

**MES'S Pillai College of Education and Research, (Autonomous)  
Chembur**

**History Pedagogy Question Bank**

**Unit 1: Basics of Academic Disciplines**

- a) Meaning of academic disciplines, Relationship between academic disciplines and History**
- b) Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.**
- c) Place of Social Sciences in the present school curriculum.**

**Unit 1-**

**Essay Questions:**

1. Elaborate the meaning of academic disciplines and their relationship to history.
2. Explain the concept and characteristics of academic disciplines.
3. Explain any three types of classification of academic disciplines with reference to the nature of knowledge in each type.
4. Elaborate the Becher–Biglan typology of classification of academic disciplines.
5. Elucidate the place of social sciences in the present school curriculum.
6. 'Becher- Biglan typology provides the framework for classification of academic disciplines.' Explain with reference to the classification of academic disciplines given by Becher-Biglan.
7. 'Academic discipline serves as the basis for students and scholars to pursue their learning and research at higher levels of education.' Explain with respect to the concept and characteristics of academic disciplines.
8. 'Social sciences form an integral part of the school curriculum.' Justify with reference to the place of social sciences in the school curriculum.
9. 'Social sciences enable students to develop a deeper understanding of human society.' Explain with reference to the place of social sciences in the school curriculum.
10. 'A wide range of academic disciplines is closely connected with History.' Explain with reference to meaning of academic disciplines and their relationship to History.

**Short Notes:**

- 1) Meaning of academic disciplines
- 2) Characteristics of academic disciplines
- 3) Relationship between academic disciplines and History
- 4) Any two Becher-Biglan typology of classification of academic disciplines
- 5) Place of social sciences in the present school curriculum

**Unit 2: Understanding History**

- a) Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)**

**b) Objectives of teaching History & Political Science at the secondary level.**

**c) Values of teaching History & Political Science**

### **Unit 2-**

#### **Essay Questions:**

- 1) Elaborate on the nature of History and Political Science as a school subject.
- 2) Elucidate the big six historical thinking concepts given by Peter Seixas and Tom Morton.
- 3) Illustrate the big six historical thinking concepts provided by Peter Seixas and Tom Morton.
- 4) Explain the objectives of teaching history and political science at secondary level.
- 5) Elucidate the values inculcated through the teaching of History and Political Science.
- 6) Illustrate the values in the teaching of History and Political Science to enhance its effectiveness.
- 7) 'History is the study of the present in the light of the past.' Explain with respect to the nature of History and Political Science as a school subject,
- 8) 'Historical thinking skills make students more competent as Historical thinkers.' Justify with reference to six historical thinking concepts.
- 9) 'Objectives set the right direction for the entire teaching learning process of History.' Explain with reference to the objectives of teaching history and political science at secondary level.
- 10) 'Developing values is very important in the teaching of history.' Justify with reference to the values of teaching History and Political Science.

#### **Short Notes:**

- 1) Any five aspects of the nature of history
- 2) Any five historical thinking concepts
- 3) Any five objectives of teaching history
- 4) Any five values of teaching history

### **Unit 3: Learning Resources**

**a) History Textbook: characteristics, critical analysis, detecting and dealing with bias**

**b) Audio-visual Resources: TV, Films, Documentary; Visual: Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)**

**c) Field trips, Museum**

### **Unit 3-**

#### **Essay Questions:**

- 1) Explain the internal characteristics of a good history textbook.
- 2) Elaborate on the ways of detecting and dealing with bias in history textbook.
- 3) Elucidate the uses and importance of audio-visual resources in the teaching of history.

- 4) Explain the uses and importance of visual learning resources in the teaching of History.
- 5) Explain the uses and importance of documentaries and films in the teaching of history.
- 6) 'History textbooks are an indispensable tool for teaching and learning History.' Justify with reference to the characteristics of a good History textbook.
- 7) 'Visual resources can make learning history more concrete.' Illustrate with reference to any two visual resources.
- 8) 'Print media are a significant learning resource in the teaching of history.' Justify with reference to the uses and importance of Print media.
- 9) 'Museums serve to provide an authentic picture of history.' Elaborate with respect to museums as an important learning resource.
- 10) 'Field trips are a vital learning resource in the teaching of history.' Justify with respect to field trips as a significant learning resource.

