

**SAMPLE QUESTION PAPER- I**

**ISLAMIC HISTORY AND CULTURE**

**HIGHER SECONDARY**



**GOVERNMENT OF KERALA  
DEPARTMENT OF EDUCATION**

**SCERT, 2006 - '07**

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)**  
Vidyabhavan, Poojappura, Thiruvananthapuram-12, Kerala

# Development of Question papers for Higher Secondary Classes

## General Guidelines

1. Question paper may be prepared in accordance with the design and blue print so as to ensure fair distribution of Curriculum Objectives/ content areas and types of questions.
2. Question should be based on the Curriculum Objectives.
3. Curriculum Objectives can be clubbed or can be split into shorter chunks, whenever necessary, for framing questions.
4. Questions for assessing higher order mental processes should be framed, focusing on the ability to apply, analyse, evaluate and think creatively.
5. Different types of questions - objective type, short answer type, essay type etc., shall be included in the question paper.
6. There need not be separate sections in the question paper for different types of questions.
7. Questions that test mere recalling and rote learning shall be avoided.
8. A fair distribution of open-ended questions shall be included to promote divergent and creative thinking.
9. Question texts and the directions given shall be simple, clear and comprehensive.
10. Objective type questions should aim at testing higher order mental processes.
11. There shall not be a rigid pattern regarding the type of questions, number of questions and order of questions.
12. Questions shall be life-related
13. Questions shall be in accordance with the learning activities.
14. Care shall be taken to avoid gender bias, communal sentiments etc. in the questions framed.
15. Adequate hints for answering the questions shall be given, wherever necessary.
16. Choice of questions may be given only upto a maximum of 20% of the total score. While giving the choice, due attention shall be given to select the same content area/ curriculum objective, scores, mental processes involved etc.

17. The duration of the examination will be 2 hrs for subjects having 60 scores and 2½ hrs for those having 80 scores, in addition to the *cool off time* for 15 mts.
18. Question paper shall be bilingual (English and Malayalam) except in languages. Technical terms can be transliterated wherever necessary.
19. Scores for objective type questions shall not exceed 20% of the total score.
20. Maximum score for a question shall not exceed 10% of the total score. However in Botany and Zoology a maximum of 5 score can be given to a question. Fractions may be avoided.
21. All questions should have an entry level, so that all learners who have undergone the learning process can get the minimum score. However, the possibility of applying higher order mental process, considering the different levels of the learners shall be taken into account.
22. Score should be noted in the question paper against each question and word limit may be specified wherever necessary.
23. Score shall be given to a question in accordance with the mental processes involved in answering it.
24. The possibility of using a single question text as the question text for other questions can be explored.
25. While setting a question paper, the time allocation shall be in accordance with the time for reading the questions and thinking, planning and writing time of the answer.

**Guidelines for developing scoring key**

1. Scoring indicators should reflect the mental processes involved in answering that question.
2. Concepts to be evaluated should be clear and specific.
3. Scoring key for open-ended questions shall give due consideration to a fairly wide range of possible responses. It may include sequencing of ideas, relevance, originality, creativity, level of thinking, presentation etc.
4. The scoring key should indicate the split up scores for the essential lower order mental processes and the higher order mental processes involved in the answer.
5. Reasonable split up may be given for the scores.
6. While evaluating the ability to express the knowledge constructed by the learner, limitations in language shall be ignored.

# Curricular Objectives

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## Unit- 1

- To collect information about the establishment of Abbasid dynasty, to present it by means of discussion and to prepare a discussion note.
- To collect information regarding the Abbasid rule, to identify the internal problems and external threats to the Abbasid government and to prepare an enquiry note.
- To collect information about the founding of the city of Baghdad, to locate its position in the map and to analyse its importance as a capital city through discussion, seminar etc. Prepare a note highlighting the glory of Baghdad.
- To collect information from reading materials, documents, map etc about the rule of Harun-al-Rashid, to make an evaluation of his administration through debate, discussion etc. and to prepare a critical account of his achievements and failures.

## Unit- 2

- To collect information about the life and activities of Al-Mamun, to highlight his rationalistic perspectives by means of dramatization, dialogue etc. and to prepare a critical note.
- Evaluate the role of Baith-ul-Hikmah in the dissemination of knowledge based on the information gathered from different sources and find out its peculiarities when compared with modern centres of higher learning.
- To collect information about the causes for the decline and fall of the Abbasid Empire, to present it by means of a symposium and to make generalizations on the causes for the decline of dynasties

## Unit- 3

- To find out the peculiarities of the Abbasid administration based on the information collected from different sources, to present it in a seminar and to prepare note on the findings of the seminar and subsequent discussion.

