

Course title: Method of Teaching:History

Course No.: Hist. Ed.432

Nature of course: Theory

Level: B.Ed

Year: Third

Full marks: 100

Pass marks: 35

Periods per week: 6

Total periods: 150

Time per period: 55 Minutes

1. Course Description

This course is developed to make the students of both, one year and three year B.Ed.)aware of the importance of teaching history. It deals with the origin and development of history and history education. It also includes wider areas of pedagogies, instructional planning, materials and evaluation tools. This theoretical course has practical approach in its delivery.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with the origin, development and scope of history education.
- To provide the students with the knowledge of development of history curriculum in Nepal.
- To show the relation of history with other social science.
- To acquaint the students with different aspects of history text book.
- To enable the students in practicing different methods and techniques of teaching history.
- To provide the students with a broader understanding of the essence of the use of time sense.
- To enable the students in constructing and using teaching aids and preparing instructional planning.
- To develop skills in administering different evaluation tools.
- To enable the students in conducting historical tour and writing reports.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Discuss the origin and scope of history.• Mention deductive and scientific history.• Describe the history before the nineteenth century.• Analyze the changing concept of history.	Unit I: Nature and Scope of History (14) 1.1 Origin of history 1.2 Scope of history 1.3 Deductive and scientific history 1.4 History before the nineteenth century 1.5 Changing concept of history 1.6 Modern concept of history 1.7 History as a science and as an art

<ul style="list-style-type: none"> • Examine the modern concept of history. • Justify history as a science and as an art. • Explain the meaning of history curriculum. • Analyze the principles for selecting subject matter in history curriculum. • Organize the subject matter in a history curriculum. • State the history of history curriculum in Nepal. • Describe the recent history curriculum of Nepal. 	<p style="text-align: center;">Unit II: History Curriculum (5)</p> <ul style="list-style-type: none"> 2.1 Meaning of history curriculum 2.2 Principles for selecting subject matter in history curriculum 2.3 Organization of subject matter in history curriculum 2.4 History of history curriculum in Nepal 2.5 Recent history curriculum of Nepal
<ul style="list-style-type: none"> • Determine the aims of teaching history • Explain the taxonomy of educational objective from historical perspectives. • Analyze the values of teaching history. • Describe the relation of history with geography, political science, economics, sociology and anthropology. 	<p style="text-align: center;">Unit III: Aims, Objectives and Values (5)</p> <ul style="list-style-type: none"> 3.1 Aims of teaching history 3.2 Taxonomy of educational objectives from historical perspectives 3.3 Value of teaching history <p style="text-align: center;">Unit IV: History and other Social Sciences (5)</p> <ul style="list-style-type: none"> 4.1 History and Geography 4.2 History and Political science 4.3 History and Economics 4.4 History and Sociology 4.5 History and Anthropology
<ul style="list-style-type: none"> • Explain the meaning of textbook. • Differentiate general book with history textbook. • State the purpose of writing history textbook • State the importance of history textbook. • Classify the different types of history textbook. • Determine the qualities of good history textbook. • Point out the demerits of textbook. • Give acquaintance with the use of textbook. • Design the scale of textbook evaluation. • Explain the physical and academic aspects of our history textbook. 	<p style="text-align: center;">Unit V: History Textbook (12)</p> <ul style="list-style-type: none"> 5.1 Meaning of textbook 5.2 Difference between books and textbook 5.3 Purpose of history textbook 5.4 - Importance of history textbook 5.5 Types of history textbook 5.6 Qualities of good history textbook 5.7 Demerits of textbook 5.8 Use of textbook 5.9 Scale of textbook evaluation 5.10 Physical and academic aspects of history textbook with reference to history textbook of secondary level of Nepal

