



**TAMIL NADU STATE COUNCIL FOR HIGHER
EDUCATION**

**REPORT OF THE WORKSHOP ON
'TOWARDS BETTER QUESTION PAPERS
IN HISTORY'**

April 2005

Finalisation of the report of the Workshop on
'Towards Better Question Papers in History'

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Workshop on ‘Better Question Papers in History’

One of the important issues in higher education requiring special attention is the relevance of the evaluation of students’ performance. The University Grants Commission circulated a Minimum Programme of Examination Reform in 1984. The Universities of Tamil Nadu in general implemented these reforms. At present in the University question papers there are in general three sections. The first section is of objective type or requiring one-word answers equally distributed over all the units of the syllabus and are compulsory questions. The second section requires short answers again made compulsory and equally distributed over all the units. The third section consists of either/or type questions for each unit of the syllabus. These questions require long answers.

It is a known fact that these three types of questions naturally test different abilities of the students. The autonomous colleges have continuous internal assessment also. Therefore, it is necessary to maintain a certain proportion among these various components. But in recent years there has been a tendency to give more importance to objective type or one-word answer questions or memory recall type questions. This naturally may lead to an unreliable assessment of the knowledge and abilities of the students.

Hence, with a view to study the present trend in question paper pattern and to suggest model question papers, the Tamil Nadu State Council for Higher Education organised a workshop on “Towards Better Question Papers” on 13th July 2002. This workshop recommended that a series of workshops be conducted subjectwise, inviting the Chairmen and Members of the Boards of Studies and question paper setters. Based on this recommendation, this Council has decided to conduct a series of two-day workshops for each subject with the Chairmen and Members of

Boards of Studies and Members of the Boards of Examiners (question paper setters) as participants.

The fourth workshop in this series on History was conducted during 7-8 March 2003. The list of participants of this workshop is given in Annexure 1.

During the workshop, after brief introductory remarks by the Resource Persons, highlighting the important issues pertaining to preparation of question papers, the participants discussed the framework for the model question papers in History. It was felt that even though the syllabus has been unitized, the units are not of equal size. Therefore, the framework for the model question paper will have to be modified as follows: The very short questions will be compulsory and will be distributed over all the units. They will carry a maximum of 20 marks. In the sections pertaining to the middle order and higher order questions, in general there will be inbuilt choice. They will carry a maximum of (40+40) 80 marks. Thereafter, the participants divided themselves into groups and prepared model question papers. The papers prepared by one group was reviewed by the other groups and in the final session all the participants along with the resource persons discussed the details of the question papers and finalised 11 question papers which are given in Annexure 2 to 12. These question papers will serve as models for preparation of better question papers by the undergraduate question paper setters.

READING MATERIAL FOR THE PARTICIPANTS

1. Towards More purposeful Questions
2. Examination Reforms at Undergraduate and Postgraduate Programmes
3. Towards Better Evaluation

Towards More Purposeful Questions

A self-learning module for student teachers prepared by Dr. Raja Ganesan was made available to the participants. Prof. Raja Ganesan has since then given that material for publication by Neelkamal Publications Pvt. Ltd. Hyderabad. As it has become a copyright material it is not reproduced here. However, a write-up based on that booklet is given below:

The questions in an examination are intended to test to what extent the student has learnt the subject. Therefore, the question paper will have to contain a wide range of questions and test the following abilities:

1. Knowledge

- 1.1 Knowledge of Specifics
- 1.2 Knowledge of Ways and Means of Dealing with Specifics
- 1.3 Knowledge of Universals and Abstractions

2. Comprehension

- 2.1 Translation
- 2.2 Interpretation
- 2.3 Extrapolation

3. Application

4. Analysis

- 4.1 Analysis of Elements
- 4.2 Analysis of Relationships

5. Synthesis

- 5.1 Production of a Unique Communication
- 5.2 Production of a Plan or Proposed Action
- 5.3 Derivation of a Set of Abstract Relations

6. Evaluation

6.1 Judgement in terms of Internal Evidence

6.2 Judgement in terms of External Criteria

Dr. Raja Ganasan suggests the following procedure for preparation of purposeful question papers: After generating a number of questions of different categories, a table may be prepared indicating under what category each question falls. It is likely that the largest number of items may come under the category of Knowledge. The question paper can be considered as purposeful if for every 10 Knowledge questions there are 3 to 5 questions under Comprehension and Application, 2 to 3 each under Analysis and Synthesis and 1 or 2 under Evaluation. If there are deficiencies, the exercise of the preparation of the items may have to be repeated concentrating on those categories in which there is a deficiency. Dr. Raja Ganesan also stresses that for competitive examinations, the composition may contain more questions that test higher levels of abilities.

EXAMINATION REFORMS AT UNDERGRADUATE AND POSTGRADUATE PROGRAMMES

Dr. V. Thanickachalam

THE NATIONAL POLICY AS MODIFIED IN 1992 STATES THAT:

Education is a unique investment in the present and future will be treated as a crucial area of investment for National Development and Survival.

Networking system will be established between technical education and industry, R&D institutions, programmes of rural and community development and with other sectors of education with complementary characteristics.

Building of centres of excellence will be encouraged.

It is further envisaged that **“India should become a developed nation by 2020”**.

Hence, there is a need to update the existing curricula, revise the instructional methods and modify the evaluation system in every under-graduate and post-graduate programmes.

TECHNICAL EDUCATION QUALITY IMPROVEMENT PROJECT OF GOVERNMENT OF INDIA STATES THE FOLLOWING INFORMATION ON STUDENT EVALUATION [SEC.5.6; P-24, YEAR 2002]

STUDENT EVALUATION:

“Currently due to regulations of affiliating Universities and Boards of Technical Education student assessment follows a rigid pattern. Excessive importance is given to end-of-semester or year-end examinations, while continuous assessment of students is overlooked. In fact continuous assessment is to be well designed to include regular tests, laboratory work, assignments, students self-learning, student training in industry, students problem solving projects, and other forms of students practices, it will encourage continuous learning and regular feed-back to students”.

Based on the above statement, the following suggestions are made for the consideration of “Tamil Nadu State Council for Higher Education”.

1. EXAMINATION PAPER PREPARATION:

Points to be considered:

1. Develop objectives for each unit/chapter/topic.
2. Prepare a table of specification for each course/subject.
3. Fix the ratio between objective test items and structured essay items. [20:80; 30:80; 40:60; 50:50]
4. Prepare objective test items; select items from each unit/chapter/topic based on hierarchy of learning/higher order objectives.