**Short Notes:**

- 1) Internal characteristics of a good history textbook
- 2) Ways of dealing with bias in history textbook
- 3) Importance of audio visual resources
- 4) Importance of visual resources
- 5) Uses of maps in the teaching of History
- 6) Uses of Visual resources in the teaching of History
- 7) Uses of print media in the teaching of History
- 8) Use of Archives in the teaching of History
- 9) Importance of Field Trips
- 10) Importance of Museum

**Unit 4: Essentials of Curriculum transaction in History & Political Science**

**a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)**

**b) Correlation of History & Political Science: Internal and external.(Literature, Science, Mathematics, Geography, Economics, Craft)**

**c) History as a concept driven subject: Concept based and generalization based learning**

**Unit 4-**

**Essay Questions**

- 1) Illustrate the use of any two maxims in the teaching of History and Political Science.
- 2) Illustrate the use of maxims of Known to Unknown and Simple to Complex in the teaching of History and Political Science.
- 3) Elaborate the external correlation of History with any two school subjects.
- 4) Explain the external correlation of History with Geography and Economics.
- 5) Elucidate the concept-based learning in the teaching of history.
- 6) Elucidate generalization-based learning in the teaching of history.
- 7) 'Correlation leads to better understanding of the subject in the teaching of History.' Illustrate with reference to correlation of History with two school subjects.

- 8) 'Maxims of teaching are an essential part of curriculum transactions in History.' Illustrate with reference to any two maxims of teaching history.
- 9) 'Concept based learning facilitates deeper understanding of the concepts in the teaching of History.' Explain with reference to concept-based learning in the teaching of History.
- 10) 'Generalization based learning promotes critical thinking skills in learners.' Justify with reference to generalization-based learning in the teaching of History.

**Short Notes:**

- 1) Maxim of teaching known to unknown
- 2) Maxim of teaching concrete to abstract
- 3) Maxim of teaching simple to complex
- 4) Correlation of History with Economics.
- 5) Correlation of History with Science
- 6) Correlation of History with Maths
- 7) Correlation of History with Geography
- 8) Correlation of History with Literature
- 9) Advantages of Concept based learning in History
- 10) Advantages of Generalization based learning in History

**Unit 5: Methods of Teaching (Process, Merits and Limitations)**

**a) Conventional pedagogy: Story-telling, Lecture-cum-discussion**

**b) Contemporary pedagogy: Project-based Learning, Social Enquiry**

**c) Cooperative learning pedagogy: Think pair share, Round robin, Buzz**

**Unit 5 –**

**Essay Questions:**

- 1) Explain the process and merits of any one conventional pedagogy of teaching History.
- 2) Elaborate the process and merits of Story-telling method in the teaching of History.
- 3) Explain the process and merits of Lecture cum Discussion method in the teaching of History.
- 4) Explain the process and merits of Project-Based Learning in the teaching of History
- 5) Explain the process and merits of Social Inquiry Method in the teaching of History.
- 6) Explain any two cooperative learning strategies in the teaching of History.
- 7) 'The Story telling method cultivates imagination and interest among the learners.' Justify with respect to the process and merits of Story-telling method.
- 8) 'Project-based learning is directed towards constructivist pedagogy in the teaching of History.' Justify with reference to the process and merits of Project-based learning.
- 9) 'The Social Enquiry method enables history students to develop deeper insights into the problems faced by society.' Elaborate with reference to the process and merits of Social Enquiry method.

- 10) 'Cooperative learning strategies lead to more meaningful learning of history.'  
Illustrate with reference to any two cooperative learning strategies.

**Short Notes:**

- 1) Merits of Story- telling method
- 2) Limitations of Story- telling method
- 3) Process of Lecture cum Discussion method
- 4) Limitations of Lecture cum Discussion method
- 5) Process of Project Based Learning
- 6) Merits of Project Based learning
- 7) Merits of Social Enquiry method
- 8) Limitations of Social enquiry method
- 9) Limitations of Cooperative Learning
- 10) Merits of Cooperative Learning Pedagogy

**Unit 6: The History Teacher**

**a) Qualities of a History teacher**

**b) Professional growth of a History teacher – Need and Avenues for professional development**

**c) Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)**

**Unit 6 –**

**Essay Questions:**

- 1) Elaborate on the qualities of a good history teacher.
- 2) Explain any two challenges faced by the history teacher in today's context.
- 3) Explain the technological and globalization challenges faced by a history teacher.
- 4) Explain the pedagogical and technological challenges faced by the history teacher.
- 5) Explain the need and avenues of professional growth of history teacher.
- 6) 'The teacher occupies a pivotal position in the whole process of history teaching.' Justify with reference to the qualities of a history teacher.
- 7) 'History teacher should make consistent efforts to achieve professional growth.' Explain with reference to the avenues of professional growth of a history teacher.
- 8) 'The history teacher faces multiple challenges in the present-day context of teaching History.' Justify with reference to any two challenges faced by the History Teacher.
- 9) 'A good history teacher facilitates effective teaching experiences for the students of history.' Elaborate with respect to the qualities of a good history teacher,
- 10) 'The history teacher should be updated with respect to new knowledge and changing trends in field of education.' Justify with reference to the need and avenues of professional growth of a history teacher.

**Short Notes:**

- 1) Any five qualities of a history teacher
- 2) Any five avenues of professional growth
- 3) Need for professional growth
- 4) Pedagogical challenges faced by history teacher
- 5) Technological challenges faced by a history teacher
- 6) Globalization challenges faced by a history teacher
- 7) Any two challenges faced by a history teacher