

GUIDELINES FOR THE PREPARATION OF QUESTION PAPER FOR HIGHER SECONDARY EDUCATION - 2014

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
1. Remember	Retrieve relevant knowledge from long-term memory
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)
2. Understand	Construct meaning from instructional messages, including oral, written and graphic information
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.)
3. Apply	Carry out or use a procedure in a given situation
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)
4. Analyse	Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose
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)
5. Evaluate	Make judgements based on criteria and standards
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)
6. Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
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.

LEARNING OUTCOMES - PHILOSOPHY

UNIT. 1. PHILOSOPHISING

Student will be able to ...

- 1.1. Recall the branches of philosophy.
- 1.2. Philosophies by taking examples from daily life.
- 1.3. Explain the importance of doing philosophy.
- 1.4. List out the characteristics of philosophic concepts.
- 1.5. Identify the requirements of learning philosophy
- 1.6. Explain geographic and historic norms of learning philosophy
- 1.7. Editing and constructing table.
- 1.8. Explain the uses of learning philosophy

UNIT.2. HILOSOPHY OF PRASTHANATRAYA

- 2.1. Identify the origin of Indian philosophy
- 2.2. Analyze the relation between Brahman and Atman and make conclusions.
- 2.3. List out the different types of yoga in Bhagavad Gita
- 2.4. Recognize the importance of Nishkamakarma in our society
- 2.5. List out the qualities of stitaprajna.
- 2.7. Identify the concept of ultimate reality.

UNIT.3. DARSANAS

- 3.1. Identify the meaning of Darsana
- 3.2. Classify Indian philosophy into orthodox and heterodox.
- 3.3. Analyze the theories of knowledge in Nyaya darsana
- 3.4. Analyses the categories in Vaisesika darsana
- 3.5. Compare the evolution theory of Samkhya with modern theory of evolution.
- 3.6. Practice the various steps in yoga.
- 3.7. Analyses the importance of Dharma and make conclusion.
- 3.8. Classify the Vedanta schools.
- 3.9. List out the three levels of experience
- 3.10. Distinguish Visitadvaita and Dvaita.
- 3.11. Identify the meaning of Carvaka and its ethics.
- 3.12. Discover and evaluate the four noble truths.
- 3.13. Analyses the seven judgments in Jaina and make conclusions

UNIT.4. CONTEMPORARY INDIAN THINKER

- 4.1. India's degeneration during 18th century.
- 4.2. List out the characteristics of modern Indian philosophy.
- 4.3. Develop his own views regarding the universal religion.
- 4.4. Evaluate Gandhian concepts of Satyagraha, Sarvodhya, and education
- 4.5. Differentiate integral yoga from other yogas
- 4.6. Explain the nature of one's own self.
- 4.7. Explain the thoughts of different thinkers in Kerala.

UNIT. 5. GREEK PHILOSOPHY

- 5.1. Compare the different philosophical views of ancient Greece and make his own view about fundamental substance.
- 5.2. Narrate the development of philosophical thought in ancient Europe.
- 5.3. Evaluate the early Greek thinkers and comment on it.
- 5.4. Distinguish between the problems of change and permanence
- 5.5. Solve the paradox
- 5.6. Interpreting allegories and use them in their creative work
- 5.7. Illustrate the concept of ideal.
- 5.8. Critically evaluate different philosophical thoughts.

UNIT.6. MODERN WESTERN PHILOSOPHY

- 6.1. Identify the sources of knowledge.
- 6.2. Explain the meaning and definition of rationalism
- 6.3. Exemplify the self evident principles
- 6.4. Explain cogito ergo sum.
- 6.5. Find out the importance of method of doubt
- 6.6. Illustrate the ideas of Spinoza.
- 6.7. List out the characteristics of monads
- 6.8. Find out the importance of monads in Leibniz's philosophy.
- 6.9. Explain the meaning and the definition of empiricism.
- 6.10. Debate on the rejection of ideas.
- 6.11. Explain the theory of knowledge of John Locke.
- 6.12. Classify the ideas of George Berkeley.
- 6.13. Compare the origin of knowledge in John Locke and Berkeley.
- 6.14. Explain the idea of Kant.
- 6.15. Explain the absolute idealism and dialectics in Hegel's philosophy.
- 6.16. Construct views related to dialectical materialism.

