

**EDUMATE**

**XII**

*Gandhian Studies*



**Government of Kerala**  
**DEPARTMENT OF EDUCATION**

**State Council of Educational Research and Training (SCERT),  
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# *Foreword*

*Dear Teacher,*

*With regards,*

**Dr. J. Prasad**  
**Director**

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# HIND SWARAJ OR INDIAN HOME RULE

## 1. Learning Outcomes

- Identifies Hind Swaraj as the Gandhian Manifesto
- Describes Swaraj
- Explains Gandhiji's criticism of Parliamentary Swaraj
- Lists out the merits of true civilization
- Analyses the features of modern civilization
- Analyses Gandhiji's views on Passive resistance, Education and Machinery.
- Evaluates the relevance of Gandhian ideas in Hind Swaraj

Q-1

### Learning outcome

- Identifies Hind Swaraj as the Gandhian manifesto

Question text

- Why did considered Hind swaraj as the manifesto of Gandhiji. Explain the reasons.



### Scoring Indicators

- |  |   |
|--|---|
| • Statement of contents in one para      | 2 |
| • Seminal book by Gandhiji               | 1 |
| • Contains the essence of Gandhian ideas | 1 |
| • Proposes a blueprint for better world  | 1 |
| • One's own views                        | 1 |

*Scores 6, Time 12 mts*

Q2

### Learning outcome

- Identifies Hind Swaraj as the Gandhian manifesto

Question Text

- Identify the book which is considered as the manifesto of M K Gandhi.  
(My Experiments with Truth, Civilisation: Its Cause and Cure, Indian Home Rule)

 **Scoring Indicators**

- Indian Home Rule 1

*Score 1, Time 1 mts*

Q 3

**Learning outcome**

- Identifies Hind Swaraj as the Gandhian manifesto

Question Text

- “A great English writer has written a work called Civilisation: Its Cause and Cure. Therein he called it as a disease.” Identify the writer.

 **Scoring Indicators**

- Edward Carpenter 1

*Score 1, Time 1 mts*

Q 4

**Learning outcome**

- Describes Swaraj

Question Text

- Gandhian conception of swaraj has both epistemological and philosophical dimensions. Explain the meaning of Swaraj and its significance and how it differs from popular meaning of swaraj?

 **Scoring Indicators**

- Literal meaning of swaraj 1
- Gandhian understanding of swaraj 2
- Significance of swaraj 1

*Score 4, Time 8 mts*

Q 5

**Learning outcome**

- Describes Swaraj

Question Text

- In which chapter of Hind Swaraj Gandhi deals with swaraj.

 **Scoring Indicators**

- Chapter IV

1

*Score 1, Time 1 mts*

Q 6

**Learning outcome**

- Explains Gandhiji's criticism of Parliamentary Democracy

Question Text

- Gandhi was a severe critic of Parliamentary Democracy. Prepare a brief note on Gandhi's grounds of criticism on Parliamentary Democracy.

 **Scoring Indicators**

- Gandhi's outlook towards British parliament
- Gandhian views on parliamentary Democracy
- Relevance of Gandhian views

1

2

1

*Score 4, Time 8 mts*

Q 7

**Learning outcome**

- List out the merits of True Civilisation

Question Text

- Gandhiji shared his views regarding True civilisation in Hind Swaraj. Identify the characteristics of True civilisation.

 **Scoring Indicators**

- Any six features/merits of True civilisation 6 x ½

3

*Score 3, Time 5 mts*

Q 8

**Learning outcome**

- Analyses the features of modern civilisation

Question Text

- Gandhi considered modern civilisation as satanic or soulless. Analyse the limitations of modern civilisation

 **Scoring Indicators**

- List out the limits of modern civilisation
- Materialistic- wants and greed- reduced wisdom to knowledge-mechanical-rooted in violence- 1 x 5

1

5

*Score 6, Time 12 mts*

Q 9

**Learning outcome**

- Analyses the features of modern civilisation

**Question Text**

- Do you think that Gandhi's views on modern civilisation are relevant? Analyse Gandhi's critique of modern civilisation.

**Scoring Indicators**

- Yes. ½
- Materialistic, industrial and atheistic character of modern civilisation- bodily welfare-soulless system 2½
- Comparing Gandhian views with present world order 1

**Score 4, Time 8 mts**

Q 10

**Learning outcome**

- Analyses Gandhiji's views on passive resistance, education and machinery

**Question Text**

- According to Gandhi, machinery is the chief symbol of modern civilisation. Comment on Gandhi's views on machinery.

**Scoring Indicators**

- Explanation of Gandhian views on machinery  
Mechanisation is the root cause of unemployment 1
- Against labour saving machinery 1
- In favour of indigenous technology 1

**Score 3, Time 6 mts**

Q 11

**Learning outcome**

- Analyses Gandhiji's views on passive resistance, education and machinery

**Question Text**

- Real home rule is possible only when passive resistance is the guiding force of the people. Do you agree with this? Substantiate.

**Scoring Indicators**

- Response 1
- Explain passive resistance 1
- Home rule 1
- Relationship between passive resistance and home rule 1

**Score 4, Time 8 mts**



Q 12

**Learning outcome**

- Analyses Gandhiji's views on passive resistance, education and machinery

**Question Text**

- Now we are living in a mechanised world. Mechanisation has its own blessings and pitfalls. Is there any significance of Gandhi's views on mechanisation in the present society? Substantiate

**Scoring Indicators**

- Yes/No 1
- Justification with the answer relate with Gandhian views on machinery 3

**Score 4, Time 8 mts**

Q 13

**Learning outcome**

- Analyses Gandhiji's views on passive resistance, education and machinery

**Question Text**

- Imagine you are attending a debate on Mechanisation. Prepare three points in support of and opposed to mechanisation.

**Scoring Indicators**

- Three points in favour of mechanisation 1 ½
- Three points against mechanisation 1 ½

**Score 3, Time 6 mts**

Q 14

**Learning outcome**

- Evaluates the relevance of Gandhian ideas in Hind Swaraj

**Question Text**

- Gandhi discussed the evils of modern civilisation and the ways and means to *Swaraj* in his seminal work the *Hind Swaraj*. Identify the central theme of *Hind Swaraj* and assess its relevance in the contemporary world.

**Scoring Indicators**

- Themes in Hind Swaraj ( swaraj, critique of modern civilisation, true civilisation, mission of congressmen, unrest dueto partition of Bengal, way to swaraj etc) 4
- Explain the significance and relevance 2

**Score 6, Time 12 mts**

# EDUCATIONAL PHILOSOPHY OF MAHATMA GANDHI

## 1. Learning Outcomes

- Defines Education
- Evaluates the concept of Basic Education
- Lists out various aims of Education
- Evaluates the features of Wardha scheme of education
- Analyses the methodology of Basic Education
- Evaluates the content of Basic Education.
- Compare the routine work of Basic School
- Identifies the technique of correlation
- Analyses the merits of Basic Education
- Critically evaluates the educational scenario after independence
- Identifies that education leads to peace
- Combines education and development

Q-1

### Learning outcome

- Defines education

Question text

- The role of education is very important for creating a perfect society as well as perfect man. Examine this statement based on the definition given by Gandhi on education.



### Scoring Indicators

- Gandhiji's definition on Education
- Promotes Holistic development
- Physical, intellectual and spiritual development.

- Gandhian vision of education

1x4=4

*Score 4, Time: 8 mts*

Q2

**Learning outcome**

- Evaluates the concept of basic education

Question text

- Specify the main recommendations of Wardha conference of education in 1937?

**Scoring Indicators**

- Six recommendations prepared by Dr.ZakirHussain Committee. ( $\frac{1}{2} \times 6 = 3$ )

*Score 3, Time:6 mts*

Q3

**Learning outcome**

- Lists out various aims of education

Question text

- Gandhian education aims at making a child self-reliant by enabling him to use his acquired knowledge and skills in practical affairs of life. Based on this statement, list out the immediate aims of Gandhian education?

**Scoring Indicators**

- General introduction about Gandhian scheme of Education
- Harmonious development
- Complete living
- Self sufficiency
- Character building
- Training in citizenship
- Cultural aim
- Utilitarian aim
- Ramrajya
- Introduction – 2
- Aims  $\frac{1}{2} \times 8 = 4$

*Score 6, Time: 10 mts*

Q4

**Learning outcome**

- Lists out various aims of education

Question text

- Character building for Gandhiji also meant knowledge of duty. Explain this statement?

 **Scoring Indicators**

- School must be an extension of home
- Nurturing all human virtues

$$2 \times 2 = 4$$

**Score 4, Time: 8 mts**

Q5

**Learning outcome**

- Evaluate the features of wardha scheme of education

Question text

- Free and compulsory education is one of the main feature of Basic education. Find out the other main features Basic Education

 **Scoring Indicators**

- Craft centered education
- Self-sufficient and self-supporting
- Mother tongue
- Citizenship training.

$$4 \times \frac{1}{2} = 2$$

**Score 2, Time: 4 mts**

Q6

**Learning outcome**

- Evaluate the features of wardha scheme of education

Question text

- Basic education imparted through craft or productive work. Based on this statement describe the advantages of craft centered education.

 **Scoring Indicators**

- Psychological importance
- Break down the prejudice between manual labour and intellectual labour.
- Economic importance
- Life centred education

$$1\frac{1}{2} \times 4 = 6$$

**Score 6, Time: 12 mts**

Q7

**Learning outcome**

- Analyses the methodology of basic education

Question text

- Learning by doing is the key element of Basic Education. Analyse this statement and prepare a brief report on the methodology of Basic Education.

 **Scoring Indicators**

- 3H (head, heart and hand)
- Craft centred
- Correlation
- Activity oriented
- Cooperative

$$5 \times 1 = 5$$

*Score 5, Time: 10 mts*

Q8

**Learning outcome**

- Evaluates the content of basic education

Question text

- List out any six selected craft in basic education and explain its educational possibilities.

 **Scoring Indicators**

- Write any six craft items.
- Principles of co-operative activity, planning, accuracy, initiative....etc.  
(Write any three relevant points –  $3 \times 1 = 3$ )

$$\frac{1}{2} \times 6 = 3$$

*Score 6, Time: 12 mts*

Q9

**Learning outcome**

- Evaluates the content of basic education

Question text

- The medium of instructions has a vital role in teaching-learning process.  
Write your opinion about medium of instruction.

 **Scoring Indicators**

- Opinion about medium of instruction. (2)
- Importance of mother tongue (4)

*Score 6, Time: 12 mts*

Q10

**Learning outcome**

- Evaluates the content of basic education

Question text

- Gandhiji's Basic Education is fundamentally different from the conventional scheme of education in its content and process of learning. Do you agree with this statement? Substantiate your arguments on the basis of the content and method of basic education.

