SOCIAL SCIENCE

Standard

X

Question Pool

Government of Kerala
Department of Education

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Preface

Learning and evaluation must go hand in hand to understand and enhance progress in learning. It will help to recognize how much progress has been made in conceptualisation, to what extent one has been able to acquire various skills and also to identify the fields one has special aptitude for. Continuous evaluation carried out along with learning activities play a very important role in this. The term evaluation helps in testing and ascertaining the learning outcomes at the end of each stage. This book offers guidance in this direction.

Lessons in each unit of class 10 have learning activities based on knowledge construction incorporated in them in the form of questions. Evaluation indicators and scores are also provided there in, to assess the skills acquired at each stage by the learner. In addition to all these, it is hoped that teachers would endeavour to present more class room activities to instill self confidence in the learners. Let this book show the path for effective learning.

Dr. J. Prasad
Director, SCERT Kerala

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Part B

Question Papers

SOCIAL SCIENCE - I

1

REVOLUTIONS THAT INFLUENCED THE WORLD

1. Learning Outcome

- Analyses the background of the American War of Independence.

Explain, how did the Mercantilist Laws implemented by Britain in the American colonies become a cause for the American War of Independece.

Score : 6 Time : 10 Minutes

■ Scoring Indicators

- Restrictions on the cargo ships
- Control over export
- Stamp duty
- Colonies should support the British troops
- Import duty

2. Learning Outcome

- Analyses the background of the American War of Independence.
- Evaluates the importance of the American War of independence in world history.

Arrange the following in chronological order.

- Second Continental Congress
- Paris Treaty
- First Continental Congress
- Declaration of Independence

Score : 4 Time : 6 Minutes

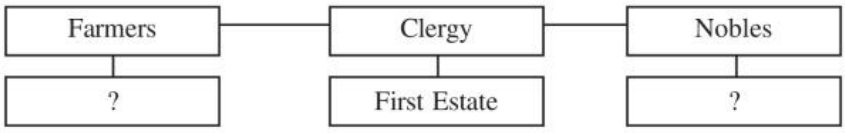
■ Scoring Indicators

- First Continental Congress
- Second Continental Congress
- Declaration of Independence
- Paris Treaty

3. Learning Outcome

- Analyses the background of the French Revolution

Complete the following table



Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Farmers - Third Estate
- Nobles - Second Estate

4. Learning Outcome

- Analyses the background of the French Revolution

Explain, how various thinkers and ideologies paved the way for the French Revolution.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

- Ideologies of Voltaire, Rousseau, Montesquieu
- Physiocrats
- Philosophes

5. Learning Outcome

- Analyses the background of the French Revolution

'The inequalities and exploitation suffered by the Third estate was the basic reason for the French Revolution." Substantiate this statement.

Score : 4, Time : 8 Minutes

■ Scoring Indicators

- No right in administration
- Paid land tax to the government
- Low social status
- Paid taxes to the clergy and nobles.

6. Learning Outcome

- Analyses the background of the French Revolution
- Lists out the different stages of the French revolution

Evaluate the significance of the 'Tennis Court Oath' in the history of France.

Score : 2, Time : 5 Minutes

■ Scoring Indicators

- Became the National Assembly and prepared the constitution

7. Learning Outcome

- Analyses the background of the French Revolution
- Analyses the background of the American War of Independence.

Match the following

A	B
Thomas Paine	Bourbon rule
Thomas Jefferson	Encyclopaedia
Louis XVI	Common Sense
Philosophes	Declaration of Independence

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- Thomas Paine — Common Sense
- Thomas Jefferson — Declaration of Independence
- Louis XVI — Bourbon rule
- Philosophes — Encyclopaedia

8. Learning Outcome

- Evaluates the impact of the French revolution.

Explain, how the French revolution influenced the later history of the world.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

- Stimulated the later revolutions of the world
- Paved the way for the end of feudal system in Europe
- People's sovereignty
- Emergence of Nationalism
- Growth of the middle class
- Threatened autocracy

9. Learning Outcome

- Evaluates the impact of French revolution.
- Explains the reforms of Napoleon

Evaluate how French revolution influenced the reforms of Napoleon.

Score : 4, Time : 8 Minutes

■ Scoring Indicators

- Farmers were made owners of the land
- Began sinking fund
- Constructed roads
- Control over clergy
- Bank of France was established
- New code of law was implemented

10. Learning Outcome

- Analyses the background and importance of the Latin American National movement

How did the exploitation and discrimination of the people of Latin America lead to revolution.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

- Exploitation and discrimination in language, religion, customs, architecture, education, agriculture.
- Looting of wealth, control of trade, slavery.

11. Learning Outcome

- Analyses the background and importance of the Latin American National movement
- Analyses the factors that led to the Russian revolution
- Explains the different stages of the Chinese revolution.

Identify the correlation between the two items in section A and similarly complete section B

i.	a.	Simon Bolivar	:	Latin American revolution
	b.	Maxim Gorky	:	_____
ii.	a.	Dr. Sun Yat Sen	:	Chinese revolution
	b.	Jose De San Martin	:	_____
iii.	a.	Dr. Sun Yat Sen	:	Kuomintang republic
	b.	_____	:	Long March
iv.	a.	Yanan	:	China
	b.	Petrograd	:	_____

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

i. Russian revolution
ii. Latin American revolution
iii. Mao Zedong
iv. Russia

12. Learning Outcome

- Analyses the factors that led to the Russian Revolution

Why the Bolsheviks under the leadership of Lenin did not approve the provincial government?

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- Power should be handed over to the Soviets
- They propagated that only Proletarian's government can eradicate economic backwardness and inequality
- Withdraw from the First World War
- Factories should be made public property
- Land should be distributed among farmers

13. Learning Outcome

- Explains the different stages of the Chinese revolution.

Explain the significance of the October revolution in the history of Russia.

Score : 4, Time : 5 Minutes

■ **Scoring Indicators**

- Land was distributed to the farmers
- Public ownership
- Withdrew from the First World War
- Became a super power
- Soviet Union

14. Learning Outcome

- Explains the different stages of Chinese revolution.

Why is Boxer rebellion considered as anti- colonial struggle of the people of China?

Score : 2, Time : 5 Minutes

■ **Scoring Indicators**

- Rebellion against foreign dominance and the Manchu dynasty- Boxers

15. Learning Outcome

- Explains the different stages of the Chinese revolution.

Explain the role played by Mao Zedong in making China a People's Republic.

Score : 4, Time : 6 Minutes

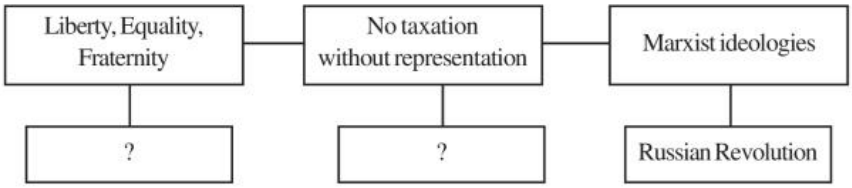
■ **Scoring Indicators**

- Communist policies - Protest against the autocracy of Chiang - Kai-Shek . Long march - Red volunteers - People 's Republic.

16. Learning Outcome

- Analyses the background of the American War of Independence.
- Analyses the background of the French Revolution
- Analyse the factors that led to the Russian Revolution

Complete the following table.



Score : 2, Time : 4 Minutes

■ Scoring Indicators

- French Revolution
- American War of Independence

17. Learning Outcome

- Analyses the background of the French Revolution

"Liberty, equality and fraternity were the ideas given by the French Revolution to the world". Evaluate this statement on the basis of the changes that occurred in the administrative structure of France.

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- Uniform system of administration in France.
- Church was brought under the control of the state.
- Equal taxation over all sections of people.
- Abolished the special privileges enjoyed by the nobility.
- End of Feudalism.

18. Learning Outcome

- Analyses the background of the French Revolution
- Lists out the different stages of the French Revolution

Analyse the circumstances which led to the transition of the Third estate of the French parliament called 'Commons' into National Assembly.

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- The status of one vote for each estate was against the interests of the 'Commons'.
- The commons wanted one vote for each person instead of one vote for each estate.
- It was opposed by other two estates.
- The commons declared themselves as the National Assembly of France and assembled in the nearby tennis court.

19. Learning Outcome

- Lists out the different stages of the French Revolution.
- Explains the reforms of Napoleon.

Write the following events in chronological order.

- The army of Napoleon was defeated at Waterloo.
- The French people captured and demolished the Bastille prison, the symbol of Bourbon monarchy.
- France was declared a republic.
- Napoleon Bonaparte captured power.

Score : 4, Time : 6 Minutes

Scoring Indicators

- The French people captured and demolished the Bastille prison, the symbol of Bourbon monarchy.
- France was declared a republic.
- Napoleon Bonaparte captured power.
- The army of Napoleon was defeated at Waterloo.

20. Learning Outcome

- Analyses the background of the French Revolution

What was the social background that forced the Third estate to struggle against the First and Second estates of the French Society?

Score : 3, Time : 6 Minutes

Scoring Indicators

- The nobility lived by exploiting the peasants.
- The King, nobles and clergy occupied majority of the cultivable land.
- The luxurious life led by higher priests.

21. Learning Outcome

- Analyses the background of the French Revolution

Evaluate the economic background that influenced the French Revolution.

Score : 3, Time : 5 Minutes

Scoring Indicators

- The rulers of France who occupied all powers were extravagant and pleasure seeking.
- Louis XVI summoned the French parliament Estate General in 1789 to overcome the economic crisis.

22. Learning Outcome

- Explains the reforms of Napoleon

What were the changes brought about in the social, economic and political fields of France during the time of Napoleon?

Score : 4, Time : 6 Minutes

Scoring Indicators

- Clergy became under the control of the state.
- Farmers were made the owners of land.
- Bank of France was established to centralise finance.
- A new code of law was prepared by codifying the existing laws.

2

WORLD IN THE TWENTIETH CENTURY

1. Learning Outcome

- Understands the different phases of development of imperialism.

What are the consequences of industrial revolution which began in England in the eighteenth century

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- Capitalists invested in factories.
- Capitalists increased production
- This made increase in profit
- Production and distribution were controlled by private individuals with the aim to increase profit.
- The advent of large scale industries enhanced capital investments
- Over production forced them to search for foreign markets.
- Asian and African nations were exploited by using political power and military forces.

2. Learning Outcome

- Understands the different phases of development of imperialism.

What were the circumstances that led to the supremacy of Europeans in Asian and African nations?

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- Capital investment in factories.
- Capitalists increased production.
- This made increase in production.
- Producation and distribution were controlled by private individuals with the aim to increase profit.
- The advent of large scale industries enhanced capital investment.
- Over production forced them to search for world markets.
- Using political power and military forces Asian and African nations were exploited.

3. Learning Outcome

- Understands the different phases of development of imperialism.

What are the factors that forced the capitalist countries to begin production in their colonies in Asia and Africa.

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Cheap labour
- Availability of raw materials.
- Low cost as a result of manufacturing and selling goods in colonies.

4. Learning Outcome

- Understands the different phases of development of imperialism.

How did imperialism affect the colonial countries.

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- Traditional economic system of the colonies were destroyed.
- Administrative and judicial system were replaced.
- Forced to cultivative cash crops instead of food crops.
- Indigenous art, literature, language, culture and education system were destroyed.
- Poverty and unemployment increased.
- Natural resources were exploited.

5. Learning Outcome

- Understands the different phases of developments of imperialism.

How did imperialist forces implement exploitative policies in the colonies?

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- By using legal system, military force, administrative measures etc.

6. Learning Outcome

- Analyses the factors that led to the First World War.

Which were the movements formed in connection with aggressive nationalism?

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- Plan Slav movement, Pan - German movement, Revenge movement
- To unite the Slav people of Serbia, Bulgaria, Greece etc. in Eastern Europe was the objectives of Pan Slav movement.
- To unite the Teutonic people in central Europe and Balkan provinces was the obective of Pan German movement.
- The objective of Revenge movement in France was to conquer Alsace-Lorrane which was under the control of Germany.

7. Learning Outcome

- Analyses the factors that led to the First World War

How did the imperialist crises cause the First World War. Explain.

Score : 4, Time : 4 Minutes

■ Scoring Indicators

Moroccan Crisis

- A secret treaty was signed between Britain and France in 1904 in which Britain accepted the French supremacy in Morroco.
- Germany did not approve it.
- Germany sent battleships to Morroco.
- The problem was solved by giving some parts of French congo to Germany.

Balkan Crisis

- Balkan was a part of the Ottoman empire.
- In 1912, Balkan League defeated Turkey.
- Difference of opinion among Balkan countries started in sharing the benefits of the war.

8. Learning Outcome

- Explains the effects of the First World War.

Analyse the results of the First World War.

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- Millions of people lost their lives.
- Economic dominance of Europe diminished.
- Poverty, unemployment and inflation increased.
- Agriculture, industry and communication systems were destroyed.
- In a bid to bring about peace in the world, the League of Nations was formed.

9. Learning Outcome

- Explains the effects of the First World War.

What were the consequences of the First World War in Europe?

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- As Europe was the focal point of war, it had to bear the major brunt.
- Economically and politically, the European nations suffered set backs.
- Ruling dynasties in Europe, lost power. (Hohenzollern in Germany, Habsburg in Austria - Romanov in Russia)

10. Learning Outcome

- Explains the effects of the First World War.