<ul style="list-style-type: none"> • Discuss the maxim of teaching. • Describe the merits, demerits and proper use of lecture method. • Demonstrate the use of discussion method. • Collect different source material of teaching history. • Stage drama as a method of teaching history. • Apply story telling as a technique of teaching history. • Identify problem solving method in teaching history. • Participate on project method. • Select the current affairs in teaching history. • Explore the ways of teaching controversial issues. • Suggest the ways of utilizing community resources. 	<p>Unit VI: Methods and Techniques of Teaching History (20)</p> <p>6.1 Maxim of teaching 6.2 Lecture method 6.3 Discussion method 6.4 Source material 6.5 Dramatization method 6.6 Enquiry method 6.7 Story telling technique 6.8 Problem solving method 6.9 Project method 6.10 Teaching current affairs 6.11 Teaching controversial issues 6.12 Utilizing community resources</p>
<ul style="list-style-type: none"> • Explain the meaning of time sense. • Classify the requisite dimensions of time sense. • Identify different types of time concept. • Select proper guideline for teaching time sense. • Use different devices for teaching time sense. 	<p>Unit VII: Time Sense (8)</p> <p>7.1 Meaning of time sense 7.2 Requisite dimensions of time sense 7.3 Types of time concept 7.4 Guideline for teaching time sense 7.5 Device for teaching time sense</p>
<ul style="list-style-type: none"> • Use chalk or marker board effectively in the classroom.. • Construct and use of flannel and bulletin board in teaching history. • Construct and demonstrate charts and graphs in the classroom. • Construct and use historical maps and globes. • Prepare the models of historical objects and use in the class. • Use computer and multimedia in teaching history. 	<p>Unit VIII: Construction and Use of Teaching Aids (18)</p> <p>8.1 Chalk or marker board 8.2 Flannel board 8.3 Bulletin board 8.4 Chart and graphs 8.5 Maps and globe. 8.6 Models 8.7 Computer and multimedia</p>
<ul style="list-style-type: none"> • Prepare a detail work plan. • Identify the characteristics of a good unit plan. • Make a proper sequence of a lesson plan. 	<p>Unit IX: Instructional planning (20)</p> <p>9.1 Work plan 9.2 Unit plan 9.3 Steps of lesson plan 9.4 Specimen of lesson plan</p>

Note
4.

<ul style="list-style-type: none"> • Draw a specimen of lesson plan and use it in the class. • Conduct the micro teaching and team teaching. • Construct and use subjective and objective questions with their marking scheme. • Prepare objective questions of different nature and model. 	<p>9.5 Micro teaching and team teaching</p> <p>Unit X: Evaluation Tools (13)</p> <p>10.1 Written test 10.1.1 Subjective 10.1.2 Objective questions</p> <p>10.2 Subjective questions 10.2.1 Long questions 10.2.2 Short questions.</p> <p>10.3 Objective questions 10.3.1 Multiple choice 10.3.2 Matching true and false 10.3.3 Fill up the blanks*</p> <p>10.4 Marking scheme</p>
<ul style="list-style-type: none"> • Conduct historical tours. • Write report on the basis of field visit. 	<p>Unit XI: Historical Tour and Report Writing (30)</p> <p>11.1 Field visit 11.2 Report writing based on given format</p> <p>11.1.1 Introduction 11.1.2 Objectives 11.1.3 Materials 11.1.4 Methodology 11.1.5 Findings 11.1.6 Conclusion 11.1.7 Reference</p>

Note: The figures within the parentheses indicate the approximate periods for respective units.

4. Instructional Techniques

This is a theory course, so the teacher will adopt the following techniques.