 **Scoring Indicators**

- List out the content of Basic Education (3)
- Arguments (2)

*Score 5, Time: 10 mts*

Q11

**Learning outcome**

- Evaluates the content of basic education

Question text

- List out the various objectives behind including social studies in basic education.

 **Scoring Indicators**

- Develop broad human interest
- Proper understanding of his social and geographical environment.
- Love of the mother land.
- Sense of the rights and responsibilities of citizenship. (4 x 1 = 4)

*Score 4, Time: 8*

Q12

**Learning outcome**

- Evaluates the content of basic education

Question text

- Specify the significance of teaching general science in Gandhian scheme of education?

 **Scoring Indicators**

- Proper outlook on nature.
- Habit of observation and testing of experience by experiment.
- Develop scientific outlook.

3 x 1 = 3

*Score 3, Time: 6 mts*

Q13

**Learning outcome**

- Evaluates the content of basic education

Question text

- In the Gandhian scheme of education drawing assumes great importance. What is your opinion about teaching of drawing in your curriculum

 **Scoring Indicators**

- Aesthetic sense
- To train the eye in the observation and discrimination of forms and color.
- Give practice in scales of drawing and making graphs and pictorial graphs.
- Develop the capacity for tasteful design and decoration. (4 x 1 = 4)

*Score 4, Time: 8 mts*

Q14

### Learning outcome

- Compares the routine work of basic school.

Question text

- Write a brief description about routine work of your school and basic school.

### Scoring Indicators

- |                                |   |
|--------------------------------|---|
| • Routine work of basic school | 2 |
| • Comparison                   | 2 |

*Score 4, Time: 8 mts*

Q15

### Learning outcome

- Identifies the technique of correlation.

Question text

- Analyze the technique of correlation in Gandhian education.

### Scoring Indicators

- |                           |    |
|---------------------------|----|
| • Medium of correlation   | 1½ |
| • Contents of correlation | 1½ |
| • Process of correlation  | 1½ |
| • Purpose of correlation  | 1½ |

*Score 6, Time: 12 mts*

Q16

### Learning outcome

- Analyses the merits of basic education

Question text

- Basic Education aims comprehensive development of man. Based on this statement prepare a detailed report on the merits of Basic Education.

### Scoring Indicators

- |  |   |
|--|---|
| • Child centered education                   | 1 |
| • Learning by doing                          | 1 |
| • Craft as they come of the basic educations | 1 |
| • Integrated knowledge.                      | 1 |
| • ---  | 1 |
| • -----                                      | 1 |

(Explain any six points and its brief explanation)

**Score 6, Time: 12 mts**

Q17

**Learning outcome**

- Critically evaluates the educational scenario after independence.

Question text

- Gandhiji's educational ideas greatly influenced the report of secondary education commission. Analyze.

 **Scoring Indicators**

- Vocational efficiency
- Working with hands
- Co-operative work etc.
- Dignity of labour

(4x1=4)

**Score 4, Time: 8 mts**

Q18

**Learning outcome**

- Critically evaluates the educational scenario after independence.

Question text

- Choose the right combination from the following table.

	A	B	C
1	1949	Iswarbai Patel Committee	Character formation
2	1953	National policy on education	Community living
3	1964	Kothari Commission	Free and compulsory education
4	1968	Secondary Education Commission	SUPW
5	1977	University Education Commission	Vocational efficiency

 **Scoring Indicators**

1. 1949 – University Education Commission – Character formation
2. 1953 – Secondary Education Commission – Vocational efficiency
3. 1964 – Kothari Commission – Community living
4. 1968 – National Policy on Education – Free and compulsory education



5. 1977 – Iswarbai Patel Committee – SUPW

(5 x 1 = 5)

*Score 5, Time: 5 mts*

Q19

### Learning outcome

- Critically evaluates the educational scenario after independence.

Question text

- Recommendations of Kothari Commission are directly related with Gandhiji's ideas. Analyze. 4



### Scoring Indicators

- Work experience
- Community living
- Social service... etc.

*Score 4, Time: 4 mts*

Q20

### Learning outcome

- Identifies that education leads to peace.

Question text

- What do you understand by peace? Do you think that Gandhian education would leads to peace? Justify your answer.



### Scoring Indicators

- Importance of non-violence
- Importance of morality and ethics
- Self-reliant citizen
- Covers all aspects of life... etc.

(4x1=4)

*Score: 4, Time: 8 mts*

Q21

### Learning outcome

- Identifies that education leads to peace.

Question text

- Holistic development of a person is the fundamental aim of Gandhian education. Do you agree with this statement? Justify your answer?



### Scoring Indicators

- Physiological importance
- Pedagogical importance
- Sociological importance
- Economic importance
- Psychological importance
- Philosophical importance

(6x1 = 6)

*Score: 6, Time: 12 mts*

## 1. Learning Outcomes

- Recognizes the term of peace and the need of studying peace, peace studies.
- Familiarizes the definition of violence and its various forms.
- Familiarizes the concept of personal/direct violence.
- Familiarizes the concept of structural violence.
- Identifies the concept of cultural violence.
- Familiarizes the concept of Peace, negative peace and positive peace.
- Evaluates the Gandhian notion of peace
- Evaluates the culture of peace
- Understands the meaning and definition of conflict.
- Recognizes various causes of conflict.
- Familiarize conflict resolution and various methods of conflict Resolution
- Evaluates the Gandhian method of conflict resolution
- Identifies the concept of conflict transformation
- Recognizes the concept of peace education
- Identifies the evolution and necessity of peace movements
- Evaluates the idea of peace and development

---

Q-1

### Learning outcome

- Recognises the term peace and the need for studying peace and peace studies.

## Question text

- Peace should be an inevitable component of our society. Identify the relevance of studying peace in the present day society.

 Scoring Indicators

- Peace as a value 1
- Peace studies- management and resolution of conflicts-causes of war- various forms of violence-need for building a society free from violence 2

**Scores: 3, Time: 6 mts**

## Q 2

## Learning Outcomes

- Familiarises the definition of violence and its various forms.

## Question Text

- Like peace, violence is also a universal phenomenon. Identify and explain the different forms of violence.

 Scoring Indicators

- Personal, structural and cultural violence. Explanation  $1 \times 3 = 3$

**Scores 3, Time 6 mts**

## Q 3

## Learning Outcome

- Familiarises the concept of personal/direct violence.

## Question Text

- Explain different types of personal/direct violence.

 Scoring Indicators

- Use of physical force (examples), verbal, threatening  $1\frac{1}{2}$
- Explanation -  $\frac{1}{2}$

**Scores 2, Time 4 mts**

## Q 4

## Learning Outcome

- Familiarises the concept of structural violence.

Question Text

- Find out two examples of structural violence and explain how they affect the peaceful order of the society.



**Scoring Indicators**

- Child labour, racial discrimination etc 2
- Explanation 1

**Scores 3, Time: 6 mts**

Q 5

**Learning Outcome**

- Identifies the concept of cultural violence.

Question Text

- Is cultural violence prevalent in the society? If yes prepare a write up about cultural violence with examples



**Scoring Indicators**

- Yes ½
- Write up: part of culture which legitimise direct or structural violence 1½
- Examples: Cultural practices which justify direct or structural violence 1

**Scores 3, Time 6 mts**

Q 6

**Learning Outcomes**

- Familiarises the concept of personal/direct violence, Familiarises the concept of structural violence, Identifies the concept of cultural violence.

Question Text

- Select the concept and terms from the bracket and arrange it under suitable headings shown in the table below.

[Apartheid, Poverty, media violence, Threatening, Bombing]

**Forms of violence**

direct	structural	Cultural



**Scoring Indicators**

- Direct : Threatening, Bombing 1
- Structural : Poverty, Apartheid 1
- Cultural : media violence 1

**Scores 3, Time 3mts**

Q7

**Learning Outcome**

- Familiarises the concept of peace, negative peace and positive peace.

Question Text

- The notion of peace is multidimensional. Make a distinction between negative peace and positive peace?

 **Scoring Indicators**

- |   |   |
|---|---|
| • Absence of direct, structural and cultural violence | 1 |
| • Negative peace                                      | 1 |
| • Positive peace                                      | 1 |
| • Conclusion  | 1 |

*Scores 4, Time 8 mts*

Q8

**Learning Outcome**

- Evaluates the Gandhian notion of peace.

Question Text

- According to Gandhiji, there is no route to peace, peace is the route. Evaluate.

 **Scoring Indicators**

- |                                     |   |
|-------------------------------------|---|
| • Gandhian understanding of peace   | 2 |
| • Peace as a way of life, Sarvodaya | 2 |

*Scores 4, Time 8 mts*

Q9

**Learning Outcome**

- Evaluates the Gandhian notion of peace.

Question Text

- The notion of peace has both positive and negative dimensions. Make critical assessment of Gandhian understanding of peace.

 **Scoring Indicators**

- |                                   |   |
|-----------------------------------|---|
| • Gandhian understanding of peace | 1 |
| • Concept of positive peace       | 1 |
| • Comparison and evaluation       | 2 |

*Scores 4, Time 8 mts*

Q 10

**Learning Outcomes**

- Evaluates the culture of peace.

**Question Text**

- The concept of Peace is complex and multidimensional. How do you relate culture of peace with cultural violence?

 **Scoring Indicators**

- Culture of peace 1½
- Cultural violence 1½
- Relation between culture of peace and (culture of peace is the absence of cultural violence) cultural violence 1

*Scores 4, Time 8 mts*

Q 11

**Learning Outcome**

- Understands the meaning and definition of conflict.

**Question Text**

- Conflict is an unavoidable part of social life. Explain the functions of conflict

 **Scoring Indicators**

- Positive and negative functions 1
- Functions: as a creative force, catalyst for social change and transformation 2

*Scores 3, Time 6 mts*

Q 12

**Learning Outcomes**

- Recognises various causes of conflict.

**Question Text**

- Conflict and conflict resolution are the two faces of human life. Identify the various causes leading to conflict.

 **Scoring Indicators**

- Political and institutional factors..... 1
- Socio-economic factors ..... 1
- Resource and environmental factors..... 1

*Scores 3, Time 6 mts*

Q 13

**Learning Outcome**

- Familiarises conflict resolution and various methods of conflict resolution.

## Question Text

- Every society evolves its own conflict resolution mechanisms. Identify the merits and demerits of various methods of conflict resolution.

**Scoring Indicators**

- Merits and demerits of mediation, negotiation, arbitration and adjudication
- For each method 1 score

*Scores 4, Time 8 mts*

Q 14

**Learning Outcome**

- Familiarises conflict resolution and various methods of conflict resolution.