UNIT.7. RECENT TRENDS I N WESTERN PHILOSOPHY

- 7.1. Understand the concepts of existentialism and distinguish it from other philosophical trends.
- 7.2. Identify the characteristics of existentialism.
- 7.3. Differentiate theistic and atheistic type of existentialism.
- 7.4. Construct different types of examples about phenomenological reduction
- 7.5. Differentiate three kinds of phenomenological method and construct examples from different field.
- 7.6. Recognize the practical use of any theories.
- 7.7. Identify the important of logical positivism.
- 7.8. Identify the importance of logic in language.
- 7.9. Analyze the different use of language.
- 7.10. Identify the new way of analysis in philosophy

UNIT.8. ETHICS

- 8.1. Make judgment on right and wrong
- 8.2. Explain the meaning and definition of ethics.
- 8.3. Differentiate between character and conduct.
- 8.4. Distinguish right and wrong, good and bad.
- 8.5. Explain the freedom of the will.
- 8.6. List out rights and duties
- 8.7. Conduct seminar
- 8.8. Explain the meaning and definition of virtue.
- 8.9. Differentiate virtue and vice.
- 8.10. List out the cardinal virtues.
- 8.11. Critically evaluate different theories of punishment.

UNIT.9. APPLIED ETHICS

- 9.1. To identify the importance of applied ethics
- 9.2. To explain the bioethical issues in various fields
- 9.3. Find out the importance of ethics in different professions
- 9.4. List out the different areas of ethics followed in various profession
- 9.5. Evaluate the ethical issue in the cyber world.
- 9.6. Identify the importance of protecting nature
- 9.7. Analyze the hazards of e-waste and make a conclusion

UNIT.10. PHILOSOPHY OF RELIGION

- 10.1. To identify the meaning and definition of religion
- 10.2. Differentiate the relation between religion and morality
- 10.3. Identify and differentiate between philosophy of religion and theology
- 10.4. List out the nature and scope of philosophy of religion.
- 10.5. Explain different theories of religion
- 10.6. Classify the sources of religious knowledge.
- 10.7. Identify and recognize religious language.
- 10.8 Distinguish between intrinsic and extrinsic values.
- 10.9. Construct current examples of the problem of evil.
- 10.10. Find out the relevance of religious studies in the modern world.

UNIT WEIGHTAGE- SOCIAL WORK

Chapter Number	Name of the Chapter	Scores
1	Philosophising	7
2	Philosophy of prastanatraya	8
3	Darsanas	9
4	Contemporary Indian thinkers	8
5	Greek Philosophy	8
6	Modern Western Philosophy	9
7	Recent Trends in Philosophy	8
8	Ethics	8
9	Applied ethics	8
10	Philosophy of Religion	7

ANNUAL PLAN (SCHEME OF WORK)

PHILOSOPHY

Total No.of Periods-200

Term	Month	Chapter	Periods	Unit Weight
Term 1	June	1. Philosophing	16	7
	July	2. Philosophy of Prasthanatraya	20	8
	August	3. Darsanas	24	9
	September	4. Contemporary Indian thinkers	20	8
Term end Evaluation				
Term 2	October	5. Greek philosophy	20	8
	November	6. Modern western philosophy	22	9
	December	7. Recent trends in philosophy	20	8
		8. Ethics	18	8
Term end Evaluation				
Term 3	January	9. Applied ethics	20	8
	February	10. Philosophy of Religion	20	7

SAMPLE QUESTION PAPER (SET 1)
(PLUS TWO PHILOSOPHY)

Design of the question paper

(1) WEIGHT TO CONTENT & LEARNING OUTCOME

Sl. No	UNIT	L.O.No.	SCORE	PERCENTAGE
1	Philosophising	1.3, 1.1, 1.5	7	9
2	Philosophy of prastanatraya	2.1, 2.1, 2.2	8	10
3	Darsanas	3.3, 3.2	9	11
4	Contemporary Indian thinkers	4.2, 4.2, 4.2	8	10
5	Greek Philosophy	5.9, 5.5, 5.5, 5.9	8	10
6	Modern Western Philosophy	6.8, 6.2, 6.3, 6.4, 6.3	9	11
7	Recent Trends in Philosophy	7.6, 7.1, 7.2	8	10
8	Ethics	8.2, 8.8	8	10
9	Applied ethics	9.1, 9.4	8	10
10	Philosophy of Religion	10.4, 10.9	7	9
	Total		80	100

