

**SAMPLE QUESTION PAPER**

**ISLAM IC HISTORY**

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**Class - XII**



**Government of Kerala  
Department of Education**

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**Prepared by  
State Council of Educational Research and Training (SCERT), Kerala**

**2015**

# ***Guidelines for the Preparation of Question Paper for HIGHER SECONDARY EDUCATION 2014-15***

## **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.
- 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 2014-15.

### **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.***

# ISLAMIC HISTORY AND CULTURE

Score : 80

## YEAR PLAN

Time : 2.30 Hrs

Term	Month	Unit	Name of Unit	Periods	Scores
I	June	1	The Abbasid Khilafath -The Cosmopolitan Empire	24	10
I	July	2	Muslim Khilafath in Afro-Asian Continents	20	8
I	August	3	The Legacy of Islamic Spain	20	8
II	Sept	4	Muslim World under ottomans	24	10
II	Oct	5	The West Asia Under the Shadow of Imperialism	20	8
II	Nov	6	Muslim World in New World Order	20	8
II	Dec	7	Muslim Rule in India-State, Society and Culture	24	10
III	Jan	8	Freedom Struggle and Indian Muslims	24	10
III	Feb	9	Islamic Tradition in Kerala	24	8
		<b>Total</b>		<b>200</b>	<b>80</b>

## WEIGHT TO CONTENT & LEARNING OUTCOMES

No.	Unit	LO No.	Weight	Percentage
1	The Abbasid -Khilafath the cosmopolitan Empire	1.1, 1.2, 1.3 1.4, 1.5, 1.6	10	12.5
2	Muslim Khilafath in the Afro-Asian continents	2.5, 2.6, 2.10 2.6	8	10
3	The leagacy of Islamic Spain	3.4, 3.2 3.3	8	10
4.	Muslim world under the Ottomans	4.1, 4.5 4.3	10	12.5
5	The West Asia under the shadow of European Imperialism	5.3, 5.4, 5.9 5.6	8	10
6.	Muslim World in the New World Order	6.1, 6.6	8	10
7	Muslim Rule in India State, Society and Culture	7.6, 7.7	10	12.5
8	Freedom struggle and Indian Muslims	8.5, 8.6, 8.1 8.3, 8.4	10	12.5
9	Islamic Tradition in Kerala	9.2, 9.3, 9.6, 9.1	8	10
	<b>Total</b>		<b>80</b>	<b>100</b>

## WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	conceptual Attainment	48	60
	Conceptual Generation	32	40
2	Total	80	100

## WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	16	16 (1×16)	20
2	Short Answer	14	24 (4× 6) 24 (3× 8)	60
3	Essay	2	16 (8 × 2)	20
	<b>Total</b>	<b>32</b>	<b>80</b>	<b>100</b>

**Class : XII**  
**Subject : Islamic History**

**BLUE PRINT**

**Score : 80**  
**Time : 2 ½ Hrs**

Unit	Thinking skills Content	Thinking skills for Conceptual Attainment			Thinking skills for Conceptual Generation			Total
		OB	SA	Essay	OB	SA	Essay	
1	The Abbasid Khilafath The cosmopolitan Empire	1 <sup>(2)</sup>					8 <sup>(2)</sup>	10 <sup>(3)</sup>
2	Muslim Khilafath in the Afro-Asian continents	1 <sup>(2)</sup>	3 <sup>(2)</sup>					8 <sup>(4)</sup>
3	The Legacy of Islamic Spain	1 <sup>(1)</sup>	3 <sup>(1)</sup>			4 <sup>(1)</sup>		8 <sup>(3)</sup>
4	Muslim World under the Ottomans	1 <sup>(3)</sup>	3 <sup>(1)</sup>			4 <sup>(1)</sup>		10 <sup>(5)</sup>
5	The West Asia under the Shadow of European Imperialism	1 <sup>(1)</sup>	3 <sup>(1)</sup>			4 <sup>(1)</sup>		8 <sup>(3)</sup>
6	Muslim World in the New World Order	1 <sup>(1)</sup>	3 <sup>(1)</sup>			4 <sup>(1)</sup>		8 <sup>(3)</sup>
7	Muslim Rule in India State, Society and culture	1 <sup>(2)</sup>					8 <sup>(1)</sup>	10 <sup>(3)</sup>
8	Freedom struggle and Indian Muslims	1 <sup>(2)</sup>	4 <sup>(2)</sup>					10 <sup>(4)</sup>
9	Islamic Tradition in Kerala	1 <sup>(2)</sup>	3 <sup>(2)</sup>					8 <sup>(4)</sup>
<b>Total</b>		<b>16<sup>(16)</sup></b>	<b>32<sup>(10)</sup></b>			<b>16<sup>(4)</sup></b>	<b>16<sup>(2)</sup></b>	<b>80<sup>(32)</sup></b>



