etc, which all belonged to a specific time period and. Showing these objects the children were asked to look at them carefully and tell something about their owner. The children could successfully report the information gathered from evidence. Because most of the things were dated and named they could form a life sketch about the person whom the things belonged to. In yet another interesting study, Culpin (1984) made an effort to bridge the gap between present and past, for the young children. He showed a drama to the students. The aim was to direct the pupils to the conscious human element, which is common between present and past. After showing them the drama the students were asked to investigate and report the feelings and attitude of people involved in drama. They were given questions like; can you tell how the factory workers might be feeling. In this study with

around eleven year old children, he was able to show that children could report the empathetic feeling in them. He tried to involve students in many a hypothetical condition by showing them plays, and found that the students could report the feelings and views about the situations and the problems and could empathies with the characters in the drama.

1.5.3 Limitations of the previous studies:

From the body of research mentioned above, few conclusions about the nature and significance of children understanding can be drawn. Its usefulness however is limited because of reasons which are discussed in the lines to follow. This body of research elicits few questions which can be grouped into three categories; conceptual, theoretical and methodological.

A) Conceptual constrains:

At conceptual level the questions arises that what is the nature of historical understanding which these studies talk about. Studies which have confirmed later development of historical understanding in children, have conceptualized history in the way which has led them to ask certain kind of questions consequently the students have answered accordingly. They have confounded historical knowledge with historical understanding (Booth 1978; Hallam, 1967; Medley 1978). They have used the test items from the actual historical situations which can not be answers without the knowledge of the historical stances. Though they acknowledge that students need certain abilities like, relating things in time, reasoning, imagining, however the question/items they have used to judge historical understanding has been taken from real historical episodes, which can not be independent of its knowledge. For example the study done by Medley(1988); In this study (mentioned above on the page no--) there has been an attempt to investigate the way students understand the concept of cause in the historical situation. Medley has categorised four level of responses to judge students responses. Among these levels he claims that,

hardly any student was able to answer at level 4, which required to compare a given situation with any actual historical situation, and to draw a conclusion on the basis of comparing these two situations. He ends up declaring that such an understanding develops not before 17-18 years of age. The kind of response required can not be given if the student can not draw a comparison between the given situation and any other historical situation. Hence the student's failing to give an answer might be a result of not knowing any other situation, or inadequate teaching method or it is also possible that the student is not trained to think that way. Hence Medley's test can not be labeled as knowledge free test of causality in history.

History is undoubtedly concerned with complex social concepts. It deals with relationship between individuals, groups and institutions. No doubt that it is an abstract subject, which involves reasoning imagination comparison, time, classification and relationships. This very abstraction of the subject becomes important in testing and understanding of history. It is important to speculate on what is assumed when one talks of king and his subjects, peasants and lords and factory owners and workers. The level of abstraction of the material it seems; contributors to the fact discovered by the investigators. The kind of question/items asked to the students influences the results and its interpretations. If one asks totally abstract and knowledge based questions it will obviously demand an analogous of mental processing and memory or learning. This proposition seems likely, when we look at another body of research which have substantiated that given a proper method of teaching and explaining the students at 7-8 sometimes even at six years of age have been able to demonstrate at least some form of historical understanding. Most of the studies in this regard are not very exhaustive nor have they dealt with all the elements of historical understanding, rather they have done it with one on other element of historical understanding. These studies assume that since children, at their young

age, think in concrete terms; if their understanding is facilitated by concrete situation and tangible physical experience it will enhance their understanding of history and of historical material.

B) Theoretical constrains:

The second difficulty is with all the studies, which used Piaget's criteria of developmental stages, to compare it with the development of historical thinking. In Piaget's theoretisation; the child's level of thinking is assumed to be progressing through stages. Only after one level is consolidated and developed the child can move on to next stage. The child has to demonstrate certain characteristic of thinking to be kept in any stage, and if the answers and responses of the children do not match with the criteria of one stage they must fall into other stage. This theory suggests the non-continuity view of knowledge development, by suggesting that the children's thinking ability transform from one stage to another. However it is not the case always. In fact knowledge development is a gradual and continuous process. There are studies (mentioned above) which can be seen supporting the continuity view. These studies have shown that it is not necessary for a child to reach a formal operational level before s/he can appreciate historical concepts (Barton and Levstik, 1996; Blyth, 1978; Hall, 1988).

C) Methodological constrains:

Studies which support the continuity view of development of historical understanding can be suggestive about the nature of historical understanding. However its usefulness is limited by methodological constrains: The first constrain is that they have dealt with only one or two components of historical understanding at a time; ex. Barton and Levstik (1996) have dealt with 'time'; Hall (1988) with 'object exploration' and Blyth (1978), with the oldness of the objects. They have not investigated history as encompassing many abilities which is actually the case. By

doing so only, the relative development of different abilities involved in historical understanding can be known. The second problem is their reporting of the study. Some researches provide only minimal description of their procedures and the conceptualisation of the constructs, and make it difficult for a reader to know exactly what has done. There are some studies like that of Blyth (1970) and Hall (1980); one has not reported the number of subjects taken and the other has taken only six subjects. Given such problems with the reporting and methodology such investigations remain suggestive at best.

The area is historical understanding has relatively less investigated. Moreover whatever studies have been conducted, have many loopholes in them, as it is revealed by the above discussion. Some of them have compared history with a theory of logical development, or have confounded historical information with historical understanding; while others have investigated one or the other aspect of it, in isolation. Though they provide an insight into the children's thinking of history that is not enough to postulate any proposition about the course of its development in children. This study is an attempt in this direction to clarify the above mentioned issues.

2.1 Rationale of the study:

The rationales behind conducting this study were as follows:

It has been noticed that history is looked upon as not very interesting subject by the students in secondary classes; most of the time the reason is inadequate teaching methods in the classrooms. In such conditions, if one wishes to assess students' comprehension of history one cannot rely on school marks or grades, because students' low performance on history is less likely to be result their inability to understand history and more likely a consequence of inadequate teaching methods. There have been few attempts to analyse; about what do students think about history and how do they understand it. This area has been less researched so far. Considering such gaps in knowledge regarding historical understanding of children, so seems be relevant to make an effort to fill some these gaps.

Earlier studies on historical understanding have some disagreements, in their propositions regarding the development of historical understanding. Some of the studies show that historical understanding develops in later adolescent age (Booth 1966, 1997; Hallam, 1966, 1967, 1970; Jahoda, 1963; Stuarts & Oakden, 1922); while others state that given proper method of instruction and testing, students exhibit historical understanding at lower age levels also (Barton & Levstik, 1996; Blyth, 1978; Culpin, 1984; Hall, 1980). Both the groups of studies have problems in them; Studies which assume later development of historical understanding have not taken into account the difference between the knowledge of history and its understanding. While the studies, which assume earlier development of historical understanding, are not very encompassing, regarding their idea of

historical understanding; they have dealt with one or the other aspect of it, at a time. As a result there has not been any attempt to assess the relative development of all various dimensions of historical understanding. Consequently none of the studies seem to be giving a convincing proposition about the development of historical understanding. That is why it was considered worthwhile to look into this area and try to find out the normal course of development in historical understanding.

3. As has been said earlier that most of the studies on historical understanding are not very encompassing, regarding their idea of what consist of historical understanding, as they have either dealt with one or two dimensions of historical understanding only, not with history as consisting various dimensions. In other words what are the cognitive processes which are involved in the appreciation of historical material, what are the constructs which children use for processing historical information? The development of children's ability to appreciate history and to profit from instruction in history remains a neglected and a least understood aspect of child development, this study seeks to be step forwards filling the gap.

2.2 Problem statement:

The present study attempted to explore the cognitive processes, which the children use in appreciating historical material. The study attempted to explore the development of understanding of history in 9- to 14- years old children, by constructing a test for the same. The study attempts to observe the patterns of development of various dimensions of historical understanding and observe, as to, whether historical understanding appears at around same age or different dimensions appear at different ages. In this study it was also a point to observe as to, whether children of the same age also differ in

terms of the level of different dimensions of historical understanding they possess, or all the dimensions are generally, present in almost the same level children.

2.3 Objectives:

The following objectives were decided for the present study:

- To analyse the concept of historical understanding in the previous literature of history and developmental psychology.
- To develop a tool to assess the historical understanding and to try out the same.
- To use the tool to explore the development of historical understanding in 9 to 14 year children.
- To explore as to whether the development of historical understanding a continuous or a noncontineous process.
- To investigate that whether the level of historical understanding vary within a same age group also or its different dimensions are relatively uniformly present in children of a same age group.
- To explore the concept of past and history in children by interviewing them.

2.4 Hypothesis:

Hypothesis 1: As children grow their ability to process, understand and explain, information or surroundings also develop. Same should be the case for development of historical

understanding, since it also concerned with the cognitive ability of children. Hence it is hypothesised that

Historical understanding of the children will show a developmental change with the age and grade.

Hypothesis 2: Development of any domain of cognitive functioning follows gradual and continuous pattern of development, in which, in a preliminary stage the abilities are less organized and less differentiated. As children develop they learn and mature, consequently the cognitive functioning also become more sophisticated. Hence it is hypothesised that:

Historical understanding will show a developmental continuity.

H3: Most of the cognitive abilities follow a developmental pattern in which there is a little variation regarding the cognitive abilities exhibited by children. It is, hereby hypothesised that:

Different dimensions of historical understanding will show a different rate and pattern of development.

3.1 Sample:

The sample consisted of 15 children, between 9 to 14 years of age. The children were from grades 4, 6, and 8. There were five students from each grade.

Group one (grade 4), included children of age 9-10, out of which there were 3 boys and 2 girls.

Group two (grade 6), included students of 11-12 year age, having 3 boys and two girls.

Group three (grade 8), included students of 13-14 year age, including 2 boys and 3 girls.

The students were from one school in Dhanbad, (Jharkhand); one school in Gorakhpur (Uttar Pradesh) and three schools in New Delhi. They were selected on the basis of their age range and the socioeconomic status they belonged to. The socioeconomic status was determined on the basis of the income level of children's family. The income group between 10-35 thousands per month was considered as the middle SES group. All of the students were from middle socioeconomic background. Since the study was conducted in a vacation time, the students were contacted mostly at their homes. However, all the students were taken from English medium schools; to maintain the homogeneity of the sample.

3.2 Tools Used

As it is mentioned above, to assess the historical understanding of the students, a test was constructed. The details of the test are given below:

3.2.1 The Test of Historical Understanding

To assesses the development historical understanding of the students; a list of all possible dimensions of historical understanding was made. This listing was done on the basis of analysis of books on historiography and views of historians and philosophers. Consultations with three historians (who are also educationists) have been helpful in selection of dimensions of historical understanding. In deriving the constructs it has been of special interest to bring out those points which are relevant at school level, at the same time they are operationalisable and assessable. In the course of further refinement; some of the elements, which seemed to be overlapping with others, were eliminated. There were some components, which seemed to form a group with other components; they were kept under one broad category. In this way four broad category or the dimensions of historical understanding emerged. Given below is brief account of the dimensions of historical understanding (for details please refer to chapter one; Introduction):

A) Temporality

History is a study of any issues related to society and individuals in the past. The study of history most often requires choosing and excluding events according to their time period. This time element is one of the prototypical elements of history. So a student of history is required to understand the meaning and connotations of past and time periods. S/he should be able to understand and compare different time lengths and draw conclusion about times distances. There are few things related to time, which a child needs to appreciate for comprehending temporal aspect of history:

1) Awareness of difference between present and past:

Awareness of difference between present and past is; awareness that things have their past dimensions which is different from present. Not only that children need to understand that past can also be divided into different durations or time periods. It can be observed in a child as understanding the difference between comparatively older and newer things. This would involve the child is awareness of the past aspect of the object, and consequently, the ability to perceive the difference in an object when it was new and when it is older.

2) Ability to link history to chronology:

Ability to link history to chronology is an ability which would enable a student to estimate the durations; closures and distances of times. It would mean; an ability to locate events in a time series, and estimate and compare different time durations.

B) Causality

Causality requires appreciating a phenomena or an event, by located in a broader perspective in which different factors can be seen affecting each other. In the present analysis, causality has been seen to be working at the following levels:

1) Ability to relate social forces to an event

Ability to relate social forces to an event is operating at the level of analysing or explaining an event or events as being responsible (more or less) in causing the subsequent event. It requires having an understanding of multiplicity of causes as well as having a rational

interpretation of these causes. In simpler terms, it is being able to perceive a connection between the cause/causes and their effect.

2) Ability for Critical and Comparative analysis

In history a critical and comparative analysis would involve the ability to think in divergent ways about an event or phenomena by drawing upon imagination. By applying this ability a student would be able to analyse different phenomena, for the purpose of comparing them or appreciating the relative role of multiple causes in an event.

C) Historical Methodology

This dimension of historical understanding is related to the ways in which a reader or a writer of history engages him/herself in the process of appreciating historical information. The present analysis has revealed various abilities required in appreciating history:

1) Imagination

Imaginative ability refers to an ability to envisage the situation, surroundings and the mental condition of the people in a particular time and space.

2) Perspective taking

To be able judge an event/action/thought perspective of others, in the historical situation, a student needs be able to understand that an event can be viewed from more than one perspective or it can be explained in more than one ways, and to consider multiple perspectives at a time. Such an understanding will lead to an appreciation of the importance of prevalent norms and perspectives, in a given time and society.

3) Ability to search for patterns and regularities:

Finding patterns in different series of events is one of the techniques, used by historians, to find out the common events or/and distinct elements in a series of actions; so as to show some pattern or to trace reoccurring phenomena in society. In order to exhibit this ability, a student is required to be able to find out common and distinct patterns in actions or events, in a series of actions or events.

4) Ability to draw abstract concepts and information from concrete objects:

To have a better understanding of historical evidences a student to draw on them as concepts and cues to understand past. It refers to the ability to deduce concepts from given cues by thinking in divergent ways about the facts or objects. It is moving outwards from the facts to a new synthesis. For example if a student is provided a musical instrument, then on asking 'what does it inform about the period from which it belongs?' the student should be able to give some idea which s/he has drawn about that musical instrument, like; it might be used for amusement, or people at that time, were using this instrument, they might be liking music etc. In this way student can deduce various information from facts or artifacts.

D) Understanding the historian's Job

Historians have to explain and analyse facts which are very often susceptible to personal inclinations. The reason is that very often historical facts are unexplained and historians have to work upon them to analyse and draw conclusions regarding the correlates and causes of events or actions. When historians write or analyse historical facts they select the sources and interpret in their ways. The sources, historians select or the way they interpret may lead to different conclusions. Understanding history requires the ways in which it has

been worked out. So it is important to understand the relativity in historical explanation.

1) Ability to analyse sources used in Historical Analysis

Historians use mainly two types of sources to inform their study; Primary sources and Secondary sources. Primary sources are the first hand information about past, for example artifacts, pictures, documents of the time which is being investigated, historical sites or any other source of information about the past. The secondary sources are analyse and narration of history by other scholars; they are second hand information about the past. These two types of sources vary in terms of their relevance; primary sources are important because they are the direct and reliable while secondary sources are important because they inform us about the view of others who have analysed the issue.

Ability to understand the relevance of primary or secondary sources refers to, an understanding of the fact that selection of different sources for information gathering, may alter the ways in which history, or any piece of reconstruction is attempted. It involves understanding the importance and due relevance of the primary as well as secondary sources.

2) Understanding History as an interaction between Historian and his/her Facts-

In order to appreciate the role of historian in a historical reconstruction, a student of history is required to appreciate that the availability, selection and interpretation of the facts, may vary from one author to other, and provide a justified reason for that. In simpler terms to exhibit this ability a students should be able to perceive a link between the personal disposition of a historian and his/her interpretation of facts.

To assess the above abilities in children, a test was constructed. It included items similar to historical situations. These items required students to engage in a sort of cognitive exercise which they require as a student of history. The face and content validity of the test was determined by consulting some experts in the area. A pilot study was done on 10 children, of grade 4, to determine the difficulty level of the test. The test consisted of 13 items most of which assessed more than one dimension of historical understanding. As it has been said above, the items were to the real historical situations, but were not taken from real historical episodes. These items consisted of some photographs, short stories, narrations and hypothetical situations. The students were asked questions regarding these narrations and pictures, and to justify their answers. The researcher herself administered the test. The administration of the test was accompanied with probing on the answers and an elaborative interview, following the test administration.

3.2.2 Item Description and Scoring

To assess the above mentioned dimensions, there were thirteen items in the test, which required students to perform various sort of tasks such as sorting and ordering pictures, giving answers on the basis of some short story or narrative, to draw information from some given pictures and so on. For the scoring of the test any true scoring scheme was not prepared. The scoring was done on the basis of number of choices to be made. For example if a student has to place four pictures in chronological order; 3 score will be provide for all correct responses. For arranging four pictures in correct order a student has to make three choices of the order; the fourth one will be determined itself. In other words once, if the student has decided the pictures to

be placed on the first, second and third place it would be clear that the fourth picture will not be placed on these levels; the only place left for this picture, is fourth one. Since the last choice is not actually a choice but eventual; it does not gain any point. The item wise processes and the assumptions of the guidelines are as follows-

Item one: Item 1 it required students to arrange four pictures of old buildings or houses from different times in an order from old to new. As described above; there three points for placing four pictures correctly.

Item two: In the item again the task was somewhat similar to the first one. It required placing pictures of cars in conjunction with their dates of manufacturing. This also in a way was related to the ordering of the pictures. There were six cars; and six year tags, to be placed with them. It means that five choices had to be made to place them correctly. So it scored five points for placing all the pictures correctly.

Item three: In this item there were hundred year old pictures to be sorted out from the newer pictures. There were six real pictures and six distracters. The six pictures were normal old things, which were to be separated from the newer ones. This accounted for six points because for every picture it required to make a choice. Along with this there were two extra points for excluding a distracter. This distracter was a ragged ambassador car which looked very dirty, but an ambassador was not found hundred years back. Performing these tasks correctly scores eight points.

Item four: in this item it was asked to students as to whether or not their grand mother was alive. It also required them to provide reason for their answers. Saying 'yes' scored one and justifying it scored on extra point. Overall this item has two maximum points.

Item five: This item had a time scale, on which the student had to place her grand father, father and herself in the correct sequence. It scored three for placing them in right order, and one point for placing

them at proper distance. For distance, one point was assigned because out of three placing, this understanding was exhibited in only one placing. Overall this item had four points.

Item Six: In this item a short story was narrated, and the questions asked, were related to the story only. Since the questions were open ended; the required responses were pre determined. If the answers of students fulfilled those criteria then the respective scores were provided. There were five questions related to this story.

