

SEMESTER - II

CPS 2b – Part II - 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 the course the student teachers will be able to:

- explain the importance of co - scholastic activities in history;
- implement the purpose of evaluation;
- appreciate the significance of planning and teaching history;
- appreciate the qualities associated with an ideal history teachers;
- recognize the importance of classroom climate and acquire the required skill for managing classroom situation effectively;
- implement the organization of the school plant;

Unit I: Co- Scholastic activities in History

Meaning and Importance of Co-Scholastic activities – various Co-Scholastic activities related to History : Experiments and resources, Collateral reading literacy, Exhibitions, organization thought provoking programmes like quizzes, word searches, Field trips , Educational tour etc.

Unit II: Evaluation in History

Concept of Evaluation- Purpose of Evaluation- Continuous and Comprehensive Evaluation- Formative and Summative Evaluation- Achievement tests- Steps in construction- Preparation of Blue print- Preparation of an Achievement Tests in History-Item Analysis- Administering the test- Various types of Test items- Essay type, Short answer type, Objective type: Completion type, Matching type, Multiple Choice- Merits and limitations of Essay, Short answer and Objective type- Diagnostic Tests- Steps in constructing a Diagnostic test- Teacher made and Standardized tests

Unit III: Planning and teaching History

Macro teaching –lesson plan, Unit plan, Year plan- Herbartian steps- Format of a typical lesson plan – General Instructional Objectives and Specific Instructional Objectives- Teaching aids, Motivation presentation, Application, Recapitulation and Home Assignment.

Unit IV: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion- teacher – Teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization Role of school teachers in character building. Teaching for character building- teacher as manager, norm builders, facilitator, maintaining community relations- guidance- role-Qualities of effective History teachers: Mastery of the subject, mastering of techniques.

Unit –V: Classroom climate and classroom management

Meaning of classroom climate. – Factors influencing – types – autocratic, democratic and Laissez Faire – Significance of classroom climate- classroom management – concept- principles of classroom management – factors influencing classroom management- Techniques of classroom management.

Unit VI: School plant in History

School building and design of the school --: Play ground, Library, Classrooms, Records and Registers. Role of Headmaster- Parent- Teacher association in maintenance of school- Time Table- Co-curricular activities, -Discipline.

Suggested references:

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- ❖ Baskaran., & V.Padmapriya.(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. G.V. பப்ளிகேஷன்ஸ், சென்னை.

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