F.Y.  
March 2015

Reg. No: .....

Name: .....

Higher Secondary Education  
**ISLAMIC HISTORY**  
**Sample Question Paper -I**

Maximum : 80 Score

Time: 2½ 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 2.30 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, മറ്റുള്ളരുമായി ആശയം വിനിമയം നടത്താനോ പാടില്ല.
- ഉത്തരങ്ങൾ എഴുതുന്നതിന് മുമ്പ് ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിക്കണം.
- എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതണം.
- ഒരു ചോദ്യനമ്പർ ഉത്തരമെഴുതാൻ തെരെഞ്ഞെടുത്ത് കഴിഞ്ഞാൽ ഉപചോദ്യങ്ങളും അതേ ചോദ്യനമ്പറിൽ നിന്ന് തന്നെ തെരെഞ്ഞെടുക്കേണ്ടതാണ്.
- കണക്ക് കൂട്ടലുകൾ, ചിത്രങ്ങൾ, ഗ്രാഫുകൾ, എന്നിവ ഉത്തരപേപ്പറിൽത്തന്നെ ഉണ്ടായിരിക്കണം.
- ആവശ്യമുള്ള സ്ഥലത്ത് സമവാക്യങ്ങൾ കൊടുക്കണം
- ചോദ്യങ്ങൾ മലയാളത്തിലും നൽകിയിട്ടുണ്ട്.
- പ്രോഗ്രാമുകൾ ചെയ്യാനാകാത്ത കാൽക്കുലേറ്ററുകൾ മാത്രമേ പരീക്ഷാഹാളിൽ ഉപയോഗിക്കാൻ പാടുള്ളൂ.

**Choose the correct from the alternative given**

1. The Shiite Imam, who was nominated by Al-Mamun as his successor is:  
(a) al-Hasan (b) al-Husain  
(c) Ali-ar-Riza  
(d) an-Nafsuzakiya (1)
2. Nizamul-Mulk, the founder of Nizamiya Madrasa served as Wazir under:  
(a) Malik Shah (b) Alp Arsalan  
(c) Alp Arsalam and Malikshah  
(d) Salahudheen (1)

**തന്നിരിക്കുന്നവയിൽ നിന്ന് ശരിയായത് തിരഞ്ഞെടുത്ത് എഴുതുക.**

1. അൽ മഅ്മൂൻ തന്റെ പിൻഗാമിയായി നാമനിർദ്ദേശം ചെയ്ത ഷിയാ ഇമാം  
(എ) അൽ-ഹസൻ (ബി) അൽഹുസൈൻ  
(സി) അലിഅർറിസ  
(ഡി) അനഹ്സുസക്കിയ
2. നിസാമിയ മദ്രസയുടെ സ്ഥാപകനായ നിസാമുൽ മുൽക്ക് വസീറായി സേവനമനുഷ്ഠിച്ചിരുന്നത് ആരുടെ കീഴിൽ  
(എ) മാലിക് ഷാ  
(ബി) ആൽപ് അർസലൻ  
(സി) ആൽപ്അർസലനും മാലിക് ഷായും  
(ഡി) സലാഹുദ്ദീൻ

3. The Janissaries rendered their help to the campaign of the ruler:
  - (a) Abdul Hameed
  - (b) Muhammad II,
  - (c) Mahamood II
  - (d) Ata - Turk (1)
4. The father of Arab Nationalism is
  - (a) Saddam Hussein:
  - (b) Hasanul Banna
  - (c) Yassar Arafath
  - (d) Abdul Rahman al Kawakebi (1)
5. The term "King is the shadow of God" (Zillullah) is put forwarded by:
  - (a) Ala-ud-Din Khalji
  - (b) Iltumish
  - (c) Balban
  - (d) Muhammed-bin-Thughlaq (1)