(II) WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	15	(1 X 15)15	19
2	Short Answer	15	(1 X 4) 8 (3 X 4)12 (4 X 4)16 (5 X 3) <u>15</u> 51	64
3	Essay	2	(6 X 1) 6 (8 X 1) <u>8</u> 14	17
	Total	32	80	100

(III) WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	For Conceptual Attainment	49	60
2	For Conceptual Generation	31	40
	TOTAL	80	100

BLUE PRINT

Sl. No.	Thinking skills Units	Conceptual attainment			Conceptual generation			Total
		Ob	SA	Essay	Ob	SA	Essay	
1	Philosophising	1(1)	4(1)			2(1)		7(3)
2	Philosophy of prastanatraya	1(1)	2(1)		1(1)	4(1)		8(4)
3	Darsanas			8(1)	1(1)			9(2)
4	Contemporary Indian thinkers		3(1) 4(1)		1(1)			8(4)
5	Greek Philosophy	1(2)	3(2)			3(1)		8(4)
6	Modern Western Philosophy	1(3)	5(1)		1(1)			8(5)
7	Recent Trends in Philosophy	1(2)	2(1)			4(1)		8(4)
8	Ethics		3(1)			5(1)		8(2)
9	Applied ethics	1(1)			1(1)		6(1)	8(3)
10	Philosophy of Religion		5(1)			2(1)		7(2)
		10(10)	31(9)	8(1)	5(5)	20(6)	6(1)	80(32)

UNIT WEIGHT - PHILOSOPHY

Chapter Number	Name of Chapter	Score
1	Philosophising	7
2	Philosophy of prastanatraya	8
3	Darsanas	9
4	Contemporary Indian thinkers	8
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6	Modern Western Philosophy	9
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8	Ethics	8
9	Applied ethics	8
10	Philosophy of Religion	7

S.Y.
March 2014-15

Reg. No:

Name

Part - III
PHILOSOPHY

Maximum : 60 Scores

Time: 2½ hrs

Sample Question Paper - 1

Maximum : 80 Score

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 plant 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
- Electronics devices except nonprogrammable calculators are not allowed in the Examination Hall.

പൊതുനിർദ്ദേശങ്ങൾ

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

1. Characteristics of Philosophic concepts are
 a) Common, Ideal, Contextable
 b) Common, Central, Contextable
 c) Central, Permanance, Ideal
 d) Central, Changing, Concievable
2. Zeno's paradox of 'Achilles and tortoise' prove.....
 a) The theory of change
 b) The theory of permanance

1. തത്ത്വശാസ്ത്ര ആശയങ്ങൾക്ക് ഉണ്ടായിരിക്കേണ്ട സവിശേഷതകൾ.
 a) കോമൺ, ഐഡിയൽ, കണ്ടെസ്റ്റബിൾ
 b) കോമൺ, ഡെൻട്രൽ, കണ്ടെസ്റ്റബിൾ
 c) സെൻട്രൽ, പെർമനൻസ്, ഐഡിയൽ
 d) സെൻട്രൽ, ചെയ്ഞ്ചിങ്, കൺസീവബിൾ
2. സെനോയുടെ 'അക്കിലെസും ടോട്ടെസും' എന്ന പാരഡോക്സ് സമർഥിക്കുന്നത്.
 a) തിയറി ഓഫ് ചെയ്ഞ്ച്
 b) തിയറി ഓഫ് പെർമനൻസ്

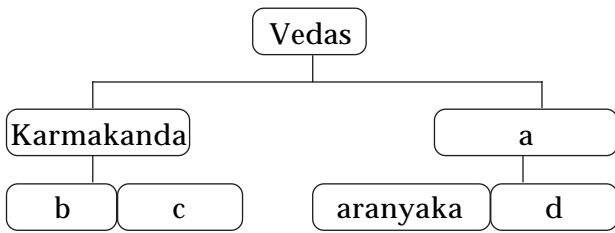
- c) The theory of Idea
 - d) The theory of number.
3. Identify the concept that is associated with Thales.
 - a) Air is the primary substance
 - b) Fire is the primary substance
 - c) Water is the primary substance
 - d) Soul is the primary substance
 4. Identify the rationalist thinker.
 - a) John Locke
 - b) George Barkeley
 - c) Leibniz
 - d) Hume
 5. Find out the theistic existenliatist philosopher from the following.
 - a) Sartre
 - b) Neitzsche
 - c) Kierkegaard
 - d) Albert camue
 6. The author of Brahmasutra is
 7. Find out the word meaning of 'Darsana'.
 8. Suppose you are mastering a vocation along with the formal education. In which name does this idea of education according to Gandhiji known as?
 9. Find out the odd one out.

