

**SAMPLE QUESTION PAPER**

**GANDHIAN STUDIES**

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**Class - XII**



**Government of Kerala  
Department of Education**

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**Prepared by  
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**2015**

# GUIDELINES FOR THE PREPARATION OF QUESTION PAPER FOR HIGHER SECONDARY EDUCATION - 2015

## Introduction

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

### I. Preparatory stage

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject (See appendix).
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education – 2014.

### II Nature of questions

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.
- questions should be prepared by considering the learning level of the learner.

- the question should focus on the learning outcomes.
- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

### III. Question paper setting

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.
- the highest score that can be given to a question in the question paper is limited to 10% of the total score.

- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

#### IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

### THINKING SKILLS

Category/ processes	Alternative terms
<b>1. Remember</b>	<b>Retrieve relevant knowledge from long-term memory</b>
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
<b>2. Understand</b>	<b>Construct meaning from instructional messages, including oral, written and graphic information</b>
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement 'There are twice as many boys as girls in this class')
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)

2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
<b>3. Apply</b>	<b>Carry out or use a procedure in a given situation</b>
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
<b>4. Analyse</b>	<b>Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose</b>
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
<b>5. Evaluate</b>	<b>Make judgements based on criteria and standards</b>
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
<b>6. Create</b>	<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

***Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.***

## WEIGHT TO CONTENT & LEARNING OUTCOMES

No.	Unit	LO No.	Weight	Percentage
1	Hind Swaraj or Indian Home Rule	1.1,1.5	6	10
2	Educational Philosophy of Mahatma Gandhi	2.8,2.4,2.5,2.9	9	15
3	Gandhian Vision of Peace	3.1,3.6,	6	10
4	Non violent Social Movement and Social Change	4.1,4.5,4.6,	6	10
5	Rural Development	5.3,5.4,5.6,	12	20
6	Rural Administration	6.1,6.3,6.4	6	10
7	Gandhian Vision of Development	7.6,7.7	6	10
8	Mahatma Gandhi and Environment	8.1,8.3,8.5,8.6	9	15
	<b>Total</b>		<b>60</b>	<b>100</b>

## WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	For conceptual attainment	36	60
2	For conceptual Generation	24	40
	<b>Total</b>	<b>60</b>	<b>100</b>

## WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	12 $1 \times 12 = 12$	12	20
2	Short answer	11 $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 4 = 16$ $5 \times 1 = 5$	36	60
3	Essay	2 $6 \times 2 = 12$	12	20
	<b>Total</b>	<b>25</b>	<b>60</b>	<b>100</b>

**Class : XII**  
**Subject : Gandhian Studies**

**BLUE PRINT**

**Score : 60**  
**Time : 2 Hrs**

Unit	Thinking skills Content	Thinking skills for Conceptual Attainment			Thinking skills for Conceptual Generation			Total
		OB	SA	Essay	OB	SA	Essay	
1	Hind Swaraj or Indian Home Rule	1(2)	4(1)					6
2	Educational Philosophy of Mahatma Gandhi	1(1)	2(1)				6(1)	9
3	Gandhian Vision of Peace		2(1) 3(1)		1(1)			6
4	Non violent Social Movement and Social Change	1(2)				4(1)		6
5	Rural Development	1(1)	2(1)	6(1)		3(1)		12
6	Rural Administration	1(2)				4(1)		6
7	Gandhian Vision of Development	1(1)				5(1)		6
8	Mahatma Gandhi and Environment	1(1)	3(1) 4(1)		1(1)			9
	<b>Total</b>	<b>10 (10)</b>	<b>20(7)</b>	<b>6(1)</b>	<b>2(2)</b>	<b>16(4)</b>	<b>6(1)</b>	<b>60</b>

NB. Brackets denote the number of questions,  
 CA - Conceptual attainment  
 CG - Conceptual generation

S.Y.  
March 2016

Reg. No: .....

Name: .....

Higher Secondary Education  
**GANDHIAN STUDIES**  
**Sample Question Paper -I**

Maximum : 60 Score

Time: 2 hrs

Cool off time : 15 mts

**General Instructions to candidates:**

- There is 'Cool off time' of 15 minutes in addition to the writing time of 2 hrs.
- You are neither allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- Use the 'cool off time' to get familiar with questions and to plan your answers.
- Read the questions carefully before answering
- All questions are compulsory and only internal choice is allowed.
- When you select a question, all the sub-questions must be answered from the same question itself.
- Calculations, figures and graphs should be shown in the answer sheet itself.
- Malayalam version of the questions is also provided.
- Give equations wherever necessary
- Only nonprogrammable calculators are allowed in the Examination Hall.