3. സൈനിക മുന്നേറ്റങ്ങൾക്ക് ജാനിസ്സരിയുടെ സഹായങ്ങൾ ലഭിച്ച ഭരണാധികാരി
  - (എ) അബ്ദുൽ ഹമീദ്
  - (ബി) മുഹമ്മദ് II
  - (സി) മഹമൂദ് II
  - (ഡി) അറ്റാതുർക്ക് (1)
4. അറബ് ദേശീയതയുടെ പിതാവ് എന്നറിയപ്പെടുന്നത്.
  - (എ) സദ്ദാം ഹുസൈൻ
  - (ബി) ഹസനുൽബന്ന
  - (സി) യാസ്സർ അറാഫത്ത്
  - (ഡി) അബ്ദു റഹിമാൻ അൽ കവാകിബി(1)
5. 'രാജാവ് ദൈവത്തിന്റെ നിഴലാണ്' (ദില്ലി ഉളാഹ്) എന്നു പറഞ്ഞത്
  - (എ) അലാവുദ്ധീൻ ഖിൽജി
  - (ബി) ഇൽത്തുമിഷ്
  - (സി) ബാൽബൻ
  - (ഡി) മുഹമ്മദ് ബിൻ തുഗ്ലക്ക്
6. തന്നിരിക്കുന്ന വിവരങ്ങൾ ഉപയോഗിച്ച് മൈലേൻ നിർമ്മിക്കുക
  6. 1943
  7. 1917
  8. 1575
  9. 1193
  10. 762

**6 Make a timeline by using given data**

	A	B	C
11.	Ibn-Khaldun	Al-Hilal	Reconstruction of Religious Thought
12.	Mimar Sinan	Sare Jaham Se-Acha	Satya Prakasam
13.	Abul-Kalam Azad	Katora Kutaram	Sulaiman Mosque
14.	Allama Iqbal	Muqadhima	Code of Sulaiman
15.	Sanaullah Makthi Thangal	Multaqa-al-Abhur	Al-Balagha
16.	Ibrahim Halabi	Selimiya Mosque	Kitab-ul-Ibr

	A	B	C
11.	ഇബ്ൻ ഖൽദൂൻ	അൽഹിലാൽ	റി കൺസ്ട്രക്ഷൻ ഓഫ് റിലീജിയസ് തോട്ട്
12.	മിമാർ സിനാൻ	സരേജഹാംസെ അച്ചാ	സത്യ പ്രകാശം
13.	അബുൽകലാം ആസാദ്	കടോരകുറ്റാരം	സുലൈമാൻ മസ്ജിദ്
14.	അല്ലാമാ ഇഖ് ബാൽ	മുഖദ്ദിമ	സുലൈമാൻ നിയമസംഹിത
15.	സനാഉള്ള മക്തിതങ്ങൾ	മുൽതക് - അൽ അബ്ഹാർ	അൽബലാഗ
16.	ഇബ്രാഹിം ഹലബി	സെലിമിയ മസ്ജിദ്	കിത്താബുൽ ഐബർ

(6)

Death of Salahuddin Ayyoobi,  
 Foundation of Baghdad, Martyrdom of  
 Vakkam Abdul Khader, Balfour declaration  
 Construction of Ibadath-Khana

**Link Column A with B and C.**

17. Muslim Spain was the "torch bearer of culture and civilization" Evaluate? (4)
18. Illustrate the achievements of Spanish Muslims in Astronomy and Mathematics. (3)
19. Analyse the characteristics of the code of Sulaiman (4)
20. 'Explain the features of Ottoman architecture (3)
21. "The Abbasid period is the age of civilization" Evaluate the statement.  
 OR  
 Analyse the progress of Education, art and literature under Abbasid rule (8)
22. Compare the activities of Baithul Hikma with Darul-Hikma (3)
23. Summarise the contribution of Mamluks (3)
24. Analyse the role of Muhammad Ali in the modernisation of Egypt (4)
25. The post war peace settlement of First World War was really an imperial attempt to divide Turkish territory comment (3)

