

SAMPLE QUESTION PAPER
POLITICAL SCIENCE
Class - XII



**Government of Kerala
Department of Education**

**Prepared by
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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
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

Part I

POLITICS IN INDIA AFTER INDEPENDENCE

On successful completion of the chapter, the learner:

- 1.1 Explain the challenges for the new nation.
- 1.2 Describe the process and consequences of partition
- 1.3 Evaluate the integration of princely states
- 1.4 Analyse the Re-organization of states.

- 2.1 Describes the hindrances in establishing democracy in India.
- 2.2 Explain the nature of congress dominance in first three general elections.
- 2.3 List out the factors that led to the establishment of congress dominance.
- 2.4 Evaluate the INC as a social and ideological coalition.
- 2.5 List out major opposition parties and its leaders during initial period of our democracy.
- 2.6 Differentiate the programmes, policies and ideology of various opposition parties.

- 3.1 Evaluate Political Contestation behind various ideas of Development.
- 3.2 Find out the role of planning commission in development
- 3.3 Differentiate first and second Five year Plans.
- 3.4 Evaluate Key controversies related to Development strategies.
- 3.5 List out major outcomes of Fiver Year Plans
- 3.6 Evaluate the role of planned development in India's Developmental Process

- 4.1 Describe internal and external factors that shaped India policy
- 4.2 Define non alignment
 - Recreate the role of Nehru in the formation of Indian foreign policy
 - List out the major events that led to the formation of non- alignment
 - Describe the role of Nehru in the formation of foreign policy
- 4.3 Explain the cause of India China war and evaluate its impact on domestic politics
- 4.4 List out the war and treaties between India and Pakistan
- 4.5 Analyse the gray areas of India Pak relation
- 4.6 Critically evaluate India's nuclear policy

- 5.1 Narrate the political history from Nehru to Indira Gandhi.
- 5.2 List of the different context of general election 1967
- 5.3 Define the terms coalition, defection and non-congressism
- 5.4 Listing the important leaders of syndicate
- 5.5 Evaluate the reason for the congress split in 1969
- 5.6 Describe the ideological struggle in congress split
- 5.7 Explain the context of 1971 election
- 5.8 List out the parties included in the grand alliances
- 5.9 Identify the personalities behind the slogan-Indira Hatao and Garibi Hatao
- 5.10 Explain the meaning of Congress restoration

- 6.1 Describe the various incidents that led to the declaration of emergency
- 6.2 Evaluate the declaration of emergency and its consequences
- 6.3 Assess divergent opinion relating to emergency
- 6.4 List out the lesson of Emergency
- 6.5 List out the reasons for the victory of Janantha party in 1977 election
- 6.7 Evaluate Janata government and consequent changes in Indian political system after 1977

- 7.1 Differentiate partisan and non partisan movements.
- 7.2 Narrate the issues involved in Chipko movement.
- 7.3 Estimates the role of dalith movements in India and particularly that of dalith movements.
- 7.4 Describe the growth and characteristics of BKU.
- 7.5 Evaluate the role farmer's organisation in Indian politics.
- 7.6 Narrate the anti arrack movement in Andra Pradesh.
- 7.7 Find out the linkages between prohibition on arrack and women empowerment.
- 7.8 Describe the issue of Narmada.
- 7.9 Critically evaluates the relation between development and displacement and its connection with environment.
- 7.10 Concludes that popular movements fosters democracy and politicises the concept of development.

- 8.1 Describe the areas of tension related to regional aspirations.
- 8.2 Justify the Indian approach towards regional aspiration
- 8.3 Analyse various issues related to regulation I Kashmir
- 8.4 Explain how India constitution incorporated article no. 370 and 371
- 8.5 Evaluate the political development Kashmir since 1948

- 8.6 List out issue related to Punjab crisis
- 8.7 Evaluate the bold steps taken by central government under Rajeeve Gandhi to resolve the Punjab issue.
- 8.8 Narrate the cycle of vehicle in Punjab
- 8.9 Describe the various issue in north east region
- 8.10 Critically examine the demand for Autonomy in North east.

