

Bachelor of Education (B.Ed.)

Title of the Course: P.2.11 B: History

(Semester: II)

MM: 50 (External: 35, Internal: 15)

Credits: 2

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 strategies in connecting with their learners and concerns on assessment in 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. Explain the approaches to teaching of History.
2. Differentiate between inductive and deductive methods.
3. Discuss the different pedagogical strategies in History.
4. Analyse a question paper of History.
5. Plan a History excursion.

Number of Units: 3

Weeks 15 = 30 hours



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Unit 1: Teaching of History-Approaches and Planning (5 weeks = 10 hours)

- Biographical, Dialectic , Scientific, Nationalistic, Post modern Approaches
- Inductive, Deductive, Inter-disciplinary and Critical pedagogy
- Concept mapping and development of Unit Plan
- Dynamics of lesson planning, TLMs

Unit 2: Pedagogical Strategies and Processes (5 weeks = 10 hours)

- Methods and Techniques; Textbook, discussion, questioning, dialogue, debate, story-telling & narratives, source method–observation and interpretation, current affairs, comparison, personal/family history, case study, reflective inquiry and report writing
- Experiential learning; projects , problem solving, role play & dramatization, engagement with museums and archives ,excursions and field trips, heritage walks
- Audio-visual resources, historical maps and timelines, worksheets and hand-outs
- ICTs and digital learning, A.I. and teaching of History

Unit 3: Issues In Teaching-Learning of History (5 weeks = 10 hours)

- Assessment in History - Formative & Summative, Continuous & Comprehensive;
- Preparation of a Question Paper and Analysis.
- History and international understanding
- History Resource Centre; Enabling the differently abled learners

Practicum/ Suggested Projects / Assignments (Any Two)

1. Organise a Subject Forum (History Society).
2. Plan a visit to Museum/Archives/Local Monument.
3. Illustrate with examples on using films as a pedagogical technique in history classrooms.
4. Make a lesson plan using critical pedagogy to teach History at the secondary level of school education.
5. Document the concerns of any three visually challenged learners while teaching history and suggest possible solutions.
6. Make five historical maps for teaching at the middle level of school education.
7. Interview three children in your local community from different socio-economic profiles and explore how history could become a source of international understanding and peace.
8. List out five stories or anecdotes which may be used to teach grade six learners.
9. Make a lesson plan in History using ICTs.

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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, GoI. (2020). National Education Policy 2020. New Delhi: MHRD
- 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.

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- 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.
- Shah, P (2023). *AI and the Future of Education: Teaching in the Age of Artificial Intelligence*. San Francisco: Jossey Bass A.Wiley Brand.
- 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):

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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/>

<https://n20.ncert.org.in/pdf/publication/otherpublications/ticsnups101.pdf>

<https://ciet.ncert.gov.in/teachersupport>


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: Pedagogical strategies, Unit plan, Lesson plan, Assessment


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