America was not affected by the hazards of the First World War. Substantiate the statement.

Score : 3, Time : 6 Minutes

■ Scoring Indicators

- War did not take place in the USA
- European nations which were destroyed in war took large scale loans from the USA.
- American dollar overtook British pound on the basis of foregin exchange holding.

11. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

Name of the leaders who gave leadership to the Non-Aligned Movement are given below. Name the countries they represent?

Jawaharlal Nehru, Marshal Tito, Ahmed Sukarno, Gamal Abdul Nasser

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Jawaharlal Nehru - India
  Gamal Abdul Nasser - Egypt
  Marshal Tito - Yugoslavia
  Ahmed Sukarno - Indonesia

12. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

Write a note on Non-Aligned movement.

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Movement formed after the Second World War
  It was a unity of nations which did not become part of capitalist or socialist bloc.
- NAM was formed in the conference held at Bandung in Indonesia in 1955.
- First conference was held at Belgrade in 1961.

13. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

What do you mean by Balfour declaration. Explain.

Score : 2, Time : 4 Minutes

■ Scoring Indicators

- Jews helped Britain in the First World War. As a reward for this the British foreign secretary Arthur Balfour declared the establishment of a Jewish nation including palestine in West Asia. This is known as Balfour declaration

14. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

Which was the agreement recognised by Israel with the mediation of America in 1993 to liberate Palestine.

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Oslo pact

15. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

What were the aims of Zionist movement and the PLO?

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- Objective of the Zionist movement was to form a nation for the Jews.
- But the objective of the PLO was to establish a nation for the people of Palestine.

16. Learning Outcome

- Examines the changes that the disintegration of Soviet Union brought in the world.

Evaluate the causes for the disintegration of Soviet Union.

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- Deviation from the basic principles of socialism.
- Over importance to defence.
- Regulation on freedom of expression and opinion
- Corruption and inefficiency of the bureaucracy.
- The administrative reforms of Mikhail Gorbachev.

17. Learning Outcome

- Examines the changes that the disintegration of Soviet Union brought about in the world.

What were the changes brought about by the disintegration of Soviet Union in the international level?

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- Marked the end of coldwar.
- Bipolar world destroyed
- Unipolar world emerged
- America became a supreme power

18. Learning Outcome

- Analyses America's dominance in the present world.

What are the strategies adopted by America to retain its dominance over the world?

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- By utilising international agencies America provided financial and military aids to countries of the world.
- Extended military alliances
- Overthrew the governments disliked by America
- Media were used to promote America's vested interests.

19. Learning Outcome

- Finds out how the neo-imperialism is affecting nations including India.

How did the competition of multinational companies affect the developing countries?

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- They tried to occupy the wealth of third world countries.
- A new consumer culture developed.
- Developing nations became the markets of the multinational companies.
- Indigenous economy collapsed.

20. Learning Outcome

- Finds out how the neo-imperialism is affecting nations including India.

Liberalisation, privatisation and globaliation are the concepts of neo imperialism. Substantiate the statement.

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- Globalisation

  Protects the interests of multinational companies.

  Connected nation's economic system with global economic system.

  Trans-border flow of products, raw materials, capital, latest technology and human resources facilitated.

- Liberalisation

  Adoption of liberal regulation to facilitate the import of multinational products and capital.

- Privatisation

  Privatisation of public sector institutions to promote private sector.

21. Learning Outcome

- Finds out how the neo-imperialism is affecting nations including India.

Name the international organisations formulating the policies of globalisation.

Score : 3, Time : 3 Minutes

■ **Scoring Indicators**

- World Bank, International Monetary Found, World Trade Organisation.

22. Learning Outcome

- Finds out how the neo imperialism is affecting nations including India.

Explain how globalisation adversly affected the developing countries.

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- Led to the destruction of indigenous culture.
- The intervention of multinational companies over the concept of nation state.
- Price of agriculture products plunged
- Natural resources were looted
- Government withdrew from social service sector.

23. Learning Outcome

- Analyses the effects of the First World War.

The treaty of Versailles was a one sided treaty. Substantiate the statement by analysing the provisions of the treaty.

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- German colonies were divided among allied powers.
- Germany was forced to pay a huge amount as war indemnity
- The allies occupied the rich mines.
- The war guilt was imposed on Germany and she was disarmed.

24. Learning Outcome

- Recognises how America became the new economic and political power.

Analyse the results of the economic depression which affected the world in 1929?

Score : 6, Time : 10 Minutes

■ **Scoring Indicators**

- People who became pauper as a result of the war, could not purchase commodities.
- Goods were kept unsold in factories.
- European nations failed to repay their debts to the USA.
- Banks collapsed.
- Inflation became uncontrollable.
- Acute unemployment and poverty.

25. Learning Outcome

- Explains how Fascism word Nazism became threat to the world.

Economic destruction, rivalry against the victors, aimlessness etc. were the factors that helped the growth of Fascism. Analyse the features of Fascism based on this statement.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

- Antagonism to democracy, glorifying the nation, justifying war, deifying the past, military dictatorship, opposition to socialism, adoring the purity of race, diffusion of aggressive nationalism, indoctriation of ideologies through arts, literature and education, annihilation of political rivals.

26. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

Analyse the circumstances that led the Fascist party into power in Italy.

Score : 3, Time : 6 Minutes

■ Scoring Indicators

- Italy got nothing though she was one among the victors of the First World War.
- Destruction of industries, unemployment, increase in tax, inflation etc.
- Fear of nation moving to socialist revolution.

27. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

Italy's imperialist ambition led the nations of the world to the another world war. Substantiate the statement by evaluvating the administration of Mussolini.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

- Adopted violence.
- Socialists and leaders of peasants and workers were proclaimed as enemies of the nation.
- Those who opposed the fasist party were executed.
- Aimed to restore Roman empire.
- By using his military force, the 'Blacks shirts', he executed enemies.
- Conquered nations like Ethiopia and Albania.

28. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

What are the factors that helped Hitler to become the ruler of Germany?

Score : 3, Time : 6 Minutes

■ **Scoring Indicators**

- Treaty of Versailles imposed by the victorious allies on Germany after the First World War.
- Economic crisis and inflation.
- Failure of German governments and the political uncertainty.

29. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

Nazism was the German version of Fascism. Substantiate.

Score : 6, Time : 10 Minutes

■ **Scoring Indicators**

- Major enemies of Nazism like socialists, communitsts, jews and democrats were executed.
- Jews were declared as enemies of Germany.
- Jews were massacred in concentration camps.
- For executing enemies they formed military force 'Brownshirts' and secret police troop - 'Gestapo'
- They argued for the Aryan racial supremacy.
- All the political parties except Nazi party were banned.
- Military service was made compulsory.
- Spread of ideas.

30. Learning Outcome

- Find outs the causes of the Second World War.

Differentiate and list out the following countries into Axis powers and Allied powers.

England, China, Germany, France, Italy, Japan

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

Axis Powers	Allied Powers
Germany	England
Italy	France
Japan	China

31. Learning Outcome

- Analyses the effects of the Second World War.

The Second World War had left far reaching consequences for the human beings. Evaluate the validity of the statement.

Score : 6, Time : 10 Minutes

■ **Scoring Indicators**

- Millions of people died.
- Economic system of European countries was destroyed.
- European dominance in the world diminished.
- Freedom movements in Asia and Africa intensified.
- America and Soviet Union emerged as global powers.
- To maintain world peace, the United Nations Organisation was formed.

32. Learning Outcome

- Analyses the effects of the Second World War.

What are the important aims of the United Nations Organisation?

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- To save the succeeding generations from the scourge of war.
- To protect international treaties and laws.
- To consolidate activities for the development of the nations of the world.

33. Learning Outcome

- Analyses the effects of the Second World War.

Analyse the causes of decolonisation.

Score : 3, Time : 6 Minutes

■ **Scoring Indicators**

- Supremacy of imperialist countries was questioned.
- Freedom movements strengthened in colonies.
- Super powers like USA and USSR supported freedom movements in colonies.

34. Learning Outcome

- Describes how the rise of new power blocs led to the cold war.

What do you mean by cold war? What was its base?

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- Enemity based on ideological conflict and diplomatic confrontation between two power blocs was called the cold war.
- Ideological conflict and political mistrust

35. Learning Outcome

- Analyses the factors that led to the First World War.

Why is the First World War called as an imperialist war? Explain.

Score : 3, Time : 6 Minutes

■ **Scoring Indicators**

- Crises as part of exploiting wealth by conquering colonies.

36. Learning Outcome

- Explains how Fascism and Nazism became threats to the world.

There were certain similarities between the ideologies putforward by Fascism and Nazism. Substantiate the statement.

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- Hero worship, racism, glorification of the past, war mania, opposition to democracy and socialism.

37. Learning Outcome

- Analyses the factors that led to the First World War.

What was the reason for the Moroccan crisis? How was it solved?

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- Germany opposed the claim of France over Morocco.
- Morocco was given to France.
- France allowed Britain to interfere in Egypt.
- A part of French Congo was given to Germany.

38. Learning Outcome

- Analyses the factors that led to the first world war.

Names of certain countries who participated in the First World War are given below. List out them into Allied powers and Central powers.

Russia, Turkey, France, Bulgaria, Germany, Serbia, Britain, Austria.

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

Allied Powers	Central Powers
Britain	Germany
France	Austria
Russia	Turkey
Serbia	Bulgaria

39. Learning Outcome

- Analyses the factors that led to the First World War.

Elucidate the circumstances that led to the formation of military alliances among imperialist nations.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- Balkan crisis, Moroccan crisis and construction of the Baghdad rail by Germany created conflict among imperialit nations and eventualy led to the formation of military alliances. This created suspicion and fear among two groups.

40 Learning Outcome

- Examines the changes that the disintegration of Soviet Union brought in the world.

The reforms of Gorbachev intensified the disintegration of Soviet Union. Evaluate the statement.

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

a) Deviation from the basic principles of socialism.

b) The reforms of Gorbachev led to capitalism.

c) Internal problems.

d) Corruption in administration.

41 Learning Outcome

- Identifies that Non-alignment was established in lieu of the power blocs.

The Non-Aligned Movement has relevance today even though there are no power blocs.

1) What were the circumstances that led to formation of the Non-Aligned Movement?
2) Who were its leaders?
3) What does the non-alignment aim?

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

1. When the world was divided into two blocs, the newly independent nations wanted to stay independent without aligning to any bloc.
2. Nehru, Tito, Nasser, Sukarno
3. Active interference in international issues.

42 Learning Outcome

- Identifies that Non-alignment was established in lieu of the power blocs.

Evaluate the circumstances after the Second World War which led to the formation of the Non-Aligned Movement.

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- World was divided into two power blocs under the USA and the USSR. Newly independent nations wanted to stay remain free. In this circumstances the NAM was formed in the Bandung conference held in 1955 in Indonesia.

3

PUBLIC ADMINISTRATION

1. Learning Outcome

- Describes the importance of public administration.

Pick out any two public administration institutions and write about their functions.

Score : 3, Time : 3 Minutes

■ Scoring Indicators

	Institution	Functions
a.	Krishi Bhavan	Promotes agriculture
b.	Police Station	Maintains law and order
c.	Primary health centre	Provides treatment for illness

2. Learning Outcome

- Describes the importance of public administration.

What are the differences found in the public administration under monarchy and democracy?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

a. In monarchy, the interest of the monarch is the basis of public administration.

b. In democracy importance is given to the interests of the people.

3. Learning Outcome

- Describes the importance of public administration.

Explain the importance of public administration.

Score : 4, Time : 3 Minutes

■ Scoring Indicators

- Ensures welfare of people
- Formulates government policies
- Provides goods and services
- Finds out solution for public grievances

4. Learning Outcome

- Evaluates the features of bureaucracy

Explain the importance of bureaucracy in public administration.

Score : 3, Time : 4 Minutes

■ Scoring Indicators

a. Makes the public administration system dynamic.

b. Services of the government made accessible to the people

c. Performs the day-to-day administration of the country.

5. Learning Outcome

- Explains the structure and features of bureaucracy.

What is meant by hierarchical organisation and permanance of bureaucracy.

Score : 2, Time : 4 Minutes

■ Scoring Indicators

- Organization made up of one employee at the top and more towards the bottom.
- Persons once appointed as employee will continue in service till the age of retirement. This is permanancy.

6. Learning Outcome

- Explains the structure and functions of bureaucracy.

Prepare a note on civil service in India.

Score : 4, Time : 6 Minutes

■ Scoring Indicators

Hints

- All India service
- Central service
- State service

Explain hints

7. Learning Outcome

- Explain the structure and features of bureaucracy.

Why PSC and UPSC are called as constitutional institutions?

Score : 1, Time : 2 Minutes

■ Scoring Indicators

- UPSC and PSC are constituted on the basis of constitutional provisions. So they are called as constitutional institutions.

8. Learning Outcome

- Explain the structure and features of bureacuracy

Find out the factors that adversely affect the efficiency of public administration.

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Inefficiency of bureaucracy
- Corruption
- Shortage of employees

9. Learning Outcome

- Evaluates the role of e-governance in providing government services.

Write a brief note on e-Governance implemented as part of administrative reforms?