## Question Text

- There are coercive and non coercive means of conflict resolution mechanisms. Which one you prefer for resolving the conflict with your friend? Explain reasons

**Scoring Indicators**

- Non coercive 1
- Justification for selecting the method either mediation or negotiation 1

*Scores 2, Time 4 mts*

Q 15

**Learning Outcome**

- Familiarises conflict resolution and various methods of conflict resolution.

## Question Text

- There is a dispute between your neighbours about their land boundary. As a student of Gandhian studies, which method you will suggest to resolve the dispute? Substantiate

**Scoring Indicators**

- Negotiation or mediation 1
- Explanation of the reasons 2

*Scores 3, Time 6 mts*

Q 16

**Learning Outcome**

- Evaluates the Gandhian method of conflict resolution.

## Question Text

- Gandhi evolved a distinct method of conflict resolution from his own unique experiments. Identify gandhian method of conflict resolution and explain its advantages.

 **Scoring Indicators**

- satyagraha 1
- advantages of satyagraha- conflict transformation 2

**Scores 3, Time 6 mts**

Q 17

**Learning Outcome**

- Identifies the concept of conflict transformation.

Question Text

- Gandhi practised mediated settlements in several conflict situations. Explain them on the basis of the conflict transformation approach.

 **Scoring Indicators**

- Dispute resolution - Dada abdulla's case 1
- Conflict transformation 1
- Explanation 2

**Scores 4, Time 8 mts**

Q 18

**Learning Outcome**

- Recognises the concept of peace education

Question Text

- Gandhi insisted on peace education. Analyse Wardha Scheme of Education as an example of peace education.

 **Scoring Indicators**

- Wardha scheme- aims-method 1
- Peace education 1
- Comparison -analysis 2

**Scores 4, Time 8 mts**

Q 19

**Learning Outcome**

- Identifies the evolution and necessity of peace movements.

Question Text

- Salt Satyagraha lead by Gandhi is considered as a peace movement. Substantiate.

 **Scoring Indicators**

- Salt march- reasons- non violent method 1½
- Nature of a peace movement 1



- Resistance against the denial of basic needs- Explanation

1½

*Scores 4, Time 8 mts*

Q 20

**Learning Outcome**

- Evaluates the idea of peace and development.

**Question Text**

- The basis of prevailing model of Development is lust and greed. Do you think that the present model of development promotes peace in our society? Analyse

**Scoring Indicators**

- No
- Problems due to present model of Development
- Analysis- violence occurring in the society as part of present development-explanation

½

1½

1

*Scores 3, Time 6 mts*

# SOCIAL CHANGE AND NON-VIOLENT SOCIAL MOVEMENTS

## 1. Learning Outcomes

- Evaluates the significance of social movements in the contemporary society
- Familiarizes the concept and definition of social change.
- Achieves the sense of Gandhian tools for social change.
- Evaluate social change and empowerment
- Identifies the various social actions and familiarizes different social movements in different parts of our country.
- Identifies the strategies and tactics in social action
- Evaluates the features of a Gandhian voluntary organization and an NGO
- Recognises the Gandhian legacy in nonviolent social movements in India.

Q-1

### Learning outcome

- Evaluates the significance of social movements in the contemporary society

Question text

- There are different types of social movements. Find out two examples of social movements in the contemporary Kerala and classify the type of the movement.



### Scoring Indicators

- Two examples
- Classification

$$\frac{1}{2} \times 2 = 1$$

$$\frac{1}{2} \times 2 = 1$$

**Scores 2, Time 3 mts**

Q2

### Learning outcome

- Familiarizes the concept and definition of social change.

## Question text

- Social change is a major goal of all development initiatives. What is meant by social change and prepare a note on it.

**Scoring indicators**

- Definition 2
- Explanation 1

*Scores 3, Time 6 mts*

## Q 3

**Learning outcome**

- Achieves the sense of Gandhian tools for social change.

## Question text

- Gandhiji stressed the importance of ends and means. Explain Gandhiji's method for social change.

**Scoring Indicators**

- Satyagraha and constructive programme 2
- Explanation 2

*Scores 4, Time 8 mts*

## Q 4

**Learning outcome**

- Evaluate social change and empowerment

## Question text

- Kudumbasree is a major poverty eradication programme of Kerala. Write a note on social changes brought out by Kudumbasree, the women empowerment programme of Kerala.

**Scoring Indicators**

- Micro enterprises- self employment opportunities- household self sufficiency etc 3
- Style and Explanation 1

*Scores 4, Time 8 mts*

## Q 5

**Learning outcome**

- Identifies the various social actions and familiarizes different social movements in different parts of our country.

## Question text

- All Social movements are action oriented movements. Examine how social movements leads to social action.

 **Scoring Indicators**

- social action is necessary for social movements -examples of social action from NBA and other movements. 2
- Explanation 1

*Scores 3, Time 6 mts*

Q 6

**Learning outcome**

- Identifies the strategies and tactics in social action

Question text

- Social action took place in different ways. Briefly describe the strategies of social action.

 **Scoring Indicators**

- submission of petition, negotiation, confrontation, community service etc 3

*Scores 3, Time 6 mts*

Q 7

**Learning outcome**

- Evaluates the features of a Gandhian voluntary organization and an NGO

Question text

- Functions of NGOs are multidimensional. Evaluate the role of NGOs in social change.

 **Scoring Indicators**

- NGOs are part of society, supplement govt programmes, promotes rural devt. and humanitarian activities. raises voice against exploitation and injustice in the society. 3

*Scores 3, Time 6 mts*

Q 8

**Learning outcome**

- Recognises the Gandhian legacy in nonviolent social movements in India.

Question text

- A lot of social activists adopted non- violent Gandhian methods for social action in India. Prepare an essay about post independent non violent movements in India with examples.

 **Scoring Indicators**

- Description : Bhoodan - NBA- Silent valley- Anand van(any 4) 5
- Style and presentation 1

*Scores 6, Time 12 mts*

Q 9

**Learning outcome**

- Familiarizes the concept and definition of social change.

## Question Text

- Identify the characteristics of social change from the following.  
(Uniform, Universal, predictable, not affected by time and space)

**Scoring Indicators**

- Universal

1

*Scores 1, Time 1 mts*

## Q 10

**Learning outcome**

- Identifies the various social actions and familiarizes different social movements in different parts of our country.

## Question Text

- Sometimes social action may lead to profound social change. Trace any two examples of social action which led to social change in Indian National Movement and prepare brief note on it

**Scoring Indicators**

- Civil Disobedience Movement, Vaikom Satyagraha etc (any two) x 2

*Scores 4 Time 8 mts*

## Q 11

**Learning outcome**

- Identifies the strategies and tactics in social action

## Question Text

- Satyagraha has different forms and techniques. Like this there are various strategies and tactics in social action. Identify and explain Gandhian Satyagraha and strategies of social action.

**Scoring Indicators**

- Steps in Satyagraha
- Strategies in social action
- Evaluation

2

2

1

*Scores 5, Time 10 mts*

**1. Learning Outcomes**

- Analyzes the concept and elements of rural development
- Examines Gandhiji's views on rural reconstruction
- Lists out the various rural development strategies of India in the initial phase.
- Explains various rural development programmes in detail.
- Examines recent programmes related to rural development
- Evaluates the functioning of a Kudumbasree
- Suggests various strategies for rural development

Q-1

**Learning outcome**

- Analyze the concept and elements of rural development

Question text

- There are three basic elements in rural development. Identify and explain?

**Scoring Indicators**

- Basic necessities of life - explanation (2)
- Self-respect - explanation (2)
- Freedom - explanation (2)

**Score 6, Time 10 mts**

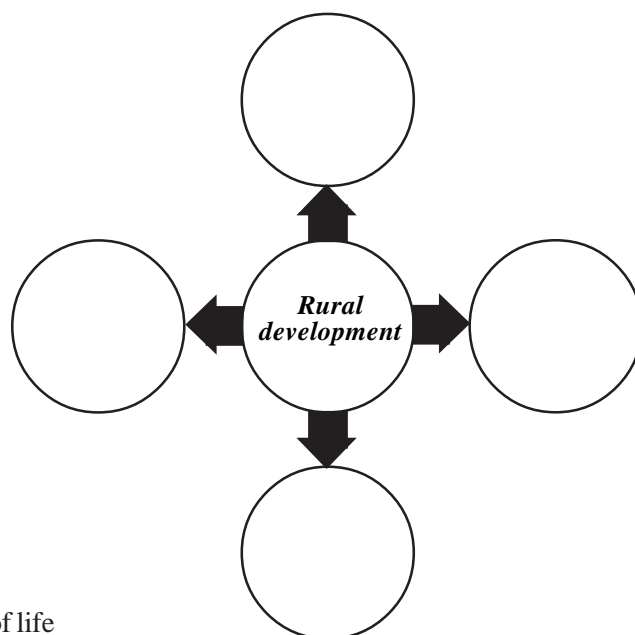
Q-2

**Learning outcome**

- Analyze the concept and elements of rural development

Question Text

- Complete the diagram based on the dimensions of rural development.



### Scoring Indicators

- Improving quality of life (1)
- Agriculture and allied activities (1)
- Socio-economic and political development (1)
- Construction of diagram (1)

*Score 4, Time 8 mts*

Q-3

### Learning outcome

- Analyze the concept and elements of rural development

### Question Text

- Development of man and his environment is one of the major focus of rural development. Identify the other areas of focuses on rural development.

### Scoring Indicators

- Development of man and his environment (½)
- Ecological setting (½)
- Use of appropriate technology and economic growth (½)
- Institution building (½)
- Self-reliance and mobilization of existing resources (½)
- Distributive justice (½)
- Chart preparation (1)

*Score 4, Time 6 mts*

Q-4

### Learning outcome

- Analyze the concept and elements of rural development

### Question Text

- Poverty alleviation is one of the major objective of rural development. Specify the other three objectives of rural development

 **Scoring Indicators**

- Agricultural development and its explanation (2)
- Health and hygiene and its explanation (2)
- Rural planning and its explanation .....etc. (2)

*Score 6, Time 10 mts*

Q-5

**Learning outcome**

- Examine Gandhiji's views on rural reconstruction

Question Text

- Gandhiji used the term rural reconstruction instead of rural development. Identify the difference between rural development and rural reconstruction?

 **Scoring Indicators**

- Rural reconstruction implies renovation of the villages for the total wellbeing of the ruralites. It is oriented to their social, economic and political development.....etc (2)
- Rural development encompasses all sectors of rural life. In its widest sense, it implies development of every aspect of rural life.....etc (2)

*Score 4, Time 8 mts*

Q-6

**Learning outcome**

- Examine Gandhiji's views on rural reconstruction

Question Text

- Gandhiji's approach to rural reconstruction was practical and productive. Do you agree this statement? Substantiate your argument based on Gandhian strategies for rural re-construction.