5. Bring content validity.
6. Cover the complete course/subject.
7. Do not provide choice to omit chapters/units. Choice could be within the units/ chapters.
8. Do not repeat old question papers.
9. Test all critical abilities / competencies which are essential to evaluate the mastery.
10. For the structured essay items, write down the major question. Split it into smaller / specific outcomes. Provide marking scheme.
11. Include high order abilities problem solving and cognitive strategies especially in the structured items.
12. Edit the items carefully.
13. Develop validated item banks.
14. Periodically add items and update the item banks.
15. For subjects / courses in Design and Drawing, provide full problems in design and drawing which may take 6 hours. Split the examination in to two sessions.
16. For post graduate programmes, more number of structured essay items could be used which provide an opportunity to solve creative problems.
17. Prepare model question papers for all courses.
18. Provide guidelines for continuous internal assessments and end examinations of the UG and PG programmes.
19. Provide guidelines of the evaluation of dissertation / project work / viva-voce.
20. Provide guidelines for the evaluation of laboratory work and practical work.
21. Provide guidelines for the evaluation of field work, industrial training, and students seminars.
22. Conduct orientation programmes to all examiners of UG and PG through Academic Staff Colleges.
23. Incorporate case studies, term papers, mini projects for internal evaluation.
24. Evaluate self-learning through group discussions.
25. Evaluate the programmes at the end of each semester / year.
26. Conduct academic audit every year.

27. Conduct tracer study for each batch 1 year after completion of the programme.
28. Conduct impact studies for each batch.

2. FOCUS OF INTERNAL ASSESSMENT IN THE UNDERGRADUATE PROGRAMMES:

1. Conduct monthly tests to evaluate the acquisition of knowledge.
2. Mastering the concepts and rules, problem-solving abilities, and application of theories for prediction and verification.
3. Laboratory work for further exploration.
4. More field work; sample collection and investigation.
5. Provide summer / winter training in the field of specialisation.
6. Conduct student seminars so that they gain confidence in applying the intellectual skills.
7. Invite the students to prepare term papers to increase their scholarship.
8. Development of mini-research work from proposal to publication.
9. Technology assessment-search alternate technology.

3. FOCUS OF THE INTERNAL ASSESSMENT IN THE POST-GRADUATE STUDENTS:

1. Literature survey on the advancement of the selected research topics.
2. Bimonthly test on the mastering of the course(s) studies.
3. Mid-term test on the mastery of the subject matter.
4. Solving case studies presented.
5. Evaluation of current research articles.
6. Identification of problems for research
7. Term paper in each subject.
8. Students seminar on selected advances in the theories.
9. Research proposal on selected area of specialisation.
10. Field data collection, verification with the theories learnt.

4. EVALUATION AND CONDUCT OF VIVA-VOCE:

Master's Degree Dissertation / Thesis

Viva-Voce

Name of the Candidate :

Registration No. :

Thesis Title :

Sl.No.	Item	Maximum Marks (50)	Marks Awarded
1.	Presentation of Theme, Objectives, Methodology	5	
2.	Presentation of Analysis	10	
3.	Presentation of Conclusion, Suggestions etc.	10	
4.	Relevance & Likely Impact on the Implementation	10	
5.	Proficiency, Completeness of Answers to the Questions	10	
6.	Overall Performance	5	
	TOTAL	50	

Internal Examiner

Designation : _____

External Examiner

Name : _____

Address : _____

Date:

**Master's Degree Dissertation / Thesis Evaluation
(INTERNAL)**

Name of the Candidate : _____

Registration No. : _____

Thesis Title : _____

Sl.No.	Item	Maximum Marks (100)	Marks Awarded
1.	Introduction, Objectives and Relevance	15	
2.	Review of Literature	15	
3.	Research Methodology	20	
4.	Data Analysis and Interpretation	30	
5.	Conclusion	10	
6.	Recommendations	5	
7.	Suggestions for further study	5	
TOTAL		100	

Internal Examiner

Designation : _____

External Examiner

Name : _____

Address : _____

Date: _____

5. PROCESS TO BE FOLLOWED:

- i) Revise the curriculum
- ii) Revise the model of question
- iii) Conduct workshops for the preparation of model
- iv) Train the evaluators.

TOWARDS BETTER EVALUATION

Prof. S. Muthukumar

1. Introduction

In recent years after the success of the entrance examinations conducted by the Anna University, many an academic in this State has placed more and more reliance on the objective type questions. The scores in examinations with only objective type questions have become very reliable in the sense that whoever may evaluate, the candidate will get the same score. But it is to be recollected that the Government of Tamil Nadu introduced the entrance test when there existed a serious doubt about the objectivity of the oral tests then conducted to test the suitability of the candidates to join the professional courses. The entrance test was meant to replace the oral test and that is all. It was definitely not meant to assess the knowledge and abilities of the candidate in the relevant subjects at the +2 level. That is why the entrance test was allotted a maximum of 100 marks, the +2 marks in the relevant subjects was calculated for a maximum of 200 marks and together the scores obtained for 300 was used for ranking. Many academics have lost sight of the goal of evaluation of the entrance examinations. The various issues involved in evaluating are discussed here so as to arrive at a reliable instrument to test and evaluate the knowledge and abilities of the students.

2. Types of Questions

The questions that are given in the usual examinations may be classified as follows:

- Objective type
- Short Answer type and
- Long Answer and Problem Solving type

3. Objective Type Questions

There are several varieties of objective type questions. They are listed in the following:

- True/False; Yes/No; Agree/Disagree
- Multiple Choice
- Multiple facet
- Matching
- Rearrangement

In all these types of questions, the answers are also available. The candidate is required to identify the answer.

In True/False, Yes/No and Agree/Disagree type questions, a statement is made and the candidate is required to state whether the statement is true or false, the answer is yes or no, or the candidate has to state whether he/she agrees/disagrees with the statement.

In the multiple choice type, 3, 4 or 5 possible answers are given and the candidate is required to identify the correct answer.

In the multiple facet type, a theme is presented, a series of multiple choice questions are asked and the candidate has to comprehend the theme and answer the questions by identifying the correct alternatives in the multiple choice questions.

In the matching type, the candidate is required to match two sets of information provided. By putting together a number of multiple choice question a matching item can be constructed.

In the rearrangement type, the candidate is required to put in order a randomly presented material.

4. Short Answer Questions

These questions may be of the following types:

- Direct type
- Completion type
- Few sentences, diagram and/or short calculation type

A direct question may require as an answer a word, a phrase, a sentence or just a number. In the second type the candidate is required to write a word or a phrase or a sentence or just a number. The third type calls for a few sentences or a mathematical manipulation or drawing a diagram or a combination of these. Of course the candidate has the freedom to present his answer in a manner he chooses.