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- e-Governance
- e-Governance is the use of electronic technology in administration
- This helps people to obtain governement services quickly and easly

- Information technology is used in the field of public service
- Government service is made available less expensively

10. Learning Outcome

- Utilizes the possibilities of Rigth to Information Act.

A road constructed before six months in your place is damaged now. You became aware that there is some corruption, Prepare an application under Right to Information Act addressing panchayat secretary to get the details of it.

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- To Prepare an application under the RTI Act.

11. Learning Outcome

- Utilizes the possibilities of Right to Information Act.

What are the benefits attained by society as a result of formulation of the Right to Information Act.

Score : 3, Time : 4 Minutes

■ Scoring Indicators

a. Controlled corruption
b. Increased the responsibility of bureaucrats
c. Functioning of government became transparent

12. Learning Outcome

- Utilizes the possibilities of Right to Information Act.

Explain the structure of Information Commission?

Score : 2, Time : 3 Minutes

■ Scoring Indicators

1. Central Information Commission
2. Chief Information Commissioner and not more than ten members.
3. State Information Commission

13. Learning Outcome

- Evaluates the scope of Right to Service Act.

How the Right to Service Act is helpful to people?

Score : 4, Time : 5 Minutes

■ Scoring Indicators

- Ensures government services to people
- Gets service within time limit
- Employee should pay fine incase of delay
- Appoints an officer in charge as per Right to Service Act in all offices to give service.

14. Learning Outcome

- Evaluates the existing systems in the country for preventing corruption.

Differentiate the functioning of Lokpal and Lokayuktha?

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

Lokpal

- Institution constituted to prevent corruption charges at national level
- Has the power to register cases of corruption against employees and public workers.

Lokayuktha

- Constituted at state level to hear corruption cases.
- Follow Judicial procedurs

15. Learning Outcome

- Evaluates the systems constituted in the country for preventing corruption invarious fields.

From the following select the statement appropriate to central vigilance commission and state vigilance commission?

a. Enquires about corruption in state government offices.

b. Institution to prevent corruption at national level.

Score : 2, Time : 3 Minutes

■ **Scoring Indicators**

a. State vigilance commission

b. Central vigilance commission

16. Learning Outcome

- Evaluates the systems constituted in the country for preventing corruption in various fields.

How the functioning of Ombudsman helps the public to prevent corruption.

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

a. Complaints against corruption among elected representatives and bureau crats can be filed in Ombudsman.

b. People can directly approach Ombudsman to give complaints.

c. Ombudsman can enquire into such complaints and recommend actions.

17. Learning Outcome

- Explain the structure and features of bureaucracy

Compare and list the different levels of civil services in India.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- All India Service
- Central Service
- State Service

18. Learning Outcome

- Evaluates the esisting systems constituted in the country for preventing corruption in various fields.

What is considered as corruption by modern society?

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

- Delayed service, denial of right to service is corruption.
- Making service as a favour

4

BRITISH EXPLOITATION AND RESISTANCE

1. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

What were the revenue systems implemented by the British in various parts of India?

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Permanent land revenue settlement, Ryotwari system, Mahalwari system.

2. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

Revenue systems implemented by the British broke the back bone of the Indian farmers. Evaluate the statement based on Permanent land revenue settlement implemented by the British.

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- In this system the tax was collected by the zamindar.
- Right to collect tax from the land and its ownership was also vested on zamindar.
- The zamindars became the owners of land, the actual farmers became tenants.
- 60% of production was given as tax.
- Tax was to be paid in cash before the cut-off date.

3. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

What was the major difference of the Ryotwari system from the Permanent land revenue settlement?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- In Ryotwari system, the land revenue was collected directly from the farmers.

  Ownership of land was vested with the farmers.

4. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

How did the Mahalwari system differ from Ryotwari system.

Score : 2, Time : 3 Minutes

■ Scoring Indicators

- In the Mahalwari system village headmen collected tax.
- Village was considered as a single unit for tax collection.

5. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

Although there are certain differences in the ownership of land and the collection of land revenue, certain similarities can also be found in the land revenue system implemented by the British. Substantiate.

Score : 2, Time : 3 Minutes

■ Scoring Indicators

- Tax has to be paid in cash
- Tax was very high.

6. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

Evaluate how the revenue system implemented by the British adversly affected the agricultural sector.

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Tax was to be paid in cash. So often peasants had to take loans from money lenders at a high rate of interest. Farmers got money from money lenders by mortgaging land. Moneylenders seized the mortgaged agricultural land of farmers, who couldn't repay the loan.

7. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

Evaluate the circumstances that forced Indian farmers to cultivate cash crops.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- High rate of tax
- Tax had to be paid in cash before the dead line.
- To meet this situation they cultivated products having higher market price.

8. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

What was the name of the revenue system implemented by the British in the regions of Bengal, Bihar and Orissa?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Permanent land revenue settlement.

9. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

What was the name of the revenue system implemented by the British in South India?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Ryotwari system

10. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

What was the name of the revenue system implemented by the British in the North western region.

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Mahalwari system

11. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

Revenue systems implemented by the British in India and its features are given below in table. Arrange them in proper order.

Revenue Systems	Features
1. Permanent settlement	a. Village headman collected the tax
2. Ryotwari system	b. Zamindars collected the tax
3. Mahalwari system	c. Tax was collected directly

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

- 1 - b, 2 - c, 3 - a

12. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

Certain commercial crops cultivated in India and its important centres of cultivation are given in table below. Arrange them in correct order.

	Crops	Region
1.	Indigo	a. Assam, Kerala
2.	Cotton	b. Uttar Pradesh
3.	Tea	c. Bengal, Bihar
4.	Wheat	d. Bengal
5.	Jute	e. Maharashtra, Punjab
6.	Sugar cane	f. Punjab

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- 1 - c, 2 - e, 3 - a, 4 - f, 5 - d, 6 - b

13. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

What was the strategy used by the British to force Indian farmers to cultivate indigo?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Indigo farmers were given money in advance.

14. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian formers.

Analyse the factors that led to the miseries of Indigo farmers in India.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

- With the Industrial revolution textile industry gathered momentum in England. The demand for indigo increased. British merchants were ready to give money in advance to farmers inorder to encourage the cultivation of Indigo. Farmers succumbed to the temptation of the British and were liable to plant indigo in a fixed portion of the land. So the land used for the cultivation of food crops had to be set a part for indigo plantations. But in the harvest season, the farmers received only a lower price for indigo. With the invention of artificial indigo, demand for natural indigo reduced. This made the plight of the farmers more miserable for they had used much of their land for indigo cultivation.

15. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

Why is the peasant revolts in the British Malabar region considered as Mappila revolt?

Score : 1, Time : 2 Minutes

■ Scoring Indicators

- Most of the tenants in Malabar were Mappilas (Muslims in Malabar). So peasant revolts in Malabar were known as Mappila revolt.

16. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

Which was the commission appointed by the British government to study recurring peasant revolts in Malabar.

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- William Logan Commission

17. Learning Outcome

- Analyses the way by which the British land revenue system impoverished Indian farmers.

What was the reason found out by the William Logan Commission for the peasant revolt in Malabar?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Unfair land revenue system of the British.

18. Learning Outcome

- Explains the impact of the British policy on tribal life.

"The tribal people also became the victims of the British rule". Do you agree with the statement. Explain the reasons.

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- The Forest laws implemented by the British made their life miserable. The British imposed restriction on tribals to collect forest products and enter into the protected forest. Imposed high taxes on forest products collected by the tribals.

19. Learning Outcome

- Explains the impact of the British policy on tribal life.

Evaluate the circumstances that led to the kurichyas and Kurumbas of Wayanad to turn against the British.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- Imposition fo excessive tax by the British
- Paying of tax in cash
- Seizing of agricultural land for non payment of tax.

20. Learning Outcome

- Analyses the factors responsible for the deterioration of handicraft industry.

Analyse the circumstances that led to the deterioration of textile industry which was one of the important traditional industries in India.

Score : 6, Time : 10 Minutes

■ **Scoring Indicators**

- Large scale import of machine made textiles in India.
- Low price of machine-made textiles
- Expansion of railway
- Imported textiles could reach the villages.
- Traditional weavers lost their village markets.
- Due to high export tax, textiles exported to Britain lost its market.

21. Learning Outcome

- Analyses the factors responsible for the deterioration of handicraft industry.

Evaluate the circumstances that led to the deterioration of village industries like pottery, tannery, carpentry etc.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- Pottery - Import of aluminium vessels
  Tannery - Export of raw leather to Europe
  Carpentory - Use of machines made of metals

22. Learning Outcome

- Analyse the factors responsible for the deterioration of handcraft industry.

The British Industrialists exploited Indian labourers. Examine the validity of this statement.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- Prolonged working hours
- Meagre wages
- Unhealthy accomodation

23. Learning Outcome

- Analyses the factors responsible for the deterioration of handicraft industry.

What were the early labour strikes in India against the exploitation of British Industrialists.

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Great Bombay Textile strike
- Calcutta Jute Mill strike

24. Learning Outcome

- Recognises the causes of the Revolt of 1857.

Analyse the circumstances that led the British Indian soldiers to the Revolt of 1857.

Score : 6, Time : 10 Minutes

■ **Scoring Indicators**

- Poor Salary
- Abuse by the British officers
- Rumours connected with newly introduced rifle and its cartidges.
- Servere punishments given to sepoys who were unwilling to use this cartridges
- The religious sentiments of the Hindu and Muslim soldiers were wounded.
- Mangal Pandey, an Indian sepoy was hanged, as he shot a British official

25. Learning Outcome

- Recognises the causes of the Revolt of 1857.

What was the important strategy used by the company to annex the princely states into the British empire.

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- The Doctrine of Lapse

26. Learning Outcome

- Recognises the causes of the Revolt of 1857.

The first war of Indian independence in 1857 was entirely different from the early resistance movements held in India so far. Evaluate the validity of the statement.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- Active participation of the common people like farmers and craftsmen.
- Hindu-muslim unity.
- Co-operation existed among the soliders, common people and the leaders.

27. Learning Outcome

- Recognises the causes of the Revolt of 1857.

Name of the leaders and centres of the first war of Indian independence in 1857 are given in table below. Arrange them in appropriate order.

Centres of the Revolt		Leaders
1.	Delhi	a. Begum Hazrat Mahal
2.	Lucknow	b. Maulavi Ahammedullah
3.	Kanpur	c. Bahadur Shah II
4.	Faizabad	d. Nana Saheb

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- 1 - c, 2 - a, 3 - d, 4 - b

28. Learning Outcome

- Analyses the drain theory and explains how it stimulated anti-British attitude among Indian.

What are the methods by which the wealth of India drained to Britain according to the drain theory of Dadabai Naoroji.

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- Export of Indian raw materials.
- Salary and pension to the British officers in India.
- Profit gained through the sale of the British products in India.
- Tax from India.

29. Learning Outcome

- Analyses the drain theory and explains how it stimulated anti-British attitude among Indian.

What was the idea put forward by leaders to prevent the drain of India's wealth?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Swadeshi

30. Learning Outcome

- Recognizes the importance of the Swadeshi movement.

What was the major strategy adopted in the agitation against the partition of Bengal in 1905.

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Boycott of foreign goods.

31. Learning Outcome

- Analyses the resistance during the swadeshi movement.

The use of swadeshi goods and boycott of foreign goods rejuvenated Indian Industry. Substantiate.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- A number of textile mills, soap factories, match box companies, national banks and insurance companies were established. The Bengali Chemical store, the Tata Steel Plant in Maharashtra and Swadeshi Steam navigation company in Tamilnadu etc. started during swadeshi movements. Import of British goods to India steadly went down during this period.

5

CULTURE AND NATIONALISM

1. Learning Outcome

- Identifies the factors that contributed to the emergence of Indian nationalism.

The establishment of the Asiatic Society of Bengal and the introduction of English education are examples for two kinds of policies adopted by Britain to establish their domination in India. What are these policies?

Score : 2, Time : 4 Minutes

■ Scoring Indicators

- An in-depth understanding of the socio-cultural life of the Indians. It will help strengthen their rule.
- To get the support of a fraction of Indian society through English education.

2. Learning Outcome

- Identifies the factors that contributed to the emergence of Indian nationalism.

How did the interference of the British in the field of education create a sense of unity among the Indians?

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- The Indians who got English education found it necessary to resist the intrusion of the British.
- Those who had English education started national educational institutions.
- Encouraged secular education.
- Jointly worked together against the inequalities of Indian society.

3. Learning Outcome

- Identifies the factors that contributed to the emergence of Indian nationalism.

Compare the policies of British education and national education during national movement.

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

National education	British education
• Opposed inequalities of Indian society	• Tried to create a generation interested in English life style.
• Jointly protested British colonial rule	• Tried to get the support of a fraction of Indian society
• Created national outlook among the Indians	
• Hindi emerged as national language	

4. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

The protest of a writer against the existing exploitative system of a nation will create a sense of unity among the people of that country. Substantiate this statement on the basis of the works of writers during the British rule.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- Writers described the miseries of the people.
- Created a fellow feeling among the people so that the miseries of the people of other region were considered as their own.
- Writers described the realities of the lives of Indians.

5. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

What kind of attitude might have been created in favour of nationalism by the painting 'Sati' of Nandalal Bose.