 **Scoring Indicators**

- Student personal observation and its brief explanation – (2)
- Constructive programme and Agriculture – explanation – (4)

*Score 6, Time 10 mts*

Q-7

**Learning outcome**

- Examine Gandhiji's views on rural reconstruction

Question Text

- Name any two sporadic approaches programme in India in the pre-independence era.

 **Scoring Indicators**

- Marthandom experiment 1921 (1)



- Srinikethan Experiment 1921 (1)
- Any two sporadic approach programmes

*Score 2, Time 4 mts*

Q-8

### Learning outcome

- Lists out the various rural development strategies of India in the initial phase.

Question text

- Select the right combination from the given table.

1.Sunderban programme	1921	Dr. Spencer Hatch
2.Marthandam experiment	1927	Tagore
3. Srinikethan Experiment	1903	V.K. Krishnamachari
4. Gurgaon experiment	1932	Sir. Daniel Hamilton
5. Baroda experiment	1921	F I Brayen



### Scoring Indicators

1. Sunderban - 1903 - Sir Daniel Hamilton (1)
2. Marthandam Experiment- 1921 - Dr Spencer Hatch (1)
3. Sriniketan experiment - 1921 - Tagore (1)
4. Guragon experiment - 1927 - F I Brayne (1)
5. Baroda Experiment - 1932 - V K Krishnamachari (1)

*Score 5, Time 5 mts*

Q-9

### Learning outcome

- Lists out the various rural development strategies of India in the initial phase.

Question text

- Write a note on any two early rural development programmes in pre-independence India.



### Scoring Indicators

- Write any two sporadic approach programmes and its brief explanations (2x2 = 4)

*Score 4, Time 6 mts*

Q-10

### Learning outcome

- Lists out the various rural development strategies of India in the initial phase.

Question text

- Most of the sporadic approaches were based on individual efforts. List out the other shortcomings of sporadic approaches.

### Scoring Indicators

- All attempts were isolated (½)
- Staff were inexperienced (½)
- Government backing and financing were not forthcoming (½)
- Lack of people participation (½)
- Limited participation of line departments (½)
- No evaluation was carried out, hence the result were not known. (½)

**Score 3, Time 6 mts**

Q-11

### Learning outcome

- Explain various rural development programmes in detail.

Question Text

- Multipurpose approach started in the year:

### Scoring Indicators

- 1952

(1)

**Score 1, Time 1 mts**

Q-12

### Learning outcome

- Explain various rural development programmes in detail.

Question Text

- In 1st January 2015, Planning Commission was replaced by

### Scoring Indicators

- NITI Aayog (National Institution for Transforming India Ayog)

(1)

**Score 1, Time 1 mts**

Q-13

### Learning outcome

- Explain various rural development programmes in detail.

Question Text

- Approach to rural development in independent India started with a multipurpose approach in the year 1952. What are the other major approaches adopted by Government of India till the date?

### Scoring Indicators

- Technological package approach (1)
- Target group and Area Specific Approaches (1)
- Integrated Rural Development Approach (1)
- Group Approach to Rural development (1)

**Score 4, Time 3 mts**

Q-14

**Learning outcome**

- Explain various rural development programmes in detail.

**Question Text**

- Community Development Programme is the first rural development initiative in India after independence. Write your observation about this programme. Observe the following hints and develop your answer.
- The importance of this initiatives
- Major activities
- Is it helpful for improving the life of villages ...Etc

**Scoring Indicators**

- Launched on 2nd October 1952 ( ½ )
- Building grass root level democratic institutions ( ½ )
- Economic development and social justice ( ½ )
- National Extension Service (1)
- Community Development Block (1)
- Personal opinion (½)

**Score 4, Time 8 mts**

Q-15

**Learning outcome**

- Explain various rural development programmes in detail.

**Question Text**

- Identify and prepare brief notes on the major programmes under Technological Package Approaches.

**Scoring Indicators**

- IADP (2)
- IAAP (2)
- HYVP (2)

(Write brief explanation of the above programmes)

**Score 6, Time 10 mts**

Q-16

**Learning outcome**

- Explain various rural development programmes in detail.

**Question Text**

- Target group and Area Specific Approaches is different from Technological package Approaches. What is the main difference between these two approaches? Write any four programmes under Target group and Area Specific Approaches.

### Scoring Indicators

- TPA aims higher agricultural production on the other hand TAA aims the improvement of economic conditions and reduce income disparities in rural areas and these programmes also aims integrated development through optimum utilization of all productive resources of an area. (2)
- SFDA, MFAL (1)
- DPAP, CADP ...etc. (1)

*Score 4, Time 8 mts*

Q-17

### Learning outcome

- Explain various rural development programmes in detail.

### Question Text

- Antyodaya programme is closely related with Gandhian idea of Sarvodaya. Justify this statement?

### Scoring Indicators

- Sarvodaya aims welfare of all ----- Antyodaya programme is oriented to the uplift the poorest of the poor in the country. (2)
- Brief description about Antyodaya programme---- 1978 ---- Janata government...etc.(2)

*Score 4, Time 8 mts*

Q-18

### Learning outcome

- Explain various rural development programmes in detail.

### Question Text

- Choose the right combination from the given table.

Programme	Year	Purpose
a) T&V	1978	Non-formal pre -school
b) FFW	1974	Integrated pest management
c) KVK	1975	Eradication of hunger
d) ICDS	1977	Professional extension service
e) ORP	1976	Skill oriented vocational training

### Scoring Indicators

- |         |   |      |   |                                    |     |
|---------|---|------|---|------------------------------------|-----|
| 1. T&V  | - | 1974 | - | professional extension service     | (1) |
| 2. FFW  | - | 1977 | - | eradication of hunger              | (1) |
| 3. KVK  | - | 1974 | - | Skill oriented vocational training | (1) |
| 4. ICDS | - | 1976 | - | Non - formal pre-school            | (1) |

5. ORP - 1975 - integrated pest management (1)

*Score 5, Time 8 mts*

Q-19

### Learning outcome

- Explain various rural development programmes in detail.

Question Text

- IRDP is one of the major rural development programme in post independent India. Specify any four features of IRDP (score: 4)

### Scoring Indicators

- Providing income generating assets and self employment opportunities for the rural poor.
- Providing financial assistance in the form of subsidy and term credit by financial institutions
- Main administrative unit of IRDP as DRDA
- Adopt cluster approach to implementing various components of this programme.

*Score 4, Time 6 mts*

Q-20

### Learning outcome

- Explain various rural development programmes in detail.

Question Text

- Expand the given abbreviations.
  - IRDP
  - TRYSEM
  - NREP
  - DWCRA
  - NAEP
  - SITRA

### Scoring Indicators

- |   |       |
|---|-------|
| a) Integrated Rural development Programme           | ( ½ ) |
| b) Training of Rural Youth for Self Employment      | ( ½ ) |
| c) National Rural Employment Programme              | ( ½ ) |
| d) Development of Women and children in Rural Areas | ( ½ ) |
| e) National Agricultural Extension Projects         | ( ½ ) |
| f) Supply of Improved Tool kits to Rural Artisans   | ( ½ ) |

*Score 3, Time 4 mts*

Q-21

### Learning outcome

- Explain various rural development programmes in detail.

Question Text

- Give a small report on any three of the following

- a) MWS
- b) RLEGP
- c) EAS
- d) NSAP
- e) PMRY
- f) IAY

### Scoring Indicators

- a) Million Well Scheme - brief explanation (2)
- b) Rural landless Employment Guarantee Programme - brief explanation (2)
- c) Employment Assurance Scheme - brief explanation (2)

*Score 6, Time 10 mts*

Q-22

### Learning outcome

- Explain various rural development programmes in detail.

### Question Text

- List out any four rural development programmes under Integrated Rural development Approach.

### Scoring Indicators

1. IRDP (½)
2. TRYSEM (½)
3. LLP (½)
4. JRY (½)

*Score: 2, Time: 2 mts*

Q-23

### Learning outcome

- Explain various rural development programmes in detail.

### Question Text

- Prepare a detailed report on group approach to rural development in India by specifying any six programmes.

### Scoring Indicators

- SGSY
- PMGY
- PURA
- NRHM
- Bharat Nirman
- MGNREGA

*Score: 6, Time: 10 mts*

Q-24

**Learning outcome**

- Explain various rural development programmes in detail.

**Question Text**

- Specify any three rural development implementing agencies in India and write its main functions.

**Scoring Indicators**

- MORD - apex body at the level of Central Government - formulates policies and design and implement rural development programmes - improve quality of life in rural India.(2)
- NABARD - came into existence on 12th July 1982 - apex development bank - promote sustainable and equitable agriculture and rural prosperity through effective credit support and related services. (2)
- DRDA - constituted in 1980 - monitoring and oversee various rural development programmes - ensure rural poor to participate in decision making and developmental programmes. (2)

**Score: 6, Time: 10 mts**

Q-25

**Learning outcome**

- Role of NGO's in rural development

**Question Text**

- NGO's and KVIC are plays a crucial role in rural development. Evaluate their role in rural development.

**Scoring Indicators**

- NGO's (3)  
Realizing that the government alone was not able to meet the challenges of the massive enormous tasks in the process of rural development, the non-profit, voluntary and non-governmental organizations had to be involved in different phases and activities at the global, regional and local levels - NGOs engaging in micro-finance, micro-insurance, and micro-entrepreneurship activities for the overall development of the rural areas and to promote the welfare of the people of rural India - NGO's are more flexible than government organizations.
- KVIC (3)  
KVIC is a statutory organization - KVIC is entrusted the planning, promotion, organization and implementation of programmes for the development of Khadi and village Industries in rural areas.

**Score: 6, Time: 10 mts**

Q-26

**Learning outcome**

- Evaluates the functioning of Kudumbasree

**Question Text**

- Kudumbasree is a major poverty eradication programme of Kerala. Analyze how far this project be capable of reducing poverty and strengthening rural development in the State. .

(Score: 6)

 **Scoring Indicators**

- Yes, Kudumbasree has a major role in rural development – Kudumbasree launched in 1998 (1)
- Three tire community level organization (1)
- Women empowerment initiatives, micro-finance operations, micro enterprise promotion and convergent community action constitute the core activities of Kudumbasree, carried out through organizations of women below the poverty line (2)
- General introduction – 1
- Observation - 1

*Score: 4, Time: 8 mts*

Q-27

**Learning outcome**

- Examine Gandhiji's views on rural reconstruction

**Question Text**

- Gandhiji's approach to rural reconstruction was holistic and people centered. Observe the above statement and justify your arguments.

 **Scoring Indicators**

- Based on truth and non-violence ——significance of moral, spiritual and economic and ecological development—— decentralized economy —— self-sufficiency — village republic.....etc.