5. Long Answer and Problem Solving

These are the familiar types of questions found in general in the question papers of yesteryears before the so-called examination reforms were introduced. Long answer questions are generally used to test the higher order abilities. Problem solving types may be close-ended or open-ended. In open-ended problem there may be several possible solutions. Hence it may be more difficult to evaluate answers to such types of questions. In other words the evaluation may be subjective.

6. Abilities

The most elementary level of ability is the ability to recall i.e., a student studies an essay or a chapter; he/she must be able to recall the same. Recalling does not mean just repeating like a parrot. It needs the capacity to recall the appropriate information which is the answer to the question raised. Objective type questions are usually constructed to test the ability to recall the information. The multiple choice, multiple face and matching type questions provide also the answer and the candidate has to identify the same.

The higher order abilities are comprehension, application, analysis, synthesis and evaluation. Comprehension may include translation, interpretation, manipulation and extrapolation. By application, is meant the ability to solve problems involving new situations other than those dealt with in the textbook. The problem may be closed or open-ended. Analysis involves breaking into pieces or constituents the information or situation as the case may be, in other words looking at the parts. Synthesis involves putting together the several bits of information, ordering them, preparing a plan, making a meaning out of the several pieces of information or happenings. Evaluation is judging the relevance, accuracy, etc. and taking decisions or forming conclusions.

A person may be considered to be an educated person only if he/she possesses all the foregoing abilities in a developed form. The level of development of these abilities indicates the level of attainment of educational objectives.

Whereas knowledge, comprehension and application are dependent on the amount of information gathered, analysis, synthesis and evaluation are independent of the nature

of information. In other words, methods of analysis, synthesis and evaluation are independent of the subjects of study. It is the quality of the capacity to analyse, synthesize and evaluate that determines the level of learning.

7. Comparison of Different Types of Questions

Objective type questions are generally used for checking knowledge, comprehension and application of the candidates. They are usually used for screening. It is possible to test the higher order abilities i.e., analysis, synthesis and evaluation by multiple choice questions. But it is extremely difficult to construct such items. In the one mark multiple choice questions that are usually asked in the entrance examinations, preliminary examinations for selection of candidates and also in the school or college examinations, only the capacity to recall is tested. They may not even test comprehension or application. But they may be highly reliable as far as scores for these questions are concerned as the scoring does not depend upon the subjective judgement of the paper valuers.

The short answer questions normally test knowledge, comprehension and application. It may also test the ability to make precise statements. It eliminates the possibility of guessing the answer and in this respect this type is superior to the common objective type question. However, certain amount of subjectivity of the teacher may influence the scoring.

In the long answer and problem solving type questions the higher order abilities are usually tested. These are not to be used for testing the recalling capacity.

8. Requirements of a Good Evaluation

A true good evaluation will reflect the true abilities of the candidates. It should discriminate good and poor students. In an ideal condition, the scores will show a normal distribution.

If a candidate is given a score such as 50% then if the examination was good, it can be asserted that the candidate has 50% knowledge of the subject matter and the ability expected of a candidate of that level. If the questions have tested only the recalling ability

of the candidate then the score reflects only his capacity to recall and does not reflect the other abilities. Hence the score is unreliable in the sense that the score does not truly indicate the abilities that are expected from a graduate/postgraduate of the University as the case may be. Or in other words, if the final scoring is based on an examination with a substantial part consisting of the usual objective type questions then the scoring may be exact but unreliable with reference to the abilities of the individual.

If the questions are such that they do not test the higher order abilities then they will not discriminate the good against the poor student. In such a situation, the candidates will all be having a high score, but in reality some of them may have very poor higher order abilities. Then the evaluation will be unreliable and may even be termed as farce. It is also doing injustice to the good students, as they will feel cheated. If this sort of evaluation is continued over a long period, the students will all become mediocre with only the ability to recall whatever is found in the textbook.

9. Concluding Remarks

From the foregoing it may be clear that giving more weightage to the ordinary objective type questions may not make the results of evaluation truly reflect the abilities of the candidates, since the objective type and short answer questions may not test the higher order abilities of the candidates such as analysis, synthesis and evaluation. The multiple choice questions normally allow guessing also. A wild guess may provide the right answer in 50% of the cases. Thus it may be seen if the percentage marks allotted for objective type questions is 20, then a candidate who knows $\frac{1}{3}$ rd of the subject may be able to get upto $(33\% + (20-6)/2=)$ 40%. A candidate who knows only 20% of the subject may be able to get only $(20 + (20-4)/2=)$ 28%. On the other hand, if the objective type carries a maximum of 50%, then even a candidate who has only 15% knowledge may be able to get $(15 + (50-8)/2=)$ 36% and hence pass by guessing the answers to the objective type questions, even though he had no knowledge of that portion of the subject.

In view of the foregoing, in order to move towards better question papers, the proportion of the objective type questions to other types may be as follows: Objective type: Short answer : Long answer & Problem solving = 20 : 30 : 50. The questions in the

first two parts have to be compulsory. The questions in the third part i.e., long answer and problem solving will have to be either or type. The syllabi are to be unitized and the questions are to be evenly distributed among the units.

In conclusion it is to be stressed that the examination score is to truly reflect the abilities of the candidates and that is possible only if there is an appropriate mix of different types of questions which test the different types of abilities that are expected of the candidate who aspires to get a recognition from the examining authority.

Workshop on ‘Towards better question papers in History’

7th and 8th March 2003

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MODEL QUESTION PAPERS FOR B.A. HISTORY

1. HISTORY OF THE U.S.A FROM 1985 TO 1974 A.D.
2. PRINCIPLES OF ARCHAEOLOGY AND MUSEOLOGY
3. FUNDAMENTALS OF ARCHAEOLOGY
4. HISTORY OF TAMIL NADU FROM 1565 A.D. TO 1985 A.D.
5. HISTORY OF EUROPE 1789 – 1878 A.D.
6. NATIONALISM IN SOUTH EAST ASIA
7. HISTORY OF INDIA FROM 1958 – 1947 A.D.
8. HISTORY OF INDIA 1947 TO 2000 A.D.
9. HISTORY OF INDIA FROM 1707 TO 1947 A.D.
10. HISTORY OF INDIA FROM ANCIENT TIMES TO 900 A.D.
11. HISTORY OF TAMIL NADU UPTO 1565 A.D.
12. INDIAN CONSTITUTION

HISTORY OF THE U.S.A. FROM 1865 TO 1974 A.D.

