

ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: HISTORY

Total Credits: 6

Total Marks: 100

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook.
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political science.
9. To understand the need and avenues for professional development

MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE
(2 Credits)

Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and History
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Social Sciences in the present school curriculum.

Unit 2: Understanding History

- a) Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)
- b) Objectives of teaching History & Political Science at the secondary level.
- c) Values of teaching History & Political Science

Unit 3: Learning Resources

- a) History Textbook: characteristics, critical analysis, detecting and dealing with bias
- b) Audio-visual Resources: TV, Films, Documentary; Visual:Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum

MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM
(2 Credits)

Unit 4: Essentials of Curriculum Transaction in History & Political Science

- a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)
- b) Correlation of History & Political Science: Internal and external.(Literature, Science, Mathematics, Geography, Economics, Craft)
- c) History as a concept driven subject: Concept based and generalization based learning

Unit 5: Methods of Teaching (Process, Merits and Limitations)

- a) Conventional pedagogy: Story-telling, Lecture-cum-discussion
- b) Contemporary pedagogy: Project-based Learning, Social Enquiry
- c) Cooperative learning pedagogy: Think pair share, Round robin, Buzz

Unit 6: The History Teacher

- a) Qualities of a History teacher
- b) Professional growth of a History teacher – Need and Avenues for professional development
- c) Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)

MODULE 3: INTERNAL ASSESSMENT**(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

- a) Critically analyze a secondary school History and Political Science textbook.
- b) Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.
- c) Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.
- d) Interview two History teachers and find the challenges faced by them and submit the report in about 500-750 words.

References:

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- Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San Fransisco Tossey-Bass Publisher
- Aitken, GV; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
- Batra Poonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
- Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil Blackwell Ltd. Celtneham. UK.
- Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
- Carr, E.H. (1962), What is History? Knopf, London.
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- http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf
- https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts
- <https://sheg.stanford.edu/historical-thinking-chart>

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