colour, taste, substance, heat
 10. 'An essay concerning Human Understanding' is the famous book of
 11. If Dialectical Method : Hegal, Dialectical Materialism:
 12. The discarded electronic devices that enter the waste stream is called.....(1)
 13. Explain the concept in the issue 'do I have freedom?' (2)

- c) തിയറി ഓഫ് ഐഡിയായ്
 - d) തിയറി ഓഫ് നമ്പർ
3. തന്നിരിക്കുന്നവയിൽ തെയിലിന്റെ ആശയം തിരിച്ചറിയുക.
 - a) വായുവാണ് പ്രഥമ പദാർത്ഥം
 - b) അഗ്നിയാണ് പ്രഥമ പദാർത്ഥം
 - c) ജലമാണ് പ്രഥമ പദാർത്ഥം
 - d) ആത്മാവാണ് പ്രഥമ പദാർത്ഥം
 4. റാഷണലിസ്റ്റ് ചിന്തകനെ തിരിച്ചറിയുക.
 - a) ജോൺ ലോക്ക്
 - b) ജോർജ് ബെർക്കിലി
 - c) ലൈബ്നിസ്
 - d) ഹ്യൂം
 5. താഴെക്കൊടുത്തവയിൽനിന്ന് തീസ്റ്റിക് എക്സിസ്റ്റൻഷ്യൽ തത്ത്വചിന്തകനെ കണ്ടെത്തുക.
 - a) സാർത്രെ
 - b) നീഷെ
 - c) കീർക്കിഗാർഡ്
 - d) ആൽബർട്ട് കമ്യൂ
 6. ബ്രഹ്മസൂത്രത്തിന്റെ ഉപജ്ഞാതാവ് ആകുന്നു.
 7. 'ദർശന' എന്ന വാക്കിന്റെ അർത്ഥം കണ്ടെത്തുക.
 8. ഔപചാരിക വിദ്യാഭ്യാസത്തോടൊപ്പം നിങ്ങൾ ഒരു തൊഴിൽ കൂടി പഠിക്കുന്നതായി സങ്കല്പിക്കുക. വിദ്യാഭ്യാസത്തെക്കുറിച്ചുള്ള ഗാന്ധിജിയുടെ ഈ ആശയം ഏത് പേരിൽ അറിയപ്പെടുന്നു?
 9. ഒറ്റയാനെ കണ്ടെത്തുക.

നിറം, രുചി, പദാർത്ഥം, ചൂട്
 10. 'An essay concerning Human Understanding' എന്നത് ആരുടെ പുസ്തകമാണ്?
 11. ഡയലക്റ്റിക്കൽ മെത്തേഡ് : ഹെഗൽ ആണെങ്കിൽ, ഡയലക്റ്റിക്കൽ മെറ്റീരിയലിസം?
 12. ഉപയോഗശൂന്യമായ ഇലക്ട്രോണിക് ഉപകരണങ്ങളുടെ അവശിഷ്ടങ്ങളെ അറിയപ്പെടുന്നത് എന്നാണ്.
 13. 'എനിക്ക് സ്വാതന്ത്ര്യമുണ്ടോ?' എന്ന വിഷയം ഉൾക്കൊള്ളുന്ന ആശയം വിശദമാക്കുക. (2)

14. Complete the following chart. (2)



15. Philosophy of Religion identifies three types of evils. Under which Category of evils can we include the recent calamities in Nepal? Explain it briefly. (2)

16. Discuss the nature of self in Muhammed Iqbal's philosophy. (3)

17. Discriminate between the concept of 'change' and 'permanance' in Heracletus and Parmenides. (3)

18. Explain the concepts form and matter in Aristotle's philosophy. (3)

19. Answer the following. (2)
 A) Name the founder of 20th century phenomenology.
 B) Write any two techniques of phenomenology.