(Minimum four points 1x4 and its explanation )

*Score: 4, Time: 6 mts*



### 1. Learning Outcomes

- Evaluates rural administration in ancient India
- Describes Panchayati Raj under British period.
- Depicts Gandhian concept of Panchayat Raj.
- Explains the development stages of Panchayat Raj after independence.
- List out the features of the 73rd amendment.
- Analyze Panchayat Raj in Kerala

Q-1

#### Learning outcome

- Evaluates rural administration in ancient India

Question text

- In Maurya period there was an effective village administrative system existed in India. Identify its features and prepare a brief report on village administration of that period.



#### Scoring Indicators

- Mahajanapadas (1)
- Janapadas (1)
- Village headman called Gopa.... Etc (1)

**Score 3, Time: 6 mts**

Q-2

#### Learning outcome

- Evaluates rural administration in ancient India

Question Text

- The administration of cities during theMaurya period was a developed one. Justify

this statement.

### Scoring Indicators

- Local self-governments were there in almost all cities (1)
- Municipal council existed (1)
- Municipal council was sub divided into 6 councils .... Etc (1)

**Score 3, Time: 6 mts**

Q-3

### Learning outcome

- Evaluates rural administration in ancient India

### Question Text

- Gupta Empire was divided in to small provinces for administrative convenience. Identify the features of administrative system in Gupta period.

### Scoring Indicators

- Deshakadakams (1)
- Bhukti (1)
- Vishayas (1)
- Aykathan, Gramikan ...etc (1)

**Score 4 , Time: 8 mts**

Q-4

### Learning outcome

- Evaluates rural administration in ancient India

### Question Text

- During the Gupta period of Indian history, the village affairs were managed by the village headman with the assistance of .....  
 (a) Vishyapati  
 (b) Amatya  
 (c) Gopa  
 (d) Gramikan

### Scoring Indicators

- (d) Gramikan (1)

**Score 1, Time: 1 mts**

Q-5

### Learning outcome

- Evaluates rural administration in ancient India

### Question Text

- Village administration of Chola II had certain remarkable features. List out them.

 **Scoring Indicators**

- Mandalas --- valanadus ---- Nadus ----- Kottam -----Village committee ---- Ur and Sabha

*Score 1, Time: 1 mts*

Q-6

**Learning outcome**

- Evaluates rural administration in ancient India

Question Text

- The first municipal corporation in India was set-up at Madras in the year:  
 (A) 1767  
 (B) 1687  
 (C) 1667  
 (D) 1678

 **Scoring Indicators**

- (D) 1678

*Score 1, Time: 1 mts*

Q-7

**Learning outcome**

- Evaluates rural administration in ancient India

Question Text

- During whose Viceroyalty under British rule introduced decentralized system of administration in India.  
 (A) Lord Rippon  
 (B) Lord Mayo  
 (C) Lord Curzon  
 (D) Lord Minto

 **Scoring Indicators**

- (B) Lord Mayo

*Score 1, Time: 1 mts*

Q-8

**Learning outcome**

- Evaluates rural administration in ancient India

Question Text

- List out the initiatives taken by the British Government for the reform of rural administration in India.

### Scoring Indicators

- Rippon resolution – 1882
- Royal commission on Decentralization – 1907
- Government of India Act – 1909
- Montagu – Chelmsford Reforms – 1919
- Government of India Act – 1935  
(any four × ½)

*Score 2, Time: 3 mts*

Q-9

### Learning outcome

- Evaluates rural administration in ancient India

Question Text

- Government of India Act 1935 is an important stage in the evolution of administrative system in British India. Specify the merits and demerits of Government of India Act 1935?

### Scoring Indicators

- Merits  
Stop diarchy – all India federation came into being – introducing direct election – act mentioned the duties of local self-government institutions. (2)  
Demerits  
Did not give village autonomy – they destroyed the Indian rural republic had flourished till the advent of British. (2)

*Score 4, Time: 8 mts*

Q-10

### Learning outcome

- Depicts Gandhian concept of Panchayat Raj.

Question Text

- Gandhian views on democracy is comprehensive and unique. Analyze Gandhian vision of democracy and explain its features

### Scoring Indicators

- Mention Gandhian definition of democracy
- Basic unit of true democracy is the village
- Democratic decentralization
- Importance of non-violence, truth and individual freedom
- Swaraj
- Individual as the centre of local administration

*Score 2, Time: 4 mts*

Q-11

**Learning outcome**

- Depicts Gandhian concept of Panchayat Raj.

Question Text

- Prepare a seminar paper on the topic ‘Gandhiji’s views on Democracy and Panchayat Raj.’(Score – 5)

 **Scoring Indicators**

- Gandhiji’s definition - “Democracy must in essence mean the art and science of mobilizing the entire physical, economic and spiritual resources of all the various sections of the people in the service of the common good of all” (Score -2)
- He believed village as the basic unit of true democracy – village communities are little republics – self - sufficient in its vital wants - belief in non- violence – individual freedom – five persons elected annually .....Etc. (Score – 2)
- Style and format (1)

**Score 5, Time: 10 mts**

Q-12

**Learning outcome**

- Depicts Gandhian concept of Panchayat Raj.

Question Text

- Gandhian concept of Panchayat Raj envisaged the generation of power from below. Write a brief note on structure of Panchayat Raj under Gandhian views.(Score -6)

 **Scoring Indicators**

- Independence must begin at the bottom – every village will be a republic – managing its vital needs – structure composed of innumerable villages there will be ever-widening, never ascending circles – oceanic circle – self –sufficiency and self-reliance ..... etc. (Six points 1x6 = 6)

**Score 6, Time: 10 mts**

Q-13

**Learning outcome**

- Explains the development stages of Panchayat Raj after independence.

Question Text

- Which article of Indian Constitution states that State shall take necessary steps to organize village Panchayat?

 **Scoring Indicators**

- Article 40

**Score 1, Time: 1 mts**

Q-14

**Learning outcome**

- Explains the development stages of Panchayat Raj after independence.

Question Text

- Who is known as the father of Panchayati Raj in India?

 **Scoring Indicators**

- Balwanth Rai Mehta

*Score 1, Time: 1 mts*

Q-15

**Learning outcome**

- Explains the development stages of Panchayat Raj after independence.

Question Text

- Specify any major five recommendations laid down by Balwant Rai Mehta committee on 1957?

 **Scoring Indicators**

- Three tier structure
- Genuine transfer of power
- Provide adequate resources
- All welfare activities channeled through at all three levels
- Three tier system should facilitate further devolution and disposal of power and responsibility in future

(1x5=5)

*Score 5, Time: 10 mts*

Q-16

**Learning outcome**

- Explains the development stages of Panchayat Raj after independence.

Question Text

- India's experiment with Panchayat raj is first implemented in:

 **Scoring Indicators**

- Rajasthan (October 2, 1959)

*Score 1, Time: 1 mts*

Q-17

**Learning outcome**

- Explains the development stages of Panchayat Raj after independence.

## Question Text

- Name the committee is known as 'Committee on Panchayati Raj Institution'?

**Scoring Indicators**

- Ashok Mehta Committee

*Score 1, Time: 1 mts*

Q-18

**Learning outcome**

- Explains the development stages of Panchayat Raj after independence.

## Question Text

- Which Government appointed Ashok Mehta to study decentralization?

**Scoring Indicators**

- Morarji Desai Government or Janata Government

*Score 1, Time: 1 mts*

Q-19

**Learning outcome**

- Explains the development stages of Panchayat Raj after independence.

## Question Text

- Mention the main recommendations of Ashok Mehta committee on decentralization.  
(Score: 3)

**Scoring Indicators**

- Reservation for weaker sections
- Two seats for women
- Provide adequate financial resources
- Constitutional backing
- People's participation in developmental activities.
- Two tier structure

(6x ½ = 3)

*Score 3, Time: 6 mts*

Q-20

**Learning outcome**

- Explains the development stages of Panchayat Raj after independence.

## Question Text

- Identify the major recommendations laid down by P K Thungon committee on 1988.

 **Scoring Indicators**

- Constitutional provisions
- Regular election
- Role of Zilla parishad
- State level co-ordination committee

(½ x 4=2)

**Score 2, Time: 4 mts**

Q-21

**Learning outcome**

- List out the features of the 73rd amendment.

Question Text

- 73<sup>rd</sup> Amendment Act 1992 came in to force on:

 **Scoring Indicators**

- 24<sup>th</sup> April 1993

**Score 1, Time: 1 mts**

Q-22

**Learning outcome**

- List out the features of the 73rd amendment.

Question Text

- According to 73<sup>rd</sup> Amendment Act 1992, what is the foundation of Panchayat Raj system?

 **Scoring Indicators**

- Gram Sabha

**Score 1, Time: 1 mts**

Q-23

**Learning outcome**

- List out the features of the 73rd amendment.

Question Text

- The 73<sup>rd</sup> Amendment Act introduced several radical changes in Panchayat raj system of India. Identify them and assess its significance.

 **Scoring Indicators**

- Creation of a State Election Commission to conduct elections to PRIs,
- In order to review the financial position of the PRIs, each state to set up a State Finance Commission for five years.



- Tenure of PRIs fixed at five years and, if dissolved earlier, fresh elections to be held within six months,
- Creation of a three-tier Panchayati Raj structure at the zilla, block and village levels,
- The minimum age for contesting elections to PRIs to be 18 years,
- Reservation for women in Panchayats (chairman and members) up to one-third seats,
- Reservation of seats for SC/ST in Panchayats (chairman and members) in proportion to their population,
- Indirect elections to the post of chairman at the intermediate and apex tiers,
- All posts at all levels (with two exceptions) to be filled by direct elections, and
- Organization of Gram sabhas.

General introduction –	1
Main points (at least 6 points) –	6x ½ = 3
Significance and conclusion –	1
Total structure -	1

**Score 6, Time: 12 mts**

Q-24

### Learning outcome

- List out the features of the 73rd amendment.

Question Text

- Grama Sabha is the basic unit of the Panchayat Raj system in India. Specify the functions and duties served by Gram Sabha?



### Scoring Indicators

- Gram Sabha is a key factor in making the Gram Panchayat play its role and be responsible.
- It is a place where all plans for the work of the Gram Panchayat are placed before the people.
- Gram Sabha prevents the Panchayats from doing wrong things like misusing money on favoring certain people.
- It plays an important role in keeping an eye on the elected representatives.
- The construction and maintenance of water sources, road, drainage, school building and other common sources.
- Executing Governmental schemes related to generation of employment in the village.

(write at least five points - 5x1=5)

**Score 5, Time: 10 mts**

Q-25

### Learning outcome

- List out the features of the 73rd amendment.

Question Text

- Nyaya Panchayat is a system of local level dispute resolution in India. Trace the historical evolution of this institution and analyze its role and functions.