1) The first question, required to think logically; in a way such as, 'since people in the state were poor; whether doing such and such thing would have solved their problem.' It required thinking about all the dimensions of the people's problem and say yes or no, with a justification. It scored one point to say no, plus one point to give reason for that. (The questions are provided in the appendix.)

2) This item was again related to the multiple outcomes of a single cause. Since people were poor they had many problems. Consequently they were angry with the king. Now to reduce people's anger what was the king supposed to do? This was the question, posed in this item. It scored one point to choose right option plus one point to give justification for it. Overall this item scored two points.

3) This item was related to understanding of relative contribution of causes. It had eight reasons for the revolt, mentioned in the story and required assigning numbers, to these causes, according to their relative role in causing the revolt. It scored four highest points, if initial four ranking was right; one point for each correct ranking.

4) The fourth item asked to give a judgment about the consequence of the story; the revolt, as to whether it was right or wrong. People revolted because they were angry with the king that he was not functioning properly; while the king did not function properly because he was not aware of public issues. In the answer to this question, it was expected to take into account the perspectives of both;

the king and the common people. There were two points for an answer which took into account both the perspectives. No score was provided for the answer, which took one side into account.

5) Fifth item was related to ability to empathise with people in past. It had a few lines to be read out to student, as a statement of a farmer, in the story. It asked to guess the feelings of the farmer. In the next question also, it asked to guess the farmers feelings for the king. It was required to bring in any new emotional word, to describe the feelings of the farmer for the king or, of the farmer for himself. Two points were assigned for describing farmer's feelings and two points for describing his feelings for the king.

Item Seven: This item was meant to assess the constructive imagination of student. The item gave some information about some kings and some common people's lifestyle. In the responses it required to imagine about their life, if they go at a new place. The imagination was assessed by students' ability to say something new, as to, what kind of experiences will these people have at a new place. The answers which just used the information provided about the kings and commons, were assigned one points; while if the answers reflected deducing ideas from the information provided, two points were assigned.

Item eight: This item was also related to imagination, but in a different context. The answers to this item require to be situated in past by mentioning the activities, which people might be doing in that time. It had two sections. The first question asked to mention a daily schedule, for the students themselves. In this one, it was expected to mention a schedule which would be genuine at the time back then; to mention the activities which the people, at that time, might be doing. The second question required to imagine the situation when there were no auto vehicles, and tell how not having motor vehicles would have

affected the daily life of the people 300 years back. Over all, this item scored four points.

Item Nine: This item assessed ability to draw information from the given pictures. It consisted of a set of seven photographs which showed some people in market place or at shops, buying and selling goods and three pictures of coins. It required finding out common elements that could be seen across all the pictures. The item scored one, if the answer reflected the consideration of concrete things shown in the pictures; two, if the answer reflected the emphasis on the activities and three, if it reflected an emphasis on the abstract concepts drawn from the picture.

Item Ten: This item consisted of a set of twelve pictures. It stated that the pictures belonged to a dancer, who lived 30-40 years back. It then asked to separate those pictures which might not have belonged to the dancer. In this item the idea to be kept in the mind was that the things may be related to and pictures contemporary to the dancer only, was to be separated from the other pictures. There were six points assigned to assort these pictures, correctly. In the distracters, there was another dancer who was fifty years old from the main dancer. It scored one extra point for keeping it out, since it was not contemporary to the dancer. In this way this item scored seven, overall points.

Item Eleven: This item assessed the understanding regarding the relevance of primary sources. The item asked that in order to know about a place whether the students would like to go and see the place by themselves or would like to ask someone. One point was assigned for expressing a wish to go and see the place in person and one additional point for giving reason for it. Overall this item scored two points.

Item Twelve: This item consisted information about the different views of two historians, regarding punishment and gave two concerning form of narrations which they could provide about a king. It then asked to tell, keeping these historians' view in mind, as to, which historian will write a particular kind of description about the king who gives sever punishments.

Item Thirteen: Item thirteen consisted of a narration about people of a state. It narrated there a series of different incidences, through a period of time in which, people of the state exhibited a particular kind of behaviour through out. Some of their behaviours showed some change also. It was asked to mention the behaviours which those people always showed and the behaviour that changed. For mentioning at least one constant, behaviour the item scored one point. For mentioning more than one constant behavior of the people; it scored two points. And for mentioning the behaviour which changed it scored one more point. Over all, this item scored, two plus one, three points.

The table given below gives an account of the items as to, what did it assess, what performance was the criteria for the responses of students and how many scores were assigned for every item –

Table 3.1

Scoring criteria, assessed abilities and maximum scores assigned for each item in the Test

Item numbers	Abilities	Responses required	Scores
1	Awareness of the difference between present and past	To place all the given houses in a form of older to newer	3

2	Awareness of the difference between present and past	To place all the cars provide in accordance with their dates of manufacturing	5
3	A) Awareness of the difference between present and past. B) To draw abstract concepts from concrete ideas.	To segregate 100 years photographs from other photographs.	6+2=6
4	A) Linking history to chronology	A) To say yes or no B) To provide justification for the answer	3+1=4
5	A) Linking history to chronology	A) To place people on the time scale provided B) To give justification	3+1=4
6.1	To understand multiplicity of causes.	A) To say no B) To justify the answer by mentioning other things, which were required, to be done by the king.	1+1=2
6.2	Ability to relate social forces to an event	A) To say yes for the option C B) To be able to mention why C	1+1=2
6.3	A) Ability to understand the relative contribution of causes. B) Critical and comparative analysis.	To assign the right ranks to the respective options. The right combinations are as follows (the ranks are in digits and the options are as alphabets) :- 1:G, 2:D, 3:C & 4:A	6

6.4	Perspective taking	To be able to give an answer, that takes both the kings and the common people's view into account.	2
6.5	Imagination (to empathize with the people in past.)	To exhibit empathetic understanding by bringing in any emotional word to identify the farmer's feelings for his family, son, community and the king.	2+2=4
7	Imagination(thinking in divergent ways about any phenomena)	A) To give an imaginative answer by just using the information provided. B) To deduce more ideas with the help of information that is provided.	1+1= 2
8	Imagination (to situate answers in the past.)	To mention a schedule, which would involve things which were naturally not be there if there were no schools. To situate oneself in the time back then.	2 +2= 4
9.	To draw information from the given sources.	A) To give an answer on the basis of the things shown in the picture e.g. Libra B) To give answer on the basis of activities being shown in the pictures e.g. selling. C) To give an answer on the basis of abstract concepts in the pictures e.g. business, market etc.	1 2 3

10	A) To draw information. B) To understand the difference between subsections of past.	A) To segregate the photographs belonging to the dancer from the other ones. B) To exclude an older picture.	6+1=7
11.	Ability to understand the relevance of primary resource.	To manifest an understanding of the difference between seeing things himself/herself and asking someone else.	2
12	Understanding connection between the personal inclination of historians and their interpretation of facts.	To say that the second historian will describe king as cruel.	1
13.	Search for patterns and regularities	A) To mention at least two characteristic of the people of Nikoya, that has always been there. B) To mention that they changed their habit of accepting all the kings and were well determined to expel the last king	2 + 1= 3

3.3 Interviews:

Since the purpose of the study was to explore the nature and the development of historical understanding amongst the students, these students, while administering the test were asked to justify their responses on the test items, as to, why they responded in the way they did, or why they thought it was a right answer. Along with the

administering of the test, a lot of cross questioning and probing was done in order to elicit more vivid responses from the students. Besides enquiring the responses of the students on the test items, a semi structured interview schedule was formulated for the students. It was assumed that since, most of the items in the test assessed special abilities, they might not provide a full idea of what and how students think about history and past; what do they understand about the society in the olden times, the form of the change that comes in the society after several years and so on. An elaborative interview was conducted after administration of the test. An effort was made to present the questions in a way which would appear more as a discourse rather than an interview. The questions were framed in a simple language comprehensible to the children.

3.4 Pilot study:

The pilot study was conducted to test whether the questions were eliciting right kind of response and whether, the participants have any kind of problem with the test items. For the pilot study the sample consisted of, 10 students of class 4th of kendriya vidalaya, IIT campus New Delhi.

After the pilot study the items, which were either very easy or very confusing for nearly all of the students, were replaced for the final study. In the second item where students were to place the pictures of cars, in the chronological order, was confusing for most of the students. Two of the pictures were, particularly found to be so; they were replaced for the final study. In the same way the students had a problem with understanding of a time scale, which was given in the fourth item. The presentation of this time scale was also amended for the final study. Some of the words and sentences were also simplified for clearer meanings.

3.5 Procedure:

The final study was done on the students of class 4th, 6th, and 8th. The study was done on the students of different schools in Dhanbad (Jharkhand), Gorakhpur (Uttar Pradesh) and New Delhi. The children were contacted either their schools or at homes. First the permission was taken from their parents or principal of the school then each student was contacted and were taken up individually for the administration of the test of historical understanding and interview. The students were given the following instruction before starting up the test administration- "I am going to talk to you about few things which are related to the past. I may show you some pictures or ask you some questions, please be attentive and try to answer my questions. But do not worry this is not an examination. Take it as a game. Your performance will not be compared with any body and it will be used for the purpose of my study only. So relax and just try to do as well as you can."

Since most of the students had Hindi as their mother tongue the test was administered in Hindi only. However there was one student who was not from Hindi speaking area; for him the interview was done in English. During the test each item was explained to the students; not in an instruction mode but in a conversation manner. The students were either given pictures or some stories were narrated to them, and then questions were asked regarding the pictures or the stories. The student's responses on each item were recorded and the picture related performances were noted down. For many of the items, additional questions were asked to elicit more in depth information about them. The administration of the test was followed by interview, which included five questions regarding 'what' and 'how' of children's thinking about history and past. The entire procedure of administering the test and interviewing lasted for 60 to 90 minutes. The same procedure was carried out for all the students.

Chapter 4

RESULTS AND ANALYSIS

The results show that there is considerable difference between the mean scores of all the groups. Out of a possible maximum score of 57, the students of grade four received an average score of 39, students of grade six received 45.2 and grade eight students received 48.6 on the average. The average scores of all the three groups are provided in Table1.

Table 4.1

The Total Scores of the Students in all Three Groups, on the Test of Historical Understanding

	Grade four	Grade six	Grade eight
	36	41	46
	39	49	49
	42	46	50
	38	47	47
	40	43	50
Total	192	226	242
Mean	38.4	45.2	48.6

Table 4.2 shows item wise average scores for the students in three groups. The scores on most of the items showed a gradual increase through grade and age. The scores on some of the dimensions however, were not much different; for example, on the item numbers 7, 6.3 and 6.5 there was no difference on the average.

Table 4. 2
Item wise summary of the scores of all three groups, the
Test of Historical Understanding

Test items	Maximum scores	GRADE FOUR	GRADE SIX	GRADE EIGHT
1	3	2.6	2.8	3.0
2	5	3.4	3.2	4.0
3	8	5.4	6.6	7.6
4	2	2.0	2.0	2.0
5	4	3.8	4.0	4.0
6.1	2	2.0	2.0	2.0
6.2	2	1.6	2.0	2.0
6.3	4	1.4	1.4	1.0
6.4	2	0.0	0.6	1.2
6.5	4	1.6	3.8	2.6
7	2	1.6	1.6	1.6
8	4	2.6	2.8	3.6
9	3	1.8	2.2	2.6
10	7	6.0	6.0	6.5
11	2	1.2	1.8	2.0
12	1	1.0	1.0	1.0
13	3	1.4	1.4	2.8

Total-57

Qualitative Analysis

The qualitative analysis was done for the responses on the all thirteen items and the open ended interview which was carried out after administering the test of historical understanding.

The average scores obtained by the three groups of the students (Table 4.1) on the test, show a marked difference on their overall performance. It indicates that the development of historical understanding also proceeds through younger to older ages. It also indicates that this type of understanding is present in children at the age of 9 to 10. Looking at the scores of individual item (Table 4.2); most of the scores on the elements of Historical Understanding seem to be proceeding gradually through grade and age. For example item No 1, 3, 6.4, 8, 9 13 etc. However, it is not the case with all the items. There are items on which sometimes younger students scored more than their elder counterparts. There are two type of items on which there is no difference regarding age and grade; one are those on which nearly all the students, in each group performed correctly; these items are; item 1, 4, 5, 6.1, and 12. On these items the students of grade 4 also scored close to highest points, that is why, their scores did not differ much from that of their elder counterparts.

The other sort of the items are those on which between grade differences were found; they are item 6.3 and 6.5. One of them was related to assigning relative points to the various causes of an event and the other (6.5) was related to empathy. These abilities were found to be present at different levels in different students, which will be discussed below. There was yet another item (no 7) on which all three groups scored equal points, but the content analysis of their responses showed a difference among these groups, which will be discussed below. The patterns of developments of all the dimensions along with the average and individual scores are discussed in lines below.

4.1 Temporality

1) Understanding of the difference between present and past:

This dimension was assessed by two items; by the item 1 and 2. Both of these items required students to place some objects in sequence according to the time when they were made. By doing so, students exhibited an understanding of what is meant when someone says that ‘this object is older than the other one.’

On the item no 1 the students were required to place the pictures of houses in order of their time period. The scores on this item increased with grade. Same was the pattern of

the scores on the item 2. In this item the students were given six pictures of cars and six year tags. They were required to match the year-tags with the cars, in order to achieve a chronological sequence of the cars. The averages scores increased with grade. The maximum possible score on the second item was five.

A close look at the responses of the students shows that they differed in their emphasis on the aspects by which they judge the oldness of the objects. Grade 4 students could notice some visual and concrete qualities in the pictures; for example a student said; "I have kept it here because it looks older than this one." Another student Raghav could report that "this is old because the walls have turned black and it looks dirty." Another student Anurag said, for the new house, "Its structure is different. It's new." The fourth graders could not say more than this. In the response to the second item also they emphasised upon the visual cues, such as the shining in the car. Though the students also mentioned the term 'model' but when asked "what do you mean by the model, what things determine the model of the car?" they were not able to deal with it with a surety. However, Raghav could mention the head lights, handle, speed and tyres, as the indicator of the model.

The sixth graders could reply using a more differentiated vocabulary. For the houses they could mention the terms like modern, developed, and destroyed etc. For example Shaloo said, "The structure and the architecture of this house are old. This (pointing to the new house) is more thoughtfully done; keeping in the mind all the required facilities it is more developed." Another girl Shweta said "This house (pointing to the third house, see appendix for the pictures used in the test) is mostly seen in the old movies. And this (Indicating to the new house) has a better architecture, it is cleaner, the furniture and big windows and the tiles in this house show that it is new." In this group though the students remained limited to the visual qualities in the pictures; they differed from the younger children in terms of the vocabulary they drew upon to describe these things.

All the students in grade 8 performed correctly on the first item. And off course, they were better in terms of the use of language while answering. They used terms like old style, brightness of the picture (i.e. if the house is old its pictures will look hazy and vague.), and the architecture etc. On the item No 2 also they exhibited a use of rich vocabulary and brought in their knowledge about the models of the cars.

Some students in grade 4 placed all the pictures correctly in item no 2 whereas some students in grade 8 who could not place the pictures correctly. The students who could do it correctly

were, either found to having interest on the models of the cars or they mention any member in their family who had such interest. However, the youngest students (in grade 4) also, could arrange the years in a correct order. The placing of cars was also not random; relatively older cars were usually assigned earlier, but exact placing of all the cars was rarely found. In other words, children did have some understanding of the difference between past and present. However, they lacked finer temporal discrimination.

2) Ability to link History to chronology:

This dimension of historical understanding relates to the skill which enables children to achieve mastery in time estimation. They need to understand temporal distances and closures between times. This dimension was assessed mainly by item 2, 4, and 5.

In the 2nd item the students were given six pictures of cars and six year tags in which these cars were made. They were required to match these year tags with the pictures of cars; in order to show which car belongs to what year (The scores on this are mentioned above.) The scores on this item show that there is gradual increase in the student's ability to understand the significance of time periods, but a closer investigation of their responses revealed that all the students from grade 4 to 8 had correct understanding of dates and their sequence. While the administering the test it was observed that the students arranged dates in their correct sequence but they failed to attach right cars with their respective date tags. Moreover relatively older cars were placed earlier as it is mentioned above, while discussing this item. It means that they do understand the connotation of time periods and chronology, but cannot understand which model is older and which is newer. It indicates that the students have an understanding of chronology. Investigation of the other items which assessed chronological understanding will make the point clear.

Item 4 required the students to answer the question that whether or not 200 years back, their grandmother was alive. On this item each group scored 2 on the average, which was the highest score for this item; all the students got perfect scores. This required the students to have an understanding of how long is the period of 200 years as compared to her grand mother's life time or age. It was a comparison between these two time durations and all the students, including those in grade four answered it correctly.

Item no 5 required students to place his/her family members on a given time scale, relative to other family members. On this item also there is not much difference, on their average scores. Grades 4 scored 3.8 and grade 6 and 8 and scored 4 points. The maximum score on this item was 4. All the students performed correctly except one student in grade 4. The scores of the students on the 4th item also show the same pattern. On this item also all the students, including grade four have performed it correctly. This substantiates that the students in grade have an understanding of chronology.

There were two other items which assessed the chronological understanding, but they dealt with the other dimension also. These items were item 3 and 10. Item 10 is discussed in detail, in another section, dealing with 'drawing abstract concepts from concrete information or objects.'

4.2 Causality

1) Ability to Relate Social Forces to an Event:

This dimension of historical understanding means that one needs an insight into the various factors responsible for an event. The students of history are required to relate causes to events as well as to understand that there may be more than one factor influencing the ultimate occurrence of any event. They require ability to perceive the relation between the direct reason, the cause which, besides many other factors, can directly be held responsible for the occurrence of the event, and its consequence. The student is expected to perceive a logical connection between cause and the caused. To assess this ability of the student there were two items, 6.1 and 6.2. The first item is related to multiple causal understanding and second one is for single causal understanding.

In item 6.2, four options were given and a question was asked: 'which of the king's act would solve the problems of the people?' The options were: opening schools; providing them good food and clothes; eliminating their poverty, and the king taking interest in public issues. Students were required to perceive a direct relation between the poverty and the misery of the people. The scores on this item were: grade 4—1.6, grade 6--2.0, and grade 8--2.0. Except one student in grade 4 all the others students performed it right. On asking this question however, initially at least eight students out of the total number (15) said that the answers was king's taking interest in them. Most of them were younger students (of grade 4

and 6), who thought that if king takes interest all problems would be solved. It seems that this item was not valid and has to be dropped when the scale is validated later. However when the students were asked questions like: “if the king starts taking interest in problems of public does that mean that the problems will be solved? Does it mean that he will be able to solve the problems also? You have to think about a point which solves their problems directly.” such facilitations were successful in making them understand the relationship of eliminating their poverty and their problem. It is also possible that the students need some type of training for thinking in such a way to understand causal connections.

