

**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****Course Learning Outcomes:****At the end of the course, the student-teachers will be able to**

- organize co-scholastic activities in History;
- implement the process of evaluation in History;
- recognize the significance of planning and teaching History;
- integrate the picture of an ideal History teacher;
- point out the significance of classroom climate and classroom management;
- review the organization of the schoolplant;
- identify and analyze the diverse needs of learners in History;
- prepare teaching and learning materials in History for both general and special students;
- construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- compile a question bank in History to aid student performance.
- design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

**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 professionalizationRole of school teachers in character building. Teaching for character building- teacher as manager, normbuilders, 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.

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