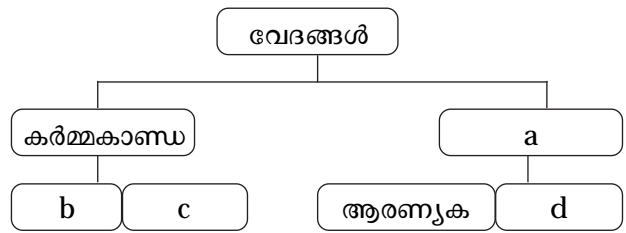
20. Explain rights and duties. (3)

21. Explain three different norms in learning philosophy. (4)

22. Prepare an article on the philosophical contribution of St.Chavara, Chattambi Swamikal and Sree Narayanaguru. (4)

23. Find out the concept of freedom in Sartre's philosophy. (3)

14. ചുവടെ കൊടുത്തിരിക്കുന്ന ചാർട്ട് പൂർത്തിയാക്കുക. (2)



15. ഫിലോസഫി ഓഫ് റിലീജിയൻ മൂന്ന് തരത്തിലുള്ള തിന്മകൾ വിശദീകരിക്കുന്നു. നേപ്പാളിൽ അടുത്തകാലത്തുണ്ടായ പ്രകൃതിക്ഷോഭം ഏതുതരം ഇവയിൽ ഉൾപ്പെടുന്നു. ചുരുക്കി വിശദമാക്കുക. (2)

16. മുഹമ്മദ് ഇഖ്ബാലിന്റെ തത്ത്വശാസ്ത്ര മനുസരിച്ച് ആത്മാവിന്റെ സ്വഭാവത്തെക്കുറിച്ച് ചർച്ചചെയ്യുക. (3)

17. ഹെറാക്ലിറ്റസിന്റെയും പർമനിഡ്സിന്റെയും മാറ്റം-സ്ഥിരത എന്ന ആശയങ്ങളെ താരതമ്യം ചെയ്യുക. (3)

18. അരിസ്റ്റോട്ടിലിന്റെ 'Form and matter' എന്ന ആശയത്തെക്കുറിച്ച് വിശദീകരിക്കുക. (3)

19. ഉത്തരമെഴുതുക. (2)
 A) 20-ാം നൂറ്റാണ്ടിലെ ഫിനോമിനോളജിയുടെ ഉപജ്ഞാതാവ്.
 B) ഫിനോമിനോളജിയുടെ ഏതെങ്കിലും രണ്ട് ടെക്നിക്കുകൾ എഴുതുക.

20. അവകാശങ്ങളെയും കടമകളെയും കുറിച്ച് വിശദീകരിക്കുക. (3)

21. തത്ത്വശാസ്ത്രപഠനത്തിന് ഉപയോഗപ്പെടുത്താവുന്ന മൂന്ന് മാനദണ്ഡങ്ങൾ വിശദമാക്കുക. (4)

22. സെന്റ് ചാവറ, ചട്ടമ്പിസ്വാമികൾ, ശ്രീ നാരായണഗുരു എന്നിവരുടെ തത്ത്വശാസ്ത്ര സംഭാവനകളെക്കുറിച്ച് ഒരു ആർട്ടിക്കിൾ തയ്യാറാക്കുക. (4)

23. സാർത്രിന്റെ തത്ത്വശാസ്ത്രത്തിലെ സ്വാതന്ത്ര്യം എന്ന ആശയത്തെക്കുറിച്ച് വിശദമാക്കുക. (3)

24. Answer the following (1)
- A) Identify the term for fruitless action in Bagavad Gita. (1)
- B) Critically evaluate the concept. (4)
25. Give an account of the concept of 'Cogito-ergo-sum' in Descartes' philosophy. (5)
26. Is punishment inevitable in a society? If so what are the theories of punishment suggested by ethics. (5)
27. Explain the relevance of religious studies in the modern age. (5)
28. Applied ethics discusses the practicability of various ethical themes.
- A) Identify the branch of ethics that deals with the issues of various professions. (1)
- B) Give a detailed explanation. (6)
29. The aim of Yoga is to give both physical and mental health. If so, what are the steps in Astanga yoga. (8)
24. ഉത്തര മെഴുതുക. (1)
- A) ഭഗവദ്ഗീതയിലെ ഫലം ഇച്ഛിക്കാതെയുള്ള പ്രവൃത്തിയെ വിളിക്കുന്ന പേര് കണ്ടെത്തുക. (1)
- b) ഈ ആശയത്തെ വിമർശനാത്മകമായി വിലയിരുത്തുക. (4)
25. ഡെക്കാർട്ടിന്റെ തത്ത്വശാസ്ത്രത്തിൽ ഉൾപ്പെടുന്ന 'കൊജിത്തോ എർഗോസം' വിശദമാക്കുക. (5)
26. ഒരു സമൂഹത്തിൽ ശിക്ഷാനടപടികൾ ഒഴിച്ചു കൂടാൻ പറ്റാത്തതാണോ? എങ്കിൽ നീതിശാസ്ത്രം നിർദ്ദേശിക്കുന്ന ശിക്ഷാരീതികൾ ഏതെല്ലാം? (5)
27. ആധുനികകാലത്ത് മതപഠനത്തിന്റെ പ്രസക്തിയെക്കുറിച്ച് വിശദമാക്കുക. (5)
28. അപ്ലൈഡ് എത്തിക്സിൽ പലതരത്തിലുള്ള എത്തിക്കൽ തിയറിയുടെ പ്രായോഗികതയെക്കുറിച്ച് ചർച്ചചെയ്യുന്നുണ്ട്. (6)
- A) ഏത് ശാഖയാണ് തൊഴിലുകളിലെ ധർമ്മികതയെ കുറിച്ച് ചർച്ച ചെയ്യുന്നത്? (1)
- B) വിശദമാക്കുക. (6)
29. യോഗയുടെ ലക്ഷ്യം എന്നത് മനസ്സിനും ശരീരത്തിനും ഒരുപോലെ ആരോഗ്യം നൽകുക എന്നതാണ്. അഷ്ടാംഗയോഗയുടെ ഘടകങ്ങളെക്കുറിച്ച് വിശദമാക്കുക. (8)