## Unit- 4

- To collect information about the scientific and literary progress under Abbasids, to highlight the contributions of different scholars in different branches of knowledge through a project and to prepare an enquiry note.

## Unit- 5

- To collect information from reading materials, documents etc, about the origin of the Ottomans and the role of Muhammad -II in the territorial expansion of the Empire, to present the information collected in a seminar and to prepare an enquiry note and a flow chart.
- To collect information from different print and electronic media about the role of Sulaiman the Magnificent. Present it by means of a debate. To analyze his contributions in an article.
- Gather information from different sources about the decline of the Ottoman Empire. Present it through a project. Prepare a brief note of the project.
- To collect information from books and documents about the role of the Ottoman Empire in the World War-I, to present it by means of debate and to formulate ideas about the imperialistic aims of European powers.
- To collect information from books news papers and periodicals etc. about the treaties signed after the World War-I, to analyze the terms and conditions of the treaties in a seminar and to prepare a seminar report.

## Unit- 6

- To distinguish that the Ottoman Khilafat was an obstacle before the autocratic rule of Mustafa Kamal based on the information collected from various sources and to list out the measures taken by him to abolish the caliphate.
- To gather information from different sources like books, periodicals, documents back volumes of news papers etc about the reforms of Mustafa Kamal, to present information collected by means of a debate and to arrive at conclusion as to how his reforms led to the temporary decline of Islam in Turkey.
- To collect information from various sources about the Anglo-French mandate in the Fertile Crescent, to present the information collected by means of a seminar and to formulate ideas on the hidden plan of Britain and France in the Middle East.
- To collect information from books, documents, periodicals, websites etc, about the birth of Zionism and the factors that contributed to the establishment of the state of Israel, to present it in different ways and to write an article based on the information collected and the conclusion derived.

## Unit- 7

- To collect information from different sources about the Arab-Isreal war of 1948,1967 and 1973, to present it through a seminar, to draft a seminar report and to formulate a theory on Arab-Israeli relation.
- To gather information on the life and career of Gamal Abdul Nazar from print and electronic media, to present it in the form of a symposium and to prepare an assessment note on his personality.

- Collect information on Suez canal from different sources. The collected information is related through group discussion and the conclusion of the discussions are recorded.
- To gather information on Islamic revolution under Ayathullah Khomeni from different sources to present it through a project and to prepare a chart citing the salient features of the revolution.
- To collect information, pictures, etc from different sources about the role of the PLO and Yasir Arafat in the liberation of Palestine. To analyse the information collected through discussions, quiz etc and to prepare reports, notes and a chronological chart of the achievements of the PLO.
- To prepare a project based on the information collected from both print and electronic media on the Gulf War of 1991, subject the project report to buzz discussion and to write an article on the subject.

### **Unit- 8**

- To collect information about early Arab contact with India from different sources and to present the information in the form of seminar. Prepare a chart based on the conclusions arrived at.
- Gather information about the Arab conquest of Sind from different sources. Conduct a symposium based on the information collected and to identify the causes that paved the way for the Arab occupation of Sind.
- Enable the students to assess the character and personality of Mohammed-bin Kasim through role play based on the collected information.
- Information about the effects of Arab conquest of Sind are collected from different sources. The information so collected are subjected to discussion. The effects of Arab conquest are identified, classified and charted.

### **Unit- 9**

- Collect information about Muhamad Ghazni and Mohamed Ghorri from different sources like books, journals etc. conduct a debate on the role played by them in Indian history and compare and contrast the personalities of the two.
- Collect data on the rule of Iltutmish. Conduct a seminar and prepare reports on his military and administrative achievements.
- Gather information about the experiences of princess Rasiya as the ruler of Delhi. Organize a mock durbar of her court. List out the obstacles before the empowerment of women in the medieval period.
- To collect information from different sources about the absolutism of Balban, to present the information by different means and to prepare a discussion note.
- Create critical thinking through the collection and analysis of data related to the military conquests and administrative reforms of Ala-ud-din Khilji. The data collected are presented in an assignment. The characteristic features of his rule are given in a summary chart.

- Collect information on the reforms of Muhammed-ibn-Thughluq and make discussions on the topic. Prepare a critical account of his reforms.
- Develop understanding on the characteristic features of the administration under Delhi Sultanate through collection of information from different sources and presenting them in group discussion. List out the characteristic features of the Sultanate administration.
- Gather information on the Indo-Saracenic culture flourished under the Sultanate of Delhi and present it in the form of a project. Prepare an enquiry note based on the project report.
- Develop understanding on mysticism that flourished among the Hindus and Muslims of India through a comparative study of Sufism and Bhakthi movement. The study is to be made on the basis of information gathered from different sources including interview with persons concerned. Prepare a chart showing similarities and dissimilarities between Sufi and Bhakthi movements.

