DIGITAL RESOURCES IN TEACHING HISTORY FOR TWENTY FIRST CENTURY

Dr. S. SWAMINATHAN
Assistant Professor, PG & Research Department of History, Thiruvalluvar Govt. Arts College
Rasipuram-637401

ABSTRACT

The key benefits of using digital tools and technologies identified were increased efficiency, relevance, and interactivity; enhanced course content; and student engagement, collaboration and reflection.With regard to the teaching and learning environment in which digital technologies and tools are used, aspirations related to research, knowledge sharing, collaboration, digital literacy and critical thinking.The digital tools and technologies that participants aspire to use in the future can be categorized as augmented reality, better quality equipment, increased access and those directly supporting teaching and learning.

1. INTRODUCTION

Digital Resources in History in India

1. The library is placed on a scenic thirty acres Belvedere Estate, in Kolkata (formerly Calcutta).
2. The library is selected to gather, disseminate and preserve the printed material produced in the country.
3. The National Library, India is the largest library in the country

National Digital Library of India (NDL India)

1. Ministry of Human Resource Development (MHRD) underneath its National Mission on Education through information and Communication Technology (NMEICT) has initiated the National Digital Library of India (NDL India) pilot program to develop a framework of virtual repository of learning resources with a single-window search facility.
2. It is being developed to assist students to organize for entrance and competitive examination, to enable people to learn and prepare from best practices from all over the world and to facilitate researchers to perform inter-linked exploration from multiple sources.
3. The pilot program is fashioning a framework that's being scaled up with relevancy content volume and variety to serve all levels and disciplines of learners.
4. It is being organized to produce support for all educational levels as well as researchers and life-long learners, all disciplines, all popular form of access devices and differently-abled learners.

National Archives of India

1. The genesis of the National Archives of India could also be derived back to the year 1860 once Sandeman, the Civil Auditor, in his report stressed the need of relieving the offices of congestion by destruction of the papers of routine nature and transfer of all valuable records to a 'Grand Central Archive' However, things took a concrete form in 1889, once academician G.W. Forrest of Elphinstone faculty, city was entrusted the work of examining the records of the Foreign Department of the government of India.

2. It has witnessed manifold enlargement of its activities since then within the field of accession of public records, acquisition of private papers/ collections and library material, records management, research and reference, publication, training, conservation, reprography, digitalization outreach programmes, coordination at national and international level and expansion of office at regional level .

3. In 1947, the division Journal, The Indian Archives came into existence; which contained research papers on source material of modern Indian history, conservation of documents, records-management, reprographics, archival awareness and all other allied aspects of functional archives.

4. To celebrate this necessary landmark within the history of the National Archives of India and with a read to bring the archives nearer to its users and public at large, year-long celebrations were planned starting from the a hundred and twenty fifth Foundation Day on eleven March 2015.

5. At present National Archives of India is associate degree hooked up workplace underneath the Ministry of Culture and contains a Regional workplace at Bhopal and 3 Records Centres at Jaipur, Puducherry and Bhubaneswar.

2. DIGITAL HISTORY

1. A great new site that includes: a U.S. history e-textbook; over 400 annotated documents, primary sources on slavery, Mexican American and Native American history, and U.S. political, social, and legal history; short essays on the history of film, ethnicity, private life, and technology; multimedia exhibitions; reference resources that include a searchable database of 1,500 annotated links, room handouts, chronologies, glossaries, an audio archive including speeches and book talks by historians, and a visual archive with hundreds of historical maps and images.

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BBC's History

1. There also are sections entitled transmission space, Historic Figures, Timelines, Programmes, Reading Room, Talk History, For Kids, and History Trails.
2. Major classes include: Ancient History, archeology, Church and State, Science and Discovery, Society and Conflict, War and Culture, and Family History.
3. BBC's History section offers a formidable array of exhibitions, activities, games, ikon galleries and different resources.

History Teacher

1. Features several analysis links and program resources for international Studies, U.S. AP History, United States European History, and yankee History and Government.

History Channel

1. Key offerings include: study guides and activities, ideas from teachers, special exhibits, speech archives, discussions, and "This Day in History".
2. A companion to the tv channel, this business website contains a myriad of options and highlights for educators and students alike.

History Place

1. American Revolution, Holocaust, Civil War),special shows, essays, homework aids, and a guide to historic American areas.

National Council for the Social Studies

1. An extensive and up-to-date list of humanities-related websites covering: Ancient History, United States History and Government, The World, Wars, and Info, Military History Middle Ages, Renaissance, and The Enlightenment, England, France, and Russia, Biographies, Religion, Cultures, and Women and much more .Part of an in depth guide to humanities resources that has various links to feature sites, teaching resources, electronic journals, course syllabi, and much more.
2. Noteworthy options embrace an image gallery, archives, links to full-text historical magazines, eyewitness historical accounts, special features and book reviews The Central Catalogue provides direct links to network sites through its index and maintains an outsized range of files of pointers for countries, periods, and subject for which there is not yet a member site.