- 9.1 State the political changes at the end of 1980 and evaluate now these changes influence Indian politics?
- 9.2 Explain the declaim of congress party and emergency of alliance politics ?
- 9.3 Explain the causes for the political rise of OBC
-Analyse the emergence of delit politics in India
- 9.4 Evaluates the serious issues in India secularisms
- Discuss how caste and communal elements used for vote bank politics
- Evaluate that secularism and commercial harmony are important for survival of Indian democracy.
- 9.5 Discuss the changes in Indian party systems since 1989
- 9.6 Critically examine the consensus political emerged among the political parties in India

Part II

CONTEMPORARY WORLD POLITICS

- 10.1 Explain the incidents of Cuban missile crisis
- 10.2 Identifies the Arenas of the cold war.
- 10.3 List out various events connected with cold war.
- 10.4 Explain the role of NAM in the contemporary world
- 10.5 Describe the evolution of NAM
- 10.6 Summarising the role of India in the cold war
- 10.7 Analyse the importance of Arms control treaty
- 10.8 List out different arms control treaties in the cold war period.

- 11.1 Evaluates the uniqueness of Soviet system
- 11.2 Explain efforts of Mikhail Gorbacher to reform Soviet system and the process of disintegration. Describe the reasons for the disintegration of soviet union.
- 11.3 Evaluate the consequences of disintegration

- 12.1 Describes the beginning of New World Order.
- 12.2 List out the historic incidents which led to the establishment of new world order.
- 12.3 Analyse the various aspects of US hegemony in world politics.
- 12.4 Critically evaluates the hegemony of US and find out the strategies overcome the hegemony.
- 12.5 List out the factors which limit the American hegemony.
- 12.6 Describe the aspects of India's relation with America.

- 13.1 Evaluate the role of European union as a alternative centers of power.
- 13.2 List out the integration process of European union.
- 13.3 Interpreting ASEAN as a alternative centers of power.
- 13.4 Summerising evaluation process of ASEAN
- 13.5 Exemplifying Chinese polities and program for economic development
- 13.6 Evaluate the India China relation were great powers in Asia

- 14.1 Define South Asia
- 14.2 Identify these nations' similarities and defenses in these political social economic experience.
- 14.3 Put out the informal and external factors that causes for the failure in building stable democracy in Pakistan.
- 14.4 Analyse the factors caused for the birth of Bangladesh and their tragic experience in democracy.
- 14.5 Explain the main challenges for democracy in Nepal.
- 14.6 Assess the process and prospects of the Srilanka ethic conflicts
- 14.7 Find out the conflicting and comprising areas of India pak relation
- 14.8 Asses these two nations are well on the way of friendly relationship
- 14.9 Evaluate Inida's relations with smaller neighboring nationas in this region.
- 14.10 Analyse the role of SAARC as a forum for peace co-operation in this region.
- 14.11 List out the various lessons from regional aspiration.
- 14.12 Evaluate the regional aspiration as a port of democratic process.

- 15.1 Explain the importance of international organizations
- 15.2 List out the principal organ of the UN
- 15.3 Identifies the different conferences related with evaluation of UN
- 15.4 Evaluate the important of UN reform
- 15.5 Analyse the language that have occurred in the world after cold war.
- 15.6 Justify India's demanded for permanent membership in UN security council
- 15.7 Evaluate the importance of UN in a unipolar world

- 16.1 Describe the meaning of security
- 16.2 Classifying Traditional aspects Nations security
- 16.3 Explain the Traditional security and its co-operation
- 16.4 Describe the features of Non Tradition Notions of Security.
- 16.5 Find out the New Source of treat
- 16.6 Evaluate the important of co-operation on security in the contemporary world
- 16.7 List out the various strategies for India's security in International prospective.

- 17.1 List out various Environmental problems which world faces
- 17.2 Estimate the important of Rio submit 1992 list out various recenratation of Agenda 21 Datives sus-
sustainable Development
- 17.3 Describe the concept of Global commons list out the items in Global commons.
- 17.4 Evaluate the importance it common But differentiated Responsibility
- 17.5 Define the common property Resources
- 17.6 Evaluate India stand on environmental issues
- 17.7 List out the initiatives of India in the field of environmental protection.
- 17.8 Describe the nation of environmental movements.
- 17.9 Define the concept of Geopolitics
- 17.10 Analyze the importance of resource /geopolitics in contempt world
- 17.11 Describe the rights of indigenus people around the glob

- 18.1 Define globalisation and its multi dimensional context.
- 18.2 Evaluate the development in technology contributed to globalisation.
- 18.3 Point out the causes of globalization
- 18.4 Critically evaluate the changing role of state in the period of globalization
- 18.5 Analyse the economic impact of globalization
- 18.6 Evaluate the culture homogenization is a aspect of globalization
- 18.7 Pointout economic reforms are de-regulate various sector.
- 18.8 Analyse the importance of anti globalization movement
- 18.9 Critically evaluate India's experience and resisting globalization.