### **Unit- 10**

- Collect information on the establishment of the Mughal Empire. Both primary and secondary sources are to be used for the purpose. The topic is presented through a debate and the debate report is prepared.
- Prepare an analytical account of the rule of SherShah. The account is to be based on the information collected from different sources. The excellence of Sur administration is highlighted through a debate.
- Assess the role of Akbar as a national monarch through a seminar based on the information collected from different sources. The effects of his policies are analysed and inferences made on his nationalist policies are recorded.
- To collect information from different sources on the art and architectural contributions of the Mughals, to present the information through discussion and to prepare an appreciation note.
- Evaluate the Deccan policy of Aurangzeb through discussion based on information collected from different sources. Prepare a critical note on the characteristic features of the Deccan policy of Aurangzeb.
- Make a critical study of the causes for the decline of the Mughal Empire through discussion based on the information collected from different sources. Draw generalisations and prepare an observation note on the topic.
- Cite similarities and dissimilarities between the Sur and Mughal administration through a debate or discussion based on the information collected from related literature.
- Evaluate the socio-economic conditions of the Mughal period through seminar based on the data collected from different sources. An evaluation note is prepared.

## **Unit- 11**

- Trace the origin and spread of Islam in Kerala through discussion based on information collected from books, documents etc. Information gathered from interviews and field trips are also made use of. Conclusions derived are presented in the form of a summery chart.

## **Unit- 12**

- To collect information about the extent of the Abbasid Empire under Al-Mansur and a develop spatial sense regarding the vastness of the empire.
- To gather information about the extent of the Abbasid Empire under Haroon-al-Rasheed and conceptualize the extension of the empire.
- To collect information about the geographic location of the Middle East with emphasis on the Fertile Crescent and demarcate the boundaries of the Middle Eastern countries between the World Wars.
- To collect information regarding the conquests made by Ala-ud-Din Khilji with reference to the South Indian expeditions under Malik Kafur and to conceptualize the extension of the Khilji Empire.
- To collect information regarding the extent of Delhi Sultanate under Muhammad Ibn Tughluq and to construct a map showing the boundaries of the empire based on spatial concept of history.
- To prepare the map of the Mughal Empire under Emperor Akbar based on the information collected regarding the expansion of the empire.
- To collect information regarding the territorial aims of Aurangazeb and prepare the map of the Mughal empire in 1707.



# Mental Process

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1. Retrieves / recollects / retells information
2. Readily makes connections to new information based on past experiences and formulates initial ideas / concepts.
3. Detects similarities and differences.
4. Classifies / categorises/ organises information appropriately.
5. Translates / transfers knowledge or understanding and applies them in new situations.
6. Established cause-effect relationships.
7. Makes connections / relates prior knowledge to new information / applies reasoning and draw inferences.
8. Communicates knowledge / understanding through different media.
9. Imagines / fantasies / designs/ predicts based on received information.
10. Judges / appraises / evaluates the merits or demerits of an idea/develops own solutions to a problem

## DESIGN OF THE SAMPLE QUESTION PAPER-I

### ISLAMIC HISTORY AND CULTURE

#### HSS

#### I. Weightage to cluster of COs / Content area

Sl. No	Cluster of COs / Content Areas (Unit	No. of Qns.	Score	Percentage
1.	The Abbasid Dynasty	8	14	17.5
2.	The Abbasid Administration, Science and Literary progress of Abbasid Age	5	14	17.5
3.	The Ottoman Empire	4	12	15
4.	Arab Isreal Wars	4	8	10
5.	Medieval India and Establishment of Turkisa Empire	4	12	15
6.	Foundation of the Mughal Empire	2	10	12.5
7.	Advent of Muslims in Kerala	3	4	5
8.	Maps	1	6	7.5
	<b>Total</b>	<b>31</b>	<b>80</b>	<b>100</b>

#### II. Weightage to type of Questions

No.	Type of Question	No. of Question	Score	Percentage
1.	Objective Type	16	16	20
2.	Short answer type	12	$6 \times 2 = 12$ $6 \times 3 = 30$ $= 42$	52.5%
3	Essay type	2	$2 \times 8 = 16$	20
4.	Others	1	6	7.5
	<b>Total</b>	<b>31</b>	<b>80</b>	<b>100</b>