**പൊതുനിർദ്ദേശങ്ങൾ**

- നിർദ്ദിഷ്ട സമയത്തിന് പുറമെ 15 മിനിട്ട് 'കൂൾ ഓഫ് ടൈം' ഉണ്ടായിരിക്കും. ഈ സമയത്ത് ചോദ്യങ്ങൾക്ക് ഉത്തരം എഴുതാനോ, മറ്റുള്ളവരുമായി ആശയം വിനിമയം നടത്താനോ പാടില്ല.
- ഉത്തരങ്ങൾ എഴുതുന്നതിന് മുമ്പ് ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിക്കണം.
- എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതണം.
- ഒരു ചോദ്യനമ്പർ ഉത്തരമെഴുതാൻ തെരഞ്ഞെടുത്ത് കഴിഞ്ഞാൽ ഉപചോദ്യങ്ങളും അതേ ചോദ്യനമ്പറിൽ നിന്ന് തന്നെ തെരഞ്ഞെടുക്കേണ്ടതാണ്.
- കണക്ക് കൂട്ടലുകൾ, ചിത്രങ്ങൾ, ഗ്രാഫുകൾ, എന്നിവ ഉത്തരപേപ്പറിൽത്തന്നെ ഉണ്ടായിരിക്കണം.
- ആവശ്യമുള്ള സ്ഥലത്ത് സമവാക്യങ്ങൾ കൊടുക്കണം
- ചോദ്യങ്ങൾ മലയാളത്തിലും നൽകിയിട്ടുണ്ട്.
- പ്രോഗ്രാമുകൾ ചെയ്യാനാകാത്ത കാൽക്കുലേറ്ററുകൾ മാത്രമേ പരീക്ഷാഹാളിൽ ഉപയോഗിക്കാൻ പാടുള്ളൂ.

1. Name the Gujarati equivalent for civilization. (1)
2. Identify the book which is known as the Gandhian manifesto. (Satyagraha in South Africa, Hind Swaraj, Sarvodaya, The Story of My Experiments with Truth) (1)
3. Gandhiji believed that the highest intellectual and spiritual development was possible only through a specific method of studies. Identify the method. (1)

1. സംസ്കാരം എന്ന പദത്തിന് ഗുജറാത്തിയിലുള്ള സമാനപദം എഴുതുക. (1)
2. ഗാന്ധിജിയുടെ മാനിഫെസ്റ്റോ എന്നറിയപ്പെടുന്ന ഗ്രന്ഥം ഏത്? (ദക്ഷിണാഫ്രിക്കയിലെ സത്യാഗ്രഹം, ഹിന്ദ് സ്വരാജ്, സർവ്വോദയ, എന്റെ സത്യാനുഭവ പരീക്ഷണങ്ങൾ) (1)
3. ഗാന്ധിജിയുടെ കാഴ്ചപ്പാടിൽ ഒരു നിർദ്ദിഷ്ട രീതിയിലുള്ള വിദ്യാഭ്യാസത്തിൽ കൂടി മാത്രമേ ബൗദ്ധികവും, ആത്മീയവുമായ വികാസം സാധ്യമാകുകയുള്ളൂ. ഈ രീതി ഏതെന്ന് തിരിച്ചറിയുക. (1)



4. ----- refers to a condition in which social and economic justice and well being are ensured for all. (1)
5. ----- social movements is at the individual level and advocates radical changes.  
(Reformative, Revolutionary, Class based, Redemptive) (1)
6. Identify the remarkable people's movement that stopped the initiative for hydroelectric project across the Kunthippuzha river in Kerala. (1)
7. Name the rural reconstruction approach introduced by Dr. Spencer Hatch.  
(Gurgaon Experiment, Sriniketan Experiment, Marthandam Experiment, Baroda Experiment) (1)
8. In ancient India the Gupta Empire was divided into several small provinces for the convenience of administration. Identify the name of those provinces. (1)
9. -----is the lowest unit of Gandhiji's democratic decentralized system. (1)
10. Identify the development model that meets the needs of the present without compromising the ability of future generations to meet their own needs. (1)
11. Name the social and economic ideology that encourages the acquisition of goods and services in ever greater amounts. (1)
12. Identify the major reason for smog. (1)
13. Suggest any four reasons for calling Gandhian scheme of education as basic education. (2)
14. Peace is the fundamental dimension of development. Do you agree with this? Substantiate. (2)