4.1 General Instructional Techniques

- Lecture
- Question-answer
- Discussion
- Brain-storming
- Buzz-session

4.2 Specific instructional techniques

Unit VI: Group work for community study to find out historical document and fact, report preparation and presentation in the class

Unit VIII: Practice on conducting time sense

Unit IX: Practical activities for the construction and use of teaching aids

Unit X: Practice in preparing specimen of lesson plan

Unit XI: Practical activities in preparing different evaluation tools

Unit XII: Organizing Historical tour – Preparation of report

5. Evaluation

The student's performance will be evaluated in two ways. The first one is the internal assessment which will be conducted on the basis of report related to the historical tour. The result of such assessment will be used only for the feedback purpose. Hence, the students will be evaluated on the basis of the annual examination to be conducted by the Office of the Controller of the Examinations. The types and number of questions to be asked in the annual examination are mentioned below:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	8 with 3 or questions	8 x 7 marks	56
Group C: Long questions	2 with 1 or question	2 x 12 marks	24

6. Recommended Books and References

Recommended Books

Adhikari, K.K. (1980). *A brief survey of Nepal History*. Kathmandu: Krishna Kant Adhikari Pub. (For units VI and XII)
Budhathoki, C.B. ((2052). *Itihas shikshan ka bidiharu*. Kathmandu: Kathmandu Book Centre. (For units VIII-XII)
Kochhar, S.K. (1981). *Teaching of history*. Delhi: Sterling Publisher. (For units I-V)
Rai, B.C. (1980). *Method teaching of history*. Lucknow: Prakashan Kendra. (For units I-IV)
Sharma, L.P. (2051). *Itihas siksha*. Kathmandu: Vidyarthi Pustak Bhandar. (For units X-XI)
Upadhaya, S.R. (2053). *Itihas shikshan bidi*. Kathmandu: Ratna Pustak Bhandar. (For units I-IX)

References

Agrawal, J. C. (1983). *Teaching of history*. Delhi: Vikash Pub. House Pvt. Ltd.
Arthur, M. (1989). *The nature of history*. London: Macmillon Education.
Carr, E.H. (1962). *What is history*. London: Macmillon and Co.
CDC, (2049 B.S.). *Secondary school of curriculum of Nepal*. Sanothimi: Author

- Collingwood, R.G. (1994). *The idea of history*. New York: Oxford University Press.
- Ghate, V.D. (1972). *The teaching of history*. London: Oxford University Press.
- Gooch, G.P. (1952). *History and historian in the nineteenth century*. New York: Long man.
- Maheswari, D.P. (1966). *Textbook planning preparation and publication*. Bombay: Vorha and Co. Pvt. Id.
- Saylor, J.B. (1954). *Curriculum planning for better teaching and learning*. New York: Rechart and company.
- Sharma, G.N. (1980). *School curriculum in Nepal*. Kathmandu: Hem Kumari Sharma.

Course title: **History of Modern Europe**

Course No.: Hist Ed. 433

Nature of the course: Theory

Level: B. Ed

Year: Third

Full marks: 100

Pass marks: 35

Periods per week: 6

Total periods: 150

Time per period: 55 minutes

1. Course Description

This course is designed for those students who take History Education as their specialization area. It intends to provide the students with a clear picture of European diplomatic history responsible for the changes in France as well as in other European countries. It also covers the significance of the French Revolution which led to the unification of Germany and Italy, Russian revolution and the World Wars.

2. General Objectives

The general objectives of this course are as follows:

- To provide the students with broader knowledge of the revolutionary situation in France and its effects in European politics, Napoleonic wars and the importance of Vienna congress.
- To familiarize the student with the struggle between absolute monarchy and constitutional republic in France and its international significance.
- To acquaint the students with the importance of the unification of Germany and Italy and consolidation of those countries after unification.
- To enable the students in analyzing the ideological conflicts in Balkan Peninsula prior to the First World War and European interest in Balkan.
- To make the students familiar with the causes and effects of the First World War and rise of dictators in Germany and Italy.
- To impart the knowledge of the causes of Russian Revolution and consolidation of Bolshevik Government in Russia.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Describe the causes of French Revolution 1789.• Analyse the works of National Assembly and National Convention.• Explain the Reign of Terror and Directory.• Evaluate the rise, achievement and fall of Napoleon Bonaparte.	<p>Unit I: French Revolution and Napoleonic (14)</p> <ul style="list-style-type: none">1.1 Causes of French Revolution 17891.2 National Assembly to National Convention1.3 Reign of Terror and Directory1.4 Rise, achievement and fall of Napoleon Bonaparte