Scheme of Work - XII Political Science,

Part I - POLITICS IN INDIA AFTER INDEPENDENCE

Term & Month	Units	Name of Theme	Number of Periods	Weightage to Unit
I st term (June, July and August)	1	Challenges of Nation Building	15	6
	2	Era of One Party Dominance	13	4
	3	Politics of Planned Development	13	5
	4	India's External Relations	14	5
	5	Challenges to and Restoration of the Congress System	13	5
	6	Crisis of Democratic Order	13	4
	7	Rise of Popular Movements	13	4
II nd term	8	Regional Aspirations	15	5
	9	Recent Developments in Indian Politics	14	5
		Total	123	43

Part II

CONTEMPORARY WORLD POLITICS

Term & Month	Units	Name of Theme	Number of Periods	Weightage to Unit
September, October, November And December	1	The Cold War Era	13	4
	2	End of Bipolarity	13	4
	3	US Hegemony in World Politics	14	5
	4	Alternative Centres of Power	14	5
	5	Contemporary South Asia	13	4
	6	International Organisations	13	4
III rd Term January and February	7	Security in the Contemporary world	13	4
	8	Environment and Natural Resources	12	3
	9	Globalisation	13	4
		Total	118	37
		Total Text Book I & II	241	80

Reg. No:

Higher Secondary Education
POLITICAL SCIENCE
Sample Question Paper -I

Maximum : 80 Score
Time: 2½ hrs

General Instructions to candidates:

- There is a '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

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 തെരഞ്ഞെടുത്ത് കഴിഞ്ഞാൽ ഉപചോദ്യങ്ങളും അതേ ചോദ്യനമ്പരിൽ നിന്ന് തന്നെ തെരഞ്ഞെടുക്കേണ്ടതാണ്.
- കണക്ക് കൂട്ടലുകൾ, ചിത്രങ്ങൾ, ഗ്രാഫുകൾ, എന്നിവ ഉത്തരപേപ്പറിൽത്തന്നെ ഉണ്ടായിരിക്കണം.
- ആവശ്യമുള്ള സ്ഥലത്ത് സമവാക്യങ്ങൾ കൊടുക്കണം
- ചോദ്യങ്ങൾ മലയാളത്തിലും നൽകിയിട്ടുണ്ട്.

1. The foreign policy of India was based on the principle of 'Non alignment'. Nehru played a vital role in formulating it. Discuss the basic objectives of Nehruvian foreign Policy. 4
2. Jayaprakash Narayanan demanded the dismissal of congress government in Bihar and gave a call for 'Total Revolution'. Total Revolution in means?
a) Overthrow of a government through armed revolution.

1. ഇന്ത്യയുടെ വിദേശനയത്തിന്റെ അടിസ്ഥാന തത്വം ചേരിചേരായ്മയാണ്. ഈ നയരൂപീകരണത്തിൽ പ്രധാന പങ്ക് വഹിച്ചത് നെഹ്റുവായിരുന്നു. നെഹ്റുവിൻ്റെ വിദേശനയത്തിന്റെ അടിസ്ഥാന ലക്ഷ്യങ്ങൾ ചർച്ച ചെയ്യുക. 4
2. ജയപ്രകാശ് നാരായണൻ ബീഹാറിലെ കോൺഗ്രസ് ഗവൺമെന്റിനെ പുറത്താക്കണമെന്നാവശ്യപ്പെടുകയും സമ്പൂർണ്ണ വിപ്ലവത്തിന് ആഹ്വാനം ചെയ്യുകയും ചെയ്തു. സമ്പൂർണ്ണ വിപ്ലവം എന്നതുകൊണ്ട് അർത്ഥമാക്കുന്നത്?
a) സായുധവിപ്ലവത്തിലൂടെ ഗവൺമെന്റിനെ മറിച്ചിടുക.

- b) increasing agriculutral production
- c) Change in social economic and political spheres in order to establish a true democracy.
- d) Revolution under the leadership of communist part. 1

3. India is moving fast in the path of globalisation since 1991 and it invited several criticisms. Evaluate the resistance of social groups and political parties in India against globalisation? 4

4. The world bank and IMF directed shock therapy intended restructuring of soviet system. Briefly explain shock therapy? 3

5. The presidential election of 1969 was crucial in the history of Indian National congress. Explain the presidential election 1969 nad its impact on congress system? 4