4. എല്ലാവർക്കും സാമൂഹികവും സാമ്പത്തികവുമായ നീതിയും ക്ഷേമവും ഉറപ്പുവരുത്തുന്ന അവസ്ഥയാണ് ----- (1)
5. സമൂലമായ സാമൂഹ്യമാറ്റത്തിന് കാരണമാകുന്ന വ്യക്തിഗത തലത്തിലുള്ള മാറ്റമാണ് -----  
(പരിവർത്തനാത്മകം, വിപ്ലവകരം, വർഗാധിഷ്ഠിതം, വിമോചനം) (1)
6. കുന്തിപ്പുഴയിൽ നിർമ്മിക്കാനുദ്ദേശിച്ച ജലവൈദ്യുത പദ്ധതിയ്ക്കെതിരേ നടന്ന ജനകീയ പ്രക്ഷോഭം ഏത്? (1)
7. ഡോ.സ്പെൻസർ ഹാച്ചർ ആവിഷ്കരിച്ച ഗ്രാമപുനർ നിർമ്മാണപദ്ധതി ഏത്?  
(ഗുഡ്ഗാവ്, ശ്രീനികേതൻ, മാർത്താണ്ഡം, ബറോഡ) (1)
8. ഭരണ സൗകര്യത്തിനായി ഗുപ്തസാമ്രാജ്യത്തെ ചെറു പ്രവിശ്യകളായി വിഭജിച്ചിരുന്നു. ഈ പ്രവിശ്യകളുടെ പേരെഴുതുക. (1)
9. ----- ആണ് ഗാന്ധിജിയുടെ ജനാധിപത്യ വികേന്ദ്രീകൃത വ്യവസ്ഥയുടെ അടിസ്ഥാനഘടകം (1)
10. ഭാവിതലമുറയുടെ ആവശ്യങ്ങളെ വിഗണിക്കാതെ ഇന്നത്തെ തലമുറയുടെ ആവശ്യങ്ങളെ നിറവേറ്റാൻ പര്യാപ്തമായ വികസനമാതൃകയെ തെന്ന് കണ്ടെത്തുക (1)
11. സമ്പത്തും സേവനങ്ങളും കൂടുതൽ കൈവശപ്പെടുത്തുന്നതിനെ പ്രോത്സാഹിപ്പിക്കുന്ന സാമ്പത്തിക ചിന്താപദ്ധതിയേത്? (1)
12. പുകനിറഞ്ഞമഞ്ഞിനു കാരണമാകുന്നതെന്ത്? (1)
13. ഗാന്ധിജിയുടെ വിദ്യാഭ്യാസ പദ്ധതിയെ 'അടിസ്ഥാന വിദ്യാഭ്യാസം' എന്നു വിളിക്കുന്നതിനുള്ള നാല് കാരണങ്ങൾ എഴുതുക. (2)
14. വികസനത്തിന്റെ അടിസ്ഥാന അളവുകോലാണ് സമാധാനം. നിങ്ങൾ ഇതിനോട് യോജിക്കുന്നുവോ. സമർത്ഥിക്കുക? (2)

15. Write a short note on community development programmes. (2)
16. Kudumbasree is one of the largest women empowerment projects in Kerala. Do you agree with this? Substantiate. (3)
17. In an environmental movement in India the villagers hugged the trees and protected them from felling. Identify the movement and explain it in brief. (3)
18. Write a short note on Gandhian understanding of peace. (3)
19. To Gandhiji modern civilization is a soulless system based on the materialistic aspect of life. Analyze this statement and mention any four features of this civilization (4)
20. Evaluate any two Gandhian social actions in India and their relevance. (4)
21. Write a note on 'Gandhiji and present Panchayat Raj system'. (4)
22. Suggest any four corrective measures to overcome water pollution. (4)
23. Gandhian model of development is usually known as holistic development. Critically evaluate. (5)
24. In post independent India various rural development programmes have been initiated. Identify any three programmes and explain. (6)
25. Gandhian education is considered as the holistic model of education. Evaluate the reasons. (6)