Time: 3 Hours

Max. Marks : 100

Section A (10 x 2 = 20)

Explain all topics in not less than 50 words each:-

1. Freedman's Bureau Bill.
2. Ku Klux Klan.
3. Carpet Baggers.
4. Open Door Policy.
5. Sherman Anti Trust Act.
6. Lusitania Incident.
7. Tennessee Valley Authority.
8. NATO.
9. Watergate Scandal.
10. Atlantic Charter.

Section - B (5 x 7 = 35)

Answer the following questions in 200 words each:-

11. (a) Explain the 'Dred Scott Case'.
(or)
(b) Describe the development of Industry in the South after the civil war?
12. (a) Point out the causes for the Spanish American War.
(or)
(b) What is meant by the Dollar Diplomacy?
13. (a) Explain the causes for the failure of the League of Nations?
(or)
(b) Describe the foreign policy of Hoover.
14. (a) Why did the U.S.A. enter into the World War II?
(or)
(b) Bring out the importance of the Marshall Plan.

15. (a) Describe the importance of the 'Truman Doctrine'.
(or)
(b) What is meant by the 'Cold War'?

Section - C (3 x 15 = 45)

Answer the following questions in 800 words each:-

16. (a) Examine the various Reconstruction plans after the Civil War.
(or)
(b) Evaluate the 'Big Stick Policy' of Theodore Roosevelt.
17. (a) Discuss the role of Woodrow Wilson in the World War I and the peace settlement.
(or)
(b) Examine the causes and consequences of the Great Depression.
18. (a) Evaluate the foreign policy of John f. Kennedy.
(or)
(b) Estimate the domestic policy of Lyndon B. Johnson.

Unit	Knowledge	Compre- hension	Application	Analysis	Synthesis	Evaluation
Unit 1	2	1	1		1	
Unit 2	2	2		1		
Unit 3	2	2				1
Unit 4	2	-	2	1		
Unit 5	2	1	1	1		1
Total	10	6	4	3	1	2

PRINCIPLES OF ARCHAEOLOGY AND MUSEOLOGY

Time: 3 hours

Max: 100 marks

Section A (10 x 2 = 20)

Answer all questions in 50 words each:-

1. What is Archaeology?
2. What is an Artifact?
3. What is salvage Archaeology?
4. What is known as the 'Foote Collection'?
5. Point out the significance of Nalanda.
6. Give a note on John Faithful Fleet.
7. Write a note on the Asiatic Society of Bengal.
8. Give a note on the Archaeological publication of Ancient India.
9. What are called V.D. Krishnaswami's explorations?
10. What is the role of Gallery guide?

Section - B (5 x 8 = 40 marks)

Answer any five of the following each in 250 words

11. Explain the importance of Marine Archaeology.
12. State the significance of Aerial photography.
13. Explain how Archaeology promotes Humanism.
14. Consider Alexander Cunningham as the Father of Indian Archaeology.
15. Point out the importance of 'site museums'.
16. Explain the need for conservation of museum objects.
17. How is archaeology helpful to trace the cultural aspects of ancient India?

Section - c (2 x 20 = 40)

Answer any two of the following each in 1200 words

18. 'Archaeology is a technique and Archaeologist is a technician' – Discuss.
19. Examine the development of Historical Archaeology in Indian context.

20. Evaluate the contributions of R.E. Martimer Wheeler to Indian Archaeology.
21. Evaluate the role of Museums in understanding cultural heritage.

Unit		Knowledge	Compre- hension	Application	Analysis	Synthesis	Evaluation
1.	Archaeology and History - Culture - Kinds - Functions of an Archaeologist - Value of primary source	3		1	1		1
2.	Archaeology in India - Historical Archaeology - Rescue of Historical rules - Scientific outlook - Understanding of our heritage/Humanism	2	1	1	-	1	
3.	Contributions of Sir William James - Rev. Fr. Heras - S.J. Alexander Cunningham - Lord Curzon - Sri John Marshall - Sri Martimer Wheeler - Developments since independence	2		2			1
4.	History of Museums - Museum Management - Museum Techniques - Museum education conservation of Artifacts - Museum display - Museum Marketing	2	1	2			1
Total		9	2	6	1	1	3

FUNDAMENTALS OF ARCHAEOLOGY

Time: 3 Hours

Max. Marks : 100

Section - A (10 x 2 = 20)

Answer the following

1. Who is the champion of New Archaeology?
a) Cunningham b) Wheeler c) David Clare d) Sankalia
2. Who is known as the father of Indian pre-history?
a) A. Cunningham b) Robert Bruce Foote c) R.E.M. Wheeler
d) Sri John Marshall
3. The book Man the Tool Maker was written by -----
a) Gardon Childe b) J.G.D. Chark c) Oakley d) M.C. Burkitt
4. The first Farming cultures belong to the period called
a) Palaeolithic b) Microlithic c) Neolithic d) Chalcolithic
5. The Banas Culture belongs to the
a) Neolithic Period b) Chalcolithic period c) Iron age
d) None of these
6. ----- belonged to the early Iron Age pottery
a) Black b) Routettad c) Painted curey ware d) Northern Blace
polighed ware
7. Asokan Brahmi was deciphered by -----
a) Hultzach b) James Prince c) Taylor d) Venkayya
8. Early canebed inscriptions of Tamilnadu were found in ----- script
a) Indus b) Damili c) Vathaluttu d) Grawitha
9. Numismatics is the study of -----
a) Seals b) Coins c) Inscriptions d) Manuscripts
10. The Pallavas issued ----- of coins
a) Bull series b) Elephant type c) Fish type d) Tiger type

Section - B (5 x 7 = 35)

Answer the following each in 200 words

11. Explain the salvage Archaeology.
or
Mention the importance of map reading in excavation.
12. Explain the three Age system.
or
Mention the features of Teri Industry.
13. Highlight the importance of Indus seals.
or
Explain the urn-burial culture of Tamil Nadu.
14. Mention the value of Hathigumpha inscription of Kharavela of Kalinga.
or
Trace the evaluation of Vattezhuthu.
15. Bring out the value of Roman coins traced in Indian Archaeology.
or
Explain the features of the coins of Vijayanagar.

Section – C (3 x 15 = 45)

Answer the following each in 800 words

16. Analyse the merits of Horizontal and Vertical excavations.
or
Evaluate the different scientific dating techniques.
17. Evaluate the archaeological significance of first Farming Culture.
or
Discuss the features of Harappan culture. Bring out its archaeological significance.

18. Trace the history of Indian scripts.

or

Examine the characteristics of the Chola coins. Mention their value for historians.