<ul style="list-style-type: none"> Assess the works of Congress of Vienna and Concert of Europe. Discuss the causes and effects of revolution 1830 and 1848. Describe the rise of Napoleon III and his foreign policy. Explain the causes of the fall of the second Empire. Explain the role of Bismarck in the unification of Germany. Discuss the role of Maizzini, Garibaldi and Cavour Victor Emmanuel in the unification of Italy. Explain Bismarck's domestic and foreign policies. Discuss the William II internal and foreign policies. Describe Paris Commune, Dreyfus case and its significance and foreign policy. Define the causes of Greek War of Independence. Point out the causes and major event of Crimean War. Analyse the decisions of congress of Berlin. Discuss the Anglo Japanese Alliance 1902. Explain the Anglo French Entente 1904. Identify Triple Entente 1907. State the causes of British Intervention in Balkan Wars. Discuss the causes and effects of the Russo-Japanese War 1904-5. 	<p>Unit II: Revolution of 1830 and 1848 (July and February revolution) (15)</p> <p>2.1 Europe after Napoleon Bonaparte.</p> <p>2.2 Congress of Vienna and Concert of Europe</p> <p>2.3 Causes and effects of revolution 1830 and 1848</p> <p>2.4 Rise of Napoleon III and his foreign policy</p> <p>2.5 Causes of the fall of second Empire</p> <p>Unit III: Unification of Germany and Italy (12)</p> <p>3.1 Role of Bismarck in the unification of Germany</p> <p>3.2 Role of Maizzini, Garibaldi and Cavour Victor Emmanuel II in the unification of Italy</p> <p>Unit IV: Germany after the Unification (12)</p> <p>4.1 Bismarck domestic and foreign policy</p> <p>4.2 William II internal and foreign policies</p> <p>Unit V: Third French Republic (9)</p> <p>5.1 Paris Commune</p> <p>5.2 Dreyfus case and its significance</p> <p>5.3 Foreign policy</p> <p>Unit VI: Meaning of Eastern Question (1815-1839) (8)</p> <p>6.1 Meaning of Eastern Question</p> <p>6.2 Greek War of Independence</p> <p>6.3 Causes and effects of:</p> <p>6.3.1 The Crimean War (1854-1856)</p> <p>6.3.2 Causes and major events of Crimean War</p> <p>4. Congress of Berlin</p> <p>Unit VII: Role of England in European Politics (1902-1912) (13)</p> <p>7.1 Anglo Japanese Alliance 1902</p> <p>7.2. Anglo French Entente 1904</p> <p>7.3 Triple Entente 1907: Causes to British Intervention in the Balkan Wars</p> <p>Unit VIII: Russia 1905-1917 (14)</p> <p>8.1 Causes and effects of the Russo-Japanese War</p>
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<ul style="list-style-type: none"> Point out the causes and major event of Revolution of 1905. Explain about Duma and Stolypine's reforms. State the causes and effects of Russian Revolution of 1917. 	<p>1904-5</p> <p>8.2 Revolution of 1905</p> <p>8.2.1 Duma</p> <p>8.2.2 Stolypine's reforms</p> <p>8.3 Causes and effects of Russian Revolution of 1917</p>
<ul style="list-style-type: none"> Point out the causes of the First World War. List the provision of Versailles Treaty and its impact. Discuss the origin, achievement and failure of the League of Nations. 	<p>Unit IX: The First World War (6)</p> <p>9.1 Causes of the First World War</p> <p>9.2 Treaty of Versailles</p> <p>9.3 Origin achievement and failure of the League of Nations</p>
<ul style="list-style-type: none"> Describe the salient features of the Weimer Constitution and its reason for failure. Explain the causes of the rise of Hitler, and his-domestic and foreign policy. 	<p>Unit X: Germany after the First World War (24)</p> <p>10.1 The salient features of the Weimer Constitution and its reason for failure</p> <p>10.2 Rise of Hitler and his domestic and foreign policy</p>
<ul style="list-style-type: none"> Identify the problems of Italian Government after the First World War. Explain the rise of Mussolini and his foreign policy. 	<p>Unit XI: Italy after the First World War (9)</p> <p>11.1 Problems of Italian Government after the First World War</p> <p>11.2 Rise of Mussolini and his foreign policy</p>
<ul style="list-style-type: none"> Describe about Lenin and the rise of Bolshevism. Describe Soviet foreign policy on the eve of the Second World War. 	<p>Unit XII: Russia after the First World War (8)</p> <p>12.1 Lenin and the rise of Bolshevism</p> <p>12.2 Soviet foreign policy on the eve of the Second World War</p>
<ul style="list-style-type: none"> Analyze the causes and effects of the Second World War. Explain the origin of UNO and role of the world peace campaign. 	<p>Unit XIII: The Second World War (6)</p> <p>13.1 Causes and effects of the Second World War</p> <p>13.2 Origin of the UNO and world peace</p>