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- The painting 'Sati' by Nandalal Bose developed an attitude against evil customs among the Indians.
- An attitude to eradicate discrimations against women.

6. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

Match column 'A' with column 'B'

A	B
Asiatic society of Bengal	Jonathan Duncan
Calcutta Madrasah	Lord Lytton
Banaras Sanskrit College	Warren Hastings
The Vernacular Press Act	William Jones

Score : 4, Time : 8 Minutes

■ Scoring Indicators

A	B
Asiatic society of Bengal	William Jones
Calcutta Madrasah	Warren Hastings
Banaras Sanskrit College	Jonaitan Duncan
The Vernacular Press Act	Lord Lytton

7. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

Who worked for the remarriage of the widows in Bengal?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Ishwar Chandra Vidyasagar

8. Learning Outcome

- Analyses how Indian social reform movements contributed to the growth of Indian nationalism.

To what extend the ideas, put forward by the social reform movements of India during the nineteenth century were suitable for a social change in India? Evaluate.

Score : 6, Time : 12 Minutes

■ Scoring Indicators

- Eradicate caste system
- Protect the rights of all
- Eliminate discrimination against women
- Promote widow remarriage
- Provide education for all

- Abolish child marriage and eliminate the supremacy of the clergy
- Opposed Brahmin domination
- Opposed evil practices.
- Encouraged freedom, equality, free thinking, interdining and intercaste marriage.
- Argued for the upliftment of women and backward classes.
- Started educational institutions for backward classes.
- Social reformers tried to develop national consciousness and unity among the Indians irrespective of caste and religion.

9. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

Analyse the role of education in the emergence of Indian nationalism.

Score : 6, Time : 12 Minutes

■ Scoring Indicators

- Education helped to oppose British colonial domination and the inequalities existed in the Indian society.
- National educational institutions fostered national consciousness.
- Provided secular education.
- Swadeshi movement led to the growth of national education.
- Created a sense that modern education is necessary for the social, cultural and political progress of the Indians.
- Many national educational institutions were set up for the growth of national education.
- The educational system of Tagore emphasised the International co-operation.
- The above mentioned factors helped for the development of national consciousness among the Indians.

10. Learning Outcome

- Analyses how Indian social reform movements contributed to the growth of Indian nationalism.

Find out the relationship between the two parts of item 'A' and fill in the blanks of item 'B' accordingly.

A) Self Respect Movement : E.V. Ramaswami Naicker

B) Satya Shodack Samaj : _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

A) Brahma Samaj : Raja Ram Mohan Roy

B) Prarthana Samaj : _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Score : 2, Time : 3 Minutes

■ **Scoring Indicators**

- B) Satyashodak Samaj : Jyotiba Phule
- B) Prarthana Samaj : Atmaram Pandurang

11. Learning Outcome

- Describes the role of Indian press in the growth of Indian nationalism

Explain the role of newspapers in propagating the ideas of Indian national movement.

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- Criticised the activities of the British government through news papers.
- News papers were published in various languages.
- News papers gave emphasis on nationalism, social reform and democracy.

12. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

What were the factors that urged Gandhiji to form a plan for vocational education?

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- Vocational trainining during education would help build up a good future.
- Such a generation could resist the British.

13. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

Who founded Indian Society of Oriental Arts?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Abanindranath Tagore (Bengali Painter)

14. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

Arrange the following in chronological order.

- Hindu widow Remarriage Act
- Haripura session of Indian National Congress
- Vernacular Press Act
- Partition of Bengal

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- Hindu Widow Remarriage Act (1856)
- Vernacular Press Act (1878)
- Partition of Bengal (1905)
- Haripura session of Indian National Congress (1938)

15. Learning Outcome

- Analyses the role of education, literature and art in the emergence of Indian nationalism.

Visva Bharati University was an example for the international outlook of Rabindranath Tagore. Substantiate the statement.

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- Gave emphasis on universal brother hood.
- An education system bridging western and eastern cultures.

16. Learning Outcome

- Analyses how Indian social reform movements contributed to the growth of Indian nationalism.

What were the social evils abolished by law in India as a result of the activities of the social reformers and their movements?

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

- Child marriage and polygamy, sati, slavery, female intanticide.
- Permitted widow remarriage.

6

STRUGGLE AND FREEDOM

1. Learning Outcome

- Evaluates the context of Gandhiji's involvement in regional issues after his return to India.

Which were the early struggles in India in which Ganghiji was involved? What change did happen in the national movement through these struggles?

Score : 4, Time : 4 Minutes

■ Scoring Indicators

1. Champaran struggle, 1917
2. Ahmedabad Cotton Mill strike, 1918
3. Peasant struggle in Kheda, 1918
   - Gandhian methods of struggle and ideologies became popular.
   - The ideology of national movement spread to the villages.
   - Common people were attracted to the national movement.
   - Gandhiji became acceptable to all as a national leader.

2. Learning Outcome

- Identifies the influence of Jallianwala Bagh incident on Indian National Movement.

People's protest against the act which violated civil rights resulted in the Jallianwala Bagh massacre. Which was that Act?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Rowlatt Act - 1919

3. Learning Outcome

- Identifies the influence of Jallianwala Bagh incident on Indian National Movement.

How did Gandhiji respond to the Jallianwala Bagh massacre?

Score : 1, Time :1 Minutes

■ Scoring Indicators

- "If the Battle of Plassey laid the foundation for the British rule, the Jallianwala Bagh shook the foundation."

4. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

How did people respond to Gandhiji's appeal for non - cooperation?

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Farmers in Awadh refused to pay taxes.
- The tribal groups in northern Andhra violated the forest laws.
- Workers started strike
- Women burnt foreign clothes on the streets.
- Lawyers boycotted the courts

5. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

Along with Non- cooperation, constructive programmes were also given importance. Elucidate.

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- People began to make indigenous products.
- Spun Khadi cloth
- Started national schools
- Popularised Hindi instead of English

6. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

Why did Gandhiji travel across India with the Khilafat leaders and propagate his ideologies?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- To spread anti - British feeling to the nook and corner of India
- To intensify Hindu - Muslim unity.

7. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

Why did Gandhiji stop non -cooperation movement after the Chauri-Chaura incident

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- The people of Chauri-Chaura village in Uttar Pradesh set ablaze the police station. This is known as the Chouri-Choura incident. This incident disappointed Gandhiji as people turned to violence and he withdrew the non- cooperation movement.

8. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

Which session of the Congress declared that Poorna Swaraj is the ultimate aim of Indian freedom struggle? Who was the chairman of this session?

Score : 2, Time : 2 Minutes

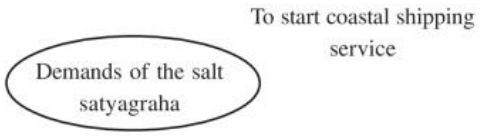
■ Scoring Indicators

- The Lahore session of 1929
- Jawaharlal Nehru.

9. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

Complete the diagram



Score : 4, Time : 5 Minutesv

■ Scoring Indicators

- To implement total prohibition of liquor
- To lift tax on salt
- To declare 50% tax relaxation for farmers
- To release political prisoners
- To increase tax on imported foreign clothes
- To cut short military budget and high salary of the military officials.

10. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

Why did Gandhiji select salt as a powerful weapon as part of the Civil Disobedience movement?

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- Salt constituted two fifth of the income collected by the British through taxes.
- Three fold hike on salt price
- The tax was heavy burden for the poor people.
- The British government banned small scale indigenous salt production
- Being an issue common to all Gandhiji selected salt as a powerful weapon

11. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement

What did Gandhiji achieve through Salt Satyagraha?

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- Secured massive support of the people
- Proved that any trivial issue can be snowballed into a popular strategy.
- Sensitised the public in very simple way to the exploitation of the British.

12. Learning Outcome

- Explains the context of the Quit India movement.

Which struggle was organised in India against the British for constitutional reforms? As part of this, what direction did Gandhiji give to the people?

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Quit India Movement, 1942
- Farmers shall not pay land tax
- Princely state shall recognise the sovereignty of the people.
- The soldiers shall disobey the order to shoot the Indians
- Government officials shall disclose their loyalty to Induan National Congress without quitting their positions.
- If possible, students shall boycott education till attaining freedom.

13. Learning Outcome

- Evaluates the role of the INA and Subhash Chandra Bose in the national struggle for freedom.
- Evaluates the activities of the revolutionary movements formed during the time of the freedom struggle

Many organisations and people who differed from Gandhian methods and ideologies had played a significant role in India's National struggle.' Write any three such organisations and explain their activities.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

1. Swaraj party, Motilal Nehru, C R Das - contested to the legislative assemblies and made legislative assemblies platforms for raising the voice.

2. Hindustan Socialist Republican Association - Bhagat Singh, Chandrasekhar Azad, Raj Guru and Sukh Dev were at the helm of this organisation. They planned to overthrew the colonial government through military action and establish a federal republic of Indian states. To show protest against the attempt to pass laws curtailing civil rights, threw bombs at the central legislative assembly.

3. Forward Bloc was formed by Subhash Chandra Bose. He took the leadership of I N A formed by Rash Bihari Bose. He formed a provincial government of India in Singapore with an aim of forcing the British to quit India. With the Support of the Japanese army, the Indian National Army marched to the north eastern border of India and hoisted the Indian flag in Imphal.

14. Learning Outcome

- Analyses the role of labour and peasant movements in the freedom struggle

Which were the labour and peasant organisations formed after the Russian Revolution? What were their major objectives?

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Ahmedabad Textile Association
- Madras Labour Union
- All India Trade Union Congress
- To organise and act as a working class
- To facilitate Indian working class to cooperate with the working class outside India.
- To participate actively in the Indian freedom struggle.

15. Learning Outcome

- Analyses the role of labour and peasant movements in the freedom struggle

Who prepared the Farmer's Manifesto? Write any three demands included in it.

Score : 4, Time : 4 Minutes

■ Scoring Indicators

All India Kisan Samithi conference held in Bombay prepared the Farmer's Manifesto.

- Reduce 50%of land tax and lease charge.
- Write off debts
- Cancel feudal taxes
- Ensure minimum wage for agricultural workers.
- Recognise peasant unions.

16. Learning Outcome

- Analyses the circumstances that led to the partition of India

Which plan proposed that Punjab and Bengal should be partioned? Write other two recommendations of this plan.

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- Mount Batten Plan
- To form a separate country in muslim majority area as per their wish
- To appoint a commission to determine the borders in Punjab and Bengal.

17. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement
- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement
- Explains the context of the Quit India movement.

Which were the three major struggles organised under the leadership of Gandhiji during the freedom struggle of India? Explain each of them.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

Non Cooperation movement

Features

- Denial of taxes Refusal to pay taxes
- Boycott of foreign clothes
- Returning the British awards and prizes
- Boycott elections
- Lawyers shall boycott courts.

Result

- Boycotted foreign clothes
- Started spinning Khadi clothes
- Started national schools
- Popularised Hindi

Salt Satyagraha

- To lift tax on salt
- Declare 50% tax relaxation for farmers
- Release political prisoners
- Start coastal shipping service
- Implement total prohibition of liquor

Result

- Strong protest arose in different parts of India against the salt tax.

Quit India Movement

- Farmers shall not pay land tax
- Princely states shall recognise the sovereignty of the people.
- The soldiers shall disobey the order to shoot the Indians

- Government officials shall disclose their loyalty to Indian National Congress without quitting their positions.
- If possible students shall boycott education till attaining freedom

18. Learning Outcome

- Evaluates the context of Gandhiji's involvement in regional issues after his return to India.

What is the significance of the Kheda movement?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- The struggle was against the British decision to collect tax from the people who were in misery due to drought and famine. As a result of this Government agreed to reduce tax.

19. Learning Outcome

- Analyses the features and outcome of the Non - cooperation movement.

Which were the national schools started during the non co-operation movement.

Score : 3, Time : 3 Minutes

■ Scoring Indicators

- Kashi Vidya Pith
- Gujarat Vidya Pith
- Jamia Millia Islamia

20. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

What did Gandhiji aim by Civil disobedience?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- With the civil disobedience movement, Gandhiji meant to disobey all anti - democratic civil laws made by the British government.

21. Learning Outcome

- Analyses the significance of Salt Satyagraha, a part of the Civil disobedience movement.

Who gave leadership to Dharasana struggle?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Sarojini Naidu

22. Learning Outcome

- Evaluates the activities of the revolutionary movements formed during the time of the freedom struggle

Who were the leaders of the Congress Socialist party?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Jawaharlal Nehru
- Subhash Chandra Bose
- Aruna Asaf Ali
- Jay Prakash Narayan

23. Learning Outcome

- Analyses the circumstances that led to the partition of India

What were the factors that forced Britain to give independence to India?

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Britain became economically weak
- Freedom struggles were intensified in Asia and Africa
- Soviet Union and America were against colonialism

7

INDIA AFTER INDEPENDENCE

1. Learning Outcome

- Identifies the major challenges faced by independent India.

What were the major challenges faced by post independent India.

Score : 4, Time : 5 Minutes

■ Scoring Indicators

- Partition, influx of refugees, communal riots, integration of princely states, Reorganization of states.

2. Learning Outcome

- Explains how the princely states were integrated.

Analyse the role played by Sardar Vallabhbhai Patel and V.P. Menon in the integration of princely states into Indian Union.