Item 6.1 asked that whether food and education for the people (who were distressed because of poverty and lack of resources to earn), in the state, will solve their problems. Students were expected to understand this relationship between various correlates of the poverty of the people in the story, and say no in the answer. Some of the younger students (2 from grade 4 and 1 from grade 6) initially said yes in their answers. Nevertheless after questioning and probing in a way such as, “what do you think was their problem?” “Okay then do you think that all these problems would be solved if the king provides them good food and education.” “You mean to say that this is all they needed?” After such cross questioning the students were able to understand the relationship between people’s poverty and their other problems. But this was done only with students in grade 4 and in grade 6; the elder students did not need such probing. In this way all the students got the answers right.

These responses indicate that the students were able to perform tasks related to single causal connections as well as multiplicity of causes; however it required some detailed explaining of the problems and the issues with the people in the story. None of the students in grade 8 required any such explanation, they got it right on the first instance, but some of the students (three) in grade 4 and 6 were able to understand it only after they were explained the problems of the people and its correlates.

2) Ability for Critical and Comparative analysis:

This dimension of historical understanding has to do with the ability to think in divergent ways about a phenomenon. In other words, it refers to thinking in divergent ways about a phenomenon, so as to perceive the comparable and contrasting features of societies and events, or to analyse the relative contribution of different causes in an event. There were two items which dealt with this dimension.

Item 6.3 dealt with the ability to analyse causes in terms of their relative contribution and item 7 dealt with the critical imagination of the students. In item 6.3 had a maximum possible score of 4. The responses of students on this item are quite interesting. Grades 4 and 6 have scored 1.4 on the average; while grade 8 has shown no increase in this task with 1.0 points. Investigation of the individual responses revealed that in grade four, besides most of the students scoring 1, 2 or 0, one student scored 3; while the highest score in the other two groups were two. In the grade 8 only one student could score maximum 2 points; while in grade 6 there were two students who scored 2. It reveals that the students did not reflect grade related change in understanding of this aspect of history. However this item will also have be checked for its validity.

Item 7 assessed student's ability for critical imagination. This item asked to give an account of the life of people from two different class of the society (royals and the common people). To answer this question, students required thinking in a critical manner about a phenomenon by drawing upon imagination. On this item all the three groups scored 1.6 on the average. This item had a maximum score of 2. It seems that the development of both of these dimensions is relatively free from grade and age. Another possibility is that the ability for critical and comparative analysis develops relatively later than other abilities. However, this can hardly be the case, since there were students even in grade four who gave an elaborate description about the king's and the common people's life, when they go at a new place. A student in grade 4, Raghav said, "The kings would come to know the reality when their money gets over. They will have to work..... But since they are king they will face only good things." Another student in grade 4, Ashish said, "...the kings would get good jobs because they have money, who can refuse them...? The problem is with commons they will not get a job" when asked why? He said, "No body knows them who will provide them a job." One of the fourth grader said, "...everything will be nice there, but kings will have to spend all their stored moneyand the commons will work hard and they will be rich again..." The responses of the fourth graders were less realistic and more idiosyncratic. Their responses were rarely tied to realistic possibilities.

In grade 6 have also, most of the students could not get into much critical comparative responses, but they were more tied to the realistic possibilities, as to what can happen one somebody goes to an unknown place. One of the students Mudit drew upon the psychological state of the kings, "they (the kings) will not be kings anymore so they will

have problems when no one is listening to them... they will also have problems in doing jobs.” Another student, Ashish (grade 6) used the information provided about kings and common people, to infer other information about their lives, in a constructive manner. He said:

The kings would be looking for a good accommodation first ... they can effort to keep new servants, andahhmmm, these people (referring to common people) would not have such problems because they are use to such things (problems of accommodation and livelihood). They (the commons) will have problem regarding language, they may not be knowing language of that place. And ... the common people will have to work for themselves. They can make something and sell off in the market. (There was a picture in the commons which showed them making baskets.)

By grade eight, the students were even more realistic, in considering the possibilities in the life of these people. In this group (grade 8), the individual differences regarding the critical imagination were even more pronounced. These students were more tied to the real life problems, (if at all they gave an imaginative answer). There were two students who could give an elaborate answer to the questions. One of these students leena said, “Kings will have more problems because they will have to do small jobs and they are not used to it. They have been doing big jobs which are not as difficult for them as these jobs will be.” She stops and thinks then, “actually all of them will have problems, new house, food, income.....Ahhmmm...whoever will work properly will not have problems.” Leena seems to be applying more constructive imagination, tied to actual possibilities; while the younger students (grade 4 and some of the 6 graders) lack this element of imagining actual possibilities. Another student Satya mentioned “...the kings will think of doing jobs in this way they will learn to new things.”

The younger students (grade 4 and 6) do not show much realistic insight in the lives of kings and the common people, but they can use their imaginative ability (although it is not much articulated) to describe the lives of these people. Particularly students in grade 4 talk much of possibilities such as, ‘both will have problems, kings can keep these common people as their servants’, or that ‘kings cannot have problems because they are kings’. The younger students (grade 4) could not give much comparative account but talked of general things which both of the groups will have to face. Such randomness in imaginations, in not much pronounced in the thoughts of 6th and 8th graders. Grade 6 students can give some

comparative accounts but most of the time they lacked reality based answers. However the 8 graders have most of practical concerns in their thoughts, such as, 'the common people will have problems regarding language because they are not as learned as the kings, kings will know many languages' 'the kings will have problem because they cannot rule any more; they will feel bad as they have been always ruling and dictating.'

The main difference which is observed amongst these three groups is that of the quality of their thoughts. Elder students' account of the king and the commons was more concerned with the realistic possibilities, while the younger students depicted a less refined imagination, which was less tied to real possibilities.

4.3 Methodology

1) Imagination:

There are varieties of situations in historical analysis which require imagination; for example, in imagining causes of an event, imagining the mental states of the people in past, and to imagine the way society might have been in the past etc. Imagination has a crucial role in understanding history. The items which assessed this dimension are: Items 6.5 and 8. Item 6.5 deals with the ability to empathise, and item 8 deals with the ability to apply an imagination grounded in the past. Item 8 requires to imagine any particular activity or domain of life, in past while considering other factors, which would be different from the present time; to consider "if- then" situations. It requires imagination which is grounded in the particular situation, in the sense that it would take into account the realities of past time.

In item 6.5 the students were asked to imagine the feelings of a farmer who was a part of the story in item 6. After reading out a narration, supposedly told by the farmer they were asked questions regarding feeling of the farmer. The average scores of the students on this item are; grade 4--1.6; grade 6--3.8 and grade 8--2.6. The maximum possible scores at this item is 4. The answers of the students show a great deal of individual variation. Sometimes even a student of grade four was capable of saying something on the part of the farmer; while there were students in grade eight who could not say a single word which described the feelings of the farmer. For example a student in grade four, Raghav said, "The farmer might be feeling very bad. He might be thinking that I am very poor...I don't have money, what do I do! I wish the king would give me something; I would be obliged to him." The words like 'what do I do' shows his empathic understanding. Another student Anurag

said, “he might be feeling bad, he might be thinking that I should get a job.....About the king he might be thinking that the king should create jobs,” Anurag was not able to bring in any word, (other than ‘feeling bad,’) to express the feelings of the farmer, although he inferred some idea of what the farmer might be thinking. For example, Anurag said, “he might be thinking that ‘I want a job.’ He might be feeling bad for the king.” It shows that Anurag knows requirements of the farmer, but empathy requires understanding of the affective or feeling state of a person, which is not expressed by his responses. Rest of the children in grade four could not say much about farmer’s feelings. Most frequently they mentioned things such as, ‘the farmer would feel very bad’ ‘he did not have a job’, and ‘he could not send his children to school.’ They repeated the same terms and information provided in the narration, given by the farmer.

In grade 6 there were greater number of students who could express feelings of the farmer. A student, Varsha said:

He might be thinking that had the king thought about us; I could send my child to school, and ...and I could search a job for myself ...and could arrange clothes and he might be angry with the king..... He might be feeling sad that he can’t arrange food and clothes.

This is just a literal translation of what Varsha said. While giving the answer Varsha’s nonverbal behaviours also changed which was evident from her facial expressions, pitch and pause. Such changes in the behavior of the students expressed her empathy for the farmer, but it seemed she was not much equipped with the complex form of vocabulary to give an organised answer. She did not know how to label the farmer’s feeling or what analogy to provide for it. But she could imagine his conditions; “Sitting ideal at home ...looking at his child’s face... might be very painful for him.”

Another student Mudit said:

No parents can see their child crying... He might be feeling bad that ‘my child is not getting milk, ...and my family and my child don’t have anything to eat’....he might be feeling very bad..... about the king he might be feeling very bad, he must be angry with him, he might be thinking that the king is very arrogant and he should be replaced.

With most of the students in grade 6 it was observed that while they were giving their answers their nonverbal behaviour was more informative than verbal statements, about their understanding of farmer’s feeling. It is possible that they lacked in the complex form of vocabulary which is required to label complex form of emotions. However unlike the

students in grade 6 many students in the grade 8 could not give very elaborative account of the feelings of the farmer. It perhaps shows that the item was not valid. However there was one student, Nayaz who voiced a greater understanding of the monitory problems of the farmer. He could talk about the feeling of being unemployed. He said:

He might be feeling the way an unemployed person feels..... That he is not able to do anything, he cannot do anything for the family, he might be feeling guilty. For the king he... if he could get the king, he would have shot him dead. He was very angry with the king.

Nayaz (grade 8) expressed complex patterns of thoughts which enabled him to think of the farmer's problems and his feelings. This kind of response was not found with other children in his group. None of the students could give very empathetic answers. A girl Leena (Leena) said, "He might be feeling that the, 'king is not doing anything for us; we have made him our king, and he is not taking interest in us at all. I don't have even little money to do something for my child ... the king is greedy and thinks about himself only.'" Leena elaborated upon the farmer's thinking, better than the rest of the other students did, but she could not say any word that expressed feelings of the farmer. All she said was what he might be thinking, but not how he might be feeling. Rest of the other students in this group, most of the time repeated the same terms given in the narration. For example Neha said, "The farmer might be feeling that he cannot do anything for his child...what sort of king is this that he is not bothered about us!" In he same way Satya said, "He needed a job... he might be feeling bad that he had such problems in his house." There was one student Nithilan who said that he had absolutely no idea as to how that farmer might be feeling. Thus, Satya, Neha and Nithilan were unable to express the feelings of the farmer. Unlike Varsha and Mudit (grade 6 who could reveal the feelings by the nonverbal cues also). Satya, Neha and Nithilan did not show any clue of having an understanding of farmer's feeling.

Item 8 called for imagination. This item had two questions; one question (8.A) asked to tell a daily schedule for the times when there were no schools. Another question (8.B) asked students to imagine their lives 300 years back, when no auto vehicles were there. This item required students to imagine their lives at a time back in the past, and to give an answer mentioning things, which would be there in the past; rather than mentioning things that they do today. In other words, the imagination should be rooted in the past. The average score of grade 4, 6 and 8 were 1.8, 2.6 and 3.8 respectively. The scores show that ability to situate imagination in the past increases with increasing age and grade. The individual scores

and the verbal accounts of the students also indicate that there is a great deal of individual differences within groups. The difference is not much noticeable in grade four, but as the student move on to the higher grades, some of the students show a better ability to locate their answers in the past in comparison to other students. At younger age the students are not much skilled in doing so. For example Harsha (grade 4) said, "Except going to school I might do all the same things same as others do...if there were no auto vehicles, I might be late for the school...I might have to leave early ...I could not go for outing." Harsha's response shows that she is capable of thinking the possibility, as to how the life will be without schools or auto vehicles, but most of the activities, she mentioned were in her present context, not in the context of past. Nearly all the students in grade 4 mentioned activities such as; watching TV, and reading news paper etc.

In grade 6, two of the students in grade 6 exhibited an ability to situate their answers in the past. A student Mudit said:

I would get up early, because people back then got up early, then I would go to the field, I might have to fill the water from the well, back then we did not have tap waters, and I would do other house hold works.... (For the auto vehicles) I might have to get up early to get ready for school, because I might have to walk for the school it might be tiring, carrying things and transportation might be cumbersome. We might have to carry our stuff over elephants and horses.

Mudit has positioned his answers in the past by mentioning things like filling water, going to field and the means of transportations. Another student Ashish gave somewhat similar response, "..... and back then there were not many schools, so may be the school was also farther from my house. It might take more time." The other students in grade six could not place their answers in the past though they mentioned many a things which were related to present. For example Varsha said, "I might do some other activities related to studies such as, collecting information about plants, watching Discovery channel on TV, and storing news paper cuttings etc." all these activities could not be done in past, which Varsha could not consider.

In grade 8 most of the students were able to place (more or less) their responses in the past. There were differences in the number of activities or things they mentioned but more or less, all of them mentioned things in the past only. Nitthilan said, "I would study at home or if there were Gurukuls I would go there to study..." Another student Leena said, "Absence of

motor vehicles would have affected many a things, while going to school we might be late, since we were going by walk we need to take rests on way to school.” All of them mentioned something or the other and all of it was in the past context.

There is not one form of imagination used in historical analysis. For example canbe applied in imagining people and their outlook in the past, in imagining mental states of people in past, drawing information about artifacts, and imagining different causes of an event etc. it seems that different forms appear at the different stages of development, at the same time in different levels in the children. The responses reveal much individual variation in the empathetic ability of the children than in their ability to place their responses in past. The ability to place ones imagination in past seems to develop in a continuous manner, while empathy seems to have much individual variation. Although they are all forms of imagination, but they are used in different context and require separate abilities. The ability to envisage someone’s emotions or feelings requires getting into an analogical thinking as to ‘what a person might be feeling like.’ The ability to place imagination in past requires a rational thinking to be combined with imagination, in order to appreciate that changing the time frame will change surrounding factors also. It is a rational thinking in the sense that it requires comprehension that if the time period changes, certain things will also change. The development of imaginative ability related to history varies with its form in which it is applied.

2) Perspective Taking:

Perspective taking is related to the analysis and judgment aspect of history. It refers to ability to judge an event or action by taking multiple perspectives into account. This aspect is assessed in item 6.4 in which students were asked, whether the revolt done by public in the story of the item 6, was right or wrong? The students were supposed to take the king’s and the people’s perspectives, into account. The average scores on this item were: grade 4--0, Grade 6—0.6 and grade 8-- 1.2. The maximum point on this item was 2.

The students in grade 4 were able to consider single perspective only. Even if they were crossed questioned and told about the other view they were not ready to admit. If convinced by the other side, they jumped to the other side, instead of considering both the views together. In grade 6 there were mixed kind of responses. There were two students who responded in the way the 4th graders did. There were others who were confused after the

cross questioning, as to whether it was good or bad. These students were not able to decide. They seemed to be buying the argument given by the researcher but they could not say anything conclusive. Consider this:

Ashish: It was wrong because the king did not know

Researcher: But what was fault of the people? They needed a king who could look after them!

Ashish: Had the king known their problems he would have solved it, nobody told him.

Researcher: It was his responsibility to find out all this, moreover how do the people know that the king is not being told all this, do you think it was their fault that they...

Ashish: (Pause).... No!

Researcher: Then! You mean to say that it was right!

Ashish: No

At the end of discussion Ashish was indecisive. After a pause he could take a decision which incorporated both the views and said that, “the revolt was both right and wrong.” But it took 5 minutes discussion to take this decision for Ashish; it was not an instant reaction. The responses in grade 8 are a bit similar. Most of them needed prompting (or assistance) to appreciate both the perspectives. But ultimately all the five students in this group were able to take both views into account. For example Neha said, “If seen with the king’s perspective it was wrong but with people’s perspective; it was right.” The students in this group, however; differed in terms of the time they took for gaining both the perspectives.

3) Ability to Search for Patterns and regularities:

This dimension refers to the practice, by which a historian finds out the common/regular occurring events, behaviors of a society or people, over a period of time. This dimension was assessed by item no.13. Students were narrated a story about the people of a state called Nikoya. These people had many fights with their enemies. They had their own way of behaving in different situations and they also brought some changes in their regular behaviour, in the later part of the story (The story is provided in the appendix A). Students were asked the characteristics of these people, which they have always exhibited and any characteristic which they have changed later on in the story. The maximum score on this item was 3. The average scores of the students in each group were: 1.4, 1.4 and 2.8 for grade 4, 6 and 8 respectively.

In their responses students of grade 4 were not able to take the whole sequence of events into account. They could not see all the constancies and the changes together. Two of them could mention one instance of both; one change and continuities in the behaviour of the people. This pattern was common in the responses of the grade 6 students also. For the answers of the question about, continuities in the behaviour of the people of Nikoya, the younger students (grade 4 and 6) said more obvious things than the elder students. For example, Satyam from grade 4 said, "They had many kings, they fought many wars, and...ahmmm...they had always fought with each other." The characteristic, which Satyam mentioned were very obvious in the story, and that, 'they always fought with each other' was repeated two times in the short narration. Both in grade 6 and 4, the students who could not give any instance of the change, in the overall series of events, focused on the short term changes, such as; 'initially people did not like the king but when they came to know about him, they started liking him' (it should have been an instance of the constancy in the people of Nikoya because they behaved in this manner with every new king.) However there were students who could talk of the characteristic which were not mentioned, and had to be inferred by analysing the overall series of events. Ashish (grade 6) said, "They used to fight but they united at the times of war. They always presented an example of unity and wisdom."

In grade 8 three, students were able to give an account of the overall change and constancies in the story. Even if the students could not mention all the factors (two for constancy and one for change.); their answers consisted of more implicit factors (those which were not directly mentioned in the story). Some of the students could mention almost all the constant feature in the story. Leena said. "They always fought but united at the times of war... their state was always captured by some or the other king."

The results indicate that this ability to find patterns and regularity in a series of event can be observed in the children above the age of 9-10; however it remains limited to more obvious and explicit features. In other words children can draw regularities which were straightly mentioned in the narration such as, they had many kings, they fought wars and they always fought with each other. But they could not infer the characteristic such as, 'they always dislike their kings in the beginning and changed their attitudes afterwards.' The ability to infer such patterns in the behaviours is observed at around the age of 13-14.

4) Ability to draw abstract concepts from concrete information or objects:

This dimension deals with the ability to extract ideas and concepts from a given object or concrete information. It was assessed by three items; item nos.3, 9, and 10. Item three has already been discussed above in the section on 'linking history to chronology'. There is an increase in the scores of the students with increasing age and grade.