Unit		Knowledge	Compre- hension	Application	Analysis	Synthesis	Evaluation
1.	Definition - Scope - History of Archaeology - Field methods - Pottery types - Dating Techniques	2	1	1		1	1
2.	Pre Historic period - Palaeolithic - Mesolithic - Neolithic cultures in India	2	1	2			
3.	Proto-historic - Harappan culture - Chalcolithic cultures - Iron age - Megaliths of South India	2	1	1		1	1
4.	Epigraphy - Its value - Scripts of Indian origin - Brahmi records - Tamil records - Inscriptions of Southern India	2		2	1		1
5.	Numismatics - Its value - Early coins of India – Kushna Coins - Gupta Coins - Coins of Southern India - Roman coins - Sangam coins - Pallava, Chola, Pandya, Vijayanagar coins	2		3		1	
Total		10	3	9	1	3	3

HISTORY OF TAMIL NADU FROM 1565 A.D TO 1985 A.D.

Time: 3 hours

Marks: 100

Section A (10 x 2 = 20)

Answer the following in 50 words each:-

1. State the significance of Madura Vijayam.
2. What are the salient features of Nayankara System?
3. State the role of Meenakshi in the History of Nayaks.
4. List the services of Robert de Nobile.
5. Write a note on Saraswati Mahal Library.
6. Mention the anti-British activities of Vira Pandaya Kattabomman.
7. Write a note on Swadesh Steam Navigation company?
8. What are the teachings of Ramalinga Adigal?
9. Write about the Vaikom Sathyagraha.
10. Briefly write a note on Noon Meals Scheme in Tamil Nadu.

Section - B (5 x 4 = 20)

Answer any five in 300 words each:-

11. Describe the achievements of Tirumalai Nayak.
12. Trace the circumstances that led to the establishment of Maratha rule over Thanjavur.

13. Describe the relations between Sethupathis of Ramnad and Tondaimans of Pudukkottai.
14. Bring out the significance of Second Carnatic War.
15. Explain the achievements of Justice Party.
16. Briefly describe the role of Dr. Muthulakshmi Reddi in the social reforms of Tamil Nadu.
17. Describe the Education Policy of Kamaraj.

Section - C (3 x 20 = 60)

Answer all the questions

18. Examine the changes in the political and social History of Tamil Nadu under Vijayanagar rule.
or
Analyse the characteristic features of Art and Architecture in the Nayak period.
19. Analyse the nature of Polygar system and its impact on the Political History of Tamil Nadu.
or
Examine the causes for the rise and fall of South Indian Rebellion in Tamil Nadu.
20. Describe the rule of E.V. Ramaswami Naicker in the growth of Non-Brahmin Movement in Tamil Nadu.
or
Critically analyse the part played by C.N. Annadurai in the emergence of Dravida Munnetra Kazhagam.

Unit		Knowledge	Compre- hension	Application	Analysis	Synthesis	Evaluation
1.	Sources - Tamil Nadu under Vijayanagar	2			1		
2.	Rise of Nayaks of Madurai, Thanjavur and Gingee, Sethupathis of Ramnad and Tondaimans of Pudukottai Maratha Rule	2	1	2	1		
3.	Advent of Europeans - Carnatic Wars - establishment of British rule - Polygar system, South Indian Rebellion, Revenue system of British	2	1			1	1
4.	Freedom movement in Tamil Nadu earlier phase from 1885-1917 - Justice party and Non-Brahmin Movement - Social Reforms Movements - Towards freedom	1	2	1	1		
5.	Tamil Nadu after Independence Chief Ministers - Kamaraj, Bhaktavatsalam, C.N. Annadurai, Karunanidhi's 1 st Term, MGR	2	1				
Total		9	5	3	3	1	1

HISTORY OF EUROPE 1789 - 1878 A.D.

Time: 3 hours

Marks: 100

Section - A (10 x 2 = 20)

Describe the topics given below in not exceeding 50 words each:-

1. Rousseau.
2. September Massacre.
3. Continental system.
4. Treaty of Amiens.
5. Holy Alliance.
6. Trappau Protocol.
7. Treaty of London.
8. Zollverein.
9. Young Italy.
10. Kaiser William I.

Section - B (5 x 8 = 40)

Answer any five of the following in not exceeding 400 words each:-

11. Explain the causes for the downfall of Napoleon Bonaparte.
12. Describe the 'Metternich System'.
13. 'When France sneezes, the whole of Europe catches cold' Discuss.
14. Discuss the Domestic Policy of Napoleon III.
15. Briefly describe the Greek War of Independence.
16. Mention the provisions of the Treaty of Berlin of 1878.
17. How would you consider Count Cavour as the Architect of Modern Italy?

Section - C (2 x 20 = 40)

Answer any two of the following in not exceeding 1200 words each:-

18. Evaluate the reforms of Napoleon Bonaparte.
19. Analyse the significance of the Congress of Vienna.
20. Examine the causes, course and results of the Cremean War.
21. Evaluate the role of Bismarck for the Unification of Germany.

Unit		Knowledge	Compre- hension	Application	Analysis	Synthesis	Evaluation
1.	French Revolution and Napoleon Bonaparte	2	-	B	-	-	C
2.	Era of Congresses - Vienna - Concert of Europe – Metternich	2	B	-	C	-	-
3.	Revolutions in Europe - 1830 & 1848 Louis Philip and Napoleon III	2	B	B	-	-	-
4.	Eastern Question - Greek war of Independence - Cremean War - Congress of Berlin	2	B	B	-	-	C
5.	Unification of Italy and Unification of Germany	2	-	B	-	C	-

NATIONALISM IN SOUTH EAST ASIA

Time: 3 hours

Marks: 100

Section - A (10 x 2 = 20)

I. Answer all questions in not exceeding 50 words

1. Sayasen Rebellion.
2. Dobama Association.
3. Treaty of Paris.
4. Bao Dai.
5. Vietcong.
6. Khemer-Rouge.
7. Boedi Uttoma.
8. Raymond Magsaysay.
9. Land of White Elephants.
10. Laos.

Section - B (5 x 8 = 40)

II. Answer any five of the following is not exceeding 300 words each:-

11. Discuss briefly the achievements of Aung San Sui Kyi.
12. Give an account of the spread of Communism in Indo-China.
13. Discuss the Provisions of the Geneva Conference of 1954.
14. State the progress of Nationalism in Malaysia.
15. Describe the Achievements of Tungku Abdul Rehman.
16. Mention the reasons for Thailand being the only 'Free Land' in South East Asia.

17. How was Sukarno responsible for the strengthening of the Nationalism in Indonesia.
18. Would you agree that the Nationalism in Philippines is different from the other South East Asian countries? Discuss.