Score : 4, Time : 5 Minutes

■ Scoring Indicators

- There were around six hundred princely states in pre – independent India.
- The Princely states were given the option to join any union.
- Sardar Vallabhbhai Patel was the Union Minister for the Department of States.
- V.P. Menon was the Secretary of the Department of States.
- Patel and V.P. Menon prepared an Instrument of Accession.
- Princely states had to hand over their control over defence, information and communication, external affairs to the Government of India.
- All princely states except Junagarh, Hyderabad, Kashmir joined in the Indian Union.
- Later on these states were integrated in to the Indian union through conciliation talks and military interventions under the initiative of Patel and V.P. Menon led the process.

3. Learning Outcome

- Explains how the Princely states were integrated.

Which was the provision incorporated in the Instrument of Accession concerning the princely states.

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- The Princely states had to handover their control over defence, external affairs, and information and communications to the Government of India.

4. Learning Outcome

- Explains how princely states were integrated.

List out the territories that were acceded to the Indian union through military operations and popular protests?

Score : 4, Time : 5 Minutes

■ Scoring Indicators

A. Popular Protests-Pondichery, Karakkal Mahe, Yanam (French settlements)

B. Military operations-Goa, Daman, Diu (Portuguese settlements)

5. Learning Outcome

- Identifies the major challenges faced by independent India.

What are the various phases that led to the formation of Indian constitution?

Score : 3, Time : 3 Minutes

■ Scoring Indicators

- In 1946 the Cabinet Mission proposed to form a Constituent Assembly.
- Dr. Rajendraprasad was appointed as the chairman of Constituent Assembly.
- Appointed a drafting committee with Dr. B.R. Ambedkar as Chairman.
- The Constitution came in to effect on 26th January 1950.

6. Learning Outcome

- Analyses the circumstances that led to the linguistic reorganization of states.

Examine the circumstances that led to the formation of the first unilingual state of Andhra Pradesh?

Score : 3, Time : 3 Minutes

■ Scoring Indicators

- Demand for the formation of states on the basis of language.
- Demand for a separate state of Andhra Pradesh for Telugu speaking people.
- Satyagraha of Potti Sriramalu – fasting unto death – intensified the agitation – Formation of the state of Andhra Pradesh in 1953.

7. Learning Outcome

- Analyses the circumstances that led to the linguistic reorganization of states.

Who were the members of the commission to reorganise Indian states.

Score : 3, Time : 2 Minutes

■ Scoring Indicators

- Fazl Ali, Hrudaya Nath Kunzru, K.M. Panikkar

8. Learning Outcome

- Explains the developments of independent India in the economic sector

What is meant by mixed economy?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Mixed economy is a combination of both socialist and capitalist economic systems.

9. Learning Outcome

- Explains the development of independent India in the economic sector

How did the five year plans help the economic growth of India?

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

- Agriculture and industrial sectors flourished.
- Eradication of poverty
- Improvement in education sector
- Formation of iron and steel industrial firms.
- Major dams.

10. Learning Outcome

- Explains the development of independent India in the economic sector

Name the foreign countries that assisted the settings up of following iron and steel industrial firms in India.

(Bhilai, Bocaro, Rourkela, Durgapur)

Score : 4, Time : 2 Minutes

■ **Scoring Indicators**

- Bhilai - Soviet Union
- Rourkela - Germany
- Durgapur - Britain
- Bocaro - Soviet Union

11. Learning Outcome

- Lists out the scientific achievements of free India

Write any four achievements of independent India in the field of science.

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

- Established Council of Scientific and Industrial Research.
- Indian Council of Agricultural Research.
- Indian council of Medical Research.
- Tata Institute of Fundamental Research.
- Indian Atomic Energy Commission.
- Indian Institute of Technology.

12. Learning Outcome

- Lists out the scientific achievements of free India

The Thumba rocket launching station was one among the many major achievements in the field of space research in post independent India. Write other major achievements.

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

- Indian National Committee for Space Research.
- Indian Space Research Organization (ISRO) 1969.
- The launching of the satellite Aryabhatta in 1975.
- Chandrayan – 2006

13. Learning Outcome

- Lists out the scientific achievements of free India

Name the two agencies that develop satellites in India.

Score : 2, Time : 1 Minutes

■ **Scoring Indicators**

- National Remote Sensing Agency
- Physical Research Laboratory.

14. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.

Evaluate the educational developments in independent India.

Hints :

1. Various education commissions.
2. The aims and recommendations of education commissions.

Score : 6, Time : 10 Minutes

■ **Scoring Indicators**

- Dr. Radhakrishnan Commission, Mudaliar Commission, Kothari Commission.
- National Policy on Education 1986.
- SSA, RMSA, RUSA projects
- Establishment of vocational education institutions, encouraged women education
- Formation of UGC
- Three language formula.
- Started Vocational education at secondary level.
- Focus on moral education.
- Formed new patterns in science and technology education, health and physical education.
- In 2009, government declared education as a fundamental right.

15. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.

Write any three recommendations of the National Policy on Education 1986.

Score : 3, Time : 3 Minutes

■ **Scoring Indicators**

a. Focus on primary and continuing education

b. Universalise primary education

c. Starting Navodaya Vidyalayas in every district.

d. Encouraging girl's education.

16. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.

Explain any two cultural institutions in India and their activities that aim for cultural development.

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Sangit Natak Akademi. Aimed at the promotion of Drama and Music.
- Lalit Kala Akademy – Promotion of Indian arts in India and abroad.
- Sahitya Akademy - Promotion of Literature in Indian languages.
- National School of Drama - Promotion of Drama, works under Sangit Natak Akademy.
- National Book Trust of India - To make books available cost effectively. To promote Indian books in India and aboard.

17. Learning Outcome

- Lists out the scientific achievements of free India

Arrange the following in Chronological order.

- Chandrayan Mission
- Formation of the ISRO
- Launching of Aryabhatta
- Formation of National Committee for Space Research.

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Formation of National Committee for Space Research.
- Formation of the ISRO
- Launching of Aryabhatta.
- Chardarayan Mission

18. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.

What was the aim of the Operation Black Board Programme?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Universalise Primary education
- Improve primary facilities in schools.

19. Learning Outcome

- Evaluates the education policy and cultural institutions in independent India.

Which education commission recommended to establish 10 + 2 + 3 pattern of education?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Kothari Commission

20. Learning Outcome

- Analyses the foreign policy of free India.

Write the features of India's foreign policy that help to maintain cordial relation with other nations.

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Panchasheel Principles
- Non – alignment
- Anti-racist
- Emphasis on the necessity for foreign aid

21. Learning Outcome

- Analyses the foreign policy of free India.

The Panchasheel Principles are the agreement signed by India and China in 1954. What are its provisions?

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Mutual respect for each other's territorial integrity and sovereignty
- Mutual non – aggression
- Mutual non – interference in each other's internal affairs.
- Equality and cooperation for mutual benefit.
- Peaceful co –existence

22. Learning Outcome

- Analyses the foreign policy of free India.

'Panchasheel Principles are provisions of mutual agreement.' Substantiate.

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- This agreement was signed between India and China.
- This agreement was signed for maintaining mutual relationship.
- Mutual non- aggression.

- Other provisions being the mutual respect for each other's territorial integrity and sovereignty.
- Each of the provision of the agreement aimed for mutual relationship.

23. Learning Outcome

- Explains the development of independent India in the economic sector

How did the construction of dams help in the economic modernisation of India?

Score : 3, Time : 3 Minutes

■ Scoring Indicators

- Availability of water for agriculture.
- Availability of electricity for industries
- Increased agricultural production.

24. Learning Outcome

- Explains the development of independent India in the economic sector

How did the five year plans that started in 1951 help to the developmental process of India?

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Flourished agriculture and industrial sectors progress in poverty alleviation, energy production and education.
- Recent development in these fields may be mentioned

25. Learning Outcome

- Explains how the princely states were integrated.

The process of attainment of India's freedom completed in 1961. How much is the statement valid?

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Britain quit India in 1947
- The French quit India in 1956.
- Portugal left India in 1961.
- All foreign powers left India in 1961.

26. Learning Outcome

- Analyses the circumstances that led to the linguistic reorganization of states.

What was the circumstances that forced the central government to form Andhra Pradesh State on linguistic base?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Satyagraha of freedom fighter Potti Sriramulu and its effects.
- Hunger strike which led later to the death of the freedom fighter Potti Sriramalu.

27. Learning Outcome

- Identifies the major challenges faced by independent India.

The major events in post independent India are given below. Arrange them in Chronological order.

- India became Republic
- Formation of the States Reorganization Commission.
- The French settlements were acceded to the Indian Union.
- The Portuguese quit India
- First General Election in free India

Score : 5, Time : 5 Minutes

■ Scoring Indicators

- India became a Republic
- First General Election in Free India
- Formation of the States Reorganization Commission.
- The French settlements were acceded to the Indian Union.
- The Portuguese quit India.

28. Learning Outcome

- Lists out the scientific achievements of free India

Independent India made remarkable achievements in the field of science and technology. Do you think that our science and technology is progressing in the correct direction for the national development. Substantiate with suitable examples.

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Arriving at conclusion by comparing the national progress achieved and the concepts arrived at by the developments in the field of Science and Technology. To substantiate make use of any of the four fields-Satellite launching, Utilization of Atomic Energy, Health sector, Agriculture sector.

8

KERALA TOWARDS MODERNITY

1. Learning Outcome

- Evaluates the establishment of British rule in Kerala.

Who were the foreign traders who had trade relations with Kerala before the coming of the Europeans?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Arabs, Chinese

2. Learning Outcome

- Evaluates the establishment of British rule in Kerala.

Arrange the following in chronological order.

(i) Marthanda Varma defeated the Dutch in the Colachel War.
(ii) British defeated the French in the Karnatic wars.
(iii) The Dutch defeated the Portuguese.

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- I - iii, II - i, III - ii

3. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural sector

Evaluate how commercialisation of agriculture influences the agricultural sector of Kerala.

Score : 6, Time : 8 Minutes

■ Scoring Indicators

- Market – driven cultivation
- Encouraged coconut cultivation
- Reduction in rice production
- Food scarcity
- Spread of cassava cultivation
- Plantation crops in the hilly area.

4. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.

Analyse the situation that led to the Attingal Revolt

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- The Natives who were furious over making Anchuthengu fort an important military base killed about 150 English men who were on their way to hand over gifts to the queen of the Attingal in 1721. This is known as Attingal Revolt.

5. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.

Which was the first organised revolt against the British in Kerala?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Attingal Revolt.

6. Learning Outcome

- Evaluates the establishment of British rule in Kerala.

According to which treaty did Malabar come under British dominance?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Sreeranga Pattanam Treaty of 1792.

7. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.

Evaluate the circumstances that made native rulers and chieftains turn against the British.

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- After attaining political dominance, the British started to interfere in the powers of the kings and the land lords. The interference in the freedom and privileges that the native rulers and chieftains enjoyed for centuries invited antagonism.

8. Learning Outcome

- Evaluates the establishment of British rule in Kerala.

Analyse the circumstances for Kerala coming under British dominance around the eighteenth century.

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- According to the Sreeranga Pattanam treaty of 1792 Malabar came under the British dominance.
- In 1792, Kochi Raja accepted British supremacy and was forced to pay tribute.
- As per the treaty of 1795, Travancore also admitted the British dominance,
- Thus by the 18th century, the British ruled Malabar directly and Kochi and Travancore indirectly.

9. Learning Outcome

- Lists the features of protests organized across Kerala against British exploitation.

What made Pazhassi Raja turn against the British?

Score : 1, Time : 2 Minutes

■ **Scoring Indicators**

- The refusal of the British to honour the promise given to Pazhassi Raja for his assistance during the Mysore war, entitling Pazhassi Raja to collect tax from Kottayam region.

10. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.

Elucidate the circumstances that made Veluthampi and Paliyath Achan enemies of the British.

Score : 1, Time : 2 Minutes

■ **Scoring Indicators**

- The uncontrolled intervention of the British in the internal affairs of Travancore and Kochi made the Diwan of Travancore Velu Thampi and of Kochi Paliyath Achan the enemies of the British.

11. Learning Outcome

- Lists out the features of protests organized across Kerala against British exploitation.

In what name is Veluthampi's call for armed fight against the British known?

Score : 1, Time : 2 Minutes

■ **Scoring Indicators**

- Kundara Proclamation

12. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural sector

Which were the measures adopted by the British to increase and control foreign trade?

Score : 4, Time : 8 Minutes

■ **Scoring Indicators**

- Trade laws that existed in Malabar, Kochi and Travancore were amended by the British in favour of them.
- Introduced unified coinage and metrology systems.
- Built roads, railways and bridges to improve transport facilities
- Developed the ports of Kochi, Kozhikode and Alappuzha.

13. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural Sector

"The Changes made by the British in the pattern of land ownership in Malabar made the life of the peasants miserable". Substantiate

Score : 3, Time : 6 Minutes

■ **Scoring Indicators**

- Local Chieftains and land lords were made owners of the land.
- Tax was pre- determined.
- The local chieftains collected huge amount as tax from tenants.
- The tenants were evicted.
- Life became miserable for tenants.

14. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural Sector

The implementation of which act gave a limited right over the land of the tenants in Malabar.