In item 9 there were some pictures showing people buying and selling objects and few other pictures showed coins at different periods of time. The students were asked to find out the common elements that are shown in the pictures. Scores in this item,, were assigned on the basis of three criteria (please refer to item construction in methodology Section). The average scores of the students are grade 4--1.8; grade 6--2.2, and grade 8--2.6. The scores show the increasing ability of the students to draw inference from the given evidences.

In grade 4 the students draw a good amount of inferences but stayed restricted to the concrete information in the pictures. They seldom went beyond that to infer more abstract ideas. Satyam (grade 4) made three sets; one for the coins, the other for sketches of the buying and selling pictures, and kept the last picture separate, saying that it was different from the other pictures of the market because they were sketches and not the real pictures (please refer to Appendix for the pictures used in the test.) Some of the students described the weighing scales, shape of the coins etc. While describing the pictures some of the students in grade 4 showed their imagination also. Raghav (grade 4) brought in his experience from the market to imagine a conversation of these people; "they are talking and buying different things....These (the shop keepers) people are saying that if you don't find it good, you return it back to me." This reveals the way students have used imagination in drawing information about objects.

The practice of finding concrete information was common in the students of grade 6 also, but they also went on to perceive the pictures as showing some activity and could perceive a theme in the pictures. Love (grade 6) described it as selling but he made further categories amongst selling pictures; two pictures of selling grocery, one selling clothes and one picture of the original market photograph. He also classified the coins in two categories on the basis of their shape. Most of the students described the activities in the pictures such as, bargaining, or buying things etc. One of the students also said that the coins are currencies of different time, by looking at the dates encrypted on them. Students in grade 6 draw more information than the students in grade 4. But some of the students in grade also responded in

the way fourth grades did, they remained restricted to what was visible in the pictures. This was the point on which most of the grade 8 students differed from the younger students. They could go beyond the objects and activities to infer ideas about the pictures.

The students in grade 8 also noticed the same objects and the activities in the pictures but they went on to infer other implicit information and ideas from these activities and objects. They were sometimes able to give some general statements about the values in the life. For example Satya said, "All the pictures show purchasing and money, they show how valuable money is in life.... You know! You need money to buy everything in life." Another vivid pattern in the responses on this item was individual variation in the description given by the elder students (grade 8). Nayaz was even able to find out that some of the pictures (All the sketches) were from the Mogul age (which was true.) and then he talked about how people lived in Mogul age. It shows that learning (about the various objects, their functions etc) is also crucial in ability to draw information or ideas about objects or concepts.

In the item 10 there were picture related to a dancer who lived 30-40 years ago. Students were asked to select the picture which were contemporary to the dancer and which could be related to her. Students of grade 4 and 6 had equal scores of 6 on the average, and 8th graders scored 6.5. The maximum score on this item was 7. This difference of scores between the younger and the older (grade 8) students appeared mainly due to a picture (of an old dancer) which was a distracter and the students could not perceive it to be so. Since this picture was older than the dancer's picture, there was one point for excluding this picture, which most of the older students only could do. Deciding about a picture of very old dancer; as to whether it was related to the dancer in the question or not, seemed to be tougher job. It was already told to the students that only the pictures contemporary to the dancer's can be related to her. In spite of that, many of the younger students (grade 4 and 6) could not perceive her as being older than the dancer; otherwise they performed correctly with all the other pictures.

There is a difference in the patterns of the scores on all the items which assess the ability to draw information. On item 3 it the scores show a continuous development, the responses on the item 10 varied in terms of level of abstractness in the responses of the students; while the scores on item 10 show very little difference between the scores of the three groups. Such difference in the scores is no doubt a consequence of the difference in

information to be drawn in each item. Though all the items were related to drawing information from the pictures, they required to draw different kinds of information. Item 3 and 10 assessed ability draw information about the time period of objects. In item 3 nearly all the objects were to be sorted on the basis of their time; while pictures in item 10 could be sorted on the basis of another clue, that the pictures should belong to the dancer. In this item there was only one picture, which required the students to detect its time, which most of the students, by grade 6, could not do. In item no 9 the scores show a gradual development of the students in respect of the ability to draw information. The content analysis of the responses on item 9 shows that the younger students also can draw information but their concentration is more on the visual aspects of the pictures. From the results of all these three items the ability to draw information is closely linked with the kind of information sought. And consequently the developmental pattern, of ability to draw information also varies respectively.

4.4 Understanding the historian's Job:

1) Ability to analyse primary and secondary sources:

This aspect is related to analysing the sources which have been used in writing history. The students need to understand the value of primary and secondary sources. Item 11 assessed this ability. This item asked the students a question that if they were to write about any place in their city, whether they would prefer to visit the place or they would ask someone else who have visited the place. They were expected to exhibit understanding of the relevance of the first hand (or primary information) in writing a description of the place. The maximum score on this item was 2. The average scores on this item were: grade 4--1.2, grade 6-- 1.8 and grade 8--2.

All the students, except one in grade 4, said that they would like to go and visit the place before writing about it. Moreover two of the students in grade 4 were able to provide explanation for their preference. They could realise that not going to see the place would affect their writing. For example they said that they could know more, and that they could not rely upon someone else's descriptions. When asked that why could they not rely on someone else's descriptions they were not specific in their answers. Anurag said (grade 4) "...they may not tell in the proper sequence." In the same way Satyam (grade 4) said, "...because you

never know, they can lie also.” One student Harsha gave a bit matured answer, “because different people consider different things when they go somewhere.”

In grade 6 all students said that they would go and see the place first. Their responses revealed that they could justify their answers in a better way. Ashish, grade 6 said, “I can’t rely ...he may not be able to say all what I will be able to see myself.” Varsha said, “... it is possible that she might not have noticed all those points that I want.” The students in grade 8 explained the idea in more articulated manner. They could realize that there may be many reasons for difference in two people’s description; they mentioned many abstract reasons such as, ‘difference in thinking’, ‘difference in style’, in the prior exposure to the place’(somebody might be more aware or familiar to the locality due to prior exposure) and interest etc.

The results indicate that almost all the students from grade 4 to 8 were able to answer correctly. The difference occurred in the way they justified their choice of visiting the place. Some of the students in grade 4 were not able to give adequate justification; while such instances were not observed in the elder students.

2) Understanding History as an interaction between Historian and his Facts--

To have a critical understanding of historical writings one need to analyse not only the sources which have been used, but also one need to appreciate the fact that historical writings are affected (more or less) by predispositions of the author. This ability was assessed by item 12. The item asked to identify as to, what kind of narration will be given by which of the two historians, given their dissimilar beliefs. This maximum score on this item was one. The students in all the three groups gave right answers. Their explanations revealed that they were aware of the idea that if someone has a certain kind of belief s/he will give corresponding view.

The students were asked an extra question in the item 11, (which was about primary sources) that why will two people give different description about the same place. This was done in order to get an idea of how much are the students aware of the sources of these differences in the narration of the same fact by two people. Grade 4 students could not give any specific reason as to why people differ in their beliefs. By grade 6 students said very little about this issue, they were not sure, but mentioned some immediate reasons for the difference, like, someone may not have noticed all the things, that they might forget to give

some information or they can lie or so. In grade 8 students became a bit more articulate in their answer to the question of difference between two people's descriptions. They mentioned the reasons such as, differences in interest, thinking, style and the previous exposure.

4.5 Interview:

The students were asked few other open ended questions (other than the test items) in order to know their general idea about history and past. One of the crucial questions asked was about the student's conception of past and history. An outline of the questions is given below:

- What do you understand about past, what does it consists of?
- What is the difference between past, present and future?
- Can future become past sometime?

If the student was able to respond to these initial questions s/he was asked:

- What do you understand about history; what does it include?

And finally if the students answered the above questions s/he was asked:

- What is the difference between past and history? Can past ever become history?
- How would the life have been 100, 200 or 300 years back? What kind of changes

come in the society?

In their responses most of the younger students were correct on the question related to the past, present and future but they were pretty confused with the question of difference between past and history. For many of them history is some thing which is distance past, while past is the time before present which they have seen. Harsha (grade 4) said:

History is about past....about the kings andahmm, things like that...long back their kingdoms...

Researcher: So is it about past or..!

Harsha: yes-yes! It is about past.... long back...

Researcher: What is past then?

Harsha: (Thinks a while then) In history the past is taught but that is long distance past which we have not seen, and past is the time which we have seen.

Researcher: Have you seen your father's childhood?

Harsha: No

Researcher: Is that past or history?

Harsha is confused and says nothing else than smiling. There was one student who could say that all past cannot be history. When asked for the reason however; she said “how can somebody write such a big history.” There was another student, who seemed to be aware of the difference between history and past but did not have clear idea about it:

Anurag: All past cannot be history because past is related to us only, while history is related to all....

Researcher: why! Others don't have pasts?

Anurag: History is about special and famous people?

Researcher: Can your birth become history sometime?

Anurag: yes only if I become famous some day.

Anurag seems to be aware of the difference between past and history. Even the other students seem to understand the difference between past and history. It was expressed in the way they instantly said no to the question: ‘whether all past can become history.’ They understand that they are not the same things, but do not exactly know that what the difference can be.

The students in grade 6 can talk more about the difference between past and history. All of them said that history is not same as past; without being confused. However they also had their peculiar reasons as to why it is so. Shaloo said, “.... because history is about traditions, cultures and kingdoms.” Shaloo seems to be aware of the difference between history and past. She seems to have derived these ideas from what she has learned in the history curriculum. In the same way other students in grade 6 seemed to be aware of the difference; although they had different notions of what was the difference about:

Mudit: Past is what happened earlier... history is about kings, ancestors and what happened to them.

Researcher: Is there any difference between past and history. Is all past history?

Mudit: Yes all past is history. (Then suddenly) No! There is a little difference....All past cannot be history. History includes special and famous things.”

Researcher: Can your birth ever be history?

Mudit: No

Mudit, just like the other students of grade 6 not only have the awareness, but seems to be further informed as to what the difference consists of. Nevertheless their idea of the difference between present is not all that developed, as Mudit's response show. Whatever he mentions, as the difference between past and history; he seems to have picked up from his curriculum. This is evident from his reply, when he says no, on being asked that whether his birth can ever become history.

The students in grade 8 are more aware and better informed about the content of history. That is what differentiates their answers from their younger counterparts. Consider this:

Nithilan: "History is what happened in ancient times....and past is what happened before present. History is study of past."

Researcher: So is all past history?

Nithilan: No...we study only the important things, kings, famous people, and dates of famous events.....My birth can someday become a history; when I will become famous.

These students in grade 8 are advanced in their idea of history. They clearly know that when and how their birth can become history. At this level the students demonstrate a better conception of history and what does it consist of. The younger students especially those in grade 4 are also aware of the difference between history and past but they cannot give an informed answer. The reason behind this, it seems, is that they do not have any formal exposure to history as a classroom subject. This proposition gains a support from the responses of the students in grade 6 (this is the time when they are formally introduced to history.) Their responses include instances from their curriculum which indicates that more sophistication in their awareness is gained from the history curriculum only. Nevertheless the awareness of the difference between present and past is evident in the students from grade 4 also.

Awareness of the changes in the dynamics of the society:

As the time passes on, our society and life changes in many ways, such as industrial technological changes, institutional changes, ethical and value related changes and various forms of development. In this sense two same types of events, in two different time periods of history can never be same. They vary in terms of their institutional dynamics and various other factors which change with time. So it is important for students of history to understand this aspect, when two different people or events in different time are compared. In other

words it is to appreciate the different periods of past as not being the same, in various respects. Students were asked to think of the changes in the society which naturally follow the course of time. This question was designed in order to get an idea of, children's understanding of change as a characteristic of society. in other words to investigate whether they know that it is not the same thing to talk about the life of 100 years ago as compared to 200 years ago.

The first part of question was: "how would the life of 200/100 years have been." The responses on this question differed with every student, especially for the younger students. If asked about, life of 100 years back some of them talked about Gandhi ji, some of them compared the situation with the immediate situation and mentioned many concrete aspects of the changes such as; 'there were no offices', 'computers and chocolates might be cheaper back then.' Some of them could give the correct information about the time of 200 years back. Raghav said:

Our country got independence. Till then since 200 years we were under British kingdom, it was a bad life for us.....(pause) it means that 300 years back there might have been kings and queens... the life back then was not as bad as British time, but still we were supposed to obey the kings...and we did not have good clothes and schools, we used to wear dhotis.

On being asked what things might have been changed 100 years later he said:

British people came and took over the control of our country. ...Trains and buses were introduced...freedom fight was started. People were angry with the English people.

Anurag was the only student in grade 4 who could give such an informative answer. Other students however uttered whatever they could think about history. The awareness of the distinction of time periods was not well demonstrated by the other students. They could not mention as to what changes follow in the society or people with changing time, still they seem to be aware that some change do occur in the society. it was clear by their responses on being asked, "is every thing in society same after 100 years or there is some change also;" all of the fourth graders accepted that 'things' are not same in the society after 100 years. Some of them could mention landmark changes such as, invention of computers, mobile and of vehicles.

The awareness of the difference between different times is much pronounced in grade 6. The six graders start mentioning abstract changes in the society such as, thinking of people,

development, and knowledge etc. The diversity in the answers, which was much evident in the younger students, was reduced now. The students either drew upon the factual knowledge about that period in Indian history or they talked in a bit general terms, as to what things were different in past as compared to now. Most of the times, the answers were a blend of these two categories. For example Varsha said; “200 years back there were kings and queens. The state was divided into districts and provinces...people used to live with unity.....India was called ‘golden bird.’...after 100 years life was improved. We got freedom. Now people think more about themselves.” Varsha’s answers reveal that she is moving to and fro from the facts, (she has learnt in the history class) to what she has heard people saying. (‘Now people think more about themselves.’) In answers to the question related to changes, in the life and people, after a period of time, they mentioned things such as; life style, clothing and its quality, manners, house construction, development of the society and ‘British rule’ and the ‘freedom,’ etc.

The students in grade 8 seemed to be better informed but they; talked about the lack of modern facilities in, roads, and transport machines in past. More importantly they talked about increase in knowledge about house building, farming technology, information technology and change in the way people think. Nayaz said; “people become more aware of their rights. Earlier they did not know much about things surroundings and their privileges. Now with the spread of education they know. They know how to live, to develop...”

The above results show that by the age of 9-10 (grade 4) students have a vague idea of the changes that arise in any society; however they are aware that things do change. They cannot mention abstract notions about the change in the dynamics of the society, but they know that many things were invented like machines, cameras, and phones. As the students go on learning and maturing they learn new words and concepts, which they can apply in understanding the changes in society. By the age of 11-12 they mostly draw upon what they learn about the past time, but and they can mention number of changes such as; clothing style, eating habits house construction etc; since by this age they have learnt much about such facts in their history class and in general studies. It is only after 13- 14 years of age that students exhibit an awareness of the abstract changes in the society such as; thinking, knowledge, technology, and development etc.

Chapter 5**Discussion and Conclusion**

On examining the scores and the verbal responses of the students, in all the three groups; it seems that there are different patterns for the development of different dimensions of historical understanding. Some of the abilities are exhibited early; while others are observed to be appearing a little late. Moreover; except few domains of historical understanding; there seems to be a great deal of inter-individual variation. This observation is hardly surprising, since historical understanding consists of multiple dimensions. As is the case with the understanding of other domains of knowledge, different elements of historical understanding also develop at different pace and time. A detailed analysis of the dimensions is provided in the following section:

Temporality:

The responses of the students on the items related to ‘understanding of the difference between present and the past;’ illustrate that the students in grade 4 (by their age of 9-10) are aware of this difference. This is evident from their responses to first item of this test. They put the pictures in an order on basis of the oldness of objects. Though two of the students in grade 4 were not able to place all the pictures in right order, yet they placed the first and the last picture at right places. This reveals their understanding of present and past. In the second item where they were supposed to match pictures of cars with their date tags. To see the scores it appears that they could not associate the cars with their respective years. However, that does not show their inability to appreciate the difference between present and past since they could still arrange the dates in proper order. While categorising they arranged relatively older cars in the beginning and the newer models with the newer date tags. Thus there was some understanding of the past dimension even if the finer description were not available.

Hence it can be concluded that at the age of 9-10 children are aware of the difference between present an

d past, as they were able to differentiate between older and newer pictures.

2) Ability to link History to chronology:

The responses of the students on items 2, 4 and 5 show their ability to appreciate the time durations and their relations. The responses on item 2 (already been discussed) show that they can understand the meanings of the dates. On items 4 and 5 they were supposed to compare different time periods, showing an understanding of how long back would 200 years of time be in comparison to their grand mother's life time, Or the time distance between their grand father, father and their siblings. It is observed that the students can demonstrate an understanding of chronology by at the age of 9-10. Items 3 and 10 also assessed this ability but they deal mainly with the other abilities (drawing information) and hence will be discussed later.

The responses of the students on the items, which assessed their chronological understanding, show that the students at the age of 9-10 have an adequate understanding of chronology. Such results have been demonstrated by previous researchers also. Several studies (Ames,1946; Barton & Levstik, 1996; Blyth 1978, Friedmem,1944; MCAulay, 1961) demonstrate that if children are provided with concrete situations, like the one used in this study, children demonstrate an understanding of time concepts at primary level; sometimes even at the age of 6-7 (Barton & Levstik 1996).

Causality:

Relating social forces to events:

The responses of the students to test items on this dimension are quite interesting. In the item concerning single cause (which was item 6.2) the students were required to view the problem as a whole; to think about its various aspects and deduce a conclusion regarding the problems of the people. They were required to perceive the single cause, poverty contributing to the people's misery. In this item, as it has been mentioned earlier initially most of the younger students (grade 4) were able to arrive at right conclusion but only after further questioning and explaining.

The elder students did not require such assistance. They themselves were able to do so.

Another question was related to the ability to perceive interconnectedness of, more than one cause in leading to an event. Based on the responses of the students; it seems that item 6.2 was easier than the item 6.1. A closer investigation in the matter reveals that in item 6.2 the students were required to deduce one conclusive reason for all the problems of the people (understanding that poverty alone is the root cause for their all problems.), which is certainly more complex than thinking of; 'X, Y, Z being problems of the people; whether providing the solutions to X alone will solve all their problems' (item 6.1). Item 6.2 requires more complex form of propositional thinking than in the case of 6.1. The level of complexity of the item seems explain why the students found 6.1 easier than the item 6.2.