6. Match Column A with B and C

A Political Party	B Leader	C Ideology/ programme
Bharathiya Janasangh	A.K.Gopalan	Less Control on economy
Communist Party of India	Acharya Narendra Dev	One Country One Culture and One Nation
Scoailist Party	C. Rajagopalachari	Revoluti onary Socialism
Swathanthra Party	Deen Dayal Upadhyaya	Democractic Socialism

4

- b) കാർഷിക ഉല്പാദനം വർദ്ധിപ്പിക്കുക.
- c) ശരിയായ ജനാധിപത്യം സ്ഥാപിക്കുന്ന തിനുവേണ്ടി സാമൂഹികസാമ്പത്തിക രാഷ്ട്രീയ രംഗങ്ങളിലുള്ള മാറ്റം.
- d) കമ്മ്യൂണിസ്റ്റ് പാർട്ടിയുടെ നേതൃത്വത്തിലുള്ള വിപ്ലവം. 1

3. 1991 മുതൽ ആഗോളവൽകരണ പാതയിൽ ഇന്ത്യ അതിവേഗം സഞ്ചരിക്കുകയാണ്. ഇത് ധാരാളം വിമർശനങ്ങൾക്ക് ഇടയാക്കുകയും ചെയ്തു. ആഗോളവൽക്കരണത്തിനെതിരായ ഇന്ത്യയിലെ രാഷ്ട്രീയപാർട്ടികളും സാമൂഹി സംഘടനകളും നടത്തുന്ന ചെറുത്തുനിൽപ്പ് വിലയിരുത്തുക? 4

4. സോവിയറ്റ് വ്യവസ്ഥയെ പുനഃസംഘടിപ്പിക്കുക എന്ന ഉദ്ദേശ്യത്തോടെ ലോകബാങ്കും, ഐ.എം. എഫ് ഉം ചേർന്ന് നടപ്പാക്കിയ പരിഷ്കരണ നടപടിയാണ് ഷോക്ക് തെറാപ്പി. ഷോക്ക് തെറാപ്പി വിശദമാക്കുക. 3

5. 1969 ലെ പ്രസിഡന്റ് തെരഞ്ഞെടുപ്പ് ഇന്ത്യൻ നാഷണൽ കോൺഗ്രസിനെ സംബന്ധിച്ച് നിർണായകമായിരുന്നു. 1969 ലെ പ്രസിഡന്റ് തെരഞ്ഞെടുപ്പും അത് കോൺഗ്രസ് വ്യവസ്ഥയിൽ ഉണ്ടാക്കിയ സ്വാധീനവും വിശദമാക്കുക. 4

6.

എ രാഷ്ട്രീയ കക്ഷി	ബി നേതാവ്	സി പ്രത്യയ ശാസ്ത്രം/ പരിപാടി
ഭാരതീയ സംഘം	എ കെ ഗോപാലൻ	സാമ്പത്തിക വ്യവസ്ഥയിൽ കുറഞ്ഞ നിയന്ത്രണം
കമ്മ്യൂണിസ്റ്റ് പാർട്ടി ഓഫ് ഇന്ത്യ	ആചാര്യനരേന്ദ്രദേവ്	ഒരു രാജ്യം ഒരു സംസ്കാരം ഒരു ദേശീയത
സോഷ്യലിസ്റ്റ്	സി രാജഗോപാലാചാരി	വിപ്ലവാധിഷ്ഠിത പാർട്ടി സോഷ്യലിസം
സ്വതന്ത്ര്യ പാർട്ടി	ദീൻ ദയാൽ ഉപാധ്യായ	ജനാധിപത്യ സോഷ്യലിസം

4

7. Northern countries like USA opposes the concept of common but differentiated responsibility. Express your views on common but differentiated responsibility regarding environmental issues. 4
8. ASEAN is one of the prominent regional organisation in the contemporary world. It compares of three pillars what are they? 3
9. The proposed land acquisition bill once again revitalises the old key controversies of planned development. Express your views on key controversies in the light of discussions on land acquisition bill. 5
10. Partition of India was an offshoot of 'Two Nation Theory'. Who was the main exponent of this theory? Describe the process of partition and evaluate the consequences of partition? 8
11. The names of some countries are given below. Arrange them properly in the given table.
 - Pakistan
 - Indonesia
 - France
 - Thailand
 - Poland
 - Nepal

SAARC	ASEAN	European Union
•	•	•
•	•	•
•	•	•

12. Epidemics like H1N1, Dengue, Bird flue etc poses serious threat to human security. Based on this statement discuss any two new sources of threat to security. 4