 **Scoring Indicators**

- Ensuring natural justice as simple as possible
- They can be given civil and minor criminal jurisdiction
- Village courts act 1888
- Resolution - 1915
- Bombay village Panchayat Act
- Directive principle
- Functions - 1
- History - 2

*Score 3, Time: 6 mts*

Q-26

**Learning outcome**

- Analyze Panchayat Raj in Kerala

**Question Text**

- The People’s Plan Campaign strengthened the process of decentralized planning in Kerala. Identify the various components of this campaign and evaluate its impact in decentralized governance.

 **Scoring Indicators**

- Gram Sabha
- NHG's
- Resource persons
- Development seminar
- Task Force
- Committee system
- Expert committee
- DPC
- State level coordinators
- SFC
- " ---
- " -----
- Report style - 1
- Any six points and its explanation - 5

*Score 6, Time: 12 mts*

# GANDHIAN VISION OF DEVELOPMENT

## 1. Learning Outcomes

- Identifies the modern development model and its different dimensions
- Familiarizes the economic concepts, which are related to development
- Analyses development in crisis and the issues which relate with the present development model
- Identifies the various alternative development approaches
- Identifies the concept of participatory development
- Describe the concept of sustainable development
- Evaluate the features of Gandhian vision of development

Q-1

### Learning outcome

- Identifies the modern development model and its different dimensions

Question text

- Development is a multidimensional process. Briefly explain the different dimensions of development

### Scoring Indicators

Overview of the concept of Development	1
Different dimensions, economic, human, sustainable, territorial and social development	3
Conclusion	1

*score 5, Time 8 mts*

Q-2

### Learning outcome

- Familiarizes the economic concepts, which are related to development

## Question text

- The extent of development can be measured by using different means. Identify different measures of development

 **Scoring Indicators**

- GDP, Per capita income, National income
- Detailing each item with its objectives

1x3 = 3

*score 3, Time 5 mts*

Q-3

**Learning outcome**

- Analyses development in crisis and the issues which relate with the present development model

## Question text

- The prevailing development practices were largely unsustainable. Identify the reasons for development crisis.

 **Scoring Indicators**

- Ecological destruction, Depletion of natural resources, Energy crisis
- conclusion

3+1 = 4

*score 4, Time 8mts*

Q-4

**Learning outcome**

- Identifies the various alternative development approaches

## Question text

- People's participation have an effective role in development. Identify the different alternative development approaches and prepare brief note on them.

 **Scoring Indicators**

Participatory development, Rapid rural appraisal, Participatory rural appraisal, Participatory action research, Local economic development  
Conclusion

5x1 = 5

1x1 = 1

*score 6, Time 10 mts*

Q-5

**Learning outcome**

- Identifies the concept of participatory development

## Question text

- Describe the concept of Participatory development and examine whether it is more effective than the traditional development models

 **Scoring Indicators**

- Defining the concept, significance of people's participation. 3x1
- conclusion 1x1

*score 4, Time 8 mts*

Q-6

**Learning outcome**

- Describe the concept of sustainable development

## Question text

- The development model of the present day created a lot of problems in the society. Do you think that sustainable development will serve as an alternative model of development

 **Scoring Indicators**

Description of the concept, need of change in production system, conservation of biodiversity,

Equality and justice in resource distribution 3

Relevance of sustainable development with conclusion 2

*score 5, Time 10 mts*

Q-7

**Learning outcome**

- Evaluate the features of Gandhian vision of development

## Question text

- Gandhian model of development is known as holistic model of development which consists of material, moral, and spiritual progress, and well being of all. Do you agree with this statement. Substantiate.

 **Scoring Indicators**

Gandhian idea of development, description of the ideas, harmonious relations between man and environment, Simple life and high thinking, material and spiritual development, agricultural civilization, Equality and social justice, self sufficiency . 4

Conclusion 1

*score 5, Time 10 mts*

Q-8

**Learning outcome**

- Familiarizes the economic concepts, which are related to development

## Question text

Write a note on human development index

 **Scoring Indicators**

HDI definition

Scientists who designed HDI

Relation between development and social condition

1x3 = 3

**score 3, Time 5 min**

Q- 8

**Learning outcome**

- Analyses development in crisis and the issues which relate with the present development model

Question text

- Displacement is a major consequence of unsustainable development practice. Identify and explain any other consequences of unsustainable development.

 **Scoring Indicators**

- Marginalisation. explanation

1+2=3

**score 3, Time 6 mts**

Q- 9

**Learning outcome**

- Analyses development in crisis and the issues which relate with the present development model

Question text

- What do you mean by development crisis? Identify the major factors responsible for it.

 **Scoring Indicators**

- Development-maximising output and economic growth -Explanation 1
- Excessive use of natural resources, Environmental Pollution, Destruction of bio diversity 2

**score 3, Time 6 mts**

Q-10

**Learning outcome**

- Identifies the various alternative development approaches

Question text

- Identify the most effective method for studying the cultural and behavioural pattern of rural folk.  
( PRA, RRA, LED, PAR)

 **Scoring Indicators**

- PRA- Participatory rural appraisal,

1

**score 1, Time 1 mts**

**1. Learning Outcomes**

- Describe the various issues that relate with environment
- Describes the importance of biodiversity and its value for the existence of human being
- Describes the different types of pollution and analyse how pollutions lead to environmental problems
- Describe the importance of green movement
- Identifies the different environmental movements and their importance. Recognize the Gandhian lineage in Indian environmental movements
- Illustrate the concept of ecological and environmental economics
- Deep ecology and appropriate technology
- Recognize the importance of Gandhi's environmental thought

Q-1

**Learning outcome**

- Describe the various issues that relate with environment

Question text

- Natural resources is one of the elements determining the survival of a nation. Write a note on depletion of natural resources and its consequences

**Scoring Indicators**

- Description of the concept, renewable resources, non renewable resource, consequences of depletion

1x3= 3

**Score 3, Time 6mts**

Q-2

**Learning outcome**

- Describes the importance of biodiversity and its value for the existence of human being.

Question text

- Species extinction leads to the extinction of human being. Write the importance of the biodiversity on the basis of the above statement

### Scoring Indicators

- Definition of the concept, human interventions

2x2=4

**Score 5, Time 8mts**

Q-3

### Learning outcome

- Describes the different types of pollution and analyse how pollutions lead to environmental problems

Question text

- Pollution is a major environmental problem. It took place in different forms. Identify the reasons for air and water pollution. Suggest any four possible measures to combat the problem.

### Scoring Indicators

- Air pollution and causes
- Water pollution and causes
- Four measures

2

2

2

**Score 6, Time 10mts**

Q-4

### Learning outcome

- Describe the importance of green movement

Question text

- Green parties have developed and established themselves in many countries around the globe. Do you think that Green movements in all over world make positive changes in governments, on the matters of environment.

### Scoring Indicators

- History of green movement, ideas put forwarded by green parties, formation of the term green

3x1=3

**Score 3, Time 5 mts**

Q-5

### Learning outcome

- Identifies the different environmental movements and their importance. Recognize the Gandhian lineage in Indian environmental movements

Question text

- There are many movements with regards to forest conservation. Examine Gandhian influences in the Chipko Movement



 **Scoring Indicators**

Description of the movement, the style of protest, and influence of Gandhi	3
conclusion	1

*Score 4, Time 8 mts*

Q-6

**Learning outcome**

- Illustrate the concept of ecological and environmental economics

Question text

- Gandhi was a human ecologist. Explain how Gandhian economic thought relates with ecological and environmental economics.

 **Scoring Indicators**

Specifying the concepts of ecological and environmental economics	2x2=4
Identifying the relation between Gandhian economic thought and environment	

*Score 6, Time 12 mts*

Q-7

**Learning outcome**

- Deep ecology and appropriate technology

Question text

- Almost all environmental activists admitted Gandhi as their mentor. Prepare a note on Gandhi's influence on Deep Ecology.

 **Scoring Indicators**

- Description of deep ecology, Gandhian influence in the formation of the idea 2+2=4

*Score 4, Time 8 mts*

Q-8

**Learning outcome**

- Recognize the importance of Gandhi's environmental thought

Question text

- Gandhiji's prophetic ideas on the importance of nature are an answer to the contemporary environmental issues. Examine the statement and write an essay on Gandhian vision of environment

 **Scoring Indicators**

- Gandhi's views on natural recourse, criticism on mechanization, nonviolence, interconnection between men and nature 1x4= 4
- Conclusion with relevance of Gandhi's environmental thought 2

**Score 6, Time 10 mts**

Q-9

**Learning outcome**

- Identifies the different environmental movements and their importance. Recognize the gandhian lineage in Indian environmental movements

Question text

- Food security is a major non traditional security issue facing nations all over the world. How Navadhanya Movement helps the food security of the nation?

 **Scoring Indicators**

- Description of the movement, seed conservation and agricultural activism of the movement 2+2=4

**Score 4, Time 8 min**

Q-10

**Learning outcome**

- Identifies the different environmental movements and their importance. Recognize the gandhian lineage in Indian environmental movements

Question text

- Each environmental movements have their own peculiar characteristics. Write a brief note on Narmada Bachavo Andholan

 **Scoring Indicators**

- Reasons of Narmada movement, displacement, questioning of present development model, activities of Narmada Bachavo Andholan 4x1= 4

**Score 4, Time 8 min**

Q-11

**Learning outcome**

- Deep Ecology and Appropriate technology

Question text

- Gandhi was a forerunner of appropriate technology. Do you agree with this statement. Substantiate.

 **Scoring Indicators**

- Description of appropriate technology, Gandhian model of production, the idea behind charka, Small is beautiful, Deep ecology and appropriate technology 4x1=4

**Score 4, Time 8 min**

# Sample Question Paper

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

### Introduction

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

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

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

### I. Preparatory stage

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

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

### II Nature of questions

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

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.

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

### III. Question paper setting

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

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

- the highest score that can be given to a question in the question paper is limited to 10% of the total score.
- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

#### IV. Structure of the question paper

The question paper should reflect the following features in general:

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

#### THINKING SKILLS

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

2.6. <i>Comparing</i>	principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.) 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.*

## Sample Question Paper - I

### WEIGHT TO CONTENT & LEARNING OUTCOMES

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

### WEIGHT TO THINKING SKILLS

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

### WEIGHT TO FORM OF QUESTIONS

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



Class : XII  
Subject : Gandhian Studies

BLUE PRINT

Score : 60  
Time : 2 Hrs

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

NB. Brackets denote the number of questions,

CA - Conceptual attainment

CG - Conceptual generation

S.Y.  
March 2016

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

Reg. No: .....

Name : .....