Children's ability to understand causal relationships seems to develop at earlier age, but it is not revealed until they are made to think in certain manner with some adult assistance. As it is revealed by the interviews, that the children in did not answer the question at very first instance of asking the question; it was only after talking to them and making them think in a way to connect things propositionally; to think of situations in terms of 'if and then' relationships; that they were able to reach a conclusion. However; at later age the children seem to better equipped for such type of thinking. They can understand that events or actions have one as well as more than one cause, although they might not understand the underlying complexity of the causes.

Critical and comparative analysis:

Two items assessed this dimension. In one item (6.3) children were required to evaluate the items on the basis of their relative contribution to the revolt (mentioned in item) To do so the students were required to think critically about which one of the causes was more directly linked to the event. It would require deducing a single reason- from the array of reasons given, for the factor in question. Overall, the item requires keeping the 'reasons,' which are already assigned, at the back of the mind while moving on to look for another cause among the many given

points. This will require thinking about the event in a divergent ways and then deducing one cause; to question in a way such as; would the factor A have occurred even if B were not there. If the answer is no then only the cause can be assign to the factor A.

The responses of the students show no improvement in analysing relative importance of the reasons from grade 4 through 8. There seems to be a great amount of individual variation in the responses of the students on this item. There was a student in grade 4 who could assign as much as three correct consecutive causes. On the other hand there were students in grade 8 who were not able to assign a single cause correctly. Rest of the all students could not score more than 2 points, where the maximum possible score on this item was 4. It seems that there is a great amount of disparity in the rate of development of this aspect. It is possible that the item was not had some problem related to validity. However on the basis of the responses of most of the students it can also be assumed that the ability to analyse multiple causes develops after 14 years of age. These results seem to be supporting a few earlier studies (although not fully) which have asserted that historical understanding develops at later adolescent age for example Hallam (1967) showed it to be occurring between 15 to 16:5 years of age. There are other studies, like that of Medley (1980), which has showed that adequate development of causal analysis occurs only after 17-18 years of age. Medley has also asserted that there is individual difference regarding the age at which this sort of thinking develops. He found that his youngest subjects (13 -14 years old) could be trained to deal with contra factual situation. The present study agrees with Medley's findings that even younger students have ability to analyse causes, though not all of them. The students, in the study have not shown a total awareness of relative important of causes. There were many of the students who could assign than two consecutive causes; that should suffice to reveal heir understanding of relative importance of cause.

On the next item (7) the average scores of all groups show that there is no between group variations. However; there appeared some between group differences regarding the expression and choice of vocabulary by the students. In order to

respond to this item, the students required imagination; on the basis of which they were required to compare the life of two people from two different communities. Results showed much individual differences rather than between group difference. The student's ability to involve in such a comparison situation develops at the younger age. The students in grade 4 have not been able to give a comparative accounts of two groups (kings and commons, regarding their experience at a new place) groups. They have been able to use information which was provided about the two groups of people and give some description about their lives, but most of that is not a realistic anticipation, as to what might happen when they go to new places; it is only after grade 6 that the students start understanding the realistic possibilities. By grade 8 they can also understand the psychological state of these people, along with understanding their probable hopes and problems.

In both of the items separate kinds of responses are found. The first one is based on purely rational thinking, and the second one is based on imagination. However the first one seems to be relatively less differentiated and clear than the other one. The ability for critical and comparative analysis of causes seems to be developed at different ages after 10-11 years, as it revealed by the responses of the students. However the case with the next item is a bit different; imagination and that too realistic one is something which is much subject to individual ability and maturation. It is observed that the ability to critically analyse; in such situations where the inference has to be drawn or imagined, is achieved through maturation, not before the age of 11-12.

Imagination:

There were two different types of items related to imagination, the one (6.5) which deal with the empathetic understanding; and the other one (item 8) which deals with the ability to transform ones imagination in the past. It includes considering the surrounding social setting of past while dealing with any factor in the past.

In the item no 6.5 the scores do not reveal any pattern. Grade 6 has scored the highest points. It was expected, that in response to this item the students would bring in emotional words which were not there in the narration, in order to show empathy while describe the feelings of the farmer, however during the study the students' nonverbal behaviour was also observed. In the analysis of their verbal responses, it was found that most of the younger students (grade 4) could not bring in emotional word to describe the feelings of the farmer. Although some of the students could utter sentences having new words, but when they were further questioned as to, what they meant by the words such as 'he might be sad' or 'feeling bad'; their responses revealed that they did not used the words with a connotation, with which adults or the elder children use it. This responses are not surprising; since such feelings (as that of the farmer) are naturally complex. It is tough for a child of grade 4 to be able to envisage and express the feelings of other adults which are far remote from them.

By grade 6, it seems that the students have developed the readiness to grasp emotional connotations. The students in this group have expressed a relatively wider range of emotions as perceived in the farmer; if not by verbal than nonverbal responses. They can use the exclamatory sentences on the part of the farmer. Sometimes they could even use some generalised emotions on the part of the farmer such as; "no parents can see their children crying." The emotional response of grade 6 children was expressed through their verbal as well as their nonverbal responses. It is a bit peculiar to note that the students in grade 8 could not show much empathetic understanding in them. There was a single student however, who applied his greater knowledge and understanding of social problems like poverty and unemployment to imagine the feelings of the farmer. He could mention that how it feels very bad to be unemployed and poor. Evidently this child had empathetic understanding.

The patterns of the responses of the 11 to 12 years students show a readiness to grasp the emotional content. It seems by the age of 11-12 the students have learnt about some general emotional behaviour of people. But they lack in expression of it since most of the adult emotions involve complex thoughts and language. They

cannot guess all the mature feelings of the farmer but they expressed an understanding (though not fully) of that. This was less revealed by their verbal and more by the nonverbal behaviour. By the age of 13-14 however the students learn to express such feelings also. However there are individual differences in this regard. Not all the students, even by grade 8 can express complex emotion with empathy.

The next item which assessed the imaginative ability was item 8. In this item there were two questions. In the first question the students were supposed to tell a schedule for themselves and about their life when there were no schools, before 300 years in past. In the next question they were required to tell what would have been effect of having no auto vehicles in the past. In the responses the students were suppose to take into account the things about the life at that time, and include it in their responses. In other words this item required the students to place their imagination in the context of past. The scores on this item show a gradual development of this dimension in students. In grade 4 most of the students show an adequate level of imagination; but they could not take into account the proper context. They mention activities and problems which appear in the present context only, for example, watching TV and reading news paper etc. The students in grade 6 start to appreciate this time difference, but not all of them. Most of the students in grade 8 however have been able to do so.

It can be concluded that imagination, especially in the context of historical understanding, has many variations. For example, it can be used to imagine the feelings of people in past, to imagine the situation back in past or to analyse the events or actions of past. At what age will it develop, depends upon its form as well as the individual ability. The imagination itself develops early as it seen in the responses of the grade 4 students on item 7 and 8. However the ability to apply imagination in understanding the feelings of people in past appears later at around age of 11-12 (but not for the entire range of feelings.) In the same way the ability to place imagination in a context of past also develops at the age of 11-12.

Perspective Taking:

This dimension was assessed by item 6.4. In the answer the question assessing this ability; the student was expected to take two perspectives into account. The question was about a revolt narrated in the story, in item 6. The question was that whether the revolt was right or wrong. In the response the student was expected to consider both, the king's and the people's perspective about the revolt. The responses of the students reveal a gradual development of the students. As mentioned earlier, none of the students in grade 4 could consider both the perspectives together. On probing and exposure to the other perspective; they changed their opinion to the other way, but did not accept perspectives together. By grade 6 they start accepting more than one perspective, but cannot combine more than one view in their answers. The responses of these students were better in the sense that they could assume the other view at least. They cannot be classified as having this ability to consider multiple perspectives into account. However they show signs that this is the age around which this understanding begins to appear. This understanding is reflected in the responses of the students in grade 8 (by the age of 13-14), but most of the time after probing and cross questioning. The students in this age group are able to take both the perspectives at a time. At the end of the discussion all of them agreed that the revolution was right from the people's perspective, but wrong from the king's perspective. It shows that grade 8 students can understand that there could be more than one perspective to view things and they can incorporate this understanding in their answers.

It can be asserted that it is only after the age of 11-12, that the students understands that there can be more than one way of explaining actions or events, nevertheless for the students to be able to bring in their practice, one will have to wait till 13 or more years. It seems that the pace of the development of children's ability to appreciate multiple views is comparatively slower than other domains of historical understanding. This appears from the facts that though at grade 6 the students start with the accepting more than one perspective, however they are still indecisive in making judgments. By the time they reach grade 8 they can be said to

be well equipped with an ability to do so. However, they can apply this skill only after probing and exposing them with the opposite view.

Ability to Search for Patterns and regularities:

The ability deals with the extent to which the students can perceive concurring phenomena and or changes in a series of events, over a period of time. This ability was assessed by item 13, which required the students to perceive a pattern in behaviour of people narrated in the item. The analysis of the responses reveals that although the students in grade 4 and 6 are able to tell about the constancies and changes that are not based on the perception of the overall series of events. Many of the students in lower grades (grade 4 and 6) mentioned the 'change' which was not actually change rather a pattern of changing behaviour, every time the people had a new king. Many of the younger students were not able to perceive this characteristic of the people as their repeated behaviour. About the question of regularity the again the younger students (grade 4 and 6) mentioned obvious things in the story, such as 'the people fought many wars', 'they use to fight with each other'. These qualities were stated in the story directly. It is only by the age of 13-14 (in grade 8) that the students have mentioned characteristics which were not directly told in the story, and were based on the considering the series of the behaviours of people. For example, unlike their younger counterparts, the habit of people to change their views about the king was not perceived as a change by these students, rather they could mention it as the longstanding characteristic of people.

This item also reveals individual differences in terms of the appearance of this dimension. However, in most of the cases, students perceive the implicit characters in a narration or a series of events by the age of 13-14.

Ability to draw abstract concepts from concrete information or objects:

There were three items which assess this ability and the responses of the students vary with the type of items. In item 3, there is gradual increase in the performance of the students. In this item the student were required to separate pictures on the basis of the time that whether or not the pictures were 100 years old. On item 9 there were pictures from which the students had to draw information, as to what were the common elements in those pictures. In the responses the students show a gradual development in the type of information they draw from it. At initial level the students can draw information but that is restricted to the concrete objects, shown in the pictures. As students move in higher grades, they can draw more implicit form of information. In this item the difference is not regarding the amount of information drawn or the details seen in the pictures, rather it is about the quality of information drawn.

On item 10 there is a little difference on the scores. Students of grade 4 and 6 have scored 6 while 8th graders have scored 6.6. This difference is apparently due to one picture, which was required to be classified on the basis of its time period, while others could be helped by their chances of being in certain category (i.e. belonging to a dancer). This picture could not be helped by the other clues, 'belonging to a dancer' because it showed another dancer, so it could be fairly be related to the dancer only. For this picture to be excluded it required to be classified on the basis of its time (that this dancer's outlook was older than the main dancer in the item). Unlike the younger students (grade 4 and 6) most of the 8th graders have been able to identify the dancer as being older than the main dancer.

The responses on the above three items show, that the ability to draw information, displays different patterns of development, depending upon the type of information to be drawn. On the item 3, in which the students were supposed to draw information about the time aspect of the objects; students develop slowly. The required information to be drawn here was the time of the objects. The students have shown an understanding of old and not so old, but in item 3 it was a question of a specific time, 100 years back. It is a difficult for a young child to decide that whether a picture is 50-60 years or 100, by observing pictures. Though, children

can draw information at early ages also, but that is limited to the objects and activities in the picture, and not about the exact times of objects. As far as drawing information about the time period of the object is concerned, students do not exhibit much efficiency before the age of 13. This is manifest by the responses on item 10 related to picture of a dancer, where the younger students (grade 4 and 6) have not been able to exclude a picture of old dancer.

Ability to draw concrete information is evidently developed early. Responses on the item 9 and 10 reveal this. In item no 9, where children were asked to identify common features among the pictures; those at the age of 9-10 can draw the information from the objects and the people shown in the pictures, although that remained restricted to the concrete features of the pictures. The students in grade 6 (11-12 years) could also perceive activities, in pictures. They could see as to what the people are doing or what is going on in the picture, although this was based on the concrete observable features in the pictures. They used the objects and the settings of the people to guess that it was a market place and people are buying and selling things. By the age of 13-14 the students could use more abstract words such as, economy, value of money, business etc. They can go on to infer further information about the objects. This proposition is also supported by the responses on item 10. The pictures (other than the old dancer's) where students do not seem to be drawing information on the basis of their time period; their responses reveal that students at the age of 11 can draw information and concepts about objects.

To sum up; it can be asserted that the students, at the age of 9-10 can easily draw information but related to the observable features only. As they go on developing the quality of the information, they can draw, goes on improving; from concrete to abstract nature of information and concepts. As far as drawing information of the time period of the objects is concerned; they have no problem in classifying as very old ; old or new, but the ability to classify objects as belonging to different historical periods (such as 50, 100 or 150 years old) seems to be appearing at the age of 13 , generally.

Ability to analyse primary and secondary Resources

This dimension was assessed by item 11. The responses of the students to this item reveal that the students at the age of 9-10 (grade 4) have an understanding of examining things by themselves vis-à-vis asking for the information from somebody else. There was only one student who said that she would like to ask someone, because she might not be aware of the place. Rest of the others readily admitted that they would like to go and see the place, as asking someone may affect the validity of the information. However, the visible difference between these groups is that the elder students (grade 6 and 8) are more articulate in their responses; while the students in grade 4 are not able to mention any specific reason. The elder students, by the age of 11-12 are aware of the reliability of first hand information, and as they reach 13 years of age they can mention factors, such as thinking, choice, interests and so, in determining the perceptions and selection of information.

Understanding History as an interaction between Historian and His/Her Facts:

This dimension was assessed by item 12, which asked students a question that given different of opinions of two historians, which one will write a particular kind of narration (see appendix A for the detail question). In the responses all of the fifteen students got it right. All of them, apparently understand the relationship between the thoughts/opinion and the interpretation of the facts. Though, it cannot be said that the students at grade 4 also understand the complex relationship between the narration and the narrator, but they have exhibited an understanding of the fact that having different views can influence the perception of the facts. As far as the awareness of the reason for this difference in the views is concerned, by grade 6 students have not revealed any substantial understanding of 'why the difference occurs.' They can mention few immediate reasons such as, "because the historian doesn't like the way king punishes people. This historian believes

that...” By grade 6 the students could not give or understand the complexity of this relationship, but they have shown some understanding of relationship. It is only in grade 8 that the students can talk about few abstract things such as, previous exposure, choice or thinking style. For example one student said, “Different people think in different way.”

The responses show that all at the age of 9-10 children have an understanding of the relationship between a person’s view and its effect on the way s/he interpret things. At this age however they do not have any idea about why this difference is or what is the relationship between historian and facts. In the words the students aware that if someone has certain view his/her way of explaining things will be accordingly. By the age of 12 the students start understanding that people may vary in terms of their emphasis while narrating. And by the age of 13 - 14 the students start appreciating the role of thinking, knowledge and

The students’ idea of history and pasts:

The students at the age of 9-10 can exhibit an understanding of the difference between present and past. They can say no, instantly if asked, whether history and past are different, but cannot explain the difference. If asked that what is the difference between the two the students were confused. It does not; however rule out the possibility that they have the awareness of the difference between history and past. The difference between history and past is only a matter of relevance (to the area which is under consideration or whose history is talked about.) And if a child can show the awareness of the difference between the two, she can smoothly receive the information provided about this difference (of present and past). After 11-12 years the students can mention some differences between history, and past most of which seems to be drawn from what they have known about history as a classroom subject. The sophistication in the answers of the students comes only after 12 years of age (when they reach grade 7 or 8).

Hence the responses show that the awareness of past and history is developed by the age of 9-10. The responses of the students reveal that after this

age, they can be taught the meaning of history, since they have readily exhibited an awareness of the difference between the past and history.

Awareness of the changes in the dynamics of the society:

This question was designed to assess the awareness of the changes in the society between present and past, in the students. The awareness of changes that accompany the society over a period of time can be observed in the children at around the age of 9-10. However; that is an only a vague idea of, the difference between 'long back' and 'now'. At this age if the students are asked to think about changes, between 200 years back and now they can mention that many technological inventions were made or machines were invented. But they perhaps do not understand what functional changes those things brought in our lives. By grade 6 (age, 11-12) children start appreciating these facts. They have an understanding that the lives of people change with these material changes. They can understand that society and life goes through various changes; we learn new technology, house building, and fashion and clothing etc changes with time. By the age of 13-14 the students start mentioning minute and more abstract things such as, thinking, choices, progress etc. At this age also they can not show a complex understanding of the social dynamics, but some of the students exhibit an awareness of the role of people's mind their thinking, knowledge generation in the progress or change of the society.

Hence it can be said that the students at the age of 9-10 know that things change a lot between a periods of time, but they do not know how. On being asked that how did the change came they can mention the learned facts as to what was invented when, but how it relates to the society overall; they do not know. This awareness is demonstrated by the students by age of 12. However the more sophisticated understanding of these intricacies is developed only after the age of 14. By this age students demonstrate an understanding of the role of abstract factors such as, thinking, change in the ways people attach value to things etc.

5.1 Overall discussion:

The overall analysis of the results reveal that historical understanding is a composite ability which requires different sorts of mental process for its different domains. Besides many abilities showing a common rate and age levels at which they appear in children; many of the aspects of historical understanding have vary in terms of pace of development and levels in different children. There are also differences in the extent to which they can be observed with the help of some sort of assistance, between the different dimensions of historical understanding. These dimensions can be discussed along the three perspectives.

- 1) On the basis the age at which they appear in children; some of the abilities develop early in age, in comparison to other abilities.
- 2) In terms of their being influenced by adult assistance; some abilities can be enhanced with the help of assistance and explaining the items while others are relatively less influenced by any probing or explaining.
- 3) On the basis of their level of individual variation; some show the level of individual variation both, in terms of the amount with which they are present in different students and the time when they appear in them; while other abilities are commonly found to be appearing at almost the same age in all students.

1) The analysis has revealed that some of the abilities such as awareness of present and past, imagination, drawing concrete information about the objects, chronology, and understanding the connection between cause and affect, develop early by the age of 9-10. While some of the abilities like complex causal analysis, drawing abstract information, and finding pattern and regularities in a series of events, develops later by the age of 13-14. The only exception is ability to assign relative importance to different causes of an event; which is not very pronounced by the age of 13-14.