Note: The figures within the parentheses indicate the approximate periods for respective units.

4. Instructional Techniques

This is a theory course so the teacher will adopt the following techniques.

4.1 General Instructional Techniques

- Lecture
- Discussion
- Question answer
- Assignment
- Brain storming and buzz session

4.2 Specific Instructional Techniques

Unit I: Library study

Unit IV and IX: Report writing

Unit X and XIII: Paper presentation

5. Evaluation

The achievement of the students will be evaluated finally through the annual examination conducted by the Office of the Controller of Examinations T.U. However, subject teacher will access the students' performance from time to time through classroom presentation, project work, discussion and class assignment. But the evaluation of the activities will not be included in the annual examination. It will be only for providing feedback to the students. The types and number of the questions to be included in the annual examination are as follows.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	8 with 3 or questions	8 x 7 marks	56
Group C: Long questions	2 with 1 or question	2 x 12 marks	24

6. Recommended Books and References

Recommended Books

Hayes, J. H. C. (1961): *Contemporary Europe since 1870*. New York: The Macmillan Company. (For units I to XIII)

- Hazen, C. D. (1979). *Modern Europe up to 1945*. New Delhi: S.Chand and Company Ltd. (For units I to XIII)
- Ketheby, C. D. M. (1973). *A history of modern times*. Delhi: Oxford University Press. (For units I to XII)
- Mahajan, V. D. (1978). *History of modern Europe*. Delhi: S.Chand and Company Ltd (For units I to XII)
- Mayes, J. H. C. (1961). *Contemporary Europe since 1870*. New York: The Macmillan company. (For units I to XIII)
- Sharma, M., Upadhyay, S. R. & Mirsa T. (1995). *Europe ko adhunienik itihās*, Kathmandu: Ratna Pustak Bhandar. (For unit XIII)
- Thomas, D. (1973). *Europe since Napoleon*. London: Pelicon Books. (For units I to XIII)

References

- Fisher, H. D. (1957). *A history of Europe*. London: Edward Arnold Ltd.
- Gooch, G. P. (1976). *History of modern Europe 1878-1910*. New Dehli: S. Chand & Company Pvt. Ltd.
- Lipson, E. (1955). *Europe I the Nineteenth Century 18-15*. London: 1914 Adam & Charles Black.
- Grant, A. J. & Temperley, H. (1980). *Europe in the nineteenth & twentieth centuries*. London: Longman.
- Gershay, L. (1984). *The French revolution and Napoleon*. Allahabad: Book Department.
- Taylor, A. J. P. (1961). *The course of German history*. London: Paperback.