Section - C (2 x 20 = 40)

III. Answer any two of the following in not exceeding 1200 words each:-

19. Analyse the causes and Growth of Nationalism in Burma.
20. Evaluate the contributions of Dr. Ho Chi Minh for the Nationalism in Indo-China.
21. Critically examine the Progress of Nationalism in Indonesia between the two world wars.

Unit		Knowledge	Compre- hension	Application	Analysis	Synthesis	Evaluation
1.	Nationalism in Burma - Sayasen Rebellion - Gen Aungasan - U NU - Aungsan Sui Kyi	2	-	B	-	-	C
2.	Nationalism in Indo China - Ho Chi Minh - Bao Dai - Geneva Conference - American Intervention - Treaty of Paris	2	B	B	C	C	-
3.	Nationalism in Malaysia - Singapore Tungku Abdul Rehman	2	B	B	-	-	-
4.	Nationalism in Indonesia - Nationalism in Thailand	2	B	B	-	-	C
5.	Nationalism in Philippines - Raymond Magsaysay - Cambodia – Laos	2	-	B	-	-	-

HISTORY OF INDIA FROM 1858 - 1947 A.D.

Time: 3 hours

Marks: 100

Section A (10 x 2 = 20)

I. Describe all topics given below in 50 words each:-

1. Queen's proclamation of 1858.
2. Vernacular press Act.
3. Illbert Bill.
4. A.O.Hume.
5. Partition of Bengal.
6. Ancient Monument preservation Act.
7. Surat split.
8. Home Rule Movement.
9. Chauri - Chaura incident.
10. Mounbatten plan.

Section B (5 x 8 = 40)

II. Answer any five of the following in 400 words each:-

11. Write a note on the administration of Lord Lytton.
12. Give an account of the role of Moderates in India.
13. Mention the provisions of the Minto-Morley reforms of 1909.
14. Describe the Foreign Policy of Lord Curzon.
15. Discuss the working of provincial autonomy.
16. Mention the impact of Quit India Movement in India.
17. Sketch the circumstances leading to the passing of the Indian Independence Act of 1947.

Section C (2 x 20 = 40)

III. Answer any two of the following in 1200 words each:-

18. Assess the reforms of Lord Ripon.
19. Analyse the cause for the emergence of Indian National Congress.

20. Examine the provisions of the India Council Act of 1919 with special reference to Dyarchy.
21. Analyse the causes for the Pakistan demand.

Unit		Knowledge	under standing	Application	Analysis	Synthesis	Evaluation
1.	Administration of Lord canning - Lytton and Lord Ripon	A	-	-	B	-	C
2.	Rise of Indian Nationalism - Lord curzon - Extremists movement - Muslim league - 1909 Act	A	B	B	-	C	-
3.	Home Rule movement - 1919 Act - Gandhian Era - Non cooperation Movement Smaraj Party - Simon Commission - Civil Disobedient Movement and Round Table Conferences	A	B	B	B	-	-
4.	Government of India Act of 1935 provincial autonomy - Quit India movement - Crips Mission	A	B	B	-	-	C
5.	Cabinet Mission - Muslim Communalism - Demend for Pakistan - India Independence Act of 1947	A	-	B	-	-	C

HISTORY OF INDIA 1947 TO 2000 A.D.

Time: 3 Hours

Maximum : 100 marks

Section - A (20 x 1 = 20)

Answer all questions

Choose the correct answer

1. National symbol of India was adopted from
(a) Sanchi Stupa (b) Allahabad Pillar (c) Ajanta cave (d) Ellora cave
2. The Indian constitution of 1950 was drafted by -----
(a) British Parliament (b) Constituent Assembly (c) Indian Constitution (d) Indian National Congress
3. 'Panch Sheel', first figured in the treaty between India and -----
(a) China (b) Ceylon (c) Nepal (d) Pakistan
4. The Indian Prime Minister, ----- signed the Treaty of Tashkant
(a) Nehru (b) Lal Bahadur Shastri (c) Indira Gandhi (d) Moraji Desai
5. Dr. S. Radhakrishnan Commission was constituted to advise in the field of -----
(a) Education (b) Public Works (c) Health (d) Social Work
6. The University Grants Commission was established in the year -----
(a) 1954 (b) 1956 (c) 1966 (d) 1976
7. The Censor Board is related to -----
(a) Films (b) Press (c) Television (d) Radio
8. The First Five Year Plan was formulated by -----
(a) Gandhi (b) Nehru (c) Patel (d) Azad
9. Balwant Rai Committee was constituted to study -----
(a) Panchayat Raj (b) Education (c) Police (d) Tax

10. PIN refers to -----
(a) Police in Need (b) Postal Index Number (c) Public Interest News
(d) Private Index Number

II. Match the following:

- | | | |
|-------------------------|---|-----------------------|
| 11. 1971 | - | B.R. Ambedkar |
| 12. Diary | - | Indo-Pakistan War |
| 13. Green Revolution | - | Bangladesh Liberation |
| 14. 1965 | - | White Revolution |
| 15. Indian constitution | - | M.S. Swaminathan |
| | - | Indo-China War |
| | - | Jawaharlal Nehru |

III. Fill in the blanks:

16. India became a Republic on -----.
17. Mandal Commission report was implemented -----, Prime Minister.
18. The first woman doctor in India was -----.
19. The largest circulated Tamil daily is -----.
20. 'Kathakali' is the popular dance ----- state.

Section B (5 x 6 = 30)

Answer the following in about 200 words each:-

21. (a) State the main principles of the preamble of Indian constitution.
(or)
(b) How did Hyderabad join the Indian union?
22. (a) Mention the origin of the Technical Education in India.
(or)
(b) Bring out measures taken for the development of Elementary Education since Independence.
23. (a) Describe the various reasons of mass communication system.
(or)
(b) Give a brief note on the functions of the planning commission.

24. (a) What are the aims of the 20 - point programme?
(or)
(b) List out the steps taken by the Government to promote sports in India.
25. (a) Give an account of the Labour Welfare measures.
(or)
(b) Describe the role of the major ports in India.

Section - C (5 x 10 = 50)

Answer the following in an essay form

26. (a) Differentiate the fundamental Rights from the Directive Principles of State Policy.
(or)
(b) Discuss the Reorganization of States in India.
27. (a) Examine the Indo-U.S. relations.
(or)
(b) Describe the major wars that India fought since independence.
28. (a) Trace the growth of Higher Education in India.
(or)
(b) Critically analyse the measures taken by the Government for the promotion of the socially Backward Communities.
29. (a) Evaluate the role of press in India democracy.
(or)
(b) 'Agriculture in India is gambling with Nature' - examine the statement.
30. (a) Evaluate the family welfare measures of the Government of India since Independence.
(or)
(b) Trace the developments in transport sector in India after 1947.