It can be stated that the ability to understand history is not something which can appear only at the later secondary level; it can be shown to be existing in

the younger students also. It is the way we approach the young students that leads us to respective conclusions. The present study reveals that historical understanding is a continuous process which starts even before the age of 9-10 and goes on developing after the age of 14 also. The study seems to be, confirming earlier studies which have been conducted with the various dimensions of historical understanding, stating that historical understanding can be shown to be developing in the younger students. The present study do not, match with the earlier studies which say that the development of historical understanding is comparable to the formal operation stage of Piaget and the same appears only at the later adolescent age (Hallam, 1966, 1967, 1970 & Jurd 1973 etc.) Hallam has suggested that historical understanding develops only after the age of 15-16. Jurd also viewed historical understanding as developing between 15 to 17 years of age. They reason, which these researchers gave for these findings were, the nature of the subject material of history. In both of these studies the test material which have been used to assess historical understanding are related to complex and abstract issues and events of society. They seem to have ignored other dimensions of historical understanding which are not much abstract, such as understanding of chronology, drawing information from the artifacts and imagination etc. Some of the dimensions of historical understanding exhibit this nature, but not all of them, as this study as well as many other studies prove.

2) It has been observed in this study that the dimensions which are supposed to be too abstract, to be understood by a child; have been observed so, many a time, because of the complex nature of the test items. The way students improved their responses on the items of causality (items 6.1, 6.2), after cross questioning and probing by the researcher; reveal that the ability of the students to understand causal links is present in the students at the age 11-12 also. Though this study did not intent to give any training to the students but it seems that students seem to be benefited by a little more probing in their answers, particularly on the dimensions such as, perspective taking and understanding causality. This finding is consistent with that from De La Paz (2005). In this study De La Paz instructed 8th

grade students to train them in historical reasoning, for 12 days. In the results it was found that students demonstrated enhanced strategic behaviour, in writing historical essays and its understanding.

3) some of the dimensions such as Ability to place the answers in proper context, search for pattern and regularities, and drawing information from the objects etc; develop at around the age in all the children; while some of them such as; empathetic understanding and causality develops at different rates in different students. Some children demonstrate these abilities at early age by 10-11, while in many of them these dimensions are not observed by the age of 13-14. Therefore it can be assumed that either these abilities develop after the age of 14 or that some the elements of historical understanding are not found in everybody at same level.

5.2 Conclusion, implications and suggestions

The study focused on the historical understanding of children between 9 to 14 years of age. An attempt was made to trace out the cognitive process involved in appreciating history and to explore the development pattern of the same. The study attempted to see that whether historical understanding is continuous or a noncontinuous process. In other words, to sought to find whether there is any particular age after which children demonstrate historical understanding or it is a continuous process of development. An attempt was also made to investigate how the various dimensions of historical understanding develop; what are the age levels at which they appear. It was also a point of interest to investigate as to whether there are individual differences in respect age and the level of development of historical understanding.

For the above purpose a test was constructed, to assess the level of various dimensions of historical understanding in children. The test consisted items which were similar to historical situations, and not real historical episodes; so as to avoid the confounding effect of the knowledge of historical facts, on test performance. A sample of 15 students was selected from, schools which represented students from higher middle and

lower middle socioeconomic strata of the society. The students were from grades 4, grade 6 and grade 8 with 5 students in each group. The test was administered along with a detailed interview, regarding students' idea of past and history. The analysis was mainly qualitative.

5.1 The main findings of the study:

The analysis revealed that historical understanding has various dimensions, which appear at different ages, and different levels in different child. The findings are summarised in following lines-

❖ Some of the dimensions of historical understanding such as, awareness of present and past, imagination, drawing concrete information about the objects, chronology, and understanding the connection between cause and affect, develop early by the age of 9-10. There are other dimensions such as, ability to assign relative importance to different causes of an event; which are not very pronounced by the age of 13-14.

Many of these abilities have also shown individual variation, in terms of amount, in which they appear in different students.

❖ This study demonstrates that younger students can also be taught to deal with historical situations if used detailed explanation and concrete training methods. For example, awareness of the difference between history and past, analysing causality and perspective taking etc is found to be related to the training.

❖ The study reveals that some of the dimensions of historical understanding also vary in terms of the age at which they appear, in different children. Most of the dimensions show an almost same level and pattern of development in children. However, two of them; causal analysis and empathetic understanding, have appeared to be varying at great extent in terms of the level and sophistication in which they appear in the students.

5.2 Implications of present study:

1) Understanding children's thinking about history can be useful in planning teaching of history and the classroom practice of history teachers, in which the understanding of history is, many a time, sacrificed at the cost of instilling children with a heap of facts and

figures about history. The results of the present study show that history can not only be memorised, but can also be understood by young children, if dealt with adequate approach.

2) The study of historical understanding may prove helpful in designing curriculum of history for children.

5.3 Limitations of the study:

1) The results of the study are limited because the study was conducted in vacation time, so very few students were available. Moreover the students had to be taken from different places (Dhanbad, Gorakhpur and New Delhi) and different schools. Though the precaution was taken to take up the generalisations must be made with caution.

2) The study was done under variety of methodological constrains like, limited time, and inadequate sample size. These limitations prevented looking into the finer details of the patterns of development of historical understanding in children.

3) This study is limited by lack of any standardised tools in this area; to assess historical understanding of children. This study was an attempt to prepare a framework of the dimensions of historical understanding as well as the patterns of its development. Further research is needed in this area before the findings can be generalised.

5.4 Suggestions for Further research:

1) A longitudinal study with a large sample can be done for the confirmation and generalisation of the current findings.

2) This study has demonstrated a great deal of individual variations on some of the dimensions of historical understanding. It would be interesting and informative to investigate as to whether such variations are found among older children and adults.

3) An exploration of this area reveals paucity of tools for examining historical understanding in children, So development of an appropriate multidimensional tool can be a priority in the future research in this area.

BIBLIOGRAPHY

Ames, L.B. (1946). The development of sense of time in the young child. *Journal of Genetic Psychology.* 68, 97-125.

Appleby, J., Hunt, L., & Jacob, M. (1997). Telling the truth about history. In K. Jenkin (eds.) *The postmodern History Reader* (pp.209-217). Routledge London.

Barton K.C. and Levstik L. (1996) "Back when god was around and everything": Elementary children's understanding of historical times. *American Education Research Journal.* 33, 419-454.

Blyth. E.J. (1978). young children and the past. *Teaching History.* 21, 15-19

Booth, M. (1978). Children's inductive historical thought. *Teaching History* 21, 4-7

Braudel, F. (1980). *On History.* University of Chicago Press.

Carr. E.H. (1961). *What is history?* Penguin Books.

Collingwood R.G. (1961). *The idea of history.* Oxford University Press.

Culpin, C.B. (1984). Language learning and thinking skills in history. *Teaching History.* 39, 24-28.

De La Paz, S. (2005). Effects of historical Reasoning instruction and writing strategy mastery in the culturally and academically diverse middle school classroom. *Journal of Educational Psychology.* 97, 2, 139-156.

- Epstein, T. L. (1994).** The arts of history: An analysis of secondary school students' interpretations of the arts in historical context. *Journal of Curriculum and Supervision*. 9, 2, 174-194
- Friedman, K. C. (1944).** Time concepts of elementary-school children. *Elementary School Journal*. XLIV, 6, 337-342
- Gray, P. (1988).** Problem solving in history, *Teaching History*, No. 51.20-22
- Hall, A. (1980).** Roses life: *Teaching History*. Feb. 26. 21-23
- Hallan, R.N. (1970).** Piaget and thinking in history. In M. Ballard (eds.) *New movements in the study and teaching of history* (pp.162-177). Temple smith.
- Jurd, M.F. (1973).** Adolescent thinking in history type material. *The Australian Journal of Education* 17, 1, 2-15
- Kumar, k.(2001)** *Prejudice and pride*. Vinking Penguin Books India
- Little, V. (1983).** What is historical imagination. *Teaching History* 36, 27-31
- Mcauly, J.D. (1961).** What understanding do second grade children have of time relationships. 54, 8, 312-314

Medley, R. (1988). Teaching learning and understanding of concept of cause in history. *Teaching History*. 27, 27-31

Munz, P.(1997). The historical narrative. In M Bently (eds.) *Companion to historiography* (pp.851-870) Routledge London.

Peel, E.A. (1967). Some problems in psychology of history teaching. In W.H. Burston & O.Thompson (eds.) 'Studies in nature and teaching of history (pp.159-190) New York Humanities Press.

Pond, M (1983). School history visits and piagetian theory. *Teaching History* 37, 3-6

Test for Historical Understanding
(9-14 years)
Ajit Kumar Mohanty
Shalini Dixit
Zakir Husain Centre for Educational Studies
Jawaharlal Nehru University
2005

This test is meant to assess appreciation of historical material and historical understanding of the students.

Instructions- The students will be instructed as follows- "I am going to talk to you about a few things which are related to past. I may show you some pictures or ask you some questions, please be attentive and try to follow my instructions and answer the questions asked to you. But do not worry this is not an examination. Your performance will not be compared with anybody and it will be used for my research purpose only. So relax and just try to do as well as you can.

(1) Here are few pictures of some houses. Some of them are newer and others are comparatively older. Can you arrange these photographs in order from older to newer ones?"

Q. - "Why do you think that this picture is oldest?"

(2) Here again I am going to show you pictures of five-some new, some old, some very old cars and here I have the years in which the cars were made. But somehow the year tags are mixed up. Can you tell me which year tag belongs to which car?"

(3) Some people have found a 100 years old house. Which was closed for long time? Some one used to live there, long time ago. I have a few pictures of these things, which were found in the house? However there is a problem, the pictures are mixed up with few other pictures, can you help me. Sort out the pictures of the things in old house? Seeing the pictures can you guess what kind of a man used to live there? was he-

- A) A cobbler
- B) A Book Seller
- C) A Hunter, or
- D) A Carpenter.

- "Why do you think that these pictures do not belong to the old house?"

- "Why do you think that he was – (whatever the child answers)?"

(4) "See this picture. It was made 200 years ago. Do you think your grandfather was alive then?" if yes.

- "Why?"

(5) "Given below is a time scale from very old to very new. Suppose that at one side of it your great grandmother was born and at the other side your younger sibling was

boom. Now on this time scale can you trace the points where, you, your grandfather and your father were born?"

Your great
Grandmother

your younger
sibling's birth

- After the student have done it. She will be asked to explain her placing there. Ex- "why is the distance between you and your sibling is less than between you and your father?"

- (6) Instruction – "I am going to tell you a story. It is about, more than 300 years ago. You listen to it carefully. After narrating it I will ask you a few questions about it. If you want I can repeat the story for you."

"In the Silampur State people were very poor. They did not have much income, good food, clothing house, education etc. The king was unable to make any effort for the welfare of the people. So they were unhappy with the king. The king could not do this because he was a newly enthroned king, and did not know much about the administrative affairs. Moreover his staff was also not supportive to him. So he was not well aware of the problems of the public. As the poor condition of the public continued the anger against the king went on rising. Ultimately the people of the stage decided to revolt against the king and get rid of him.
Now-

1. Q- "Do you think that if the king would have arranged good food and education (school etc.) for the people their problems would have solved?
- "Why do you think so?"
2. Q- "What would have reduced people's anger against the king?"
 - A. Opening schools.
 - B. Providing them good food and clothes.
 - C. Eliminating their poverty.
 - D. The king taking interest in public issues.
3. Q- "Given below are the reasons of the revolution against the king. Can you figure out which reason in the most important which one is next most important and so on? Give them 1, 2, 3 points according to their importance. The most important reason will be given one".

For this question, besides reading aloud the options will be given to the students in a written form:

- A) The king's neglect of the public issues.
- B) Scarcity of good food and cloths.
- C) Poverty.
- D) Inadequate sources of earning.
- E) The king's wealth.
- F) People not having any other job.
- G) Anger against the king.

H) The problems within the king's staff.

4. Q- "The public revolution against the king- was it right or wrong?"

5. Q- One of the farmers in Silampur spoke like this –

"It could not have been worse than that, you know! I see my son crying but I do not have money to buy him milk... I am not able to send my son to school to buy him good clothes..... I am not able to do anything for my family..... Everyday I search here and there for a job, but.... There are many others like me".

Q. On the basis of what this farmer said, what can you say about the state of his mind or about how he feels?

Q. Can you guess his real feelings for the king who was responsible for people's prosperity or their miseries?

6. "Here are two sets of pictures. In one set are the kings. They hold power statuses, are rich and they have many servants around. They have big responsibilities over them. But they do not have to do their house chores and they do not need a job for livelihood. While the other group of pictures have some common people. They do not have much money and big responsibilities, but they do a lot of other things. For example they work to earn money they cook, and look after their houses etc."

Q- "Suppose both groups of people go out of their states. When they are all alone, nobody knows them. What kind of problem and inconvenience they might face at such a place when kings do not have their servants and the common people do not have a job to earn till now.

7. "You have a schedule (time table) for your whole day! The time you get up, go to school Spend your whole day".

A) Q- "Suppose you were born in a time when there were no schools. How would you have managed your whole day?"

B) Q- "Suppose you were born 300 years back. That time we did not have motor vehicles, would it have changed your timings of getting up and starting for the school etc.? If yes/no how?

How else would this (i.e. not having motor vehicles) have affected your life?

8. "Here are few pictures. They are showing either people or some objects. See the pictures carefully and answer the questions?"

A) Can you see anything common across these pictures?

B) Do some pictures resemble each other more than the other?

C) In what way are the pictures related to each other. That is, do the things shown in one picture have any kind of significance for the things shown in the other picture?

9. "Here are some pictures related to a dancer. These are some 30-40 years old photographs. This picture (a dancer's photo) is of that dancer. However there are some other pictures which are mixed with her pictures, can you find out those pictures, which do not belong to that dancer?"

10. "Suppose you have been asked for a school assignment to write about a place in your city. You can do it in two ways. You can either go visit that place, and then write about it. Or you can ask someone who has been there and write the project, which way would you like to do it and why?"

11. "There are two historians who have different views regarding the punishment for the criminals. One believes that if someone does a crime s/he should be punished because s/he deserves that and so that others can take a lesson from the punishment. On the other hand the other historian believes that criminals in the society are like ailments or diseases, which should be cured and reformed. Punishment is not the solution of such problems".

"These two historians are to write about a king who used to give severe punishments to the criminals. Now can you tell me which of these historians will describe him as a cruel king?-Why".

12. I am going to tell you a story about a country and its people listen to it carefully, you will find it interesting.

Some 400 years ago there was a country called Nikoya. The natives of the country used to have disagreements and conflicts over various issues. Once a king attacked and took over the country-the people did not want a new king, but since they had lost the battle, they gradually accepted the alien customs and practices of the king.

Some 40-50 years later there was another invasion on the state. All the people fought together against the enemy but lost. Initially they did not like the king but after some time, they started liking his new ruling practices.

These people continued to have internal conflict. But wherever they had any external attack they fought well.

Once again they lost a battle against a powerful king. Besides their initial resistance to this king he also ruled the country for 20-25 years successfully.

After some 30-40 years another king took over the country. The natives however were not ready to accept this king at any cost. They kept on revolting and opposing against the king, until he left the country.

Q- A) "What do you think about the people of Nikoya, did they have some characteristic which is typical of them over a period of time? If yes, what was that?"

B) "Did these people have some characteristic which changed later on?" If yes what?"

Test for Historical Understanding
(9-14 years)
Ajit Kumar Mohanty
Shalini Dixit
Zakir Husain Centre for Educational Studies
Jawaharlal Nehru University
2005

निर्देश—

“मैं आप से कुछ ऐसी चीजों के बारे में बात करने जा रही हूँ जो बीते हुए समय के बारे में हैं। मैं कुछ तस्वीरें दिखा सकती हूँ या कुछ प्रश्न पूछ सकती हूँ। आप कृपया मेरी बातों पर ध्यान दें और मेरे प्रश्नों का उत्तर देने की कोशिश करें। आपको बिल्कुल घबराने की आवश्यकता नहीं है ये कोई परीक्षा नहीं है। आपकी तुलना किसी अन्य से नहीं की जाएगी। आप जो भी बातें बोलेंगे वह केवल मेरे 'रिसर्च' के काम आएगी। तो बस आप आराम से जैसा भी कर सकते हैं, अच्छे से अच्छा करने का प्रयास कीजिए।”

(1) 'ये कुछ घरों की तस्वीरें हैं। इनमें से कुछ अपेक्षाकृत नए और कुछ पुराने हैं। क्या आप इनको पुराने से नए के क्रम में लगा सकते हैं'

Q.- “आपको ऐसा क्यों लगा कि ये घर सबसे पुराना है?”

(2) “यह कुछ कारों की तस्वीरें हैं। इनमें से कुछ नई, कुछ पुरानी और बहुत पुरानी हैं। मेरे पास वो सारे वर्ष हैं जिनमें ये कारें बनी थीं पर सब Mix हो गए हैं। क्या आप बता सकते हैं कि कौन सा वर्ष किस कार से सम्बन्धित है?”

(3) कुछ लोगों को एक 100 साल पुराना घर मिला जो की काफी लम्बे समय से बन्द पड़ा था। मेरे पास कुछ तस्वीरें हैं, जो उन घरों में मिली हुई वस्तुओं की हैं। पर ये सारी तस्वीरें अन्य तस्वीरों के साथ मिल गई हैं। क्या आप इनको अलग करने में मेरी सहायता कर सकते हैं? इन तस्वीरों को देख कर क्या आप अनुमान लगा सकते हैं कि किस तरह का व्यक्ति वहां पर रहता था?” क्या वह—

A) एक मोची था।?

B) एक किताबें बेचने वाला था?

C) एक शिकारी था? या

D) एक बढ़ई (Carpernter) था?

Q.- आपको ऐसा क्यों लगता है कि ये तस्वीरें उस पुराने घर से सम्बन्धित नहीं हैं?

Q.- आपको ऐसा क्यों लगता है कि वह व्यक्ति एक----- था?"

(4) "इस तस्वीर को देखो। ये घर 200 पहले बना था। क्या तुम्हारे दादाजी उस समय रहे होंगे?"-----क्यों?"

(5) "नीचे एक scale दिया हुआ है, जो कि बहुत पुराने से लेकर बहुत नए तक का है। मान लो कि उसके एक तरफ तुम्हारी पर दादी का जन्म हुआ और दूसरी तरफ तुम्हारे छोटे भाई या बहन का जन्म हुआ था। क्या तुम इस स्केल पर थोड़े अनुमान लगा सकते हो, कि तुम, तुम्हारे , पापा और तुम्हारे दादाजी कहां पर पैदा हुए थे?"

तुम्हारी पर दादी का जन्म

तुम्हारे छोटे भाई या बहन का जन्म

Q.- S/he will be asked to explain her placing these people.

