

## **B.Ed. Two Year Programme**

### **P.2.11 : History**

Maximum Marks: 100

#### **Objectives of the Course**

To enable the prospective teachers to:

- Appreciate the need for teaching-learning of History in secondary classes.
- Develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world.
- Promote critical perspectives on the nature and philosophy of History and methods of enquiry.
- Comprehend, analyse, evaluate and integrate source material critically as historical evidence.
- Understand the organisation of History curriculum and its pedagogical concerns.
- Engage with the classroom processes in History and its transactional implications.
- Critique and develop suitable evaluation mechanisms in History.
- Nurture the ability to organize curricular activities and community resources for promoting History learning
- Become a reflective practitioner capable of translating theoretical perspectives into innovative pedagogical practices.
- Acquaint with the need and processes of continuous professional development

#### **Units of Study**

##### **Unit I : Evolution and Development of History**

- Emergence of History as a discipline and a school subject to the present stage
- Philosophical bases of History
- Construction of knowledge and process of knowledge generation in History.
- Perspectives on thinking historically
- History and Social Science/ Natural Science.
- Cross Cultural perspectives on the meaning of history;the post-modernist challenge.

##### **Unit II : History Curriculum: Principles and Practices**

- General Principles and Approaches for the construction and thematic organization of history curriculum at different stages
- Aims and Objectives of teaching-learning History in a democratic, secular country with plural societies
- Place of History at different stages of secondary school curriculum and linkages between different stages
- Analysis of Curriculum, Syllabus and Text books

##### **Unit III : Issues and Challenges in Teaching-Learning of History**

- Pre-conceptions and misconceptions in History
- Dates and periodization;cultivating sense of time and space

- Scientific Orientation to Historical facts; Objectivity in History
- Gender in History
- Subaltern perspectives and issues of inclusion
- Controversial issues in History

#### **Unit IV : Pedagogy and Processes in History**

- Purpose and Approaches of teaching History:  
Inductive, Deductive, Inter-disciplinary and Constructivist approaches in the teaching of History; Critical pedagogy in History
- Methods and Techniques:

Textbook, dialogue, debate, discussion, narratives, observation and interpretation, decoding/deconstruction strategies and analysis of historical sources, personal/family history, case study, reflective enquiry and report writing, project, problem solving, dramatization, current events analysis, comparative analysis, reviewing audio-visual resources, Activities around local history-critical engagements with museum and archives, heritage walk and field trips as learning experiences, interpretation of historical maps and construction of timelines, other class room based activities.

- Theoretical basis: concept mapping and development of Unit Plan
- Dynamics of lesson planning: teaching strategies and organisation of learning experiences in different contexts
- Material Sources, curriculum sites and learning resources, ICT in History Classroom
- Teaching of History and the differently abled learners

#### **Unit V : Conceptual Renewals and Contemporary Trends**

- Trends in Indian Historiography
- History and international understanding, Peace & conflict resolution
- Global challenges related to marginalisation
- Local History
- History teacher as a reflective practitioner
- History Resource Centre

#### **Unit VI : Evaluation in History**

- Evaluation and Assessment in History- Formative, Summative, Continuous and Comprehensive, Assessment at different stages; issues in assessment
- Innovations in Assessment: Self-assessment, Peer assessment, Learners' profile, Open Text Book Assessment, etc.
- Preparation of a Question Paper and Analysis.

#### ***Suggested Practicum***

- A) *Organization of a Subject Forum (History Society);*  
Visit to Museum/Archives/Local Monument; Historical excursions and evaluating learning processes; Films and theatre ; Talks and discussions, etc.

- B) *Term Paper and Seminar Presentation*  
Critical appraisal of curriculum policies/documents and curriculum frameworks, existing curriculum of History and text books at school level.

Development of Unit Plan  
Development of Lesson Plan, Critical Lesson.

- C) *Research Project/Action Research around select theme :*  
Evolution of History as a discipline ; Perspectives in Indian Historiography ; History as a scientific enquiry; Construction of historical facts by school children ; Place of History in school curriculum; History in global context; Peace and conflict resolution; Educational technology and History; Chronology and problems of periodization; Controversial issues in History; Oral history; Feminist perspectives in History; Place of subaltern history; Indigeneous histories; local history ; Comparative perspectives on history of different countries; etc.

### ***Suggested Readings***

- Andrews, Thomas and Berk, Flannery (2007). What does it mean to think historically in Perspectives in History, The Newsmagazine of American Historical Association, January issue (Also available in Hindi in Digantar's Shiksha Vimarsh, 2008 edition)
- Apple, Michael W. and Smith, Christian L. (ed.), The Politics of the Textbook, Routledge, New York
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
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- Habib,Irfan (1995).Essays in Indian History – Towards a Marxist Perception.TulikaBooks,Delhi
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- Ilaiah,Kancha (1996).Why I Am Not a Hindu: A **Sudra**critique of hindutvaphilosophy, culture and political economy.Samya, Calcutta (Also available in Hindi as Main Hindu kyonnahi- translated by Om Prakash Valmiki and published by Bhatkal and Sen)
- Khilnani,Sunil (1999).The idea of India. Farrar,Straus and Giroux,New York (also available in Hindi as Bharatnama published by RajkamalPrakashan in 2009).
- Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers, New Delhi.
- Kottler Ellen and Gallavan Nancy P. (2008), Secrets to success for Social Studies teachers, Corwin Press, Sage Publications Co., Thousands oak, California.
- Kumar,Krishna (2001),Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan,Penguin,New Delhi (Also available in Hindi as MeraDeshTumharaDesh published by Rajkamal in 2007).
- Kumar,Krishna (1992, 3<sup>rd</sup> edition in 2004).What is Worth Teaching,OrientBlackswan,Delhi
- Kumar,Krishna (2013),Politics of Education in Colonial India,Routledge Taylor and Francis Group,India
- Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.
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- Misra, Salil and Ranjan, Ashish (2012).Teaching of Social Sciences: History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson,Delhi
- National Curriculum Framework 2005 Position Paper by National Focus Group on Teaching of Social Sciences,N.C.E.R.T. New Delhi
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- Zevin, J., (2000), *Social studies for the twenty first century*, Lawrence Erlbaum Associates Publishers, London.