Unit in syllabus	Memory specifics	Conventions Trends etc.	Principles Theories, Gen.	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
1	2	1	1	1	1	1		1	8
2	1	1	2	1	1	1	1		8
3	2	1	1	1	1	1		1	8
4	2	1	1	1	1		1	1	8
5	1	1	2	1	1	1		1	8
Total	8	5	7	5	5	4	2	4	40

HISTORY OF INDIA FROM 1707 TO 1947 A.D.

Time: 3 Hours

Max: 100 marks

Section A (20 x 1 = 20 marks)

I. Select the most appropriate response

1. Who were the first to discover the sea route to India?
a) The French b) The English c) The Portuguese d) The Spaniards
2. Warren Hastings became the Governor General of Bengal in -----
a) 1772 b) 1774 c) 1776 d) 1778
3. Lord Dalhousie followed the policy called -----
a) Doctrine of Lapse b) Subsidiary Alliance c) Non-intervention
d) Ring - fence
4. The Great Mutiny of 1857 broke out during the Governor -
Generalship of -----
a) Lord Wellesley b) Lord Hastings c) Lord Dalhousie d) Lord
Canning
5. The Indian National Congress was founded by -----
a) Mahatma Gandhi b) A.O. Hume c) W.C. Banerjee
d) S.N. Banerjee
6. The first Indian University Act was passed in the year of -----
a) 1900 b) 1902 c) 1904 d) 1906
7. Which Act was passed in the year 1909?
a) Charter Act b) Pitt India c) Indian Councils d) Minto-Morley
8. Where was the capital of India shifted in 1911?
a) New Delhi b) Old Delhi c) Calcutta d) Bombay

9. What was the movement launched by the Indian National Congress in the year 1942?
a) Non-co-operation b) Civil Disobedience c) Quit India
d) Swadeshi
10. The last Viceroy of British India was -----
a) Lord Wavell b) Lord Atlee c) C. Rajagopalachari d) Lord Mountbatten

II. Match the following

- | | | |
|-------------------------|---|---------------------------|
| 11. Regulating Act | - | 1919 |
| 12. Arya Samaj | - | Ranjit Singh |
| 13. Subsidiary Alliance | - | Lord Cornwallis |
| 14. Cis-Sultaj | - | Swami Dayananda Saraswati |
| 15. Dyarchy | - | 1774 |
| | - | 1773 |
| | - | Lord Wellesley |

III. Fill up the Blanks

16. The Dual Government was introduced by -----.
17. Quinquennial System was implemented by -----.
18. Queen Victoria's Proclamation was issued in the year -----.
19. The Materal Inactivity Policy was followed by -----.
20. Ali Brothers Launched ----- movement in India.

Section - B (5 x 6 = 30 marks)

Answer the questions in 150 words each:-

21. a) Explain the provisions of the Treaty of Allahabad.
(or)
b) Describe the work of the First Famine Commission.

22. a) Describe the case of Begums of Oudh.
(or)
b) Write a note on the Maratha Pentarchy.
23. a) Explain the provisions of the Charter Act of 1813.
(or)
b) Bring out the significance of the Charles wood's Despatch .
24. a) Sketch the importance of the Lucknow pact.
(or)
c) Explain the reforms of Bhahama Samaj.
25. a) Explain the objectives of the Swadeshi Movement.
(or)
b) Give an account of the Salt Satyagraha.

Section - C (5 x 10 = 50 marks)

Answer the questions in 400 words each:-

26. a) Analyse the Anglo - Maratha relations.
(or)
b) Evaluate the role of Robert Clive in establishing British Paramountcy in Bengal.
27. a) Critically examine the administrative reforms of Lord Wellesley.
(or)
b) Assess the expansion policy of Lord Dalhousie and his responsibility for the Sepoy Mutiny.
28. a) Review the reforms of Lord Ripon.
(or)
b) Critically analyse the anti - Indian attitude of Lord Curzon.

29. a) Examine the provisions of the Minto-Morley Reforms.
(or)
b) Discuss the origin and success of the Non Co-operation Movement.
30. a) Compile the circumstances that led to the partition of India in 1947.
(or)
b) Narrate the contributions of Tamil Nadu freedom fighters for Independence.

Unit in syllabus	Memory specifics	Convention Trends etc.	Principles Theories, Gen.	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
1	2	1	1	1	1	1		1	8
2	1	1	2	1	1	1	1		8
3	2	1	1	1	1	1		1	8
4	2	1	1	1	1		1	1	8
5	1	1	2	1	1	1		1	8
Total	8	5	7	5	5	4	2	4	40

HISTORY OF INDIA FROM ANCIENT TIMES TO 900 AD

Time: 3 hours

Max. Marks: 100

Section - A (1 x 20 = 20 marks)

Answer all the questions

I. Fill in the blanks (1 x 5 = 5 marks)

1. Numismatics is the study of -----.
2. The Buddha delivered his first sermon at -----.
3. ----- converted Asoka to Buddhism.
4. The Prasasti to the Allahabad Pillar Inscription was composed by -----.
5. Harsha was defeated by the Chalukya ruler -----.

II. True or False? (1 x 5 = 5 marks)

6. The Indus valley civilization was an urban civilization (True/False)
7. Rajatharangini was authored by Kautilya (True/False)
8. Hie-un-tsong was the Chinese traveller who visited the mountain court (True/False)
9. Hathigumpha Inscription provides information about Kharavela of Kalinga (True/False)
10. Kanishka founded the Saka era (True/False)

III. Choose the best answer: (1 x 5 = 5 marks)

11. The Thar Desert is situated in
a) Tamil Nadu b) Madhya Pradesh c) Karnataka d) Rajasthan
12. The Rig Veda hymns deal with
a) Performance of Vedic rites b) Charms and spells c) Medicine
d) Saiva Agamas
13. Who is referred to as 'Devanampiyasa' in inscriptions?
a) Bindusara b) Asoka c) Kanishka d) Harsha

14. *Pancha Tantra stories* were composed by
a) Vishnu sharma b) Aryabhata c)Varahamihira d) Kalidasa
15. The Arabs invaded Sind under the leadership of
a) Muhammad of Ghar b) Muhammed of Ghazni c) Muhammad bin Kasim d) Caliph Omar

IV. Answer in one word or one sentence (1 x 5 = 5)

16. What is the form of writing in the Indus script?
17. From which Upanishad have we taken the phrase ‘Satyameva Jayathi’?
18. What is the name of the literature that explains the Bhddhist Doctrines?
19. Which inscription of Asoka explains the concept of Dharma?
20. Who founded the Nalanda university?

