

SEMESTER – I

CPS 2 a Part I - PEDAGOGY OF HISTORY

Credits: 4

Internal: 40 marks

Hours/Week: Theory-4hrs Practical- 4hrs

External: 60 marks

Total: 100 marks

Objectives

At the end of this course the student teachers will be able to:

- explain the nature and scope of History;
- comprehend the aims and objectives of teaching History;
- get acquainted with the teaching Skills;
- explore teaching and learning History;
- recognise different methods of teaching History;
- competently utilise teaching aids;

Unit I: Nature and scope of History

Defining history-nature and scope of history-kinds of history-Different conceptions of history-Biographical-Evolutionary-Theistic-Cyclic-Modern concepts. Dimension of History-Time, Place, continuity and Development. Relationship between history and other social science, Geographical foundation of History.

Unit II: Aims and Objectives of Teaching History

Goals and Objectives of teaching History with reference to Anderson's and Krathwohl classification - General and Specific Objectives of teaching History – Writing Objectives in behavioral terms- Aims of teaching History at different levels: Primary, Secondary and Higher Secondary.

Unit III : Development of Skills through Mini Teaching

Mini teaching: Meaning, Characteristics, Phases of mini teaching, mini teaching cycle, Teaching Skills : Skill of Set induction, Skill of explaining, Skill of blackboard writing, Skill of illustrating with examples, Skill of probing questions, Skill of fluency in questioning, Skill of stimulus variation, Skill of reinforcement, Skill of achieving closure, Advantages and Limitations of mini teaching.

Unit IV: Exploring learner in Teaching and Learning History

Gifted children in History-nature, characteristics and enrichment activities- slow learners in History-meaning and definition, characteristics, distinguishing slow- learners from mentally retarded and learning disabled, causes and remedial programmes. Field visit – Assignment – workshop- seminar- Symposium- project- Group discussion – Brain storming.

Unit V: Methods of teaching History

Different methods of teaching history- Textbook Method, story - telling- types of stories(true stories, Myths, Legends)- Biographical Method, Lecture Method, Conversational Method (or) Question -Answer Method, Supervised study, Discussion Method, Socialized, Recitation Method-The project Method, Source Method (or) Historical Method, Unit Method.

Unit VI: Teaching aids

Concept of Teaching Aids- Importance of using aids in the teaching of History- Edgar Dale's Cone of Experience- Principles for selection of Teaching Aids- Classification of Teaching Aids- Visual Aids- SMART Interactive Whiteboard Chalkboard, Bulletin Board, Flannel Board Chart, Flash Cards, Posters, Models, Maps, Globes, Diagrams, Photography, Newspapers, Graphs, Filmstrip Projector, Slide Projector, Epidiascope, Overhead Projector- Audio Aids- Radio, Tape Recorder(VCR) Audio-visual Aids- Television, Computer, Documentaries, Motion Pictures – Criteria for selection of appropriate teaching aids.

Suggested references:

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- ❖ Baskaran., & Padmapriya,V.(2007). *Kalaithitta valarachi*. Chennai: Saratha Publishers.
- ❖ Bloom, Benjamin. (1974).*Taxonomy of educational objectives, cognitive domain*. Longman Green.
- ❖ Chauhan, S.S. (2008). *Innovations in teaching learning process*. Uttar Pradesh: Vikas Publishing House Pvt. Ltd.
- ❖ Durplass, J.A. (2009). *Teaching elementary social studies*. New Delhi: Atlantic Publishers.
- ❖ Geoff, T. (2008). *Teaching and learning history*. New Delhi: SAGE Publications.
- ❖ Kanammall, Raa. (2007). *Varallatru Karpithal*. Chennai: Saradha Publishers.
- ❖ Kochhar, S.K. (2003). *Teaching of history*. New Delhi: Sterling Publishing pvt.Ltd.
- ❖ Mangal S.K., & Uma Mangal. (2011). *Teaching of social science*. New Delhi: PHI learning Private Limited.
- ❖ Mangal, S.K. & Mangal, S.(2005). *Essentials of Education Technology and Management*. Meerut: Loyal Book depot.
- ❖ Nagarajan.K. (2008). *Curriculum and development*. Ram Publishers.
- ❖ NCERT.(1970). *Teaching history in secondary school: A handbook for history teacher*. New Delhi: NCERT Publication.
- ❖ Rathina sabapathy, P. (2008). *Nunnailai Karppithal*. Chennai: Santha Pathipagam.
- ❖ Siddiqui,M.H.(2009). *Techniques of classroom teaching*. New Delhi: APH Publishing Corporation.
- ❖ Singh Y.K.(2009).*Teaching of History: Modern methods*. New Delhi: APH Publishing Corporation.
- ❖ Singh Y.K.(2009).*Teaching practice*. New Delhi: APH Publishing Corporation.
- ❖ Thirugnana sampantham.(2007). *Varallatru Karpithal muraika.*, Chennai: Saradha pathipagam.

- ❖ டாக்டர் : – ஸ்ரீபாலாஜி லோகநாதன் (2009) : வரலாறு கற்பிக்கும் முறைகள் : தாள். I. சென்னை: G.V. பப்ளிகேஷன்ஸ்,
- ❖ செந்தில் குமார், சு. (2010). வரலாறு கற்பிக்கும் முறைகள். தாள்- II. சேலம் ரோடு. நாமக்கல்.
- ❖ ஸ்ரீபாலாஜி லோகநாதன் (2009): வரலாறு கற்பிக்கும் முறைகள். தாள்- II. சென்னை: G.V. பப்ளிகேஷன்ஸ்.
- ❖ பேராசிரியர் என். செல்லம் (1992) : வரலாறு கற்பிக்கும் முறைகள். சென்னை: சாந்தா பப்ளிகேஷன்ஸ்.
- ❖ கண்ணம்மாள் (2009), வரலாறு கற்பித்தல். சென்னை: சாரதா பதிப்பகம்.
- ❖ திருஞானசம்பந்தம் (2005): வரலாறு கற்பித்தல் முறைகள். சென்னை: சாந்தா பப்ளிகேஷன்ஸ்
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- ❖ வசந்தி சு. (2007). கற்பித்தல் புதிய அணுகு முறை. சென்னை: வனிதா பதிப்பகம்.