7. അമേരിക്കയെ പോലെയുള്ള വടക്കൻ രാജ്യങ്ങൾ പൊതു വൈവിധ്യ ഉത്തരവാദിത്വം എന്ന ആശയത്തെ എതിർക്കുന്നു. പരിസ്ഥിതി പ്രശ്നത്തിൽ പൊതുവൈവിധ്യ ഉത്തരവാദിത്വം എന്ന ആശയത്തെക്കുറിച്ചുള്ള നിങ്ങളുടെ അഭിപ്രായം രേഖപ്പെടുത്തുക. 4
8. സമകാലിക ലോകത്തെ ഒരു പ്രധാന പ്രാദേശിക സംഘടനയാണ് അസിയാൻ. അസിയാന്റെ മൂന്ന് അടിസ്ഥാനശിലകൾ ഏതെല്ലാം? 3
9. സമീപകാലത്ത് നിർദ്ദേശിക്കപ്പെട്ട ഭൂമി ഏറ്റെടുക്കൽ ബിൽ ആസൂത്രണകാലത്തെ അടിസ്ഥാന വിവാദങ്ങൾ പ്രാധാന്യത്തോടെ ചർച്ച ചെയ്യുന്നതിന് കാരണമായി. ഭൂമി ഏറ്റെടുക്കൽ ബില്ലിനെക്കുറിച്ച് നടന്ന ചർച്ചയുടെ അടിസ്ഥാനത്തിൽ അടിസ്ഥാന വിവാദങ്ങളെ കുറിച്ചുള്ള നിങ്ങളുടെ അഭിപ്രായം പ്രകടിപ്പിക്കുക? 5
10. ഇന്ത്യാ വിഭജനം ദിരാഷ്ട്ര സിദ്ധാന്തത്തിന്റെ ഫലമാണ്. ഈ സിദ്ധാന്തത്തിന്റെ പ്രധാന വക്താവ് ആയിരുന്നു? ഇന്ത്യാ വിഭജന പ്രക്രിയ വിശദമാക്കി അതിന്റെ പരിണിതഫലങ്ങൾ വിലയിരുത്തുക. 8
11. ഏതാനും രാജ്യങ്ങൾ താഴെ തന്നിരിക്കുന്നു. തന്നിരിക്കുന്ന ടേബിളിൽ അവയെ അനുയോജ്യമായി ക്രമീകരിക്കുക.
 - പാകിസ്ഥാൻ
 - ഇന്തോനേഷ്യ
 - ഫ്രാൻസ്
 - തായ്‌ലന്റ്
 - പോളണ്ട്
 - നേപ്പാൾ

സാർക്ക്	അസിയാൻ	യൂറോപ്യൻ യൂണിയൻ
•	•	•
•	•	•
•	•	•

12. പകർച്ച വ്യാധികളായ എച്ച്1എൻ1, ഡെങ്കി, പക്ഷിപനി തുടങ്ങിയവ മാനവസുരക്ഷയ്ക്ക് ഗൗരവമായ ഭീഷണി ഉയർത്തുന്നു. ഈ പ്രസ്താവനയുടെ അടിസ്ഥാനത്തിൽ രണ്ട് ആധുനികസുരക്ഷാ ഭീഷണികൾ ചർച്ച ചെയ്യുക. 4