സലാഹുദ്ദീൻ അയ്യൂബിയുടെ മരണം,  
 ബാഗ്ദാദ് പട്ടണത്തിന്റെ സ്ഥാപനം, വക്കം  
 അബ്ദുൽ ഖാദറിന്റെ രക്തസാക്ഷിത്വം,  
 ബാൾഫോർ പ്രഖ്യാപനം,  
 ഇബാദത്ത് ഖാനയുടെ നിർമ്മാണം

- എ കോളത്തെ ബിയും സി യുമായി യോജിപ്പിക്കുക
17. “സംസ്കാരത്തിന്റെയും നാഗരികതയുടെയും വഴികാട്ടിയായിരുന്നു മുസ്ലിം സ്പെയിൻ” വിശകലനം ചെയ്യുക.
18. വാനശാസ്ത്രത്തിലും ഗണിത ശാസ്ത്രത്തിലും സ്പെയിനിലെ മുസ്ലിങ്ങൾ കൈവരിച്ച നേട്ടങ്ങൾ വിശദീകരിക്കുക.
19. സുലൈമാന്റെ നിയമസംഹിതയുടെ പ്രത്യേകതകൾ വിശകലനം ചെയ്യുക.
20. ഓട്ടോമൻ വാസ്തു ശില്പകലയുടെ പ്രത്യേകതകൾ വിശദീകരിക്കുക.
21. “അബ്ബാസിയ കാലഘട്ടം നാഗരികതയുടെ യുഗമായിരുന്നു.” വിലയിരുത്തുക.  
 അല്ലെങ്കിൽ  
 അബ്ബാസിയ ഭരണത്തിൽ കലാ സാഹിത്യ വിദ്യാഭ്യാസ മേഖലയിലുണ്ടായ പുരോഗതി വിശകലനം ചെയ്യുക
22. ബൈത്തുൽ ഹിഖ്മയുടേയും ദാറുൽ ഹിഖ്മയുടെയും പ്രവർത്തനങ്ങൾ താരതമ്യം ചെയ്യുക.
23. മംലൂക്കുകളുടെ സംഭാവനകൾ ചുരുക്കി വിവരിക്കുക.
24. ആധുനിക ഈജിപ്റ്റ് രൂപപ്പെടുത്തുന്നതിൽ മുഹമ്മദലിയുടെ പങ്ക് വിശകലനം ചെയ്യുക.
25. ഒന്നാം ലോക മഹായുദ്ധാനന്തരം ഉടലെടുത്ത സമാധാന ശ്രമങ്ങൾ എല്ലാം തന്നെ തുർക്കിയുടെ അധീനതയിലുള്ള പ്രദേശങ്ങൾ വിഭജിക്കാൻ നടത്തിയ സാമ്രാജ്യശ്രമങ്ങളുടെ ഭാഗമായിരുന്നു. വിശദീകരിക്കുക.

- 26. Examine the causes that lead to the birth of Israel (4)
- 27. Analyse the role of different Palastinian organisations to their resistance for independence. (4)
- 28. Analyse the contribution of Delhi Sulthanate and Mughals to Indian culture (8)

OR

Monuments of Delhi tells us the rule of Sulthans and Mughals. Analyse the special features of the architectural achievements of Sulthanate and Mughals.

- 29. Discuss the role of Ulama and other Muslim organization to enrich education before 1947 (4)
- 30. Examine the reasons of the revolt of 1857 (3)
- 31. Find out the major causes of Mappila outbreaks? (4)

- 32. Locate the following centres of Malabar Rebellion in the given map
  - a) Thirurangady
  - b) Pookottur
  - c) Kondotty

(3)

- 26. ഇസ്രായേലിന്റെ ഉദയത്തിലേക്ക് നയിച്ച ഘടകങ്ങൾ പരിശോധിക്കുക.
- 27. സ്വാതന്ത്ര പോരാട്ടത്തിൽ വ്യത്യസ്ത പാലസ്തീനിയൻ സംഘടനകൾ വഹിക്കുന്ന പങ്ക് വിശകലനം ചെയ്യുക.
- 28. ഡൽഹിയിലെ സുൽത്താൻമാരും മുഗളന്മാരും ഇന്ത്യൻ സംസ്കാരത്തിന് നൽകിയ സംഭാവനകൾ വിശകലനം ചെയ്യുക.