Maximum : 60 Score  
Time: 2 hrs  
Cool off time : 15 mts

**General Instructions to candidates:**

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

**പൊതുനിർദ്ദേശങ്ങൾ**

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

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

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

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

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

15. Write a short note on community development programmes. (2)
16. Kudumbasree is one of the largest women empowerment projects in Kerala. Do you agree with this? Substantiate. (3)
17. In an environmental movement in India the villagers hugged the trees and protected them from felling. Identify the movement and explain it in brief. (3)
18. Write a short note on Gandhian understanding of peace. (3)
19. To Gandhiji modern civilization is a soulless system based on the materialistic aspect of life. Analyze this statement and mention any four features of this civilization (4)
20. Evaluate any two Gandhian social actions in India and their relevance. (4)
21. Write a note on 'Gandhiji and present Panchayat Raj system'. (4)
22. Suggest any four corrective measures to overcome water pollution. (4)
23. Gandhian model of development is usually known as holistic development. Critically evaluate. (5)
24. In post independent India various rural development programmes have been initiated. Identify any three programmes and explain. (6)
25. Gandhian education is considered as the holistic model of education. Evaluate the reasons. (6)
15. സാമൂഹ്യവികസനത്തിനായി നിർദ്ദേശിക്കപ്പെട്ടിട്ടുള്ള പദ്ധതികളെപ്പറ്റി ഒരു ലഘുവിവരണം തയ്യാറാക്കുക. (2)
16. "കേരളത്തിലെ സ്ത്രീ ശാക്തീകരണ പദ്ധതികളിൽ പ്രധാനപ്പെട്ട ഒന്നാണ് കുടുംബശ്രീ" നിങ്ങൾ ഈ പ്രസ്താവനയോട് യോജിക്കുന്നുണ്ടോ വ്യക്തമാക്കുക. (3)
17. ഇന്ത്യയിൽ നടന്ന ഒരു പരിസ്ഥിതി സമരത്തിന്റെ ഭാഗമായി ജനങ്ങൾ മരങ്ങളെ കെട്ടിപ്പുണർന്ന് അവയെ വെട്ടുന്നതിന് പ്രതിരോധം സൃഷ്ടിച്ചു. ഈ പ്രസ്ഥാനം ഏത്? വിശദമാക്കുക. (3)
18. ഗാന്ധിയൻ കാഴ്ചപ്പാടിലുള്ള സമാധാനത്തെക്കുറിച്ച് ഒരു ചെറുകുറിപ്പ് തയ്യാറാക്കുക (3)
19. ഗാന്ധിയൻ കാഴ്ചപ്പാടിൽ ആധുനിക സംസ്കാരം ആത്മാവില്ലാത്തതും ഊതികതയിൽ അടിസ്ഥാനമായിട്ടുള്ളതുമാണ്. ഈ പ്രസ്ഥാവനയുടെ അടിസ്ഥാനത്തിൽ ആധുനിക സംസ്കാരത്തിന്റെ നാല് ലക്ഷണങ്ങൾ എഴുതുക. (4)
20. ഏതെങ്കിലും രണ്ട് ഗാന്ധിയൻ സാമൂഹ്യ മുന്നേറ്റങ്ങളെ വിലയിരുത്തി അവയുടെ പ്രസക്തി വ്യക്തമാക്കുക. (4)
21. 'ഗാന്ധിജിയും ഇന്നത്തെ പഞ്ചായത്ത് രാജ് സംവിധാനവും' എന്ന വിഷയത്തിൽ ഒരു കുറിപ്പ് തയ്യാറാക്കുക. (4)
22. ജല മലിനീകരണം തടയുന്നതിനുള്ള നാല് മാർഗങ്ങൾ നിർദ്ദേശിക്കുക. (4)
23. ഗാന്ധിജിയുടെ വികസനമാതൃകയെ സമഗ്രവികസനം എന്നാണ് വിശേഷിപ്പിക്കുന്നത്. വിമർശനാത്മകമായി വിലയിരുത്തുക (5)
24. സ്വാതന്ത്ര്യാനന്തരം ഭാരതത്തിൽ ഗ്രാമവികസനത്തിനായി നിരവധി പദ്ധതികൾ നടപ്പാക്കിയിട്ടുണ്ട്. ഏതെങ്കിലും മൂന്നുപദ്ധതികൾ വശദമാക്കുക. (6)
25. ഗാന്ധിയൻ വിദ്യാഭ്യാസപദ്ധതിയെ സമഗ്രവിദ്യാഭ്യാസ മാതൃകയായി കണക്കാക്കുന്നു. ഇതിനുള്ള കാരണങ്ങൾ വിലയിരുത്തുക. (6)

## SCORING Key

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

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

## QUESTION BASED ANALYSIS

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

## Sample Question Paper - II

### WEIGHT TO CONTENT & LEARNING OUTCOMES

No.	Unit	LO No.	Weight	Percentage
1	Hind Swaraj or Indian Home Rule	1.1,1.4,1.5	6	10
2	Educational Philosophy of Mahatma Gandhi	2.2,2.3,2.9,2.10	9	15
3	Gandhian Vision of Peace	3.1,3.5,3.12	6	10
4	Non violent Social Movement and Social Change	4.2,4.4,4.7	6	10
5	Rural Development	5.2,5.5,5.4	12	20
6	Rural Administration	6.2,6.3,6.5	6	10
7	Gandhian Vision of Development	7.1,7.3,7.5	6	10
8	Mahatma Gandhi and Environment	8.3,8.4,8.7	9	15
<b>Total</b>			<b>60</b>	<b>100</b>

### WEIGHT TO THINKING SKILLS

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

### WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	10 1 x 9 = 9 3 x 1 = 3	12	20
2	Short answer	11 2 x 3 = 6 3 x 3 = 9 4 x 4 = 16 5 x 1 = 5	36	60
3	Essay	2 6 x 2 = 12	12	20
<b>Total</b>		<b>23</b>	<b>60</b>	<b>100</b>



Class : XII  
Subject : Gandhian Studies

BLUE PRINT

Score : 60  
Time : 2 Hrs

Unit	Thinking skills Content	Thinking skills for Conceptual Attainment			Thinking skills for Conceptual Generation			Total
		OB	SA	Essay	OB	SA	Essay	
1	Hind Swaraj or Indian Home Rule		5(1)		1(1)			6
2	Educational Philosophy of Mahatma Gandhi	1(1) 1(1)	3(1)			4(1)		9
3	Gandhian Vision of Peace	1(1)	2(1)			3(1)		6
4	Non violent Social Movement and Social Change	1(1)	2(1)			3(1)		6
5	Rural Development		4(1)	6(1)	1(1) 1(1)			12
6	Rural Administration	1(1)	4(1)		1(1)			6
7	Gandhian Vision of Development	1(1) 1(1)				4(1)		6
8	Mahatma Gandhi and Environment	1(1)	2(1)				6(1)	9
	<b>Total</b>	<b>8(8)</b>	<b>22(7)</b>	<b>6(1)</b>	<b>4(4)</b>	<b>14(4)</b>	<b>6(1)</b>	<b>60</b>

NB. Brackets denote the number of questions,

CA - Conceptual attainment

CG - Conceptual generation

S.Y.  
March 2016

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

Reg. No: .....  
Name : .....

Maximum : 60 Score  
Time: 2 hrs  
Cool off time : 15 mts

**General Instructions to candidates:**

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

**ചൊതുനിർദ്ദേശങ്ങൾ**

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

1. Free and compulsory education is one of the major features of Gandhiji's basic education. This feature is included in one of the article of our Constitution. Identify the article. (1)
2. Name the political Ideology that aims to create an ecologically sustainable society rooted in environmentalism, social justice and grass root democracy. (1)

1. ഗാന്ധിജിയുടെ വിദ്യാഭ്യാസ പദ്ധതിയായ അടിസ്ഥാന വിദ്യാഭ്യാസത്തിന്റെ ഏറ്റവും പ്രധാനപ്പെട്ട സവിശേഷതകളിലൊന്നാണ് സൗജന്യവും നിർബന്ധിതവുമായ വിദ്യാഭ്യാസം. ഇത് നമ്മുടെ ഭരണഘടനയുടെ ഏത് ആർട്ടിക്കിളിലാണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്? (1)
2. പരിസ്ഥിതി സൗഹൃദവും പുലർത്തുന്ന സുസ്ഥിരസമൂഹം സൃഷ്ടിക്കുന്നതിനായി ജനാധിപത്യത്തിലും സാമൂഹ്യനീതിയിലും പ്രകൃതി സംരക്ഷണത്തിലും ഊന്നി പ്രവർത്തിക്കുന്ന താഴ്ന്നതല ചിന്താധാരയുടെ പേരെഴുതുക. (1)

3. Identify the most secure basis for peace. (Development, Disarmament, Satyagraha, Arbitration) (1)
4. Sometimes the people are forced to move from their locality or environment and occupational activities. Name the process. (1)
5. From the following which person greatly influenced Gandhiji in writing Hind Swaraj. (Leo Tolstoy, John Ruskin, Edward Carpenter, Henry David Thoreau) (1)
6. ----- is considered as one of the popular and effective approaches to gather information in rural areas. (Rapid rural appraisal, Participatory rural appraisal, Participatory action research, Participatory development) (1)
7. Name the primary body of Panchayath raj system, comprising of all adult residents. (1)
8. ----- refers to increasing the spiritual, political, social or economic strength of communities. (Empowerment, Development, Social movement, Social stratification) (1)
9. In Gandhian scheme of education emphasis is given to the training of ----- instead of training of 3R's.
10. Find out the apt combinations from the following three columns (3)

