

Course pedagogy of School Subject: History Question Bank

UNIT 1 – BASICS OF ACADEMIC DISCIPLINES

10 Marks (Essay Type Questions)

1. Define Academic Discipline. Explain its characteristics with special reference to History.
2. Discuss the nature and scope of History as an academic discipline.
3. Explain the Becher–Biglan classification of academic disciplines with suitable examples.
4. Differentiate between Pure and Applied disciplines with examples.
5. Explain the significance of Social Science in school education.
6. Discuss the role of History in developing responsible citizenship.
7. Explain the interdisciplinary nature of History with suitable examples.
8. What is Academic Discipline? Explain the relationship between Academic discipline and History
9. Explain the classification of academic disciplines on the basis of Becher-Biglan typology.

Elaborate the place of Social Science in the present school curriculum

5 Marks (Short Notes)

- a. Academic Discipline
- b. Characteristics of History as a discipline
- c. Becher–Biglan Typology
- d. Pure and Applied Disciplines
- e. Hard and Soft Disciplines
- f. Importance of Social Science
- g. Scope of History
- h. Pure-hard, and pure-soft disciplines
- i. Difference between pure and applied discipline

UNIT 2 – UNDERSTANDING HISTORY

10 Marks (Essay Type Questions)

1. Explain the meaning, nature and scope of History.
2. Discuss the importance of Historical Thinking Concepts proposed by Peter Seixas and Tom Morton.
3. Explain the aims and objectives of teaching History at the secondary level.

4. Describe the educational, cultural and national values of teaching History.
5. Explain how History teaching contributes to value education in schools.
6. Discuss the role of History in promoting constitutional values and national integration.
7. Explain different approaches to developing historical thinking among learners.
8. 'History is the study of the present in the light of the past.' Explain with respect to the nature of History .
9. explain the big six historical thinking concepts given by Peter Seixas and Tom Morton
10. Elaborate the Values of teaching history and Political science
11. "Values need to be integrated while teaching History" Justify with reference to the ways a teacher can inculcate values while teaching in the classroom.

5 Marks (Short Notes)

- a. Nature of History
- b. Scope of History
- c. Historical Thinking Concepts
- d. Objectives of Teaching History
- e. Values of Teaching History
- f. Historical Evidence
- g. Historical Significance

UNIT 3 – LEARNING RESOURCES

10 Marks (Essay Type Questions)

1. Explain the characteristics of an ideal History textbook.
2. Describe the criteria for selecting a good History textbook.
3. Explain various ways of identifying and overcoming bias in History textbooks.
4. Discuss the importance of print and digital learning resources in History teaching.
5. Explain the educational value of museums, archives and historical monuments in teaching History.
6. Describe the importance and uses of audio-visual resources in History education.
7. Explain the role of timelines, maps and models in effective History teaching.

5 Marks (Short Notes)

- a. Characteristics of Good History Textbook
- b. Detecting Bias in Textbooks
- c. Dealing with Bias
- d. Educational Importance of Museum
- e. Uses of Timelines
- f. Importance of Historical Maps
- g. Educational Value of Field Visits
- h. Models in History Teaching

UNIT 4 – ESSENTIALS OF CURRICULUM TRANSACTION IN HISTORY

10 Marks (Essay Type Questions)

1. Explain the concept and importance of correlation in teaching History.
2. Discuss the internal and external correlation of History with suitable examples.
3. Explain Concept-Based Learning in History with process, advantages and limitations.
4. Discuss Generalization-Based Learning with suitable classroom examples.
5. Explain the role of Maxims of Teaching in History education.
6. Describe various learner-centred approaches in History teaching.
7. Explain how concept-based learning develops higher-order thinking skills.
8. Elaborate the characteristics of a good history textbook.
9. 'Teachers of history need to be very careful in handling the content of history textbooks'. Explain with reference ways of dealing with bias in history textbook.
10. How would you as a teacher detect and deal with bias in history textbooks
11. 'History textbook is an indispensable tool for teaching and learning History'. Justify with reference to the internal characteristics of Good History Text book.
12. Explain the uses and importance of Print Media in teaching of history and Political Science.
13. Explain the uses and importance of Audio visual Resources in teaching of history and Political Science.