**BLUE PRINT**

No.	Cluster of COs / Units	Type of Questions				Total	
		Objective	Short	Essay	Maps	No	Score
1.	The Abbassid Dynasty	5 (1)	1 (5) 2 (2)			8	14
2.	Abbasid administration, Scientific and Literary Progress at Abbasids.	2 (1)	2 (2)	1 (8)		5	14
3.	The Ottoman Empire	2 (1)	1 (2)	1 (8)		4	12
4.	Arab- Israli Wars	3 (18)	1 (5)			4	8
5.	Medieval India and Establishment of Turkish Empire.	2 (1)	2 (5)			4	12
6.	Foundation of the Mughal Empire		2 (5)			2	10
7.	Advant of Muslims in Kerala	2 (1)	1 (2)			3	4
8.	Maps				1 (6)	1	6
	<b>Total</b>	<b>16 (16)</b>	<b>12 (42)</b>	<b>2 (16)</b>	<b>1 (6)</b>	<b>31</b>	<b>80</b>

# SAMPLE QUESTION PAPER

## HIGHER SECONDARY

### ISLAMIC HISTORY AND CULTURE

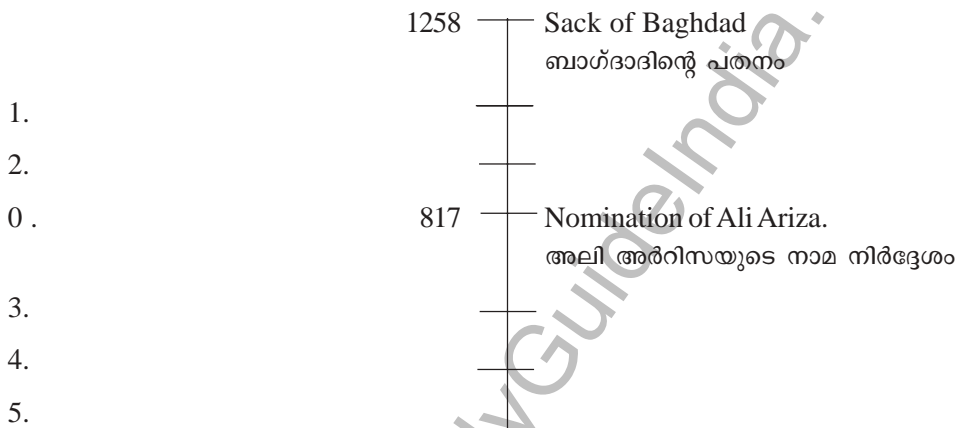
TOTAL SCORE : 50

TIME 1 HRS

**Question Text Item**

Prepare a time line by using the given data.

താഴെ കൊടുത്തിരിക്കുന്ന ദത്തങ്ങളുപയോഗിച്ചു ടൈം ലൈൻ തയ്യാറാക്കുക.



827, 762, 833, 786, 749, Death of Mamun, Accession of Haroon-al- Rasheed, Foundation of Baghdad, Mutazila declared us official religion Establishment of Abbasids.

(മാമൂനിന്റെ മരണം, ഹാറൂൺ അൽരഷീദിന്റെ കിരീടാരോഹണം. ബാഗ്ദാദിന്റെ സ്ഥാപനം, മുഅത്തസീലാ മതത്തെ ഔദ്യോഗികമായി പ്രഖ്യാപിക്കൽ. അബ്ബാസിയിലെ ഭരണത്തിന്റെ തുടക്കം.)

Score 5

**Question Text Item.**

Match the following

6.	Ali-Al-Tabari	Law giver	Ponnani
7.	Umarkhayyam	Rihla	Father of Islamic History
8.	Sulaiman	Tuhfatul Mujahidin	Traveller
9.	Shaikh Zainudheen	Rubiyath	Qanooni
10.	Ibn Batuta	Tariq-ur-Rasul-Wal Mulk	Mathematician

Score 5

11. Conquest of Constantinople by the Arabs is not directly effect

(അറബികളുടെ കോൺസ്റ്റാന്റിനോപ്പിൾ ആക്രമണത്തിന്റെ പ്രത്യക്ഷ ഫലം അല്ലാത്തത്.)

a. Renaissance, b. Hummanism, c. Formation of Isreal, d. Geographical discoveries