13. It is alleged that popular movements obstructs the functioning of democratic governments in the country. Critically evaluate this statement based on any two lessons of popular movement? 4
14. In TamilNadu DMK attained political milage and came to power 1967 by raising some issues Briefly expalin them. 3
15. Coalition politics is a peculiar feature of Indian politics since 1990. Evaluate the coailition politics that exists in India? 4
16. India is a major contestent for permanent membership in UN security council. How far India is eligible for permenant membership? give your arguments. 5
17. The end of cold war marked the begining of US dominance in world politics. Explain establishment of US dominance through following incidents?
 - Collapse of Soviet Union
 - First Gulf war
 - Operation infinite reach
 - War on terror
 - Operation Iraqui Freedom.
8
18. During the Cold war period the super powers expressed keen interest in making allience with small states. Find out the reasons for establishing such alliences. 3
19. The declaration of emergency in 1975 affected Social and political life in India. Explain the consequences of emergency. 4
13. രാജ്യത്തെ ജനകീയ പ്രസ്ഥാനങ്ങൾ തെരഞ്ഞെടുക്കപ്പെട്ട ഗവൺമെന്റുകളുടെ പ്രവർത്തനത്തെ തടസ്സപ്പെടുത്തുന്നു എന്ന് ആരോപിക്കപ്പെടുന്നു. ജനകീയ പ്രസ്ഥാനങ്ങളുടെ ഏതെങ്കിലും രണ്ട് അനുഭവപാഠങ്ങളുടെ അടിസ്ഥാനത്തിൽ മുകളിൽ സൂചിപ്പിച്ച പ്രസ്താവനയെ വിമർശനാത്മകമായി വിലയിരുത്തുക. 4
14. ഡി.എം.കെ തമിഴ്നാട്ടിൽ രാഷ്ട്രീയ നേട്ടമുണ്ടാക്കുകയും 1967 അധികാരത്തിലെത്തുകയും ചെയ്തത് ഏതാനും പ്രശ്നങ്ങൾ ഉയർത്തി കൊണ്ടുവന്നുകൊണ്ടാണ്. അവ ചുരുക്കി വിശദീകരിക്കുക. 3
15. മുന്നണി രാഷ്ട്രീയം 1990 മുതൽക്കുള്ള ഇന്ത്യൻ രാഷ്ട്രീയത്തിന്റെ സവിശേഷതയാണ്. ഇന്ത്യൻ രാഷ്ട്രീയത്തിൽ നിലനിൽക്കുന്ന മുന്നണി രാഷ്ട്രീയത്തെ വിലയിരുത്തുക. 4
16. യു.എൻ. സുരക്ഷാ സമിതിയിലെ സ്ഥിരാംഗത്വത്തിനുവേണ്ടിയുള്ള ഒരു പ്രധാന മത്സരാർത്ഥിയാണ് ഇന്ത്യ. ഇന്ത്യക്ക് ഇതിന് എത്രമാത്രം അർഹതയുണ്ട്. നിങ്ങളുടെ വാദഗതികൾ ഉന്നയിക്കുക. 5
17. ശീതയുദ്ധത്തിന്റെ അന്ത്യം ലോകരാഷ്ട്രീയത്തിൽ അമേരിക്കൻ മേധാവിത്വത്തിന് തുടക്കം കുറിച്ചു. താഴെ തന്നിരിക്കുന്ന സംഭവങ്ങൾ എങ്ങനെ അമേരിക്കൻ മേധാവിത്വത്തെ സഹായിച്ചു എന്ന് വിശദമാക്കുക.
 - സോവിയറ്റ് യൂണിയന്റെ പതനം
 - ഓപ്പറേഷൻ ഇൻഫിനിറ്റ് റിച്ച്
 - ഭീകരതക്കെതിരായ യുദ്ധം
 - ഓപ്പറേഷൻ ഇറാക്കി ഫ്രീഡം
8
18. ശീതയുദ്ധക്കാലത്ത് ചെറിയ രാജ്യങ്ങളുമായി സഖ്യം സ്ഥാപിക്കുവാൻ വൻശക്തികൾ പ്രത്യേക താല്പര്യം കാണിച്ചിരുന്നു. ഇത്തരം സഖ്യങ്ങൾ സ്ഥാപിച്ചതിന്റെ കാരണങ്ങൾ കണ്ടെത്തുക. 3
19. 1975 ലെ അടിയന്തിരാവസ്ഥ പ്രഖ്യാപനം ഇന്ത്യയിലെ സാമൂഹ്യരാഷ്ട്രീയ ജീവിതത്തെ ബാധിച്ചു. അടിയന്തിരാവസ്ഥയുടെ പ്രത്യാഘാതങ്ങൾ വിശദമാക്കുക. 4

- 20 Find out the International organisation formed under the initiative of Tito, Nasser and Nehru.
- a) SAARC b) ASEAN
c) UNO d) NAM 1
21. The military operation to evaquate the militant Akali groups from Golden Temple in Amritsar is known as?
- a) Blue star operation
b) Red star operation
c) Operation temple
d) Operation thunder bolt 1

- 20 ടിറ്റോ, നാസർ, നെഹ്റു എന്നിവർ മുൻകൈയെടുത്ത് രൂപീകരിച്ച അന്തർദ്ദേശീയ സംഘടനയെ കണ്ടെത്തുക.
- a) സാർക്ക് b) അസിയാൻ
c) യു.എൻ.ഒ d) നാം 1
21. ഗോൾഡൻ ടെമ്പിളിൽ നിന്നും തീവ്രവാദ അക്വാലി ഗ്രൂപ്പുകളെ ഒഴിപ്പിക്കുന്നതിനായി നടത്തിയ സൈനിക ഉടമ്പടി അറിയപ്പെടുന്നത്?
- a) ബ്ലൂസ്റ്റാർ ഓപ്പറേഷൻ
b) റെഡ്സ്റ്റാർ ഓപ്പറേഷൻ
c) ഓപ്പറേഷൻ ടെമ്പിൾ
d) ഓപ്പറേഷൻ തണ്ടർ ബോൾട്ട് 1

