



SEMESTER – II

Course Code: BD2HI	Credits: 5
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PEDAGOGY OF HISTORY– II

COURSE OBJECTIVES

- CO1: Understand the Paradigm shift.
CO2: Know various teaching models.
CO3: Define activity based and group-controlled instruction.
CO4:. Utilize various resources in teaching History.
CO5. Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser’s Basic Teaching Model(Classroom Meeting), Ausubel’s Advance Organizer Model, Schuman’s Inquiry Training Model, Bloom’s Mastery Learning Model, Bruner’s Concept attainment Model, Jean Piaget’s Cognitive Development Model, Byron Massials and Benjamin Cox’s Social Inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models, Skinner’s Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching History – History Learning Resources: History Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines - Co-curricular Activities Based Learning History - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HISTORY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

1. Arora K.L. (2005) Teaching of History, Ludhiana: Prakash Brothers.
2. Burton, W.H. (1972). Principles of history teaching, London: Methuen.
3. Chaudhary, K. P. (1975). The effective teaching of history in India. New Delhi: NCERT.
4. DhanijaNeelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
5. Gunning, Dennis. (1978). The teaching of history. London: Goom Helm.

SUPPLEMENTARY READINGS

1. Kochhar.S.K.(2005) Teaching of History, New Delhi: Sterling Publishers Pvt.
2. Lewis, E.M. (1960). Teaching history in secondary schools. Delhi: Sterling Publishers.
3. Mangal. S.K and Uma Mangal. (2008) Teaching of Social Studies, New Delhi: PHI Learning Pvt.
4. Mangal. S.K and Uma Mangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

E-RESOURCES

1. <http://www.anselm.edu/internet/ces/index.html>
2. <http://www.decwise.com/>
3. <http://www.mindtools.com>

4. <http://nrcl.org/edu>.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: explain the Paradigm shift.

CO2: demonstrate the various teaching models.

CO3. identify activity based and group-controlled instruction.

CO4. establish various resource centres in teaching History.

CO5. generalise multiple assessment tools in teaching and learning.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*		*		*		*
CO5				*																				