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- The Malabar Tenant's Act of 1929.

15. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural Sector

What were the changes made in the land relationship in Travancore during the time of Marthanda Varma?

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- Land owned by land lords were converted into government (Pandaravaka) property
- The Pandara Patta Vilambaram of 1865 gave the tenants ownership of the land they cultivated.
- The Tenants in Travancore got ownership of the land through the Janmi Kudiyan Act of 1896.
- By virtue of this act the tenants in Travancore became small land owners in limited scale.

16. Learning Outcome

- Recognizes the changes in the land relations brought out by the commercialization of agricultural Sector

Match the following

A		B
i	1865	a. Malabar Tenants Act
ii	1914	b. Pandarapatta Vilambaram
iii	1929	c. Kudiyanma Act

Score : 3, Time : 6 Minutes

■ Scoring Indicators

- i - b, ii - c, iii - a

17. Learning Outcome

- Lists the developments that look place in industry during the British rule.

Some traditional industries started in Kerala during British dominance and their major centres are given below. Match them.

A		B
i.	Coir Industry	a. Thrissur
ii.	Cashew Industry	b. Kannur
iii.	Tile Industry	c. Alappuzha
iv.	Handloom Industry	d. Kollam

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- i - c, ii - d, iii - a, iv - b

18. Learning Outcome

- Identifies the influence of British rule on our cultural arena.

Analyses the features of the judicial system introduced in Kerala by the British

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- Instead of punishing the accused on the basis of his caste, after hearing the accused, unified punishment was given depending on the nature of the guilt. All were considered equal before law.

19. Learning Outcome

- Recognises the role of reformation movements in social changes in Kerala.

Prepare a small essay based on the reform movements and social changes.

Score : 6, Time : 10 Minutes

■ **Scoring Indicators**

Untouchability and unapproachability prevailed in Kerala where caste system was strong. Evil practices and superstitions prevailed in all communities. Modern education and western thoughts motivated the educated people to fight against this injustice. Channar revolt by channar women for the right to cover the upper part of the body, consecrations of the Siva idol at Aruvippuram are examples for this. Vaikom Satyagraha under the leadership of T.K.Madhavan and Savarna Jatha under the leadership of Mannath Padmanabhan won the right for lower caste people to walk on the roads near the temple. The Guruvayoor Satyagraha under the leadership of P.Krishnapillai and A.K.Gopalan, the Travancore Temple Entry Proclamation of 1936 followed by temple entry proclamation of Kochi and Malabar gave right for the lower caste to enter the temples.

20. Learning Outcome

- Recognizes the role of reformation movements in social changes in Kerala.

Some social reformers and the organizations led by them are given below. Match them properly.

Social Reformers		Organisations	
(i)	Vaikaunda Swamikal	(a)	Prathyaksha Raksha Daiva Sabha
(ii)	Ayyankali	(b)	Samathwa Samajam
(iii)	Vaghbhadanandan	(c)	Sadhu Jana Paripalana Sangham
(iv)	Kumara Gurudevan	(d)	Atmavidhya Sangham

Score : 4, Time : 6 Minutes

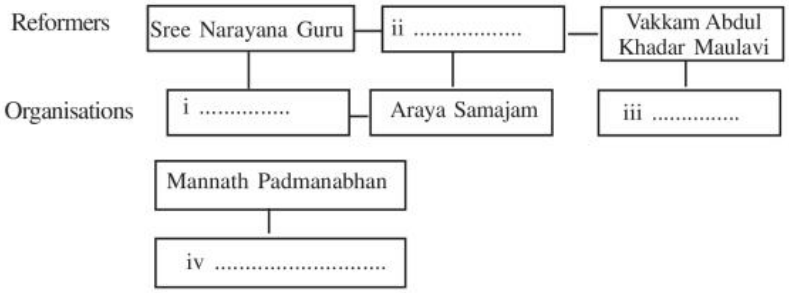
■ **Scoring Indicators**

- I - b, II - c, III - d, IV - a

21. Learning Outcome

- Recognizes the role of reformation movements in social changes in Kerala.

Complete the table given below based on the indicators given.



Score : 4, Time : 6 Minutes

■ Scoring Indicators

i Sree Narayana Dharma Paripalana Yogam

ii. Pandit K.P. Karuppan

iii. Thruvithamcore Muslim Mahajana Sabha

iv. Nair Service Society.

22. Learning Outcome

- Analyses the National Movement in Kerala.

Why is it said that the National Movement in Kerala did not have a unified form?

Score : 1, Time : 2 Minutes

■ Scoring Indicators

- Kerala was not politically unified.

23. Learning Outcome

- Identifies the influence of British rule on our cultural area.

"In the cultural arena of Kerala, British influence is evident". Substantiate.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

- Beginning of printing
- Service of the Jesuit missionaries
- Dictionary and grammar book
- The concept of education for all irrespective of caste.
- Early malayalam news papers
- Beginning of schools and colleges.

24. Learning Outcome

- Analyses the National movement in Kerala.

Analyse the civil disobedience movement of 1930 and the subsequent incidents.

Score : 6, Time : 10 Minutes

■ **Scoring Indicators**

- Civil disobedience movement became powerful in Kerala. In Malabar under the leadership of K.Kelappan, in Payyannur and under the leadership of Muhammad Abdul Rehman Sahib in Kozhikode salt law was violated.
- Boycott of foreign goods, picketing of liquor shops, propagation of Khadi all become powerful.
- When civil disobedience movement was stopped some leaders joined the socialist party.
- In 1939, under the leadership of P. Krishna Pillai, A.K. Gopalan and E M S Socialist party was reorganized as Indian Communist Party.
- Communist Party led the peasants and workers to fight against the British Raj
- Strong agitation related to Quit India Movement started in Malabar.
- Keezhriyoor Bomb Case was a significant episode.

25. Learning Outcome

- Analyses the National movement in Kerala.

Arrange the following events chronologically

- Punnapra-Vayalar Protest
- Malayali Memorial
- Ezhava Memorial
- Formation of the Travancore State Congress

Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

a) Malayali Memorial
b) Ezhava Nemorial
c) Formation of the Travancore State Congress
d) Punnapra -Vayalar Protest

26. Learning Outcome

- Analyses the context in which the united Kerala movement was formed.

Which congress session passed the resolution demanding the formation of the Kerala state after independence?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Payyannur Congress Session

27. Learning Outcome

- Analyses the context in which the united Kerala movement was formed.

Which book of E M S Namboodiripad put forward the idea of the formation of Kerala including Malayalam speaking regions?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Onnekal Kodi Malayalikal

28. Learning Outcome

- Analyses the National movement in Kerala.

'The national movement in Kerala lacked a unified form'. Substantiate this statement analysing the activities of the national movements in Malabar, Kochi and Travancore.

Score : 6, Time : 10 Minutes

■ Scoring Indicators

- For evaluating the national, movements in Malabar, Kochi and Travancore.
- Non- Co operation movement, Malabar Rebellion, Salt Sathyagraha, Quit India Movement.

29. Learning Outcome

- Evaluates the establishment of British rule in Kerala.

Which are the factors that led Kerala to come under the English East India company?

Score : 2, Time : 4 Minutes

■ Scoring Indicators

- Sreeranga Pattanam Treaty in which Malabar come under the British
- To resist the invasion of Tipu, the princely states of Travancore and Kochi joined the Subsidiary Alliance.

30. Learning Outcome

- Identifies the influence of British rule on our cultural arena.

Prepare a short note on the contributions of missionaries in spreading modern education in Malabar.

Score : 2, Time : 4 Minutes

■ Scoring Indicators

- Activities of Dr. Herman Gundert
- Schools established in places like Kozhikode and Thalassery.

31. Learning Outcome

- Recognizes the role of reformation movements in social changes in Kerala.

Evaluate how, the involvement of Renaissance leaders resulted in Social changes.

Score : 3, Time : 6 Minutes

■ Scoring Indicators

- Provided practical form to social change
- Involvement of reform leaders for the creation of modern Kerala.
- Influence on the later social reformers
- Initiatives against superstition and caste system resulted in social changes.

9

THE STATE AND POLITICAL SCIENCE

1. Learning Outcome

- Explains the elements of state.

What are the necessary basic elements of state? Explain one among them.

Score : 2, Time : 4 Minutes

■ Scoring Indicators

- Population, Territiory, Government, Sovereignty
- Population : People should live with unity with mutual understanding, interdependence and common public interest.
- The minimum and maximum number of people for the formation of a country are not fixed.

Territory

- State should have exact territory with clearcut boundary
- Territory consists of land area, water bodies, coastal area, aerial space.

Government

- What ever be the form the state should have a government.
- Government may change but state is permanent.
- Day to day administration, maintain law and order.
- Increase employment opportunities making of laws seeking permanent solutions to disputes etc are functions of government.

Sovereignty

- State has the power to take decisions on internal and international affairs independently without any external control. This supreme authority of state is called sovereignty.

2. Learning Outcome

- Lists out the functions of state.

Implementation of developmental projects is one of the function of a government. What are the other functions.

Score : 3, Time : 5 Minutes

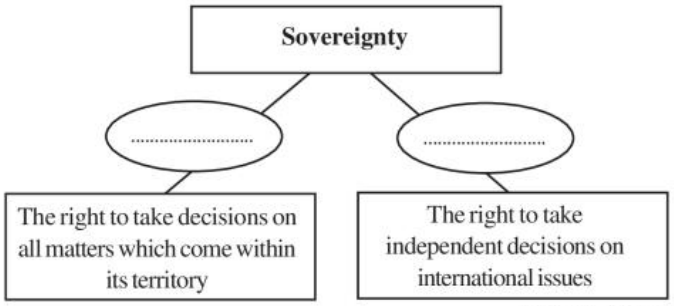
■ Scoring Indicators

- Ensure law and order
- Increase employment opportunities
- Make and execute laws
- Find permanent solution to disputes

3. Learning Outcome

- Explains the elements of state

Complete the given flowchart.



Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Internal sovereignty
- External sovereignty

4. Learning Outcome

- Lists out the functions of state

Providing health care, providing education facilities etc are discretionary functions of a government. How do you respond to this. What is meant by discretionary functions.

Score : 4, Time : 6 Minutes

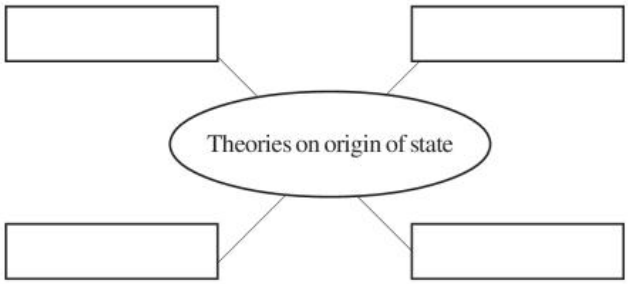
■ Scoring Indicators

- Development of human resources is the major objective of modern state. Protection of health providing education facilities etc are main objectives of state.
- So that they should be included among the compulsory functions.
- Discretionary functions are those which have to be implemented as per economic condition of state.

5. Learning Outcome

- Analyses the theories related to the formation of state.

Complete the chart.



Score : 4, Time : 6 Minutes

■ **Scoring Indicators**

- Divine Right theory, Evolutionary theory, Social contract theory, Power theory.

6. Learning Outcome

- Defines political science.
- Explains the importance of Political Science.

What is meant by political science. What is the importance of it in the present day society?

Score : 3, Time : 5 Minutes

■ **Scoring Indicators**

- According to Aristotle 'political science is the study of state and government'
- The merit of the society in which we live helps us to understand how much we involve in the political process of society.
- Empowers people to logically analyse and creatively intervene in all public issues.

7. Learning Outcome

- Defines citizenship

Mother theresa and poet Kamala Surayya are persons having Indian citizenship. Do they how same type of citizenship? If not, what is the difference between their citizenships.

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

- Mother Theresa has acquired citizenship.
- Kamala Surayya has natural citizenship.
- Citizenship by birth is natural citizenship but citizenship acquired through legal procedure is acquired citizenship.

8. Learning Outcome

- Explains the elements of state.

What is meant by sovereignty?

Score : 1, Time : 2 Minutes

■ **Scoring Indicators**

- States has the right to take decisions on national and international issues independently. This supreme authority of state is called sovereignty.

9. Learning Outcome

- Defines citizenship.

What are the equal rights one get through citizenship?

Score : 3, Time : 4 Minutes

■ **Scoring Indicators**

- Right to contest election
- Right to vote
- Right to form organisations

10. Learning Outcome

- Defines political science

What are the different branches of study of Political Science.

Score : 2, Time : 4 Minutes

■ **Scoring Indicators**

- Political theories
- Public Administration
- Comparative politics
- International politics

11. Learning Outcome

- Explains the elements of state.

Too much or too less population is not good for a state. Why?

Score : 1, Time : 2 Minutes

■ **Scoring Indicators**

- Too much and too less population will adversely affect the development of a state.

12. Learning Outcome

- Explains the organs of state.

Why, states like Canada having less population encourages migration?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Scarcity of human resource is the reason for this.

13. Learning Outcome

- Defines citizenship.

What is meant by citizenship?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Citizenship is full and equal membership of a nation.

10

CIVIC CONSCIOUSNESS

1. Learning Outcome

- Defines the concept of civic consciousness

What do you mean by civic consciousness?