(6) "मैं तुम्हें एक 300 साल पुरानी बात बताने जा रही हूँ। इसे ध्यान से सुनो और मेरे प्रश्नों का उत्तर देने का प्रयास करो।"

"सीलमपुर राज्य में लोग बहुत गरीब थे। उन्हें अच्छे कपड़े, खाना, शिक्षा और अच्छी आमदनी आदि; कुछ भी नहीं मिल पाता था। वहाँ का जो राजा था, वह इन लोगों के कल्याण के लिये कुछ भी नहीं कर रहा था। इस कारण से लोग राजा से खुश नहीं थे। राजा ऐसा करने में असमर्थ था क्योंकि उसने पहली बार राज्यभार संभाला था, और उसे प्रशासन के बारे में कुछ नहीं पता था। राजा के सहयोगी लोग उसकी उचित सहायता नहीं करते थे, और राजा को लोगों की समस्याओं के बारे में कुछ पता नहीं चल पाता था। इस तरह से लोगों की स्थिति में कोई सुधार नहीं हो रहा था, इन लोगों का आक्रोश (गुस्सा), राजा के लिये, बढ़ता गया। अन्त में इन लोगों ने निश्चय किया की वो लोग राजा के खिलाफ विद्रोह करेंगे और उससे मुक्ति पाएँगे। "

- 1 Q.- “क्या आप को ऐसा लगता है कि अगर राजा ने इन लोगों के लिये अच्छे खाने और शिक्षा (स्कूल वगैरह) की व्यवस्था की होती तो इन लोगों की समस्या का समाधान हो गया होता?”
- 2 Q.- “नीचे दिये हुए कार्यों में से कौन सा कार्य करने से राजा के लिये लोगों का आक्रोश (गुस्सा) समाप्त हो गया होता?”
- A) स्कूल खोलने से।
- B) उनके लिए अच्छे खाने और कपड़े की व्यवस्था करने से।
- C) उनकी गरीबी दूर करने से।
- D) राजा द्वारा लोगों की समस्याओं में रूचि लेने से।
- 3 Q.- नीचे राजा के खिलाफ विद्रोह के कुछ कारण दिए गए हैं। आपको यह बताना है कि कौन सा कारण सबसे मुख्य है और अन्य कौन से उसके बाद हैं? उन्हें आप उनके महत्व के आधार पर 1,2,3,..... अंक दे दें।
- (Besides reading aloud the options will be given to the students in a written form also).
- A) राजा द्वारा लोगों के समस्याओं पर ध्यान न देना।
- B) अच्छे खाने और कपड़े न होना।
- C) आमदनी के स्रोतों की कमी।
- D) गरीबी।
- E) राजा का अमीर होना।
- F) लोगों के पास और कोई काम का न होना।
- G) राजा के खिलाफ आक्रोश (गुस्सा)।
- H) राजा को अपने सहयोगियों के साथ समस्या।
- 4 Q.- “जनता द्वारा राजा के प्रति जो विद्रोह था क्या वो सही या था गलत? और क्यों?”
- 5 Q.- सीलमपुर के किसानों में से एक ने कहा था—
- “इससे बुरी स्थिति और कुछ नहीं हो सकती, पता है, मैं अपने बेटे को रोते हुए देखता हूँ पर उसके लिये दूध खरीदने के पैसे नहीं हैं मेरे पास.....मैं ना तो अपने बेटे को स्कूल भेज

सकता हूँ ना उसके लिये अच्छे कपड़े खरीद सकता हूँ।..... मैं अपने परिवार के लिये कुछ नहीं कर पा रहा हूँ। प्रत्येक दिन मैं काम की तलाश में इधर-उधर भटकता हूँ पर ऐसे कई हैं, मेरे जैसे.....”

Q.- इस व्यक्ति कि बातों से आपको क्या लगता है? क्या आप उसकी मानसिक दशा के बारे में कुछ अन्दाजा लगा सकते हैं कि उसे कैसा महसूस होता होगा?

Q.- क्या आप राजा के प्रति उसके भाव का अन्दाजा लगा सकते हैं जो कि इन सब लोगों के दुख और गरीबी के लिये जिम्मेदार था?

(7) “ये देखो। ये दो तरह के लोगों की तस्वीरें हैं। एक सेट में कुछ राजाओं की तस्वीरें हैं, जो कि अमीर हैं, शक्तिशाली हैं और उनके आस पास कई नौकर रहते हैं। उन लोगों पर बड़ी जिम्मेदारियां हैं लेकिन उन्हें घर के छोटे मोटे काम नहीं करने पड़ते और उन्हें, जीविका के लिये नौकरी नहीं करनी पड़ती। जबकि दूसरे समूह में जो सदस्य हैं, उनके पास बड़ी जिम्मेदारियां और ज्यादा पैसा नहीं हैं पर उन्हें बहुत से काम करने होते हैं। जैसे...नौकरी करना, घर की देखभाल करना और खाना बनाना आदि।

Q.- “मान लो कि ये लोग अपने निवास स्थान से कहीं बाहर जाते हैं, जहां इन्हें कोई नहीं जानता हो। क्या तुम अन्दाजा लगा सकते हो कि वहां पर इन्हें किस प्रकार की समस्या हुई होगी, और क्या चीजें इनके लिये आसान होगी?”

(8) “प्रत्येक दिन के लिये हमारे पास एक योजना (Plan) होती है, जैसे सो के सवेरे उठने का समय, स्कूल जाने का समय, ट्यूशन जाने का समय, खोलने का समय आदि।”

Q.- A) “मान लो कि तुम ऐसे समय में पैदा हुए होते जब स्कूल नहीं हुआ करते थे। तब तुम पूरे दिन क्या करते?”

Q.- B) “मान लो कि तुम 300 साल पहले पैदा हुए होते; जब, मोटर गाड़ियां नहीं हुआ करती थी, इससे क्या तुम्हारे स्कूल जाने पर कोई असर हुआ होता? क्या तुम और भी चीजें सोच सकते हो जिस पर मोटर गाड़ियां न होने का असर पड़ता होगा?”

(9) ये कुछ तस्वीरें देखो। इसमें कुछ लोग या कुछ वस्तुएं हैं। इन्हें ध्यान से देखकर मेरे प्रश्नों का उत्तर दो।

- A) “क्या तुम्हें इन सब तस्वीरों में कोई समानता दिखाई दे रहीं हैं?”
- B) “क्या तुम्हें लगता है कि कुछ तस्वीरें, और तस्वीरों की तुलना में ज्यादा समानता रखती हैं? अगर हां, क्यों?”
- C) “क्या ये तस्वीरें एक दूसरे से किसी तरह से सम्बन्धित हैं। मेरा मतलब है कि क्या किसी तस्वीर में जो चीजें दिखाई गई हैं, वो अन्य तस्वीरों के लिए कोई सार्थक मतलब रखती हैं?”
- (10) “ये एक नर्तकी है। और ये कुछ तस्वीरें हैं जो इस नर्तकी से सम्बन्धित हैं ये तस्वीरें कुछ 30-40 साल पुरानी हैं। इस नर्तकी की तस्वीरों के अलावा कुछ और तस्वीरें भी इससे मिल गई हैं। क्या तुम इनको अलग कर सकते हो?”
- (11) “अच्छा! मान लो कि तुम्हें स्कूल से एक प्रोजेक्ट के लिये, तुम्हारे शहर के किसी एक जगह के बारे में लिखने के लिये कहा गया है। तुम ये कार्य दो तरह से कर सकते हो। या तो तुम वहां जा कर उस जगह का निरीक्षण कर के लिख सकते हो, या फिर तुम किसी ऐसे व्यक्ति, जो वह जगह देख चुका है, से पूछकर, उस जगह के बारे में लिख सकते हो। तुम इसे किस तरह से करना चाहेंगे?”
- (12) “अब मैं तुम्हें दो इतिहासकारों के बारे में बताऊंगी, जो कि अपराधी और दण्ड (Punishment) के बारे में अलग-अलग मत रखते हैं। इनमें से एक इतिहासकार जो हैं, वो यह विश्वास रखता है कि अगर किसी ने कोई अपराध किया तो उसे उचित सजा मिलनी चाहिए, जिससे कि उसे और समाज को सीख मिल सके। जबकि, दूसरे इतिहासकार का मत है कि अपराधी जो होते हैं; वो समाज में बीमारियों की तरह हैं, इसलिये उसका उपचार और सुधार होना चाहिये। कठिन सजा देना इस तरह की समस्या का समाधान नहीं है।”
- Q.- “ये दोनों इतिहासकार एक ऐसे शासक के बारे में लिखने वाले हैं जो अपराधियों को सख्त सजा दिया करता था। अब। क्या आप बता सकते हैं कि इनमें से कौन सा इतिहासकार इस शासक का वर्णन एक अत्याचारी शासक के रूप में करेगा और क्यों?”
- (13) “मैं तुम्हें अब एक ऐसे राज्य के बारे में बताने जा रही हूं जहां के लोगों ने कई युद्ध लड़े। ध्यान से सुनो काफी रूचिकर है—”

“करीब 400 साल पहले की बात है, एक राज्य था, 'निकोया'। राज्य के लोगों में आपस में अक्सर मतभेद और लड़ाइयां हुआ करती थीं। एक बार एक राजा विक्रम सिंह ने वहां आक्रमण किया और वहां का शासन अपने हाथों में ले लिया। निकोया के निवासी उसे पसन्द नहीं करते थे पर, चूंकि वो लोग युद्ध हार चुके थे इसलिए धीरे-धीरे उस शासक की विदेशी व्यवहार और नीतियों को अपना लिया।”

करीब 40-50 साल बाद फिर एक दुश्मन का आक्रमण हुआ इसका नाम चक्रवीर था। निकोया के निवासी एक साथ मिल कर फिर लड़े पर हार गये। शुरू में उन्होंने राजा को पसन्द नहीं किया पर कुछ दिनों बाद इन्हें उसके काम अच्छे लगने लगे।

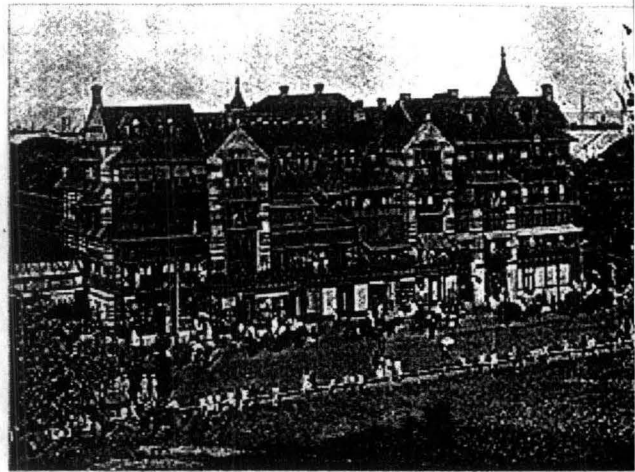
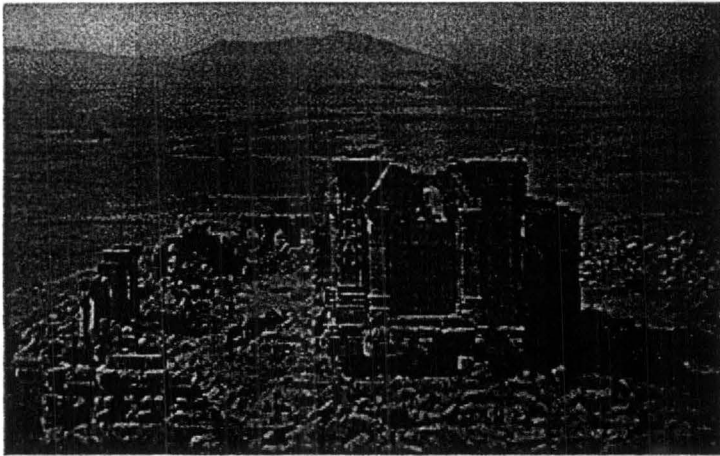
इस बीच इन लोगों के आपस में झगड़े होते रहे। पर जब कोई बाहरी आक्रमण होता था ये लोग जमकर मुकाबला करते थे।

कुछ दिनों बाद भी ऐसा ही हुआ जब एक अन्य शासक निकोलस, ने इनका राज्य जीत लिया। हालांकि इन लोगों ने उसका शुरू में विरोध किया पर बाद में उसी शासक ने 25-30 वर्षों तक सफलतापूर्वक राज्य किया।

इस शासक के आने के करीब 30-40 सालों बाद एक अन्य शासक असीम प्रताप ने इनका राज्य जीत लिया, पर लोग इस शासक को भी अपनाने को तैयार नहीं थे। निकोया के लोगों ने इस शासक के खिलाफ तब तक संघर्ष जारी रखा जब तक वह देश छोड़ कर चला नहीं गया।”

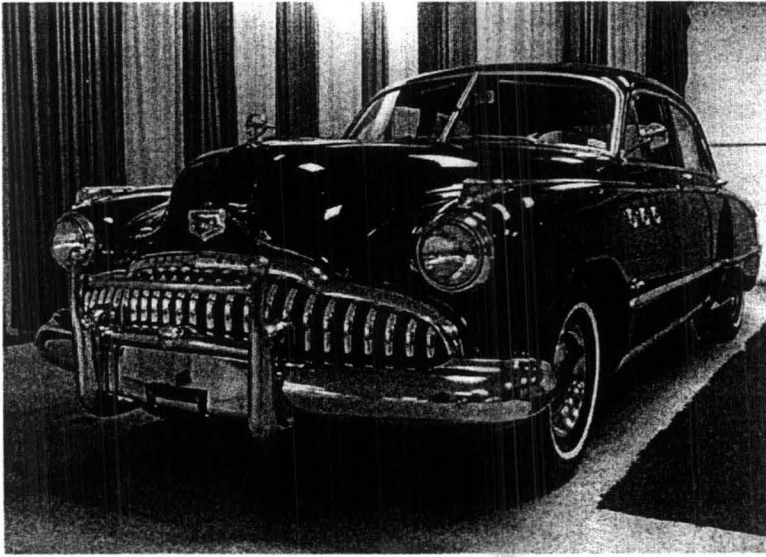
- .Q. - “क्या तुम्हें लगता है कि निकोया के लोगों कि कोई विशेषता (कोई आदत, या प्रतिक्रिया) है जो हमेशा ही रही है? यदि हां क्या?”
- .Q. - “क्या इनकी कोई विशेषता जो शुरू में थी वो बाद में बदल गयी है? मेरा मतलब है कि क्या ये लोग किसी खास तरह से व्यवहार करते थे, जो बाद में जा कर बदल गया?”

Pictures paired with item no 1

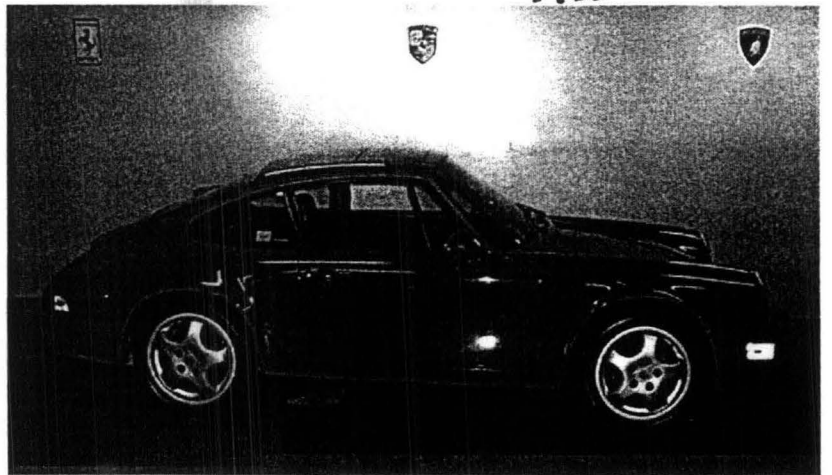


The pictures given with item No. 2

1949



1993

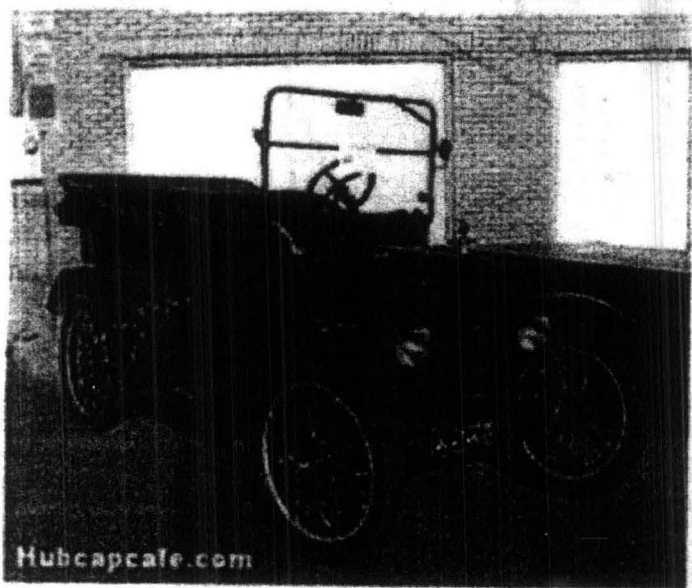


1941



To be continued on the next page

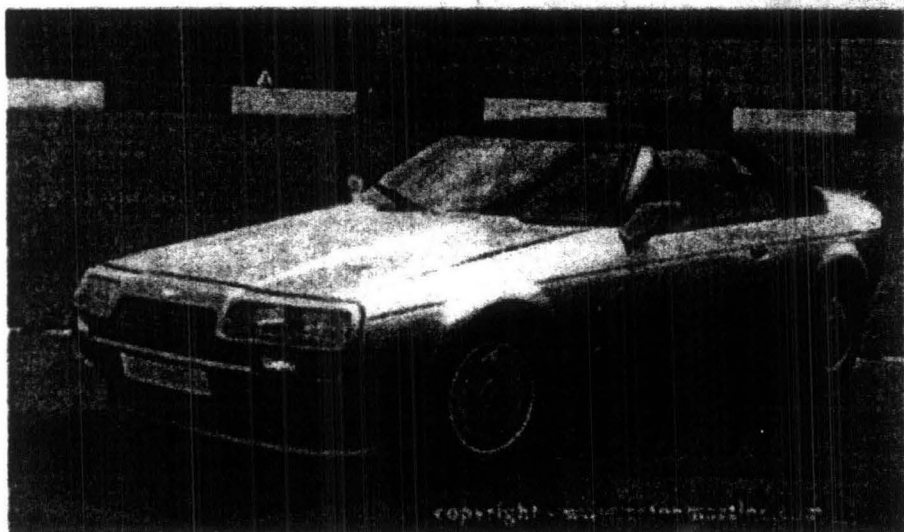
1937



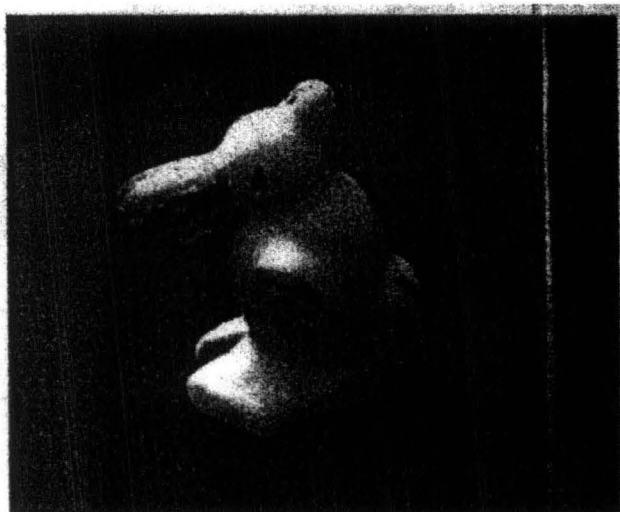
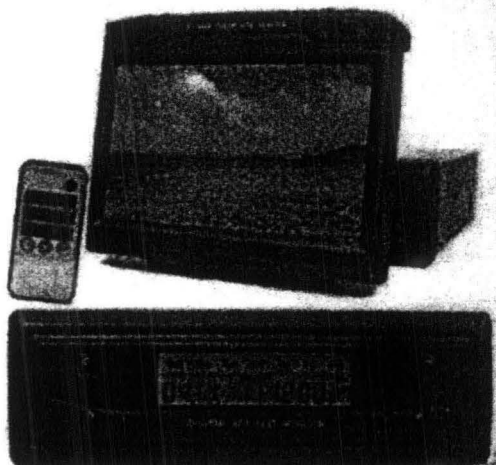
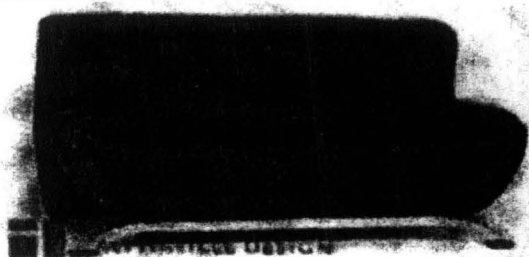
1961



