

## **Bachelor of Education (B.Ed.)**

### **Title of the Course: P.2.11 A: History (Semester: I)**

**Credits: 2**  
**MM: 50 (External: 35, Internal: 15)**  
**Contact Weeks: 15**

#### **Introduction of the Course**

History is the temporal study of life in society in the past. It is a scientific inquiry into the past based on evidence in relation to the present developments and future hopes. Indeed, evidence is the raw material of history teaching and learning.

This Course shall engage with the approach to the theory and practice of learning history in an educational context, and how this process influences, and is influenced by, the social, political, and psychological development of learners. It aims to make an attempt to re-think the past. In this semester, the pedagogy course shall skill the prospective teachers with a conceptual understanding of the complex nature of history, the history curriculum and some issues in the teaching learning of history.

This Course enables critical inquiry into what happened in the past, when it happened, and how it happened. Learners shall engage with the importance of context, elements of continuity and change, the cause-and-effect relationship and an unending dialogue between the past and the present. Nations need identities. These are created from perceptions of how societies have evolved. In this, history plays a central role. Insisting on reliable history is therefore crucial to more than just a pedagogic cause in school history classrooms.

#### **Learning Outcomes**

After completion of the course student will be able to:

1. Discuss the nature of History as a discipline of knowledge.
2. Interpret past(s) in a context.
3. Explain the different sources in construction of History.
4. Describe the guiding principles of History curriculum.
5. Analyse the content selection in History.

**Number of Units: 3**

**Weeks: 15=30 hours**

**Unit I: Origin and Development of History**

**(5 weeks= 10 hours)**

- Meaning, nature and philosophical bases of History as a discipline of knowledge

95

- Sources in History ; Process of knowledge construction in History
- Thinking historically; Objectivity and bias; Approaches in historiography
- Periodisation in History; Micro history and Connected histories

**Unit II: History Curriculum: Principles and Practices (5 weeks=10 hours)**

- Principles and Approaches for the construction of History curriculum
- Curriculum, National Curriculum Framework, Syllabus, Text-books
- Curricular stages , Aims of doing History
- Curricular Goals and Competencies, Learning Outcomes

**Unit III: Issues in Teaching-Learning of History (5 weeks=10 hours)**

- Current challenges and content selection
- History and its relationship with other Social Sciences
- Cultivating sense of time and space in learners
- Subaltern perspectives; Issues of inclusion and identity

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Describe some of the significant developments in your life illustrating what changed and what continued till date.
2. Make a chart on the different 'sources' on India's freedom struggle.
3. Compare the History curriculum as outlined in 2005 and in 2023 by the NCERT,
4. Critically analyse the History syllabus of either the middle or secondary level of school education.
5. Engage in critical inquiry on current challenges of social science/history teaching. .
6. Make timelines on: Life of any social reformer / Progress made in the lives of women in independent India / Major developments in the economy of independent India.
7. Interview three children in your local community from different socio-economic profiles and explore if history is an interesting or boring subject in the different stages of school education.
8. Watch episodes of either 'Bharat ek Khoj (Discovery of India)' or 'Chanakya' (Television serials in India) or any serial from the History Channel and describe how history unfolds in time.
9. Prepare a chart or a power point presentation showing relationship between history and other social sciences.

96

  
 Head/Dean  
 विभागाध्यक्ष एवं संकाय अध्यक्ष  
 शिक्षा विभाग/Dept. of Education  
 दिल्ली विश्वविद्यालय  
 University of Delhi, Luthi-110007

10. Discuss in small groups and prepare a report on the status of any monument in your neighbourhood and suggest ways in which your school could engage towards its better preservation and conservation.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