5 Marks (Short Notes)

- a. Internal Correlation
- b. External Correlation
- c. Procedure of Concept-Based Teaching

- d. Procedure of Generalization-Based Teaching
- e. Advantages of Concept-Based Teaching
- f. Advantages of Generalization-Based Teaching
- g. Maxims of Teaching
- h. Known to Unknown
- i. Concrete to Abstract

UNIT 5 – METHODS OF TEACHING HISTORY

10 Marks (Essay Type Questions)

1. Explain the Storytelling Method with its procedure, merits and limitations.
2. Describe the Lecture-cum-Discussion Method with suitable examples.
3. Explain Cooperative Learning strategies in History teaching.
4. Discuss Project-Based Learning with process, merits and limitations.
5. Explain the Social Inquiry Method in History teaching.
6. Compare Conventional and Constructivist approaches in teaching History.
7. Explain the role of experiential learning in History education.
8. 'Cooperative learning strategies can lead to more meaningful learning of history.' Illustrate with reference to any two cooperative learning strategies.
9. Explain the conventional pedagogies of teaching history with respect to their process, merits and limitations
10. 'Project based learning is directed towards constructivist pedagogy in the teaching of History.' Justify with reference to the process, merits and demerits of project based learning.
11. "Social Inquiry Method promotes critical thinking among students ." Justify with reference to the process, merits of Social Inquiry Method in teaching of History and Political Science
12. 'Correlation leads to better understanding of the subject in the teaching of History.' Illustrate with reference to correlation of History with two school subjects.
13. 'Concept based learning promotes higher level thinking abilities in learners.' Justify with reference to process and merits of concept-based learning of history.

5 Marks (Short Notes)

- a. Storytelling Method
- b. Lecture-cum-Discussion Method
- c. Cooperative Learning
- d. Project-Based Learning

- e. Social Inquiry Method
- f. Experiential Learning
- g. Merits of Storytelling
- h. Limitations of Cooperative Learning

UNIT 6 – THE HISTORY TEACHER

10 Marks (Essay Type Questions)

1. Explain the qualities and competencies of an effective History teacher.
2. Discuss the professional ethics and responsibilities of a History teacher.
3. Explain various avenues for professional development of History teachers.
4. Discuss the pedagogical and technological competencies required for a History teacher in the 21st century.
5. Explain the challenges faced by History teachers and suggest suitable remedies.
6. Describe the role of reflective practice in professional growth.
7. Explain the importance of continuous professional development (CPD) for History teachers.
8. 'The teacher occupies a pivotal position in the whole process of history teaching.' Justify with reference to the qualities of a teacher.
9. Elaborate the various ways of professional growth of history teacher.
10. Describe the pedagogical and technological challenges faced by a history teacher.
11. Elaborate Need and Avenues for professional development of History teacher.

5 Marks (Short Notes)

a. Qualities of a History Teacher

- b. Professional Ethics
- c. Professional Development
- d. Pedagogical Challenges
- e. Technological Challenges
- f. Reflective Teaching
- g. Continuous Professional Development (CPD)

UNIT 6– THE HISTORY TEACHER

(10 marks Essay Type questions)

1. 'The teacher occupies a pivotal position in the whole process of history teaching.' Justify with reference to the qualities of a teacher.
2. Elaborate the various ways of professional growth of history teacher.
3. Describe the pedagogical and technological challenges faced by a history teacher.
4. Elaborate Need and Avenues for professional development of History teacher.

(5 marks short notes)

- a. Qualities of a history teacher
- b. Ways of achieving professional growth of a history teacher
- c. Pedagogical challenges faced by history teacher
- d. Any two challenges faced by a history teacher