Score 1

12. In the following which is not helped for the formation of Isreal  
(തന്നിരിക്കുന്നതിൽ ഇസ്രയേലിന്റെ രൂപീകരണത്തിന് സഹായിക്കാത്തത് ഏതാണ്.)
- Balfour declaration
  - Concept of Promised land
  - Formation of PLO
  - Support of US and UK. Score 1
13. In the following Organisations one is not belongs to the group identify.  
Hamaz, Al-Qaida, Hisbulla, Inthifada.  
(തന്നിരിക്കുന്ന ഗ്രൂപ്പിൽ പെടാത്തത് ഏത്? ) Score -1
14. There are four political reforms given in which one is not related to Muhammad-bin-Tughlaq. Point out.  
(തന്നിരിക്കുന്ന 4 രാഷ്ട്രീയ പരിഷ്കരണങ്ങളിൽ മുഹമ്മദ് ബിൻ തുഗ്ലക്കുമായി ബന്ധമില്ലാത്തത് ഏത്?)
- Market Regulations
  - Transfer of Capital
  - Introduction of Tocken Currency
  - Increase of Land tax on Doab area. Score -1
15. The Cheraman legent is not accepted by some historians on the ground of  
(ചില ചരിത്രകരന്മാർ ചേരമൻ ഐതിഹ്യം അംഗീകരിക്കുന്നില്ല കാരണം.)
- Malik-Dinar not visited kerala.
  - In 7th century there is no mosque in Kerala
  - Adam mount is not a centre of pilgrimage during the prophets period.
  - Islam came to India as a part of Arab conquest of sindh. Score-1
16. In the following contries which is not amember of Arab league  
(അറബ് ലീഗിൽ അംഗമല്ലാത്ത രാഷ്ട്രം ഏത്?)
- Soudi Arabia, b. Iraq, c. Pakistan, d. Egypth. Score - 1
17. The Abbasid empire was a truncated form of umayyad empire. Al-Mansoor consolidated what his predecessor Abdul Abbas had seized from Marwan-II. Trace the extent of the Abbasid empire under. Al Mansur and locate the following places.  
a. Baghdad, b. Alexandria, c. Jerusalem, d. Kharusan.
- 18.A.The emigrants from Lebanon is now an international issue. The Government of Kerala is also opened a special cell to redress their grievences. Can you find any historical background for this issue. Critically evaluate.  
(ലബനണിൽ നിന്നുള്ള അഭയാർത്ഥികൾ ഇപ്പോൾ അന്താരാഷ്ട്ര പ്രശ്നമാണ്. കേരള ഗവൺമെന്റ് അഭയാർത്ഥി പ്രശ്നം കൈകാര്യം ചെയ്യാൻ ഒരു പ്രത്യേക സെൽ തുറന്നിട്ടുണ്ട്. ഈ പ്രശ്നത്തിന്റെ ചരിത്ര പശ്ചാത്തലം വിമർശനാത്മകമായി വിലയിരുത്തുക.) Score - 8

OR

B. The fall of USSR led to new tension and turmoils in Europe, especially in the Balkan region. Like wise the decline of Mughal power also paved way for power struggle in India. Can you find any similar outcome after the fall of ottoman order. List your findings and evaluate it?

(USSR ന്റെ പതനം യൂറോപ്പിൽ വിശിഷ്യ ബാൾക്കൻ പ്രദേശത്ത് നിരവധി പുതിയ പ്രശ്നങ്ങൾക്കു കാരണമായി. അതുപോലെ മുഗളന്മാരുടെ പതനം ഇന്ത്യയിലും അധികാര മത്സരങ്ങൾക്കു വഴി വെച്ചിട്ടുണ്ട്. 'ഓട്ടോമൻ ഓർഡറി'ന്റെ അന്ത്യം സമാനമായ ഏതെങ്കിലും സംഭവങ്ങൾക്കു കാരണമായിട്ടുണ്ടോ... ലിസ്റ്റ് ചെയ്യുക, വിലയിരുത്തുക.) Score - 8

19. A. Political instability is a common phenomena in the medieval states. Democracy is not developed in their society. However in medieval perid Abbasid had continued their rule for a long period. Do you regard the administrative system of Abbasid is the foundation of their stability? Comment.

(രാഷ്ട്രീയ അസ്ഥിരത മദ്ധ്യകാല രാഷ്ട്രങ്ങളിലെ ഒരു പൊതു പ്രതിഭാസമാണ്. അക്കാലത്ത് ജനാധിപത്യം സമൂഹത്തിൽ വളർന്നിട്ടില്ല. എന്നിട്ടും അബ്ബാസിയ രാജവംശം ദീർഘകാലം നില നിന്നു. അബ്ബാസിയ ഭരണത്തിന്റെ സ്ഥിരതയ്ക്കുള്ള പ്രാധാന്യകാരണം അവരുടെ ഭരണ സംവിധാനമാണ് നിങ്ങൾ കരുതുന്നുണ്ടോ? വിശദമാക്കുക.)

OR Score 8

B. Prepare a seminar paper on the progress of science and literature under Abbasid for presenting it in your class room.

(അബ്ബാസിയ കാലഘട്ടത്തിൽ ശാസ്ത്രത്തിലും സാഹിത്യത്തിലും ഉണ്ടായ പുരോഗതികളെക്കുറിച്ചുള്ള ഒരു സെമിനാർ തയ്യാറാക്കുക.) Score 8

20. 'The foundation stone of Abbasid Caliphate laid on the skulls of Umayyads'. Comment.