Answer Key

Qn. No.	Sub Qns	Value points	Score	Total																					
1		Nehru as Foreign minister Preserve hard earned sover eighty Protect territorial integrity Promote rapid economic development give brief explanation	1 1 1 1	4																					
2		C: Change in social economic and political spheres in order to establish a 'True Democracy'	1	1																					
3		Implementation of New Economic Policy Resistence from social movements Opposition of Left parties Cultural criticism against globalisation	1 1 1 1	4																					
4		Transition from authoritarian socialist system to democratic capitalism Privatisation of State Assets Introduction of free trade and foreign direct investment	1 1 1	3																					
5		Conflict between Indira Gandhi and Congress syndicate Candidature of V V Giri as presidential candidate and elctroal victory of VV Giri Split and change in congress system	1 1 2	4																					
6		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">A</th> <th style="width: 33%;">B</th> <th style="width: 33%;">C</th> </tr> <tr> <th>Political Party</th> <th>Leader</th> <th>Ideology/programme</th> </tr> </thead> <tbody> <tr> <td>Bharathiya Janasangh</td> <td>Deen Dayal Upadhyaya</td> <td>One Country One Culture One Nation</td> </tr> <tr> <td>Communist Party of India</td> <td>A.K.Gopalan</td> <td>Revolutionary Socialism</td> </tr> <tr> <td>Socialist Party on economy</td> <td>Acharya Narendra Dev</td> <td>Democractic Socialism</td> </tr> <tr> <td>Swathanthra Party</td> <td>C. Rajagopalachari</td> <td>Less Control on Economy</td> </tr> <tr> <td colspan="3">Score to be awarded only it both B and C matches to A</td> </tr> </tbody> </table>	A	B	C	Political Party	Leader	Ideology/programme	Bharathiya Janasangh	Deen Dayal Upadhyaya	One Country One Culture One Nation	Communist Party of India	A.K.Gopalan	Revolutionary Socialism	Socialist Party on economy	Acharya Narendra Dev	Democractic Socialism	Swathanthra Party	C. Rajagopalachari	Less Control on Economy	Score to be awarded only it both B and C matches to A			1 1 1 1	4
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Score to be awarded only it both B and C matches to A																									
7		Meaning of common but differntiated responsibility Logical views of the learner	2 2	4																					
8		ASEAN Security community ASEAN economic community ASEAN Socio Culutral Community	1 1 1	3																					

Answer Key

Qn. No.	Sub Qns	Value points	Score	Total												
9		Agricultural Vs Industry Public Vs Private sector Logically connecting the above two with land acquisition bill	1½ 1½ 2	5												
10		Mohammed Ali Jinnah Process of Partition Consequences of partition	1 3 4	8												
11		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">SAARC</th> <th style="width: 25%;">ASEAN</th> <th style="width: 25%;">European Union</th> <th style="width: 25%;"></th> </tr> </thead> <tbody> <tr> <td>Pakistan</td> <td>Indonesia</td> <td>France</td> <td></td> </tr> <tr> <td>Nepal</td> <td>Thailand</td> <td>Poland</td> <td></td> </tr> </tbody> </table>	SAARC	ASEAN	European Union		Pakistan	Indonesia	France		Nepal	Thailand	Poland		½ × 6	3
SAARC	ASEAN	European Union														
Pakistan	Indonesia	France														
Nepal	Thailand	Poland														
12		Terrorism Humanright violations Global poverty Health epidemics (Write any two)	1 1 2	4												
13		Part of democratic process Ensured effective representation of diverse groups and their demands Raised issues un addressed by electoral politics Prevents disaffection of groups from democracy (Write any two)	2 2	4												
14		Restoration of the original name of Kallakudi Railway station Restructuring school curriculum by replacing Brahmanical craft education with Tamil cultural history Anti Hindi agitation	1 1 1	3												
15		Decline of congress Formation of new political alliances (UPA, NDA, United Front, Left Front)	1 3	4												
16		Need for restructuring UN security council Prominent developing economic power Second most popular country Worlds largest democracy Active participant in UN initiatives	1 1 1 1 1	5												