Answer Key

Qn. No.	Value points	Score	Total
1	b. Common, Central, Contestable	1	1
2	b. Theory of Permanence	1	1
3	c. Water is the primary substance	1	1
4	Leibniz	1	1
5	Kierkegaard	1	1
6	Badharayana	1	1
7	Divine vision	1	1
8	Vocational Education	1	1
9	Substance	1	1
10	John Locke	1	1
11	Karl Marx	1	1
12	E - Waste	1	1
13	Write any two points related to freedom	2	2
14	a. Jnana kanda d. Upanisads b. Mantras c. Brahmanas	2	2
15	Metaphysical evil, and explain	2	2
16	Nature of self. Explain	3	3
17	Change/permanence	3	3
18	Aristotle's views on form and matter	3	3
19	a. Edmund Husserl b. Write any two reduction	1 2	3
20	Explain 'rights' and 'duties'	3	3
21	Write three norms of learning philisophy	4	4
22	Write the philosophical contributions of above philisophers	4	4
23	Explain sartre's concept of freedom	4	4
24	a. Nishkama Karma b. Explain Nishkama karma	1 4	5
25	Explain 'Cogito, ergo, sum'	5	5
26	Explain theories of punishment	5	5
27	Explain the relevance of religions students in the modern age	5	5
28	a. Professional Ethics b. Explain professional ethics	1 6	7
29	Explain 8 steps in 'ashtangayoga'	8	8

QUESTION BASED ANALYSIS

Qn. No.	Content/ Unit	LO. No.	Specific thinking skills (no.)	Form of Questions	Score	Time
1	1	1.2	1.1	OB	1	1
2	2	2.4	1.1	OB	1	1
3	3	3.1	2.5	OB	1	1
4	4	4.3	3.2	OB	1	1
5	5	5.1	2.2	OB	1	1
6	5	5.1	2.2	OB	1	1
7	6	6.7	4.1	OB	1	1
8	6	6.3	1.2	OB	1	1
9	6	6.5	2.5	OB	1	1
10	6	6.2	4.1	OB	1	1
11	7	7.5	4.1	OB	1	1
12	9	9.6	1.2	OB	1	1
13	1	1.1	5.2	SA	2	2
14	2	2.4	2.4	SA	2	2
15	10	10.8	5.2	SA	2	2
16	4	4.6	2.7	SA	3	3
17	5	5.5 5.6	2.6	SA	3	3
18	5	5.10	2.1	SA	3	3
19	7	7.1	1.1	OB SA	1 2	3
20	8	8.5	2.5 2.6	SA	3	3
21	1	1.4	2.7	SA	4	4
22	4	4.2	4.1	SA	4	4
23	7	7.2	2.2 2.5	SA	4	4
24	2	2.3	2.7 2.4	OB SA	1 4	5
25	6	6.3	2.7	SA	5	5
26	8	8.8	4.1 2.6 5.2	SA	5	5
27	10	10.9	2.5 2.7	SA	5	5
28	9	9.2	2.2 2.7	OB SA	1 6	7
29	3	3.2	2.4	Essay	8	8