(അബ്ബാസിയ സാമ്രാജ്യത്തിന്റെ അടിസ്ഥാനം ഉമയ്യദ് വംശത്തിന്റെ തലയോട്ടികളാണ് വിശദമാക്കുക.) Score 5

21. America not miss any chance to interfere in the affairs of the Gulf Countries. In the light of Gulf war 1991 analyse the statement.

(ഗൾഫ് മേഖലയിലെ പ്രശ്നങ്ങളിൽ അമേരിക്ക നിരന്തരം ഇടപെട്ടുകൊണ്ടിരിക്കുകയാണ്. 1991 ലെ ഗൾഫ് യുദ്ധത്തിന്റെ പശ്ചാത്തലത്തിൽ വിലയിരുത്തുക.) Score 5

22. "Arab conquest of Sind was a success without effect" Comment.

(അറബികളുടെ സിന്ധാക്രമണം ഫലശൂന്യമായ ഒരു വിജയമായിരുന്നു. വിശദീകരിക്കുക.) Score 5

23. Medieval India tells history of male rulers. But Iltumish nominate Raziya as his heirapparent. Critically evaluate the nomination of a female instend of a male as the head of the state.

(മധ്യകാല ഇന്ത്യ പ്രധാനമായും പരയുന്ന പുരുഷാധിപത്യത്തിന്റെ ചരിത്രമാണ്. എന്നാൽ ഇൽത്തുമിഷ് തന്റെ പിൻഗാമിയായി നാമനിർദ്ദേശം ചെയ്തത് മകളെയാണ്. വിമർശനാത്മകമായി വിലയിരുത്തുക.) Score 5

24. " Shersha interepted the continuity of the Mughal rule" Discuss.

(മുഗൾ ഭരണത്തിന്റെ തുടർച്ചയെ തടസ്സപ്പെടുത്തിയ ഭരണാധികാരിയാണ് ഷേർഷ. ചർച്ചചെയ്യുക.) Score 5

25. "Mughals ruled for Indians'. Consider the statement on the basis of the statement given and justify your own point of view.

(താഴെകൊടുത്തിരിക്കുന്ന വസ്തുതകളുടെ വെളിച്ചത്തിൽ മുഗൾഭരണം ഇന്ത്യക്കാർക്കു വേണ്ടിയാണ് എന്ന പ്രസ്താവനയെ നിങ്ങളുടെ വീക്ഷണത്തിൽ വിലയിരുത്തുക.)

- Baber the founder beautified India by gardening.
- Ackbar proved as a National monarch by his reforms.
- Shajahan was a great builder India ever seen. Score 5

26. The mistery behind the eviction of Barmakids stood as the black mark on the white cloth of Al-Rashid. Elucidate.

(ബർമക്കിഡുകളുടെ പതനത്തിന്റെ പിന്നിലുള്ള നിഗൂഢത ഹാറൂൺ അൽ രഷീദിന്റെ വെളുത്ത വസ്ത്രത്തിലെ ഒരു കറുത്ത പുള്ളിയാണ്. വിശദീകരിക്കുക.) Score 2

27. Al Mansur remembered in history not because of his territorial expansion but his role in founding a stable Government and his reforms. Elucidate?

(അൽമൻസൂർ ചരിത്രത്തിൽ ഓർമ്മിക്കപ്പെടുന്നത് അദ്ദേഹത്തിന്റെ സാമ്രാജ്യ വികസനത്തിന്റെ അടിസ്ഥാനത്തിലല്ല മറിച്ച് അദ്ദേഹത്തിന്റെ പരിഷ്കരണങ്ങളിലും സംഭാവനകളിലുമാണ്. വിശദീകരിക്കുക. Score 2

28. Among the four Imams in Islam two were subjected to punishment and torture under caliph al-mamun. Comment on the deeds of caliph al Mamun.

(ഇസ്ലാമിലെ 4 മദ്ബുക്കുകളിൽ 2 പേരെ ചെലീഫ് മഅ്മൂൻ പീഠിപ്പിച്ചു ചെലീഫയുടെ പ്രവർത്തനങ്ങളെ നിങ്ങൾ എങ്ങനെ വിലയിരുത്തുന്നു. Score 2

29. Qanun-Fi-Tibb and al-Havi are the two reference book, written in the period of Abbassids. Can you find any Magnumm opus of that period.