Answer Key

Qn.	Sub	Value points	Score	Total
17		Introduction Collapse of soviet uniin First Gulf war Operation infinite reach War or terror Operation Irquie freedom	1½ 1½ 1½ 1½ 1½ 2	8
18		To exploit natural resources To use territory for spy work and keeping weapon To meet military expenses	1 1 1	3
19		Suspended freedom of press and some fundamental rights Extensive use of preventive detention Changes in constitution	1 1 2	4
20		d: NAM	1	1
21		a: Blue Star Operation	1	1

WEIGHT TO CONTENT & LEARNING OUTCOMES

No.	Content/Chapters	L.O. No.	Score	Percentage
1	Challenges of Nations	1.1,1.2	8	10
2	Era of one party dominance	2.3	4	5
3	Politics and Planned Development	3.4	5	6.25
4	Indias External relations	4.2	4	5
5	Challenges to and Restoration of the congress system	5.2	4	5
6	The crisis of democratic order	6.1, 6.2	5	6.25
7	Rise of Popular movements	7.10	4	5
8	Regional Aspiration	8.2	4	5
9	Recent Development of in Indian Politics	9.1	4	5
10	The Cold war Era	10.2, 10.3, 10.4	4	5
11	The End of Bipolarity	11.2	3	3.75
12	US Hegemony in world Politics	12.2, 12.3	8	10
13	Alternative centres of power	13.3	6	7.5
14	Contemporary South Asia	14.6	6	7.5
15	Interantinal organisation	15.6	5	6.25
16	Security in the contemporary world	16.4	4	5
17	Environoment and Natural resources	17.4	4	5
18	Globalisation	18.9	4	5
		Total	80	100%

WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	14	14	17.5
2	Short Answer	13	51	63.75
3	Essay	2	15	18.75
	Total	29	80	100

WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	For conceptual attainment	48	60
2	For conceptual generation	32	40

BLUE PRINT

Unit	Thinking skills for Conceptual Attainment	Thinking skills for Conceptual Generation						Total
	Thinking skills/Content	OB	SA	Essay	OB	SA	Essay	
1	Challenges of Nations	1		3			4	8
2	Era of one party dominance	4						4
3	Politics and Planned Development					5		5
4	Indias External relations		4					4
5	Challenges to and Restoration of the congress system		4					4
6	The crisis of democratic order		4		1			5
7	Rise of Popular movements					4		4
8	Regional Aspiration	1	3					4
9	Recent Development of in Indian Politics					4		4
10	The Cold war Era		3		1			4
11	The End of Bipolarity		3					3
12	US Hegemony in world Politics			8				8
13	Alternative centres of power	6						6
14	Contemporary South Asia	6						6
15	Interantinal organisation					5		5
16	Security in the contemporary world					4		4
17	Environoment and Natural resources					4		4
18	Globalisation					4		4

QUESTION BASED ANALYSIS - POLITICAL SIENCE

Qn. No.	Content/ Unit	LO. No.	Specific thinking skills (no.)	Form of Questions	Score	Time (minuts)
1	3	1 2	1.1 1.2 2.7	SA	4	7
2	6	4	4.1	Obj	1	1
3	18	1 5	1.2 5.2	SA	4	8
4	11	1 2	1.1 2.7	SA	3	5
5	5	1 2	1.2 2.7 2.4	SA	4	7
6	2	1	1.1 1.2	Obj	4	5
7	17	1 5	1.1 5.1 5.2	SA	4	8
8	13	1 2	1.1 2.3	Obj	3	2
9	3	1 3 5 6	1.2 3.2 5.2 6.1	SA	5	10
10	1	1 2 5 6	1.2 2.4 2.7 5.2 6.1	Obj Essay	8	21
11	13, 14	1 2 3	1.2 2.3 3.2	Obj	3	3
12	16	1 2 5 6	1.2 2.4 5.2 6.3	SA	4	8

QUESTION BASED ANALYSIS - POLITICAL SIENCE

Qn. No.	Content/ Unit	LO. No.	Specific thinking skills (no.)	Form of Questions	Score	Time (minuts)
13	7	1 2 5 6	1.1 2.3 5.1 6.1	SA	4	8
14	8	1 2	1.1 2.3 2.4 2.7	Obj SA	4	7
15	9	1 4 5	1.1 4.1 5.1	SA	4	8
16	15	1 5 6	1.2 5.2 6.1	SA	5	10
17	12	1 2	1.1 1.2 2.3 2.7	Essay	8	20
18	10	1 2	1.2 2.3 2.7	SA	3	3
19	6	1 2	1.1 2.1 2.7	SA	4	7
20	10	6	6.1	Obj	1	1
21	8	1	1.2	Obj	1	1150