Score : 1, Time : 2 Minutes

■ Scoring Indicators

- Civic consciousness is the awareness that each citizen is for the society and the best interests of the society are same that of the interests of the citizen.

2. Learning Outcome

- Explains the importance of civic consciousness

Write two problems in society due to the lack of civic consciousness. Suggest two measurers to rectify them.

Score : 4, Time : 4 Minutes

■ Scoring Indicators

Problems	Measures to rectify
Water scarcity	Rain water harvesting
Environmental pollution	Garbage treatment of source
Corruption	Awareness against corruption
Epidemics	Awareness, cleaning
Poisoned vegetables	Organic farming (Any two)

3. Learning Outcome

- Explains the methods for fostering civic consciousness.

What are the factors that foster civic consciousness?

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Family, education, associations, social system, political system

4. Learning Outcome

- Explains the methods for fostering civic consciousness?

Family and education plays significant role in fostering civil consciousness. Substantiate.

Score : 4, Time : 4 Minutes

■ Scoring Indicators

Family

- Respect elders
- Foster responsibility in members
- Encourage social services

Education

- Equips to utilize knowledge for the benefit of society.
- Creates value based education, envrionmental awareness, scientific awareness, tolerance etc.

5. Learning Outcome

- Explains the methods for fostering civic consciousness?

Explain the role of media and democratic system in fostering civic consciousness.

Score : 4, Time : 5 Minutes

■ Scoring Indicators

Media

- Truthful news and information made possible to reaches the people.
- Do independent and impartial media work.
- Evaluate information critically

Democratic system

- Inevitable component of civic consciousness
- Democracy is a way of life. Foster co-operation and create awareness about liberty, equality and right.
- Democracy is based on the rule of law.

6. Learning Outcome

- Explains the methods for fostering civic consciousness?

Mother Teresa and Kallen Pokkudan became role models of civic consciousness based on their style of life. Substantiate.

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Mother Teresa : Nursing the destitute and charity work
  Kallen Pokkudan : Planted mangroves and created environmental awareness

7. Learning Outcome

- Analyses the challenges faced by civic consciousness

What is meant by morality?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Morality means executing ones duties as responsible persons with discretion to choose right from the wrong.

8. Learning Outcome

- Analyses the challenges faced by civic consciousness

Those who tries to foster civic consciousness in society faces a number of challenges. Write two measures to overcome them.

Score : 2, Time : 2 Minutes

■ **Scoring Indicators**

- Should take up work without denying public interest.
- Act democratically with tolerance. (Similar answers should be considered)

9. Learning Outcome

- Explain the role played by social science in the formulation of civic consciousness.

How can we utilise the study of social science in formulating civic consciousness.

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

- Respects diversity through study of social science
- Behave in tolerance.
- Helps to understand the various backgrounds of political, social, economic and environmental problems.
- Equips the individual to suggest comprehensive solutions to different problems.
- Disseminate the message of peace and co-operation among the people in society.

10. Learning Outcome

- Explains the role played by social science in the formulation of civic consciousness.

What are the problems faced by people due to the absence of civic consciousness.

Score : 2, Time : 2 Minutes

■ **Scoring Indicators**

- Selfishness, absence of peace and in security.

11. Learning Outcome

- Explains the role played by social science in the formulation of civic consciousness.

Civic consciousness helps to solve several problems faced by society. Substantiate

Score : 3, Time : 3 Minutes

■ **Scoring Indicators**

Problems	Meastures to rectify
Scarcity of water	Rainwater harvesting
Environmental pollution	Garbage disposal at source
Corruption	Awareness against corruption

12. Learning Outcome

- Explains the methods for fostering civic consciousness.

Associations can promote environmental awareness and awareness on human rights in individuals'. Substantiate.

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

- Possible. Several associations are working in the fields of environmental protection, human rights protection, charity etc - such 2 Score

11

SOCIOLOGY WHAT? WHY?

1. Learning Outcome

- Finds out the difference between creative writing and study of sociology.

Analyse the method in which creative writing intervenes a social issue.

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Writing based on imagination and creativity.
- Social events are depicted on aesthetic realms.
- Appreciation is the main objective.

2. Learning Outcome

- Finds out the difference between crative writing and study of sociology

Analyse the method in which a sociologist approaches a social issue

Score : 2, Time : 4 Minutes

■ Scoring Indicators

- Social issues analysed scientifically
- Social conditions are analysed on the basis of cause-effect relationship

3. Learning Outcome

- Recognizes the importance of the study of sociology.

Match the items in column A with the items in column B appropriately.

A	B
i. Study of economic activities	a. History
ii. Inquiry in to the past and the culture	b. Anthropology
iii. Study of state and the rights	c. Economics
iv. Study of origin and racial evolution of human beings	d. Political Science

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- i - c, ii - a, iii - d, iv - b

4. Learning Outcome

- Recognizes the importance of the study of sociology.

What is the revolution that paved the way for the emergence of sociology?

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- Renaissance
- French Revolution
- Industrial Revolution

5. Learning Outcome

- Recognizes the contribution of early Sociologists.

Who is known as the Father of Sociology?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Auguste Comte

6. Learning Outcome

- Recognizes the contribution of early Sociologists.

Write the name of Sociology in the early ages.

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Social Physics

7. Learning Outcome

- Recognizes the contribution of early Sociologists.

Name the thinker who used the theory of evolution of Charls Darwin to study Sociology.

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Herbert Spencer

8. Learning Outcome

- Recognizes the contribution of early Sociologists.

Name the important thinkers who contributed to the development of Sociology.

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Karl Marx, Emile Durk heim, Max Weber.

9. Learning Outcome

- Defines Sociology and explains the features of it.

Why Sociology is considered as the comprehensive study of Society?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Sociology is the comprehensive study of the relation between man and his social environment.

10. Learning Outcome

- Recognize the methods like social survey, interview and case study

What are the methods used for studying Sociology?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Social Survey, Interview, Observation, Case study

11. Learning Outcome

- Recognize the methods like social survey, interview and case study

Survey is considered as the most suitable method to study Sociology. Why is it said so?

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- Survey helps to formulate a comprehensive point of view of the topic.

12. Learning Outcome

- Recognize the methods like social survey, interview and case study

How interview helps the study of Sociology?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Interview helps to know and analyze the attitudes, views, beliefs, and habits.

13. Learning Outcome

- Recognize the methods like social survey, interview and case study

What is Observation?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Observation as a method of study records trithfully whatever is seen heard, and experienced.

14. Learning Outcome

- Recognize the methods like social survey, interview and case study

What are the two types of observation?

Score : 2, Time : 2 Minutes

■ **Scoring Indicators**

a. Participant observation b. Non participant observation

15. Learning Outcome

- Recognize the methods like social survey, interview and case study

What is participant observation?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Researcher directly collects information

16. Learning Outcome

- Recognize the methods like social survey, interview and case study

Explain the method of study of participant observation

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- The Sociologist stays with the population under the study and understands their life, language, culture and analyses it.

17. Learning Outcome

- Recognize the methods like social survey, interview and case study

What is non participant observation?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- The researcher observes the society from outside.

18. Learning Outcome

- Recognize the methods like social survey, interview and case study

What is case study?

Score : 1, Time : 1 Minutes

■ **Scoring Indicators**

- Case study is used to make an indepth study on rare and different social phenomena and problems.

SOCIAL SCIENCE - II

1

SEASONS AND TIME

1. Learning Outcome

- Analyses the factors behind the occurrence of seasons and prepares notes.

The earth travels around the sun along an elliptical orbit.

a. By what name is this movement known?

b. Mention the time taken by the earth to complete one turn round the sun?

c. The amount of solar energy received is not uniform at any place on the earth during this journey. Why?

Score : 3, Time : 4 Minutes

■ Scoring Indicators

a. Revolution

b. 365 days and 6 hours

c. Change in the apparent position of the sun due to the inclination and parallelism of the earth's axis.

2. Learning Outcome

- Analyses the factors behind the occurrence of seasons and prepares notes.

A year generally comprises 365 days. But in certain occasions it consists of 366 days. Mention the name by which such years are known? Explain how 366 days are included in such years?

Score : 3, Time : 4 Minutes

■ Scoring Indicators

- Leap year
- The earth takes 365 days and 6 hours to complete one revolution. 365 days are included in a normal year and by adding the rest 6 hours together one additional day is included in the fourth year which is in February (29 days).

3. Learning Outcome

- Analyses the factors behind the occurrence of seasons and prepares notes.

Following are the answers given by two students for the question 'what is the inclination of earth's axis?'. The teacher gave full scores for both. Justify the decision taken by the teacher.

The inclination of the earth's axis is 23½°	The inclination of the earth's axis is 66½°

Score : 2, Time : 2 Minutes

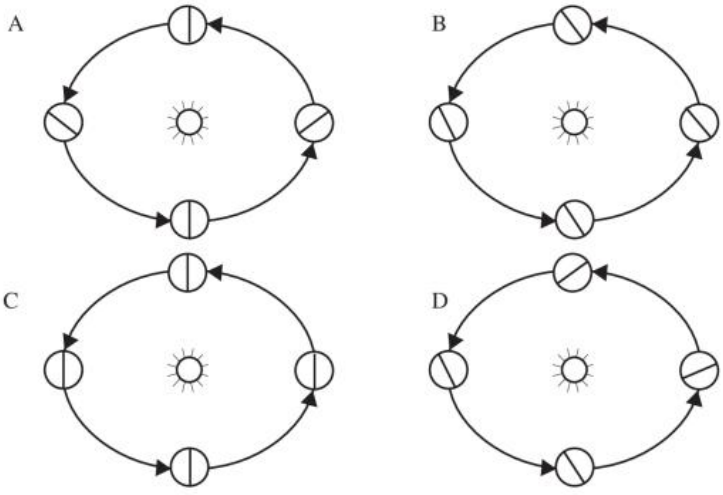
■ Scoring Indicators

- The axis of the earth is inclined to 66½° from the plane of the orbit and it is 23½° from the vertical to the plane of orbit.

4. Learning Outcome

- Explains the equinoxes, solstices and the differences in the length of day and night on these days.

The following diagrams are drawn to represent the parallelism of earth's axis. Identify the correct ones?



a. A and B
b. B only
d. C and D
d. A and D

Score : 1, Time : 2 Minutes

■ Scoring Indicators

b. B only

5. Learning Outcome

- Explains the equinoxes, solstices and the differences in the length of day and night on these days.

One among the following statements is wrong. Identify the wrong answer and make necessary correction.

a. The duration of day in the northern hemisphere increases from 21 March to 21 June.

b. The duration of night in the northern hemisphere increases from 21 March to 21 June.

c. The duration of day decreases in the northern hemisphere from 21 June to 23 September.

d. The duration of night in the southern hemisphere increases from 21 June to 23 September.

Score : 2, Time : 4 Minutes

■ Scoring Indicators

- b is the wrong answer
- The duration of night in the northern hemisphere decreases from 21 March to 21 June.

6. Learning Outcome

- Explains the equinoxes, solstices and the differences in the length of day and night on these days.

What is the peculiarity of the duration of day and night in both the hemispheres on 21 March, 21 June, 23 September and 22 December?

Hints:

- Apparent position of the sun
- The duration of day and night in both the hemispheres
- The names by which this days are known.

Score : 4, Time : 6 Minutes

■ Scoring Indicators

- 21 March – The sun comes vertically overhead at the equator – The duration of day and night are equal on both the hemispheres- Equinox
- 21 June – The sun is vertically overhead at the tropic of cancer – The longest day in the northern hemisphere and longest night in the southern hemisphere – Summer solstice

- 23 September - The sun comes vertically overhead at the equator – The duration of day and night are equal on both the hemispheres- Equinox
- 22 December -The sun is vertically overhead at the tropic of capricorn – The longest day in the southern hemisphere and longest night in the northern hemisphere – Winter solstice

7. Learning Outcome

- Explains the equinoxes, solstices and the differences in the length of day and night on these days.
- Explains the rotation and its effects.

Analyse the diagrams and complete the table below.

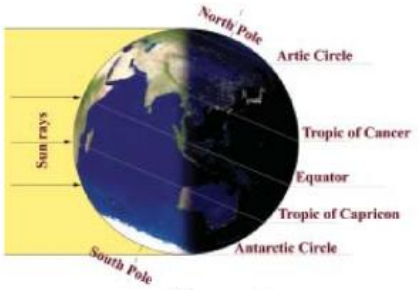


Diagram A



Diagram B

	Fig A	Fig B
Day	22 December	21 June
The latitude at which sun's rays fall vertically	a. _____	b. _____
Duration of day in the northern hemisphere	c. _____	d. _____
Duration of night in the northern hemisphere	e. _____	f. _____
The name by which this day is known in the Northern hemisphere	g. _____	h. _____

Score : 4, Time : 3 Minutes

■ Scoring Indicators

a. Tropic of capricon
b. Tropic of cancer
c. Shortest night
d. Longest night
e. Longest night

f. Shortest night
g. Winter solstice
h. Summer solstice

8. Learning Outcome

- Explains the rotation of the earth and its effects.

The time of sunset varies over different months. Why?