(ഖാനൂൻ അൽ-ഫിത്ബബും അൽ ഹാവിയും അബ്ബാസിഡുകാലഘട്ടത്തിൽ എഴുതപ്പെട്ട രണ്ടു റഫറൻസ് ഗ്രന്ഥങ്ങളാണ്. ഇതേകാലഘട്ടത്തിൽ എഴുതിയ തുല്യപ്രാധാന്യമുള്ള മറ്റേതെങ്കിലും ഒരു കൃതിയും അവയുടെ പ്രാധാന്യവും എഴുതാമോ? Score 2

30. Compare and Contrast the resurgence of Islam in Post communist Russia and post Kamalist Turkey.

(കമ്യൂണിസത്തിനു ശേഷമുള്ള റഷ്യയിലെയും കപാലിസത്തിനു ശേഷമുള്ള തുർക്കിയിലെ ഇസ്ലാമിക് ഉയിർത്തെഴുന്നേൽപ്പിനെ താരതമ്യം ചെയ്യുക. Score 2

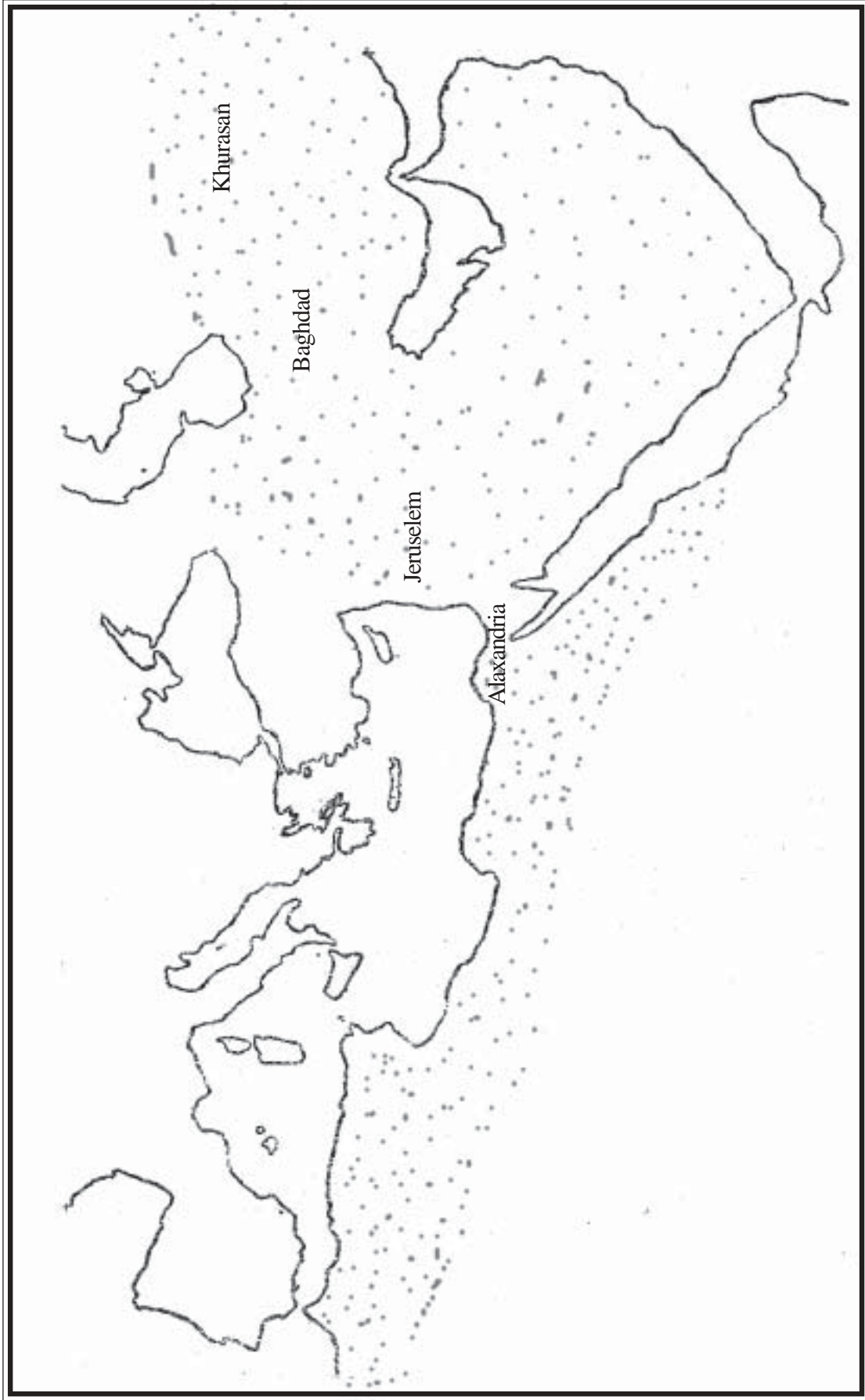
31. Every society has their own legands and myths. In kerala Parasurama legend gives clues to the origin of Brahmins, St Thomas legend mentions he origin of Christianity and Cheraman Perumal legend connects the origin of Islam. Write your opinion of legend of its historical relevance.