Section - B (5 x 6 = 30 marks)

Answer any five of the following each in not less than 300 words each:-

21. Bring out the main literary sources for the study of Ancient Indian History.
22. Explain the status of women in Vedic period.
23. Explain the importance of the Battle of Jhelum.
24. Briefly discuss the establishment of the Mauryan Empire.
25. Give an account of the Municipal administration of the Mauryas.
26. Describe the principal Doctrines of Jainism?
27. Briefly explain the impact of Indo-Greek rule in India.
28. Give an account of the revival of Hinduism under the Guptas.
29.

Section - C (3 x 10 = 30 marks)

Answer any three of the following each in not less than 500 words each:-

30. ‘Geography and chronology are the two eyes of history – Discuss.
31. Compare and contrast the Indus valley civilization with the vedic civilization.
32. ‘Jainism and Buddhism are the two branches of Hinduism’ – Analyse.
33. Assess the services of Asoka to Buddhism.

34. Evaluate Pulikesin as the most powerful ruler of ancient India.
35. 'Kanishka was a great in war as in peace' - substantiate this statement.

Section - D (1 x 20 = 20 marks)

36. Mark on an outline Map the places where the Asokan Edicts are found
- Write a note on Asoka's Dharma.

(or)

Mark on the outline map provided the following Indus valley sites:

- (a) Lothal (b) Rangput (c) Mohanjodaro (d) Lohumjudaro
(e) Chanhudara (f) Alimurad (g) Gurandi

Write a note on the importance of the Indus Seals

Unit in syllabus	Knowledge	Underst anding	Application	Analysis	Synthesis	Evalua tion	Total
1	4	6		10			20
2	4		6				10
3	4	6			10	10	30
4	4	6		10			20
5	4	6				10	20
Total	20	24	6	20	10	20	100

HISTORY OF TAMIL NADU UPTO 1565 A.D.

Time: 3 hours

Marks: 100

Section - A (10 x 2 = 20 marks)

Answer all the questions in 50 words each:-

1. What is numismatics?
2. What does padirrupattu deal with?
3. Distinguish Nalangadi from Allankadi.
4. What are the Aimperunkulu and Enperayam?
5. Mention the contributions of Andal to Tamil Literature?
6. What does Aihole Inscription indicate?
7. What is the result of Takkolam battle?
8. State the significance of Gangaikonda cholapuram.
9. What are the contribution of Maravarman sundara pandya to the pandya dynasity?
10. State the importance of Mamallapuram?

Section - B (5 x 4 = 20 marks)

Answer any five in 300 words each:-

11. What is Lemuriya?
12. State the importance of Arikkamedu.
13. Bring out the achievements of Kadal Pirakottiya Senguttuvan.
14. Describe the Naga origin of the pallavas.
15. Explain the term 'Meykirti'.
16. State the impact of the Battle of Talaikkotta on Tamilnadu.
17. Differentiate between Valangai and Idangai.

Section - c (3 x 20 = 60 marks)

Answer all the questions

18. Assess the relative values of various sources of the history of Ancient Tamil Nadu.

or

Critically evaluate the achievements of Karikala.

19. Discuss the various stages in the evolution of Temple architecture in Tamil Nadu.

OR

Rajaraja I is the greatest among the imperial cholas” – Discuss.

20. Analyse the impact of chalukya chola conflict in the history of Tamil Nadu.

OR

Examine the circumstances that led to the destruction of Madurai sultanate.

Unit		Knowledge	Compre- hension	Application	Analysis	Synthesis	Evaluation
1.	Geographical features of Tamil Nadu - Source Nature and foreign on literature Archaeology - Epigraphy Numismatics and Monuments	2	2	1	1		
2.	Age of Sangam - Cheras, Cholas and Pandyas - Socio-economic and Cultural condition - Kalabhra Interregnum	2	1		1		
3.	The Pallavas - Origin - Political History from Mahendravarman I contributon towards Arts and Architecture, Socio-economic conditions. The I Pandyan Empire - Political History from Kadungon decline	2	1		1	1	
4.	Imperial cholas - Political History, Administration, socio-economics conditions, contribution towards education, Art, Architecture and literature	2		1			1
5.	Second Pandyan Empire - Political History - Muslim invasions - Destruction of Madurai Sultanale - Tamil Nadu under vijayanagar	2	1		1		
Total		10	5	2	4	1	1

INDIAN CONSTITUTION

Duration: 3 hours

Max Marks.: 100

Part A (10 x 2 = 20 marks)

Answer all questions given below in not more than 50 words each:-

1. What are the aims of the constituent Assembly?
2. What are the fundamental rights?
3. What does social democracy mean?
4. What is a welfare state?
5. What is Article 19 (2)?
6. What are the ingredients of federalism?
7. How is the speaker and the Deputy Speaker elected in the Legislative Assembly?
8. How is the Chief Justice of a State appointed?
9. What is 'Multiparty' system?
10. Which article deals with Amendments? Can the President withhold his assent to the Amendment Bill passed?

Part – B (4 x 10 = 40 marks)

Answer any four of the following in not exceeding 400 words each:-

11. Describe the salient features of the Indian constitution.
12. Explain the preamble of the constitution of India.
13. Describe the role of the Speaker of Lok Sabha.
14. Briefly explain the powers of the Chief Minister of a State.
15. Give an account of State Judiciary system.
16. How can you make Indian democracy a more vibrant one?

Part – C (2 x 20 = 40 marks)

Answer any two of the following in not exceeding 1200 words each:-

17. Examine the Right to Equality and Right to freedom under the fundamental rights.
18. Analyse the centre - State relations.

19. Evaluate critically the powers of the President as a Union Executive.
20. Assess the strength and weaknesses of parliamentary democracy in India.

Unit		Knowledge	Compre- hension	Application	Analysis	Synthesis	Evaluation
1.	Historical background - Sources of the Indian constitution	2	1				
2.	Preamble	2		1			
3.	Fundamental Rights and Directive Principles of State Policy	1				1	
4.	Indian federalism Distribution of powers - Union State relation	1			1		
5.	Union Government, President, Cabinet, Parliament, Supreme Court		1				1
6.	State Government: Governor - Cabinet, Legislature - High courts	2	1	1			
7.	Working of Indian Democracy - Political parties in India	1					1
8.	Amendments to the constitution High Lights	1		1			
9.	Remarks	10	3	3	1	1	2