## ABSTRACT

Thinking maps are eye catching attractive weapons to fit the subject, not the students, emphasize on what to teach not whom to teach. If we have done our job correctly, whatever is missing they will fill up of their own. When students are no longer forced to a bland of puree of dates and time-lines devoid of conflict, their process of analysis, reason and argument will be sharpened.

Generally, a notion of uselessness or boring tag is leveled with History even though it bears valuable knowledge and sources of wisdom. The justification shown in denigrating the subject is the need of the fast changing world, technological dependency, professional degrees for specialized need etc. and do not hesitate to thrust the subject in the obsolete category. This is almost become a common consideration of all the stakeholders in education now a days. This is very sad to me, because I see the study of History is very important in creating knowledgeable and engaged citizens of the nation. By teaching us the social, economic and political threads of the past, the study of History gives us the skills to analyse those threads in the present. The value of history has been questioned for long time by progressive and post modernist philosophers, but history seems to be more popular than ever with the public now a days.

History provides identity, helps in decision making and judgment. It is the story of change and societal development to understand our self and others. It teaches us how to learn from the mistakes of others and hopefully learn to avoid those same mistakes made by others. It is not about memorizing facts and knowing, everything on a time line, it is about analyzing people and societies and interpreting the decisions that were made so that we can understand the big events of our time. In reality, History is one of the powerful social science subjects and its importance in the field of liberal arts is beyond question. It is one of the resourceful discipline which remind us our past heritage, culture, customs, traditions etc. the actual sources of our pride.

Thinking Maps are eye catching attractive weapons to fit the concept/ creativity/ clarity of the communication etc. meaningful patterns. It helps in concept development/ reflective thinking/ creativity/ clarity of the communication etc.

It enhances the process of mind mapping in history so that it does not become a series of facts to be learned by rote only. It enables students to access a deeper level of learning that makes use of non-textual information to make sense of historical information.

Types of Thinking Maps

There are eight visual types of Thinking Map designed for students to use in order to learn and retain information, through the process of gathering and packaging that information in a visual, memorable and concise way. These eight visual patterns are shown below:

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<th>Diagram</th>
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<tr>
<td>Bubble Map</td>
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In this section, an attempt has been made to represent each type of Thinking Maps drawing relevant examples from History Subject. The brief descriptions of each Thinking Maps and the examples from History are shown as under:
Circle Map
The Circle Map is used for Brainstorming or Defining in Context/concept.

For example: The topic Good Citizenship can be discussed with the help of Circle Map, by conducting a Brainstorming Session with the students.

Bubble Map
The Bubble Map is used for describing the qualities about the central idea or things using adjectives or adjective phrases.

For example: The topic Subsidiary Alliance can be discussed with the help of Bubble Map. It is helpful in describing the major conditions of the Alliance which an ally should obey with the British Indian Government.

Flow Map
The Flow Map is used for Sequence of Events or for anything that has a Step-by-Step Process.

For example: The topic Life and Events of Emperor Babur, can be explain with the help a Flow Map, as it very clearly show the sequence of events in the life of emperor Babur.

Tree Map
The Tree Map is used for Classifying or Categorizing the objects or contents.

For example: The topic Constitutional Provisions Deals with Fundamental Rights can be taught with the help of Tree Map.

Double Bubble Map
The Double Bubble Map is used for Comparing and Contrasting (Similarities & Differences).

For example: The topic Land Revenue System during the British Administration like The Ryotwari and Zamindari system can be discuss and distinguish very clearly with the help of Double Bubble Maps. Both on the extreme sides, the Green and Pink color bubbles are showing the specific characteristics of both the system and the middle bubbles (Yellow) are showing the Common features of both the system.
Multi-Flow Map
The Multi-Flow Map is used for showing Cause & Effect relationship.

For example: The topic Causes and Effects of the Partition of India can be explained through Multi Flow Maps. The topic is inserted in the middle and on the left the causes are listed and on the right the results are shown which depicts a very clear picture of the discussion.

Bridge Map
The Bridge Map is used to Show Analogies (and their relating factor).

For example: The topic showing analogies like- time periods, the popular phrases like BC, AD, BCE etc. Silver Jubilee, Golden Jubilee etc. the Month, Year and Decade etc. have been shown in a very interesting way through Bridge Map.

Conclusion:
Teaching History now a day’s become an arduous task to the History teachers, specifically because of the reason of its degradation in status as a school subject. We must remember that, a subject cannot be good or bad; it is the teacher who makes a subject good or bad. It depends on the style of dealing of the teacher with both the subject and students. The sensitivity and aspirations of the students must be cared by the teacher and hence the innovations and changes in the field concern need to be mastered by a teacher. The examples drawn in the paper corresponding to the History Contents is an attempt to develop thinking in terms of varieties of teaching style, visualization of the age old events, casting the interesting concepts relevant to the motives, aspirations, interests of the teacher and to develop a sense of reality, liveliness of the subject. An involved, carefully prepared, History lesson surely yield positive, productive mindset among the students and parents, the clientele of merchandise.

References:

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