**Essential/ Recommended Readings :**

- Andrews, T. & Berk, F. (2007). *What does it mean to think historically?* Perspectives in History, The News magazine of American Historical Association, January edition. (Also in Hindi as *Itihaas ki drishti se sochne ka arth* in Shiksha Vimarsh Patrika, Vol 6. Yr. 10, November-December 2008. Jaipur:Digantar).
- Arthur, J. & Phillips, R. (2004). *Issues in History Teaching*. London: Routledge Falmer.
- Batra, P. (Ed.).( 2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications India Pvt. Ltd. [Introduction]
- Beteille, A. (2006). *Ideology and Social Science*. New Delhi:Penguin.
- Carr, E. H. (1961). *What is History*. University of Cambridge and Penguin, India. (Also in Hindi as *Itihaas kya hai*. Delhi: McMillan).
- Das, V. (1989). *Subaltern as Perspective* in Ranajit Guha (Ed.).Subaltern Studies No.6. Writings on South Asian History and Society. London : Oxford University Press.
- Dewey,J. (1916).*Democracy and Education*. New York:The Free Press.
- George, A.M. & Madan, A.(2009), *Teaching Social Science in Schools*. New Delhi: Sage.
- Kochhar, S.K. (1985).*Methods and Techniques for teaching History*. New Delhi : Sterling Publishers.
- Lemon, M. C. (2003).*Philosophy of History*.New York: Routledge.
- MHRD, Gol. (2020). National Education Policy 2020. New Delhi: MHRD

(97)

  
Head/Dean  
विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय  
University of Delhi  
110007  
Phone-110002

- Misra, S.& Ranjan, A. (2012). *Teaching of Social Sciences: History, Context and Challenges* in Saxena, V. (Ed.), *Nurturing the Expert Within*. Delhi: Pearson.
- National Steering Committee for National Curriculum Frameworks. (2022). *National Curriculum Framework for Foundational Stage*. New Delhi: NCERT.
- National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education*. New Delhi: NCERT.
- NCERT (2005). *National Curriculum Framework*. New Delhi: National Council for Educational Research and Training.
- Pathak, S.P. (2005). *Teaching of History- The Paedocentric Approach*. New Delhi: Kanishka Publishers.
- Phillips, R. (2002). *Reflective Teaching of History, 11-18. Continuum Studies in Reflective Practice and Theory*. London, New York :Continuum.
- Phillips, I. (2008). *Teaching History*. Delhi: Sage, South Asia Edition.
- Thapar, R. (2024). *The Past as Present: Forging Contemporary Identities through History*. New Delhi: Penguin.
- Tyagi, G.D. (1995). *Itihaas Shikshan*. Agra: Vinod Pustak Mandir.
- Yadav, B. (2012). *Framing History: Context and Perspectives*. New Delhi: Publication Division, Ministry of I.&B., Govt.

#### Additional Readings

- Batra, P & Nawani, D.(Ed.) ( 2010). *Social Science Texts: A pedagogic perspective*. Social Science Teaching in Schools: Challenges and Perspectives (197-262). New Delhi: Sage.
- Kumar, K. (2001). *Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan*. New Delhi :Penguin, (Also available in Hindi as *Mera Desh Tumhara Desh*. (2007). Delhi: Rajkamal Prakashan).
- Paliwal R. & Subramanian, C.N.(2010). *Texts in Schools*, Learning Curve, Issue XV, August- Special issue on Social Science in Schools. Bangalore: Azim Premji Foundation.

98

Head/Dean  
विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय R-2, 110007  
University of Delhi, Delhi-110007

- Sreedharan, E. (2004). *A Textbook of Historiography 500 B.C. to A.D. 2000*. New Delhi: Orient Longman.
- Zevin, J., (2000). *Social studies for the twenty first century*. London: Lawrence Erlbaum Associates Publishers.

### Teaching Learning Resources (Digital and others):

Resources may be procured by Institutions through local Museums, Archives, Films and You tube videos, CIET( NCERT) and Publication houses for Text books and Comics (Amar Chitra Katha series) and field visits to historical places, Heritage walks and virtual excursions.

My School at National Museum: Digital Learning and Engagement

<https://www.nationalmuseumindia.gov.in/en/my-school-at-nm>

<https://www.delhiheritagewalks.com/>

### Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading and comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

### Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

**Key words :** Curriculum, Curriculum Framework, Pedagogy, Learning Outcomes.

  
 Head/Dean  
 विभागाध्यक्ष एवं संकाय अध्येक्षक  
 शिक्षा विभाग/Dept. of Education  
 दिल्ली विश्वविद्यालय  
 University of Delhi, Delhi-110007

(११)