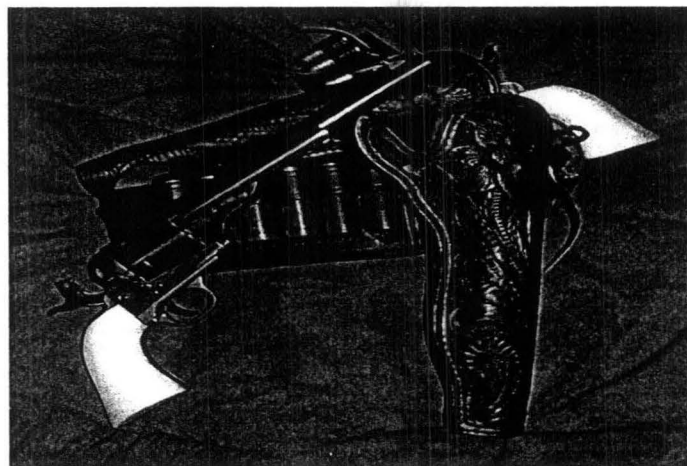
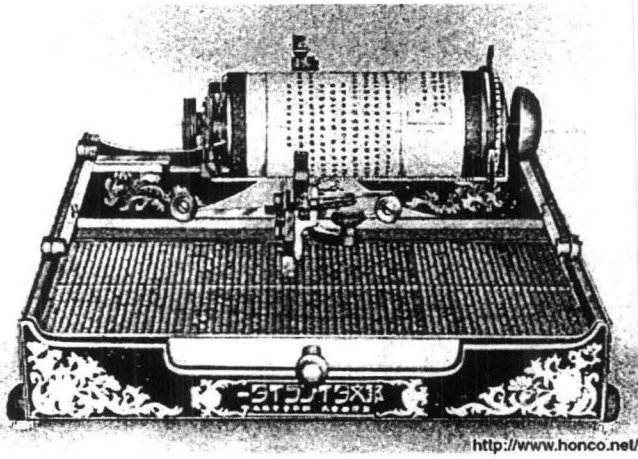
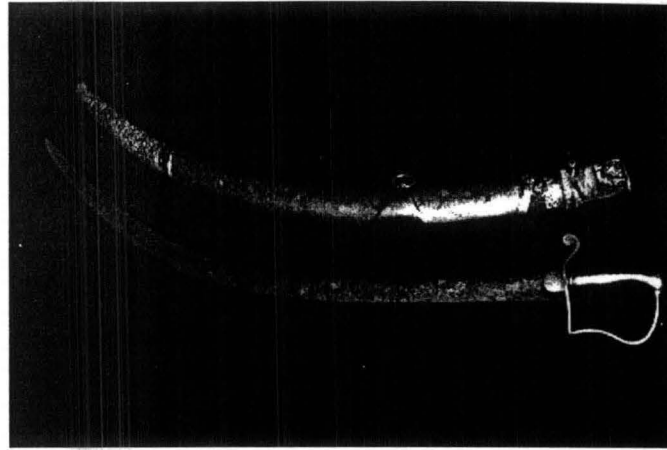
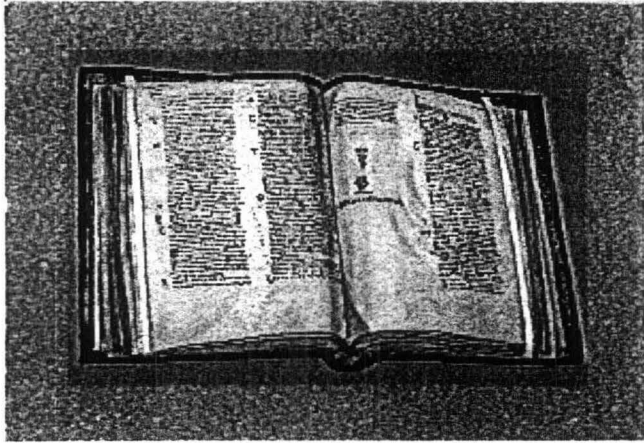
2001



Pictures given with Item No 3
(Distracters)



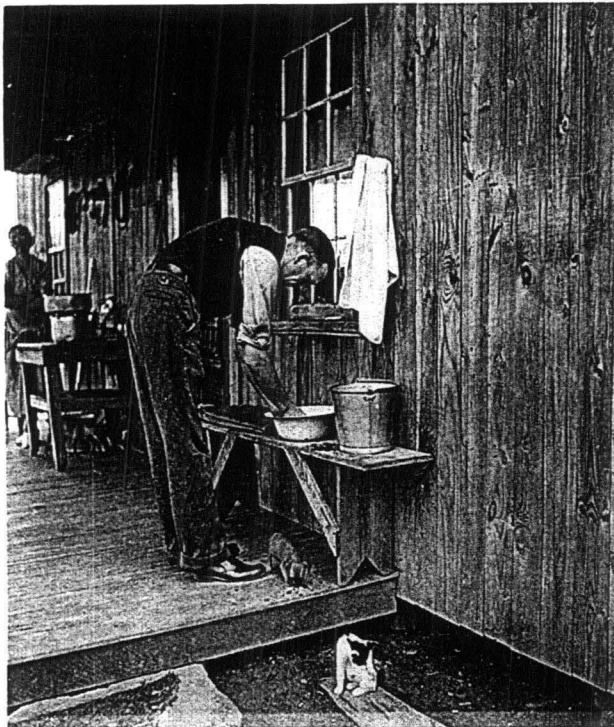
Picture given with Item 3
The pictures of 100 year old



The picture given with item 4

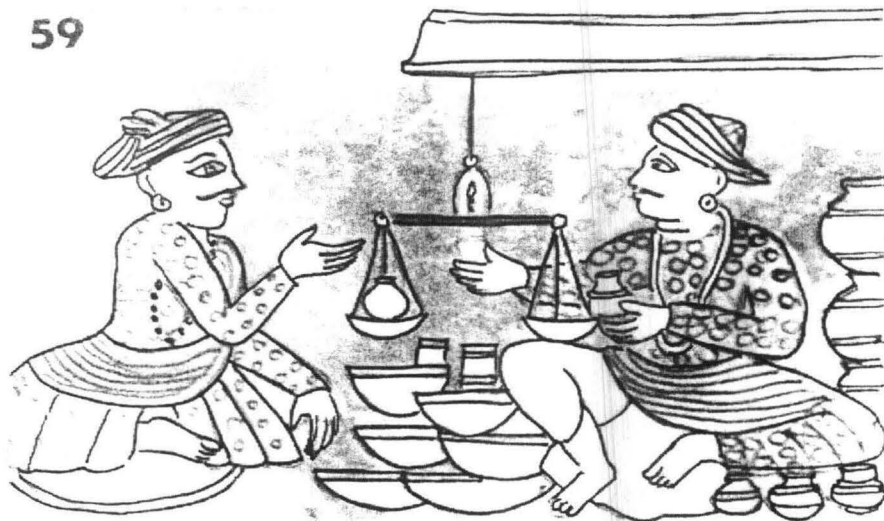


Pictures given with item N0 7
(common people)





59

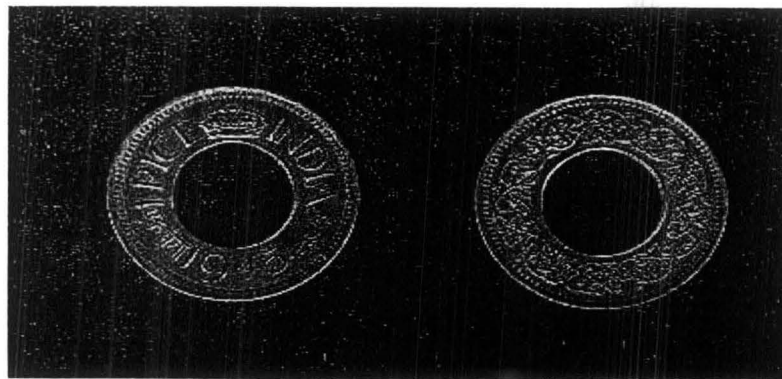


King George VI Two Annas 1946
Denomination written in four Indian scripts

To be continued on the next page-

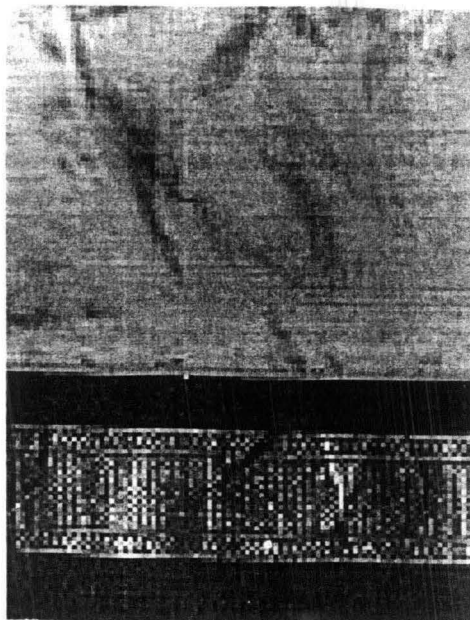
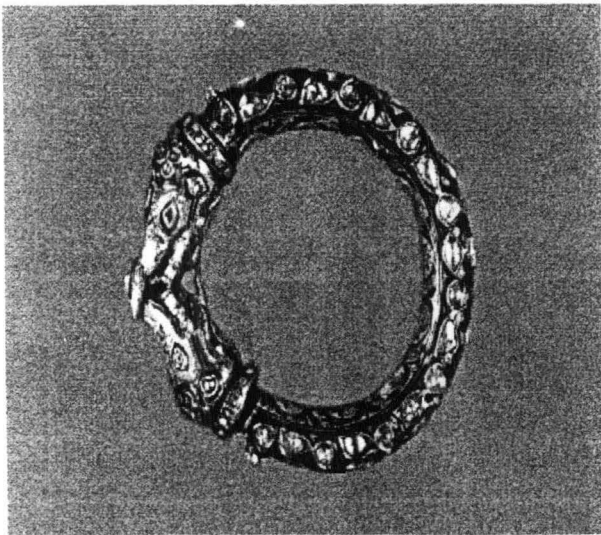
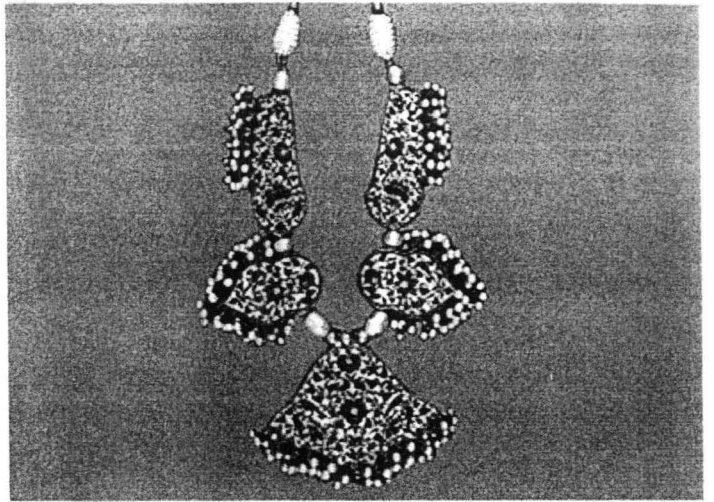


King William IV East India Company Rupee. 1835



1945 War Time Pice, copper
4 Pice=1 Anna, 16 Annas=1 Rupee

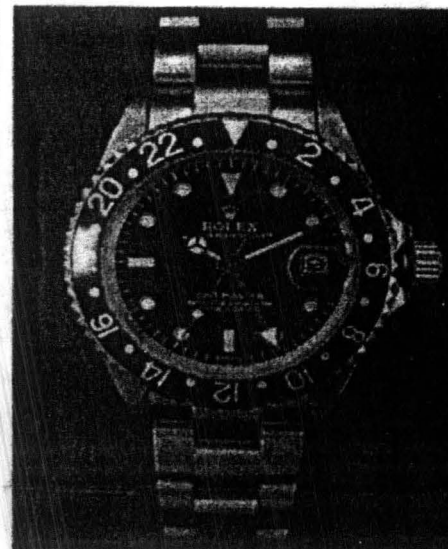
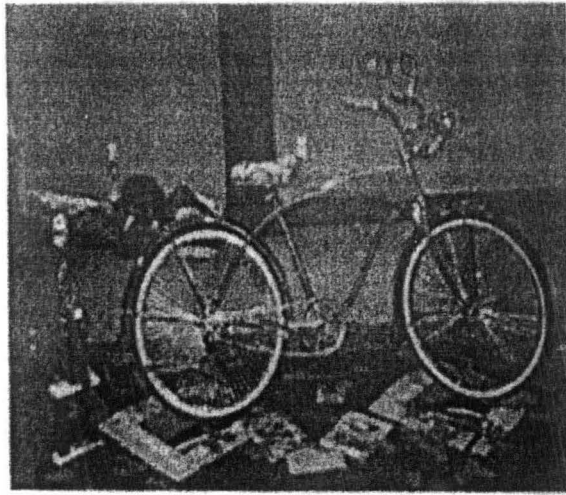
Item 10
(pictures related to cancer)



Item 10
(Distracters)



Picture given with item N0 10
(Distracters)



Appendix C

The individual score of students on all the items

Grade Eight

Item Subs	1	2	3	4	5	6.1	6.2	6.3	6.4	6.5	7	8	9	10	11	12	13	TO TA L
1	2	2	5	2	4	2	2	2	0	1+1 =2	2	0+1 =1	2	6	2	1	2+0 =2	46
2	3	5	6	2	4	2	2	1	2	1+1 =2	2	2+2 =2	3	7	2	1	2+0 =2	49
3	3	5	8	2	4	2	2	1	0	0+2 =3	1	1+1 =2	2	7	2	1	2+1 =3	50
4	2	4	6	2	4	2	2	2	0	2+1 =3	2	2+2 =4	3	6	2	1	2+1 =3	47
5	3	0	8	2	4	2	2	1	1	2+2 =4	1	1+2 =3	3	7	2	1	2+1 =3	50
Σ	13	16	33	10	20	10	10	5	3	13	8	14	13	33	10	5	14	
Mean	2.6	3.2	6.6	2	4	2	2	1.0	.6	2.6	1.6	2.8	2.6	6.6	2	1	2.8	

Grade six

Item no Subs▶ ▼	1	2	3	4	5	6.1	6.2	6.3	6.4	6.5	7	8	9	10	11	12	13	TOT AL
1	2	2	5	2	4	2	2	2	0	2+2 =4	2	0+1 =1	3	5	2	1	2+0 =2	41
2	3	5	6	2	4	2	2	1	2	2+2 =4	2	2+2 =4	2	7	2	1	0	49
3	3	5	8	2	4	2	2	1	0	2+2 =4	1	1+1 =2	2	7	1	1	1+0 =1	46
4	3	4	6	2	4	2	2	2	0	2+2 =4	2	2+2 =4	2	5	2	1	2+0 =2	47
5	3	0	8	2	4	2	2	1	1	1+2 =3	1	1+2 =3	2	6	2	1	1+1 =2	43
Σ	14	16	33	10	20	10	10	7	3	19	8	14	11	30	9	5	7	
Mean	2.8	3.2	6.6	2	4	2	2	1.4	.6	3.8	1.6	2.8	2.2	6	1.8	1	1.4	

Grade four

Item no Subs	1	2	3	4	5	6.1	6.2	6.3	6.4	6.5	7	8	9	10	11	12	13	TOTAL
1	2	3	6	2	4	2	0	1	0	0	2	1+1 =2	2	7	2	1	1+1 =2	36
2	3	5	6	2	4	2	2	1	0	1+1 =2	1	1+1 =2	2	5	1	1	0	39
3	3	2	6	2	4	2	2	3	0	1+1 =2	2	0+1 =1	1	5	1	1	1+1 =2	39
4	2	4	6	2	4	2	2	0	0	1+0 =1	2	2+1 =3	2	6	0	1	1+0 =1	38
5	3	3	3	2	3	2	2	2	0	2+1 =3	1	0+2 =2	2	7	2	1	1+1 =2	40
Σ	13	17	27	10	19	10	8	7	0	8	8	10	9	30	6	5	7	
Mean	1.6	3.4	5.4	2	3.8	2	1.6	1.4	0	1.6	1.6	2	1.8	6	1.2	1	1.4	