1957 1992 2004	SITRA PURA Balwanth Rai Mehta Committee	Bridge the rural-urban divide Democratic decentralization Distribution of hand tool kit
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3. സമാധാനത്തിന്റെ സുപ്രധാനവും സുരക്ഷിതവുമായ അടിസ്ഥാനഘടകം ഏത് (വികസനം, നിരായുധീകരണം, സത്യാഗ്രഹം, മധ്യസ്ഥത) (1)
4. സ്വന്തം ഭൂമിയിൽ നിന്നും പ്രദേശത്തുനിന്നും തൊഴിലിടങ്ങളിൽ നിന്നും മറ്റിടങ്ങളിലേക്ക് മാറിപ്പാർക്കാൻ ജനങ്ങളെ നിർബന്ധിതരാക്കുന്ന പ്രവർത്തനത്തിനു പറയുന്ന പേരെന്ത്? (1)
5. 'ഹിന്ദ് സ്വരാജ്' രചനയിൽ ഗാന്ധിജിയെ നിർണായകമായി സ്വാധീനിച്ചത് താഴെ പറയുന്നവരിൽ ആരാണ് (ലിയോ ടോൾസ്റ്റോയ്, ജോൺ റസ്കിൻ, എഡ്വേർഡ് കാർപ്പന്റർ, ഹെൻറി ഡേവിഡ് തോറോ) (1)
6. ഗ്രാമങ്ങളിൽ നിന്നുള്ള വിവരശേഖരണത്തിന് ഫലപ്രദമായ മാർഗമാണ് ----- (റാപിഡ് റുറൽ അപ്രേസൽ, പാർട്ടിസിപ്പറ്ററി റുറൽ അപ്രേസൽ, പാർട്ടിസിപ്പറ്ററി ആക്ഷൻ റിസർച്ച്, പാർട്ടിസിപ്പറ്ററി ഡവലപ്മെന്റ്) (1)
7. പ്രായപൂർത്തിയായ എല്ലാ പൗരൻമാരെയും ഉൾക്കൊള്ളുന്ന പഞ്ചായത്തിരാജിന്റെ പ്രാഥമിക ഘടകം ഏത്. (1)
8. സമൂഹത്തിന്റെ ആത്മീയവും രാഷ്ട്രീയവും സാമൂഹികവും സാമ്പത്തികവുമായ ശക്തി വർദ്ധിപ്പിക്കുന്നതിനെ ----- എന്ന് വിശേഷിപ്പിക്കുന്നു (1) (ശാക്തീകരണം, വികസനം, സാമൂഹ്യപ്രസരനം, സാമൂഹിക വർഗ്ഗീകരണം)
9. ഗാന്ധിജിയുടെ വിദ്യാഭ്യാസ കാഴ്ചപ്പാടിൽ 3R's എന്നതിനക്കാൾ ----- ന്റെ പരിശീലനത്തിനാണ് പ്രാധാന്യം നൽകിയിരുന്നത്. (1)
10. താഴെ കൊടുത്തിരിക്കുന്ന പട്ടികകളിൽ നിന്ന് ചേരുംപടി ചേർത്തെഴുതുക. (3)

1957 1992 2004	SITRA PURA ബൽവന്ത് റാജ് മേത്ത കമ്മിറ്റി	ഗ്രാമ-നഗരത്തരാകുറവ്കുറയ്ക്കുന്നു ജനാധിപത്യ വികേന്ദ്രീകരണം പണിതായുധങ്ങളുടെ വിതരണം
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11. Prepare a short note on cultural violence. (2)
12. List out any four characteristics of social change. (2)
13. Write any four merits of appropriate technology. (2)
14. One of the remarkable features of basic education is flexible curriculum and free environment. Do you agree with this? Substantiate. (3)
15. Analyze any one Gandhian method of conflict resolution. (3)
16. Evaluate the role of voluntary organizations in social change. (3)
17. Gandhiji suggested craft centered education for India. Analyze its relevance in the present day society. (4)
18. Evaluate Gandhiji's views on rural reconstruction. (4)
19. Gandhian structure of Panchayat raj system was a unique one. Examine. (4)
20. Analyze any four dimensions of development. (4)
21. Gandhiji considered Indian civilization as one of the best civilizations in the world. Specify any five features of this civilization. (5)
22. In the beginning of 1980s the Government of India took several measures to launch a direct attack on poverty known as integrated rural development approaches. Identify and explain any six programmes of it. (6)
23. Environmental pollution is a major threat to the present day world. Do you agree with this? Substantiate your arguments by explaining major pollutions. (6)
11. "കൾച്ചറൽ വയലൻസ്" എന്താണെന്ന് വിശദമാക്കുക. (2)
12. സാമൂഹിക മാറ്റത്തിന്റെ നാല് സഭാവങ്ങൾ എഴുതുക. (2)
13. ഉചിത സാങ്കേതിക വിദ്യയുടെ നാല് മേന്മകൾ എഴുതുക. (2)
14. പാഠ്യപദ്ധതിയുടെ ലാളിത്യവും സ്വതന്ത്രമായ ചുറ്റുവട്ടങ്ങളും അടിസ്ഥാന വിദ്യാഭ്യാസ പദ്ധതിയുടെ സവിശേഷതയാണ്. നിങ്ങൾ ഇതിനോട് യോജിക്കുന്നുവോ? വിശദമാക്കുക. (3)
15. സംഘർഷ പരിഹാരത്തിനുള്ള ഗാന്ധിജിയുടെ ഏതെങ്കിലും ഒരു പദ്ധതി വിശദമാക്കുക. (3)
16. സാമൂഹിക മാറ്റത്തിൽ സന്നദ്ധസംഘടനകളുടെ പങ്ക് വിശദീകരിക്കുക. (3)
17. കൈത്തൊഴിൽ കേന്ദ്രീകൃത വിദ്യാഭ്യാസമാണ് ഗാന്ധിജി ഇന്ത്യക്കാരി നിർദ്ദേശിക്കുന്നത്. ഇന്ന് ഇതിന്റെ പ്രസക്തി എന്തെന്ന് വിലയിരുത്തുക. (4)
18. ഗ്രാമപുനരുദ്ധാരണത്തെക്കുറിച്ചുള്ള ഗാന്ധിജിയുടെ കാഴ്ചപ്പാട് വിലയിരുത്തുക. (4)
19. ഗാന്ധിജിയുടെ പഞ്ചായത്തിരാജിന്റെ ഘടന സമാനതകൾ ഇല്ലാത്ത ഒന്നാണ് പരിശോധിക്കുക. (4)
20. വികസനത്തിന്റെ ഏതെങ്കിലും നാല് ഘടകങ്ങളെ വിശകലനം ചെയ്യുക. (4)
21. ലോകത്തിലെ ഏറ്റവും മികച്ച സംസ്കാരമായി ഗാന്ധിജി ഇന്ത്യൻ സംസ്കാരത്തെ വിശേഷിപ്പിക്കുന്നു. ഈ സംസ്കാരത്തിന്റെ ഏതെങ്കിലും അഞ്ച് സവിശേഷതകൾ വിശദീകരിച്ചെഴുതുക. (5)
22. 1980 - കളിൽ ദാരിദ്ര്യമെന്ന വെല്ലുവിളിയെ നേരിടുന്നതിനായി ഇന്ത്യൻ സർക്കാർ നിരവധി പദ്ധതികൾക്ക് രൂപം നൽകുകയുണ്ടായി. ഇത് സമഗ്ര ഗ്രാമ വികസനം എന്ന് പരക്കെ അറിയപ്പെടുന്നു. ഇതിൽപ്പെട്ട ആറ് പദ്ധതികളെപ്പറ്റി വിശദമാക്കുക. (6)
23. പരിസ്ഥിതി മലിനീകരണം ഇന്ന് നാം നേരിടുന്ന പ്രധാന വെല്ലുവിളിയാണ്. നിങ്ങൾ ഇതിനോട് യോജിക്കുന്നുവോ? പ്രധാനപ്പെട്ട മലിനീകരണങ്ങളെ മുൻനിർത്തി നിങ്ങളുടെ വാദങ്ങൾ വിശദമാക്കുക. (6)

## SCORING Key

Qn. No.	Sub Qns	Answer Key/Value Points	Score	Total
1		Article 45	1	1
2		Green politics	1	1
3		Development	1	1
4		Displacement	1	1
5		Edward Carpenter	1	1
6		PRA	1	1
7		Gram Sabha	1	1
8		Empowerment	1	1
9		3H's	1	1
10		1957 - Balawantrai Mehta - Democratic decentralization 1992 - SITRA - Distribution of hand tool kit 2004 - PURA - bridging rural urban divide	3	3
11		It is the aspects of a culture It refers to the philosophy of justifying structurally violent practices Or any two relevant points	1x 2	2
12		Universal phenomena Not uniform Affected by time and space factor Produce counter change or reaction	½x4	2
13		Use of renewable resources Satisfy basic needs Reduce exploitation of environment Labour intensive Or any relevant 4 item	½ x4	2
14		Yes Help the child to perform Free to work No compulsion Changes may be introduced	1  ½x4	  3
15		Mediation or Education or Arbitration	3 x 1	3
16		Provides aids or services to individuals, groups and nations Explain	3 x 1	3
17		Main features Explanation	2x2	4
18		Explaining Gandhian rural reconstruction	1x 4	4

Qn. No.	Sub Qns	Answer Key /Value Points	Score	Total
19		Features of Gandhian Panchayat raj system Explanation	2x2	4
20		Economic development Human development Sustainable development Territorial development Explain each	1x4	4
21		Village oriented Simple living Service and self denial Belief in God Aimed at moral progress Or any five	1x 5	5
22		Explain any six programmes of Integrated rural approach (IRDP, TRYSEM, LLP, NREP, DWCRA, NAEP, MGNREGA, RLEGP etc.)	1x 6	6
23		Identify major pollutions (air, water, soil and noise) Explanation	$\frac{1}{2} \times 4$ 1 x 4	6

## QUESTION BASED ANALYSIS

Sl. No.	Content/Units	LO	Specific thinking Skills	Form of Questions	Score	Time
1	Educational Philosophy of Mahatma Gandhi	2.10	5.1	OB	1	1
2	Mahatma Gandhi and Environment	8.4	2.6	OB	1	1
3	Gandhian Vision of Peace	3.1	1.6	OB	1	1
4	Gandhian Vision of Development	7.3	2.1	OB	1	1
5	Hind Swaraj or Indian Home Rule	1.1	1.1	OB	1	1
6	Gandhian Vision of Development	7.1	2.6	OB	1	1
7	Rural Administration	6.5	2.4	OB	1	1
8	Non Violent Social Movement and Social Change	4.4	2.5	OB	1	1
9	Educational Philosophy of Mahatma Gandhi	2.3	2.1	OB	1	1
10	Rural Development, Rural Administration	5.5,6.2	4.2	OB	3	5
11	Gandhian Vision of Peace	3.5	2.7	SA	2	4
12	Non Violent Social Movement and Social Change	4.2	2.4	SA	2	4
13	Mahatma Gandhi and Environment	8.7	2.7	SA	2	4
14	Educational Philosophy of Mahatma Gandhi	2.2,2.9	2.6	SA	3	6
15	Gandhian Vision of Peace	3.12	6.1	SA	3	6
16	Non Violent Social Movement and social Change	4.7	5.1	SA	3	6
17	Educational Philosophy of Mahatma Gandhi	2.9	4.2	SA	4	8
18	Rural Development	5.2	2.4	SA	4	8
19	Rural Administration	6.3	2.6	SA	4	8
20	Gandhian Vision of Development	7.1	4.2	SA	4	8
21	Hind Swaraj or Indian Home Rule	1.4,1.5	2.5	SA	5	12
22	Rural Development	5.4	2.7	ES	6	16
23	Mahatma Gandhi and Environment	8.3	5.1	ES	6	16
	<b>TOTAL</b>				<b>60</b>	<b>120</b>