15. സാമൂഹ്യവികസനത്തിനായി നിർദ്ദേശിക്കപ്പെട്ടിട്ടുള്ള പദ്ധതികളെപ്പറ്റി ഒരു ലഘുവിവരണം തയ്യാറാക്കുക. (2)
16. “കേരളത്തിലെ സ്ത്രീ ശാക്തീകരണ പദ്ധതികളിൽ പ്രധാനപ്പെട്ട ഒന്നാണ് കുടുംബശ്രീ” നിങ്ങൾ ഈ പ്രസ്താവനയോട് യോജിക്കുന്നുണ്ടോ വ്യക്തമാക്കുക. (3)
17. ഇന്ത്യയിൽ നടന്ന ഒരു പരിസ്ഥിതി സമരത്തിന്റെ ഭാഗമായി ജനങ്ങൾ മരങ്ങളെ കെട്ടിപ്പുണർന്ന് അവയെ വെട്ടുന്നതിന് പ്രതിരോധം സൃഷ്ടിച്ചു. ഈ പ്രസ്ഥാനം ഏത്? വിശദമാക്കുക. (3)
18. ഗാന്ധിയൻ കാഴ്ചപ്പാടിലുള്ള സമാധാനത്തെ കുറിച്ച് ഒരു ചെറുകുറിപ്പ് തയ്യാറാക്കുക (3)
19. ഗാന്ധിയൻ കാഴ്ചപ്പാടിൽ ആധുനിക സംസ്കാരം ആത്മാവിലാത്തതും ഭൗതികതയിൽ അടിസ്ഥാനമായിട്ടുള്ളതുമാണ്. ഈ പ്രസ്ഥാവനയുടെ അടിസ്ഥാനത്തിൽ ആധുനിക സംസ്കാരത്തിന്റെ നാല് ലക്ഷണങ്ങൾ എഴുതുക. (4)
20. ഏതെങ്കിലും രണ്ട് ഗാന്ധിയൻ സാമൂഹ്യ മുന്നേറ്റങ്ങളെ വിലയിരുത്തി അവയുടെ പ്രസക്തി വ്യക്തമാക്കുക. (4)
21. ‘ഗാന്ധിജിയും ഇന്നത്തെ പഞ്ചായത്ത് രാജ് സംവിധാനവും’ എന്ന വിഷയത്തിൽ ഒരു കുറിപ്പ് തയ്യാറാക്കുക. (4)
22. ജല മലിനീകരണം തടയുന്നതിനുള്ള നാല് മാർഗങ്ങൾ നിർദ്ദേശിക്കുക. (4)
23. ഗാന്ധിജിയുടെ വികസനമാതൃകയെ സമഗ്രവികസനം എന്നാണ് വിശേഷിപ്പിക്കുന്നത്. വിമർശനാത്മകമായി വിലയിരുത്തുക (5)
24. സാമൂഹ്യനന്ദം ഭാരതത്തിൽ ഗ്രാമവികസനത്തിനായി നിരവധി പദ്ധതികൾ നടപ്പാക്കിയിട്ടുണ്ട്. ഏതെങ്കിലും മൂന്നുപദ്ധതികൾ വശദമാക്കുക. (6)
25. ഗാന്ധിയൻ വിദ്യാഭ്യാസപദ്ധതിയെ സമഗ്രവിദ്യാഭ്യാസ മാതൃകയായി കണക്കാക്കുന്നു. ഇതിനുള്ള കാരണങ്ങൾ വിലയിരുത്തുക. (6)

## SCORING Key

Qn. No.	Sub Qns	Answer Key /Value Points	Score	Total
1		Good conduct	1	1
2		Hind Swaraj	1	1
3		Correlation	1	1
4		Positive Peace	1	1
5		Redemptive	1	1
6		Silent Valley Movement	1	1
7		Marthandam Experiment	1	1
8		Deshakhadakams	1	1
9		Village	1	1
10		Sustainable development	1	1
11		Consumerism	1	1
12		Air pollution	1	1
13		Based on Indian culture Minimum education for every child Related to basic needs Associated with basic occupation or any relevant four points	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2
14		Development cannot proceed where military concerns are at the centre of life If economic effort is focused on military production it diminishes the prospects of development	1 1	2
15		It is a social and economic transformation of village Aimed at building grassroot level democratic institutions, contribute to material wellbeing of rural people Or relevant two points	1 1	2
16		Launched by government of Kerala for wiping out poverty It is a women empowerment programme It is a joint venture of Government of Kerala and NABARD Or any relevant three points	1 1 1	3
17		The movement is Chipco movement lead by Sunderlal Bahuguna Resistance against destruction of forest The villagers hugged the trees and protected them from felling down Or any three relevant points	1 1 1	3
18		Peace emerge from a way of life Peace is intimately related with justice, environment and development Gandhian peace gave great prominence to human values Or any relevant three points	1 1 1	3