3. Academic Info is a gateway to educational resources; the History Gateway provides links to World History Resources, Country and Regional Histories, Topical Histories, European History, and Additional Sites of Interest.

3. ONLINE RECORDS OF NATIONAL ARCHIVES OF INDIA

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AbhilekhPatal Portal

AbhilekhPatal Portal for Access to Archives and Learning is an initiative of NAI to create its made treasure of Indian repository Records offered to 1 and every one at the click of a button

Nethaji-papers

1. As a first step, digital copies of 100 files relating to Netaji were released in public domain, by Shri Narendra Modi, the Prime Minister of India on 23rd January 2016 to meet the long-standing public demand to access these files.

2. The National Archives of India subsequently released digital copies of 75 declassified files relating to Netaji in the public domain in two batches on 29 March 2016 and 27 April 2016.

Tamilnadu Archives

1. In 1805 Lord William Bentinck, the then Governor of Madras Presidency ordered the Centralization of all Secretariat records which were scattered in the various Departments of the Secretariat and appointed a Record Keeper and supporting staff to arrange, look after and to issue records promptly on requisition from various departments for reference.

2. Hence the conversion method is being enforced in Tamil Nadu Archives, using the latest technology to achieve the main object of making the historical records more accessible.

3. In this regard, it has launched its National Mission on Education through Information and Communication Technology (NMEICT) in 2009 to provide the opportunity for all the teachers and experts in the country to pool their collective knowledge for the good thing about each Indian learner and, thereby, reducing the digital divide.

4. Record workplace (ie) "the Madras Record Office" in 1909, which later became the Tamil Nadu Archives.

5. By 1801, the full of the world that later became the Madras Presidency had get the hands of the East India Company, and also the half of the 18th Century itself witnessed a manifold increase in Government Records .

SWAYAM

1. In order to confirm highest quality content area unit made and delivered, nine National Coordinators have been appointed: They are AICTE for self-paced and international courses, NPTEL for engineering, UGC for non-technical post-graduation education, CEC for under-graduate education, NCERT & NIOS for school education, IGNOU for out of the school students, IIMB for management

studies and NITTTR for Teacher Training programme.

National Mission on Education through ICT

1. Under the National Mission on Education through ICT (NMEICT), funded by the Ministry of Human Resources Development, Government of India, a proper balance between content generation, research in critical areas relating to imparting of education and connectivity for integrating our knowledge with the latest advancements is being attempted.

2. The National Mission on Education through information and Communication Technology (ICT) has been envisaged as a Centrally Sponsored scheme to leverage the potential of ICT, in teaching and learning method for the benefit of all the learners in Higher Education Institutions in any time anywhere mode.

3. While concerning a hundred premier establishments area unit being provided one Gbps property beneath National information Network ab initio and therefore the variety is slated to travel up in future, beneath this Mission, without any duplication, 20000 alternative establishments of upper learning and nearly ten thousand University Departments are provided property as per their demand, beginning with a minimum of 5 Mbps for each one of them, through satellites and terrestrial means.

4. It seeks to bridge the digital divide, i.e., the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy so that they can build best use of ICT for teaching and learning.

5. It plans to specialise in acceptable pedagogy for e-learning, providing facility of performing arts experiments through virtual laboratories, on-line testing and certification, utilization of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, coaching and direction of academics to effectively use the new methodology of teaching learning etc.

CONCLUSION

This analysis and interpretation of digital primary sources is referred to as digital history, and holds the promise of major ramifications in the way that history is taught and learned at all levels of schooling. Digital history is especially poignant for the study of world history and world geography, as these subjects seek for students to adopt a global perspective in which they compare cultures and arrive at a historical understanding as to why certain events occurred (and still do occur) throughout the world. The practice of digital history is predicated on the use of technology, particularly the Internet. If

barriers, either real or perceived, exist for social studies teachers to use this technology, neither they nor their students will be able to reap the benefits of available digital history resources.

We know that digital primary sources have the potential to change the way that social studies has traditionally been taught and learned. Because their use involves the Internet, on the surface there is a shift in the medium by which information is transmitted to students. This shift carries with it a deeper current, as inherent in digital primary sources is the potential for students to engage in historical thinking, as they construct their own meanings of the past rather than memorize facts. This goal of students acting like historians as they interpret historical documents and events has been realized in undergraduate American history courses. We do not know how the means and to what extent secondary world history and world geography teachers use digital primary sources, the barriers that may prevent more widespread use of digital primary sources, and the effect that this has on their teaching. There also are concerns related to the content and message in electronic sources.

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