



**Avinashilingam Institute for Home Science and Higher Education for Women**

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)  
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B  
Coimbatore - 641 043, Tamil Nadu, India

**Continuous Internal Assessment Test I- February/March 2025**

**SEMESTER- IV**

Class : II B.Ed

Max. Marks: 60

Time: 2 Hrs

**23BEDI14 School Subject I -Professionalising History Education**

**Course Outcomes**

- CO1 Attempt the pedagogical analysis and suggest improvement in it
- CO2 Critically analyse the quality of History textbooks at all levels of education
- CO3 Develop e-content lesson for any topic either at school level or higher educational level
- CO4 Undertake any type of research and develop research attitude
- CO5 Stimulate the interest among the future citizens to involve themselves in the co-curricular activities

**PART – A**

**Choose the correct answer**

**6 x 1 = 6**

1. Which of the following is the primary objective of content analysis in History pedagogy? **CO1K3**
  - a. To memorize historical dates and facts
  - b. To develop students' ability to critically analyse historical events
  - c. To ensure students can recall textbook definitions
  - d. To limit discussions to political history only
2. What is the role of pedagogical analysis in teaching History? **CO1K3**
  - a. To focus only on storytelling techniques
  - b. To emphasize rote learning over conceptual understanding
  - c. To prioritize assessment over student engagement
  - d. To structure lessons by identifying key concepts, learning objectives, and teaching strategies
3. A book used as a standard source of information for formal study of a subject **CO2K2**
  - a. Textbook
  - b. Reference Book
  - c. Journals
  - d. Magazines
4. How can history textbooks promote critical thinking among students? **CO2K3**
  - a. By presenting only factual information without any interpretations
  - b. By making students memorize historical dates and events
  - c. By including inquiry-based questions and encouraging analysis of multiple sources
  - d. By limiting discussions on historical controversies
5. Which e-learning model is most commonly used for structuring history-related digital content? **CO3K2**
  - a. ADDIE Model
  - b. Bloom's Taxonomy
  - c. Kirkpatrick's Model
  - d. Maslow's Hierarchy
6. Which of the following is NOT a key component of e-content development for history teaching? **CO3K3**
  - a. Digital storytelling
  - b. Augmented reality (AR) applications
  - c. Historical artifacts reconstruction
  - d. Ignoring primary sources

**PART – B**

**Answer ALL questions**

**3 x 6= 18**

**Each answer should not exceed 200 words**

7. a. Write the need for Pedagogic Analysis. **CO1K2**

(OR)
7. b. How does content analysis help in structuring effective lesson plans and teaching strategies? **CO1K4**
8. a. What is the significance of textbook analysis in history education? **CO2K2**

(OR)
8. b. Enumerate the characteristics of a good text book. **CO2K2**
9. a. Compare and contrast traditional history teaching methods with e-content-based approaches. **CO2K4**

(OR)
9. b. Examine the challenges of developing e-content for history teaching. **CO3K4**

**PART – C**

**Answer ALL questions**

**3 x 12 = 36**

**Answer should not exceed 800 words**

10. a. Explain the elements of pedagogical analysis. CO1K2  
(OR)
10. b. What are some key elements that should be analyzed when assessing historical content in textbooks? CO1K4
11. a. Discuss the role of textbook analysis in history pedagogy. How does it influence the teaching and learning process? CO2K3  
(OR)
11. b. Explain the different categories of text book. CO2K2
12. a. Explicate the phases of e-content development. CO3K2  
(OR)
12. b. How can digital tools enhance students' engagement and understanding of historical concepts? CO3K4

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