അല്ലെങ്കിൽ

ഡൽഹിയിലെ സ്മാരകങ്ങൾ സുൽത്താൻമാരുടെയും മുഗളന്മാരുടെയും ഭരണത്തെക്കുറിച്ച് നമ്മോട് പറയുന്നു. സുൽത്താൻമാരുടെയും മുഗളന്മാരുടെയും വാസ്തുശില്പകലയെക്കുറിച്ചും അതിന്റെ പ്രത്യേകതകളെക്കുറിച്ചും വിശകലനം ചെയ്യുക?

- 29. 1947 നു മുമ്പ് വിദ്യാഭ്യാസ വ്യാപനത്തിൽ ഉലമാക്കൾക്കും മുസ്ലീം സംഘടനകൾക്കും ഉള്ള പങ്ക് ചർച്ച ചെയ്യുക.
- 30. 1857 ലെ വിപ്ലവത്തിന്റെ കാരണങ്ങൾ പരിശോധിക്കുക.
- 31. മാപ്പിള ലഹളയുടെ പ്രധാന കാരണങ്ങൾ കണ്ടെത്തുക.

- 32. തന്നിരിക്കുന്ന ഭൂപടത്തിൽ മലബാർ വിപ്ലവം നടന്ന ഈ സ്ഥലങ്ങൾ അടയാളപ്പെടുത്തുക.
  - എ) തിരുങ്ങാടി ബി) പൂക്കോട്ടൂർ
  - സി) കൊണ്ടോട്ടി

## SCORING Key

Qn. No.	Sub Qns	Answer Key /Value Points	Score	Total
1.		Imam Ali - Ar- Riza	1	1
2.		Alp-arsalan and Malikshah	1	1
3.		Muhammad II	1	1
4.		Abdul Rahiman al Kawakebi	1	1
5.		Balban	1	1
6.		1943-Martyrdom of Vakkam Abdul Khader	1	1
7.		1917 - Balfour Declaration	1	1
8.		1575-construction of Ibadathkhana	1	1
9.		1193-Death of Salahuddin-Ayyoobi	1	1
10.		762- Foundation of Baghdad	1	1
11.		Ibn-Khaldun-Muqadhima - Kitab-ul-Ibr	1	1
12.		Mimar Sinan- Selimiya mosque Sulaiman mosque	1	1
13.		Abdul Kalam Azad - Al-Hilal- Al Balagha	1	1
14.		Allama Iqbal - Sare Jahamse - Acha - Reconstruction of Religious Thought	1	1
15.		Sanaullah Makthi Thangal Katora Kutaram - Satya Prakasam	1	1
16.		Ibrahim Halabi - Multaqa - al-Abhur code of Sulaiman	1	1
17.		Intellectual contributions Ibn Khaldun - University of Cordova and Granada - Language and Literature - Libraries	2 1 1	4
18.		Astronomy - Astrology Abu Mashhar - Algebra and Algorism - al Mujiridi Al-Zakali, Al-Kawarishmi Astrolab	1 1 1	3
19.		Supplimented shariat law concentrated criminal and taxation fields Seperate courts for Muslims and Non Muslims.	1 2 1	4
20		Synthesis of Persian, Mamluke and Byzantine Hagiya Sofia - single dom Topkapi Palace - world heritage	1 1 1	3
21		Foundation of Abbasids - City of Baghdadad		