Qn. No.	Sub Qns	Answer Key /Value Points	Score	Total
19		Here object of life is bodily welfare Mechanization is the chief symbol Concentrated wealth and power in the hands of a few Make man more selfish and indulgent Leads to exploitation and violence No consideration for religion and morality Man is enslaved to the temptation of money Drastic changes occurred in consumption pattern Or any eight relevant point	$\frac{1}{2} \times 8$	4
20		Salt satyagraha, Bhoodan, Baba Amte and Anand Van, Silent valley agitation Any two from the above and its explanation	2x2	4
21		Gandhian panchayat raj system consist of only 5 persons If the elected members not fulfilled the responsibility, people have the right to recall them Panchayats derive power from the bottom Gandhi opposed politically constituted panchayats Present panchayats are politically constituted No provision for recalling Power is not completely derived from the bottom Present panchayat consist more than 5 persons	2x2	4
22		Causes - Dumping of sewage into rivers Lack of proper awareness Use of chemical fertilizers and pesticides Mixing of oils Measures - Prevent illegal dumping of sewage into rivers and streams Educate the community about the importance of recycling Encourage the use of organic fertilizers Enforce laws Any four causes and measures	2  2	4
23		All round development of human being Balance between man and nature Minimization of wants and simple living Moral and spiritual growth Rural and agrarian civilization Or any five	1x5	5
24		Any three programmes with clear explanation from Multipurpose approach, Technological approach, Target group and area specific approach, Integrated approach or Group approach	2x3	6
25		Write the features and relevance of Gandhian education Any six points with explanation	1x6	6

## QUESTION BASED ANALYSIS

Sl. No.	Content/Units	LO	Specific thinking Skills	Form of Questions	Score	Time
1	Hind Swaraj or Indian Home Rule	1.1	1.1	OB	1	1
2	Hind Swaraj or Indian Home Rule	1.1	1.1	OB	1	1
3	Educational Philosophy of Mahatma Gandhi	2.8	4.1	OB	1	1
4	Gandhian Vision Of Peace	3.1	2.6	OB	1	1
5	Non Violent Social Movement and Social Change	4.1	2.3	OB	1	1
6	Non Violent Social Movement and Social Change	4.5	1.2	OB	1	1
7	Rural Development	5.3	1.2	OB	1	1
8	Rural Administration	6.1	2.2	OB	1	1
9	Rural Administration	6.3	2.4	OB	1	1
10	Gandhian Vision of Development	7.6	2.3	OB	1	1
11	Mahatma Gandhi and Environment	8.1	4.1	OB	1	1
12	Mahatma Gandhi and Environment	8.3	2.1	OB	1	1
13	Educational Philosophy of Mahatma Gandhi	2.4,2.5	2.1	SA	2	4
14	Gandhian Vision of Peace	3.6	1.2	SA	2	4
15	Rural Development	5.4	2.4	SA	2	4
16	Rural Development	5.6	5.1	SA	3	6
17	Mahatma Gandhi and Environment	8.5,8.6	2.5	SA	3	6
18	Gandhian Vision of Peace	3.1,3.6	2.7	SA	3	6
19	Hind Swaraj or Indian Home Rule	1.5	2.5	SA	4	9
20	Non Violent Social Movement and Social Change	4.6	5.1	SA	4	9
21	Rural Administration	6.3,6.4	6.1	SA	4	9
22	Mahatma Gandhi and Environment	8.3	2.4	SA	4	9
23	Gandhian Vision of Development	7.7	2.7	SA	5	12
24	Rural Development	5.4	2.1	ES	6	15
25	Educational Philosophy of Mahatma Gandhi	2.4,2.5,2.9	5.1	ES	6	15
	<b>TOTAL</b>				<b>60</b>	<b>120</b>