B.Ed OPTIONAL COURSE

HISTORY -II

OBJECTIVES

At the end of the course, the student- teachers will be able to

➢ acquire knowledge of contribution of eminent Historians to the Development of History.
➢ develop the critical thinking in Curriculum Construction.

➢ develop effective skill in programmed teaching and model of teaching.

➢ attain optimum professional growth.

➢ adopt Action Research Procedure to maintain optimum class room climate.

UNIT I: Contribution of Eminent Historians to the Development of History.

1. Greek Historiography - Herodotus, Thucydides, Xenophone, Polybius, Plutarch.

2. Roman Historiography - Cato, Cicero, Livy, Tacitus.

3. Medieval Historiography - St. Augustine, Ibnkhaldun.

UNIT II: Historiography

1. Renaissance - Reformation Historiography - Machiavalli, Erasmus, Thomas More, Sir Francis Bacon.

2. Modern Historiography : Elphinstone, Macaulay, Vincent Smith

3. Enlightment Historiography : Montesquieu, Voltaire, Edward Gibbon, Thomas Carlyle

4. Romanticist Historiography : Roussaeu, Kant, Hegal.

5. Utilitarianism Historiography : Bentham, James Mill, John Stuart Mill.

6. Positivistic Historiography : Auguste Comte.

7. Scientific Socialism : Karl Marx.

8. Scientific Historiography : LeopoldVonRanke, Spengler, Collingwood, Toynbee.

UNIT III   Indian Historiography

1. Kalhana, Alberuni, Barani, Abul Fazl.

2. Modern Historiography - Vincent Smith, R.G. Bhanderkar, K.P. Jayaswal, H.C.Raychaudhri, Lanepoole, J.N.Sarkar, R.C.Majumdar.

3. South Indian Historiography : S.Krishnaswamy Iyyangar, K.M.Pannikkar, K.A.Nilakanta Sastri, Sathyanatha Iyyer, K.K.Pillai.

UNIT IV   Curriculum in History

1. Recommendations made by Education Committees and Commissions after 1947.

2. Current trends in curriculum changes in History.

3. Critical analysis of content course of History Standard IX, X, XI and XII; Ethics and Indian Culture for XI and XII Classes.

UNIT V   Theories Influencing Selection of History Materials.

1. Doctrine of Natural tastes and Interest.

2. Cultural Epoch Theory.

3. Proceeding from near to the remote.

4. Reconciliation of the psychological development of the child with demands of the subject and time allotted.

UNIT VI   Instruction Methods For Individual Differences

1. Aptitude Treatment Interaction (A.T.I.)

2. Programmed Learning.

UNIT VII   Models Of Teaching and Its Applications In Teaching Of History

1. Concepts Attainment Model.

2. Advance Organiser Model.

3. Jurisprudence Inquiry Model.

UNIT VIII   Computers in History Education

1. Computer Assisted Instruction
2. Multimedia Presentation
3. Internet - Web-Sites

UNIT IX Professional Growth

1. Need and importance of professional growth, programmes for professional growth, professional Ethics of History Teacher.

2. Class Room Climate - Class Room Management.

3. Class room Interaction analysis - Modification of teacher behavior with special reference to history teacher.

UNIT X Action Research in History

Identification of the problem - Statement of Objectives - Hypothesis - Data Collection and Analysis - Verification - Findings - Suggestion for corrective action - Followup.

PRACTICALS :

1. Lesson Plan through Power Point.

2. Improvised Teaching Aids.

3. Preparing Programmed learning Materials, Branched Programme Material consisting of 20 frames in History.

4. Preparing Biography.

5. Practicing (2 session each of ten minutes) class room interaction analysis and presenting the Report.

6. Project Report (Field Visit).

SUGGESTED REFERENCE BOOKS:

Geoff, T. (2008). *Teaching and learning history*. New Delhi: SAGE Publications.

Sharma, R. N. (2008). *Principles and techniques of education*. Delhi: Surjeet Publications.

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Thirugnanasampandam, R. (2005). *Varalaru karpithal muraikal*. Chennai: Shantha Publishers.

Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.

Venkatesan, K. (2004). *Historiography.* Rajapalayam: V.C. Publications.

Yadav, M. S., & Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education:The instructional role.* New Delhi: NCTE Publication.

Rajayyan, K. (1997). *History in theory and method.* New Delhi: Ratna Publication.

Kochhar, S. K. (1991). *Methods and techniques of teaching.* New Delhi: Sterling Publishers Private Ltd.

Ravisankar, & Mamidi, M. R. (1989). *Curriculum development and educational technology.* New Delhi: Sterling Publishers Private Ltd.

Vedanayagam, E. G. (1988). *Teaching technology for college teachers.* New Delhi: Sterling Publishers Private Ltd.

Shukla, P. D. (1988). *The new education policy in india.* New Delhi: Sterling Publishers Private Ltd.

Joyce, B., & Weil, M. (1985). *Model of teaching.* New Delhi: Prentice Hall of India Pvt. Ltd.

Aggarwal, J.C. (1982). *Development and planning of modern education.,* New Delhi: Vikas Publishing House Pvt. Ltd.

Balaguruswamy, E., & Sharma, K.D. (1982). *Computer in education and training*, New Delhi: NIIT.

Virendra, K. (1973). *Committees and commissions in india.* New Delhi: Concept Publishing Company.

Bhatt, B. D., & Aggarwal, J. C. (1969). *Educational document in india: survey of indian education.* New Delhi: Arya Book Depot.