Qn. No.	Sub Qns	Answer Key /Value Points	Score	Total
		- Persianised secular administration Thousand and one Night Development of Science Art, Music, Culture. Al-Kindi, Al-Farabi - Ibn sina, al - Ghazali: Mutazila - Movements Alchemy - Historiography Geography - Astronomy	2 1 1 1 1 1 1	8
		Baithul Hikma, Nisamiya Madrasa - Mustansiriya University - Imam Gazali, Calligraphy, Raihan Script, Mutazilaites, Islamic Law. Fiqh - Theology - Ghazali Development of empirical science	3 1 3	8
22.		Baithul Hikma and Darul Hikma are educational centres Baithul Hikma situates at Baghdad and founded 'Abbasid' Darul Hikma was in Cairo under Fathimids	1 2 1	2
23.		Encouraged scholars, medicine and Astronomy - Nasiruddin Tusi - Ilkhanid observatory. Qalawun and Abu - al Hassan Taqi - al - din-Ahmed Al Maqrigsi.	1 1 1	3
24.		Muhammad Ali (1805 - 1849) Second commander of Ottomans - Father of modern Egypt Reforms of Muhammed Ali	1 1 2	4
25.		Armistice of Mudrose on 30th October 1918 Treaty of Severs on 10th August 1920- Mandatory Arrangement	1 1 1	3
26.		Zionism, Balfour declaration Mandatory Arrangement, Second World War	1 1 1	3
27.		P.L.O, Hamas, The Intifada Ahmed Shauqayiri	2 2	4
28.		Foundation of Delhi Sultanate Khaljis. Market regulation Thughlaq Sulthans Expansion and transfer of 'Capital' Persian language, literature, Architecture- Music arf, Sufi order Akbar's reforms Din-llahi, Shajahan and architecture Mansabderi system.	1 2 1 2 2	8
		OR Indo Sarasanic archetecture Quwatul Islam mosque Qutab minar - Thughlaqabad Firosha kotala, use of Red sand stone enemelled tiles- Tomb of Shersha - Humayun tomb	1 2 1 1	

<b>Qn. No.</b>	<b>Sub Qns</b>	<b>Answer Key /Value Points</b>	<b>Score</b>	<b>Total</b>
		Buland Darwasa Agrafort - Red fort Paintings - Pietra Dura Tajmahal - white marble	1 1 1	8
29.		Nadwathul Ulama - Jamiat ul-Ulama - Sir Sayed Ahamed Khan - Aligarh Muslim University - Jamia Milliah	1 1 1 1	4
30		Economic exploitation Military cause Greased Catridge East India companies rule.	1 1 1	3
31		British domination over the area Dissatisfaction of Muslim tenents Revenue reforms of British	1 1 1	3
32.		A Thirurangadi B. Pookottur C. Kondotti	1 1 1	3

## QUESTION BASED ANALYSIS

Sl. No.	Content/Units	LO	Specific thinking Skills	Form of Questions	Score	Time
1	1	1.1	Recalling	Objective	1	1
2	2	2.5, 2.6	Distinguishing	Objective	1	1
3	4	4.1	Distinguishing	Objective	1	1
4	5	5.6	Selecting	Objective	1	1
5	7	7.1	Discriminating	Objective	1	1
6	9	9.1	Recognise	Objective	1	1
7	1	1.2	Recognise	Objective	1	1
8	2	2.3	Recognise	Objective	1	1
9	6	6.1	Recognise	Objective	1	1
10	7	7.4	Recognise	Objective	1	1
11	3	3.4	Categorise	Objective	1	1
12	4	4.5	Categorise	Objective	1	1
13	8	8.5	Categorise	Objective	1	1
14	8	8.6	Categorise	Objective	1	1
15	9	9.6	Categorise	Objective	1	1
16	4	4.3	Categorise	Objective	1	1
17	3	3.2,3.3,3.4	Evaluate	SA	3	6
18	2	2.10	Illustrate	SA	3	6
19	4	4.3	Analyse	SA	4	8
20	4	4.5	Explains	SA	3	6
21	1	1.3,1.4, 1.5.1.6	Evaluate	Essay	8	19
22	2	2.5	Compare	SA	3	6
23	2	2.6	Summarise	SA	3	6
24	5	5.3, 5.4	Analyse	SA	4	8
25	5	5.9	Summrise	SA	3	8
26	1	6.1	Explains	SA	3	6
27	6	6.6	Analyse	SA	4	8



## QUESTION BASED ANALYSIS

<b>Sl. No.</b>	<b>Content/Units</b>	<b>LO</b>	<b>Specific thinking Skills</b>	<b>Form of Questions</b>	<b>Score</b>	<b>Time</b>
28	7	7.5,7.6,7.7	Analyse	Essay	8	19
29	8	7.5,7.6,7.7	Analyse	SA	4	8
30	8	8.1	Identifies	SA	4	8
31	9	9.2	Explains	SA	3	6
32	9	9.3	Locate	SA	3	6
		<b>Total</b>			<b>80</b>	<b>150</b>