Score : 3, Time : 5 Minutes

■ Scoring Indicators

- When the sun is over the northern hemisphere northern hemisphere, experiences longer days and shorter nights. When the sun is over the southern hemisphere, the northern hemisphere experience shorter days and longer nights. This causes variations in the time of sunrise and sunset.

9. Learning Outcome

- Explains the various seasons as well as the environmental and atmospheric changes in each season.

The seasons experiencing in the northern hemisphere are given in the table. Write down the corresponding seasons in the southern hemisphere.

	Months	Seasons
A.	22 December to 21 March	Winter
B.	21 March to 21 June	Spring
C.	21 June to 23 September	Summer
D.	23 September to 22 December	Autumn

Score : 2, Time : 4 Minutes

■ Scoring Indicators

A. Summer
B. Autumn
C. Summer
D. Spring

10. Learning Outcome

- Explains the various seasons as well as the environmental and atmospheric changes in each season.

The following are the hints related to certain seasons. Identify each season.

a. Transition season between winter and summer
b. Transition season between summer and winter

Score : 2, Time : 4 Minutes

■ Scoring Indicators

a. Spring
b. Autumn

11. Learning Outcome

- Explains the various seasons as well as the environmental and atmospheric changes in each season.

Following are a few natural phenomena occur during different seasons in India. Identify the season represented by each.

a. Sprouting and blooming of plants and trees
b. Trees shed their leaves
c. Drying of reservoirs
d. Dry atmosphere and low temperature.

Score : 2, Time : 4 Minutes

■ Scoring Indicators

a. Spring
b. Autumn
c. Summer
d. Winter

12. Learning Outcome

- Analyses the importance of Greenwich line and the International date line in time calculation and prepare notes

Each degree of longitude corresponds to four minutes of time. How can we arrive at this fact?

Score : 3, Time : 3 Minutes

■ Scoring Indicators

- Earth takes 24 hours to complete one rotation, ie., 360° or 1440 minutes
- In other words it takes 1440 minutes to complete one rotation.
- Hence 1° of longitude corresponds to 4 minutes (1440 ÷ 360 = 4 min)

13. Learning Outcome

- Analyses the importance of Greenwich line and the International date line in time calculation and prepare notes

The world is divided in to 24 time zones.

a. What is the longitudinal extent of each of these time zone?
b. What is the time difference within a time zone?

Score : 2, Time : 3 Minutes

■ Scoring Indicators

a. 15°
b. 1 hour

14. Learning Outcome

- Analyses the importance of Greenwich line and the International date line in time calculation and prepare notes

There is an increase in time towards the east and decrease in time towards the west of all the longitudes other than 180° longitude. Why?

Score : 2, Time : 3 Minutes

■ Scoring Indicators

- The earth rotates from west to east
- So the sun rises in the east and sets in the west.
- Hence these is increase in time towards the east and decrease in time towards the west

15. Learning Outcome

- Analyses the importance of Greenwich line and the International dateline in time calculation and prepare notes

Explain the significance of Greenwich meridian and International date line in determining time.

Score : 3, Time : 3 Minutes

■ Scoring Indicators

- Greenwich meridian - 0° longitude. It is based on this longitude that the time is calculated worldwide.
- International date line - 180°longitude. There is a difference of 24 hours on either side of this line of longitude. So it is drawn deviated to avoid the land areas and to pass entirely through the ocean.

16. Learning Outcome

- Analyses the importance of Greenwich line and the International dateline in time calculation and prepare notes

Every country considers a particular longitude as their standard meridian for determining time. Why?

Score : 3, Time : 3 Minutes

■ Scoring Indicators

- The local time is different at different longitudes. If the same country follows different time, this may create a lot of confusions and problems. So the longitude passing almost through the middle of the country is considered as the standard meridian. The local time at this longitude is considered as the Standard Time.

17. Learning Outcome

- Calculates the corresponding time in India and other countries based on Greenwich line.

Why do certain countries consider more than one longitude as their standard meridians? Give an example for such a country.

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- It is not practical to follow only one Standard Time for the countries with wide longitudinal extent. So more than one longitudes are considered as standard meridians.
- Eg: Russia, China, USA

18. Learning Outcome

- Calculates the corresponding time in India and other countries based on Greenwich line.

What is the standard meridian of India?

Score : 1, Time : 2 Minutes

■ Scoring Indicators

- 82½° East longitude

19. Learning Outcome

- Analyses the importance of Greenwich line and the International dateline in time calculation and prepare notes.

The standard meridian of India is 82½° East longitude. Why do India consider this longitude as the standard meridian?

Score : 1, Time : 2 Minutes

■ **Scoring Indicators**

- 82½° East longitude passes almost through the middle of the country.

20. Learning Outcome

- Analyses the importance of Greenwich line and the International date line in time calculation and prepare notes.

Which among the following longitudes is drawn deviated to avoid the land areas?

a. Equator
b. Greenwich meridian
c. International date line
d. 82½° East longitude

Score : 1, Time : 2 Minutes

■ **Scoring Indicators**

c. International date line

21. Learning Outcome

- Analyses the importance of Greenwich line and the International dateline in time calculation and prepare notes.

Why is International date line drawn deviated from the land areas?

Score : 2, Time : 2 Minutes

■ **Scoring Indicators**

- There is a difference of 24 hours on either side of this longitude.
- If this line passes through land areas, the same inhabited areas may have different days.

22. Learning Outcome

- Calculates the corresponding time in India and other countries based on Greenwich line.

What is the Greenwich Mean Time when the Indian Standard time is 2 pm on Monday?

Score : 2, Time : 3 Minutes

■ **Scoring Indicators**

- 8.30 am on Monday (2pm - 5 hrs. 30 min = 8.30 am)

23. Learning Outcome

- Calculates the corresponding time in India and other countries based on Greenwich line

Determine the local time at 45° East and at 45° West longitude when the Greenwich Mean Time is 10 am Wednesday.

Score : 4, Time : 4 Minutes

■ **Scoring Indicators**

- 45° East- 1 pm Wednesday ($\frac{45}{15}$ =3 hrs, 10am + 3hr = 1pm)
- 45° West- 7 am Wednesday ($\frac{45}{15}$ =3 hrs, 10am - 3hr =7am)

2

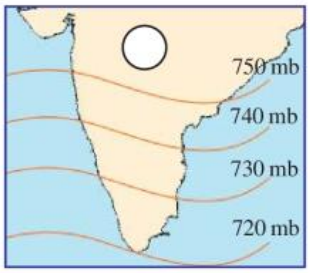
IN SEARCH OF THE SOURCE OF WIND

1. Learning Outcome

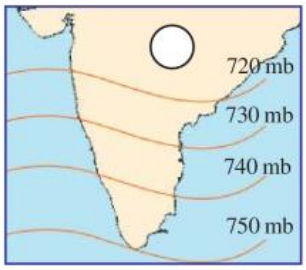
- Explains the relationship between temperature and atmospheric pressure.

Observe the following diagrams and find answers to the following questions.

A



B



- Which diagram represents the low pressure region? Substantiate your answer.
- What is the name by which the smooth curved lines in the diagrams are known? What does it indicate?

Score : 4, Time : 3 Minutes

■ Scoring Indicators

- Figure B represents the low pressure region
- The value of isobars decreases towards the centre.
- Isobars
- Imaginary lines joining places having equal atmospheric pressure.

2. Learning Outcome

- Classifies the different types of winds.

Distinguish between

a. Land breeze and Sea breeze

b. Mountain breeze and Valley breeze

Score : 4, Time : 4 Minutes

■ Scoring Indicators

- Characteristic features of land and sea breezes
- Characteristic features of mountain and valley breezes

3. Learning Outcome

- Illustrates the global pressure belts

Which are the pressure belts on either side of subtropical high pressure belts? Write notes on the winds formed from this pressure belt in the northern hemisphere. Which among these winds is most influenced by the Coriolis force? Why?

Score : 6, Time : 8 Minutes

■ Scoring Indicators

- Sub polar low pressure belt and equatorial low pressure belt.
- Features of westerlies and north east trade winds.
- Westerlies are most influenced by the Coriolis force.
- Coriolis force increases while advancing from the equator.

4. Learning Outcome

- Illustrates the global pressure belts.

Rearrange the table on the basis of the planetary winds blowing in between different pressure belts.

1. Between the sub-tropical high pressure belt and the sub polar low pressure belt.	Trade winds
2. Between the polar high pressure belt and the sub polar low pressure belts	Westerlies
3. Between the sub-tropical high pressure belts and the equatorial low pressure belts	Polar winds

Score : 3, Time : 3 Minutes

■ Scoring Indicators

1. Westerlies 2. Polar winds 3. Trade winds

5. Learning Outcome

- Describe how the pressure gradient force, Coriolis force and friction influence the speed and direction of wind.

Read the following informations.

- The atmospheric pressure at A is 740mb and it is 730 mb at a place 10km away from A.
- Atmospheric pressure at B is 740mb and it is 730 mb at a place 5km away from B

Which among these places experience stronger winds? Why?

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- Place B experience stronger winds
- Pressure gradient force is more at B. The isobars are drawn close to each other.

6. Learning Outcome

- Explains the relation between temperature and atmospheric pressure.

Which among the following winds are called as Roaring forties?

A. Polar winds
B. Monsoon winds
C. Westerlies
D. Trade winds

Score : 1, Time : 1 Minutes

■ Scoring Indicators

- C. Westerlies

7. Learning Outcome

- Explains the relation between and temperature and atmospheric pressure.

Identify the wrong statement among the following.

i. The location of mountains is one among the factors causing the formation of monsoon.

ii. South west trade winds also moves northward with the equatorial low pressure belt in the northern hemisphere during summer.

iii. South east trade winds moves northward along with the equatorial low pressure belt in the northern hemisphere during summer.

iv. Coriolis effect is one of the factors influencing the formation of monsoon.

a. i, iii and iv are correct, ii is wrong
b. i, ii, and iv are correct, iii is wrong
c. iii and iv are correct, i and ii are wrong
d. i and iv are correct, ii and iii are wrong

Score : 1, Time : 2 Minutes

■ Scoring Indicators

- c is the correct answer

8. Learning Outcome

- Explains that the atmospheric pressure is not uniform everywhere.

Suppose at a place A the level of mercury in the mercury barometer touches 76 cm. What may be the atmospheric pressure then? Calculate the atmospheric pressure experienced at a height of 50 metres over the same place.

Score : 2, Time : 3 Minutes

■ Scoring Indicators

- Atmospheric pressure 1013.2 mb
- Atmospheric pressure at 50 m height = 1013.2 – (1 mb × 5)
  = 1008.2 mb

9. Learning Outcome

- Illustrates global pressure belts

The equatorial low pressure region was a nightmare for the ancient mariners. Why?

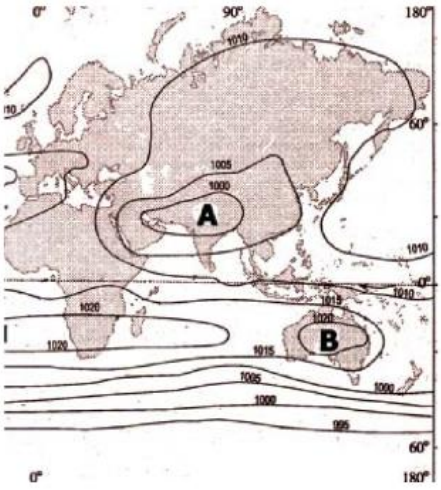
Score : 2, Time : 3 Minutes

■ Scoring Indicators

- In ancient times the ocean voyages were in yachts by making use of winds.
- The winds are feeble in the equatorial low pressure region because of massive rising up of air.
- This region is also known as Doldrum.
- The voyage across this region in yachts was difficult due to the lack of winds.

10. Learning Outcome

- Explains that the atmospheric pressure is not uniform everywhere.



(a) Name the smooth lines in the diagram.

(b) Among the places A and B, identify the place experiencing high pressure and the place experiencing low pressure.

(c) The sun is in which hemisphere during the period?

Score : 2, Time : 4 Minutes

■ Scoring Indicators

1. Isobars
2. A- Low pressure, B- High pressure
3. Northern hemisphere

11. Learning Outcome

- Explains that the atmospheric pressure is not uniform everywhere.

Is the atmospheric pressure the same at all places given below? Write a note based on the factors influencing the atmospheric pressure.

- Polar region
- Central pacific region
- Ooty

Score : 4, Time : Minutes

■ Scoring Indicators

- Polar region - Low temperature, high pressure
- Central pacific region - high temperature, low pressure
- Ooty - low temperature, high pressure

12. Learning Outcome

- Illustrates global pressure belts.

Following are a few facts related to two global pressure belts. Identify the pressure belts.

1. Extends to about 5° to 10° north and south of the equator.
2. Located at 30 north and south latitudes on both the hemispheres.
3. Trade winds and Westerlies blows from either side of this belt.
4. Known as Doldrum

Score : 4, Time : 4 Minutes

■ Scoring Indicators

1. Equatorial low pressure belt
2. Sub tropical high pressure belt
3. Sub tropical high pressure belt
4. Equatorial low pressure belt

13. Learning Outcome

- Classifies the different types of winds.

Winds are named according to the place from which they blow. Mention any two winds named accordingly.

Score : 2, Time : 2 Minutes

■ Scoring Indicators

- South west monsoon winds
- North east monsoon winds (name any suitable winds)