എല്ലാ സമൂഹങ്ങൾക്കും അവരവരുടെതായ ഇതിഹാസങ്ങളും മിത്തുകളും ഉണ്ട്. കേരളത്തിലെ ബ്രാഹ്മണ സമൂഹത്തെക്കുറിച്ചു പരശുരാമ ഐതിഹ്യവും ക്രിസ്തീയ സമൂഹത്തെക്കുറിച്ചു സെന്റ് തോമസ് ഐതിഹ്യവും പ്രതിപാദിക്കുന്നുണ്ട്. ഇസ്ലാമിനെക്കുറിച്ചു കേരളത്തെക്കുറിച്ചും പ്രതിപാദിക്കുന്ന ചേരമൻ പെരുമാൾ ലെജന്റ് മുൻനിർത്തി ഐതിഹ്യങ്ങൾക്ക് ചരിത്രത്തിലുള്ള പ്രാധാന്യം പരിശോധിക്കുക. Score 2

## SCORING KEY

No.	Scoring Indicators	Total Score
1	833 Death of Ma'mum	1
2	827 Mutazila declared as official Religion	1
3.	786 Accession of Harun- Al- Rashid	1
4.	762 Foundation of Baghdad	1
5.	749 Establishment of Abbasid	1
6.	Al-Al-Tabari Tariq-ur-Rasul - wal-Mulk Father of Islamic History	1
7.	Umar khayyam Rubiyath Mathematician	1
8.	Sulaiman Law giver Qanooni	1
9.	Shaikh Zainudheen Tafathul Mujahidheen Ponnani	1
10.	ibn-Batutah Rihila Traveller	1
11.	Formation of Israel	1
12.	Formation of PLA	1
13.	Al-Qaida	1
14.	Market Regulation	1
15.	Adam mount is not a centre of pilgrimage during the prophets period	1
16.	Pakistan	1
17.	Marking the boundaries of Abbasid. Empire under Al- Mansur Locating 4 places, Baghdad, Alexandria, Jerusalem and Khurasan	4 x 1= 4
18. A	Reasons for the Present Arab Israel war Depict the history of Arab Israel war Establish the cause and effect relation between foundation at Israel and the present struggle. Comments on violations of International regulations and interference of UK, USA and others external powers.	1½ 2½ 3 ½
18.B.	End of ottoman order and Mandatory settlement in Middle east Emergence of New states Origin of Israel Judgement that the Decline of a greater power produce so many un expected outcome	1½ 1½ 3 2
19.A	Organs of Administration under Abbasids Administrative measures and Mechineries Students evaluation or comment to justify the good qualities of Abbassids	2 3 3





19.B	Follow the steps Arabs were the masters of thought and culture in the medieval world Their contribution to experimental science Contribution to learning and literature	1 2 2 3
20	Battle of zab Deeds of Assafah Escape of Abdul Rahiman	1½ 2½ 1
21.	Conquest of Kuwait Present condition of Iraq Role of US and international community in Iraq	1 2 2
22.	Circumstances leads to Arab conquest of Sind Impact of Indo Arab contact Students comments and its relevance in Present	2 2½ 1½
23.	Nomination of Raziya and its immediate results The circumstances that lead to the nomination Evaluation and conclusion of student	1½ 1½ 2
24.	Give a brief note ar Shersha State that Shersha belongs to sur dynasty Battle of Kanauj and Chausa and the defeat of Humayun	1½ 1½ 2
25.	Baber came to India settled here and became an Indian. Mughal helped to enrich Indian culture	2 3
26.	Barmakids their origin and services Tragic end of Barmakids and the role of caliph	1 1
27.	Reforms of Al- Mansur Foundation of Baghdad	1 1
28.	Mention the name of Four Schools Ahmed Ibn Hanbal stand against Mutazilate.	1 1
29.	'Al Jabar wal Muqbaq' Al qawarismi famous mathematician.s	1 1
30.	Colonial interference over Islam in Turkey Emergence of new states (Bal kan states)	1 1
31.	Cheraman legent, and Islam Authenticity of legend and propagation of Islam.	1 1

## QUESTIONWISE ANALYSIS

Qn. No	COs	Cluster COs / Units	Types of Questions	Mental Process	Score	Time minutes
1	7	Abbasid Dynasty	Objective	1,3,4	1	1.5
2.	5	Abbasid Dynasty	Objective	1,3,4	1	1.5
3.	5	Abbasid Dynasty	Objective	1,3,4	1	1.5
4.	4	Abbasid Dynasty	Objective	1,3,4	1	1.5
5.	1	Abbasid Dynasty	Objective	1,3,4	1	1.5
6.	9	Abbasid Administration, Scientific & Literary progress Abbasid	Objective	1,3,6	1	1.5
7.	9	Abbasid Administration, Scientific & Literary progress Abbasid	Objective	1,3,6	1	1.5
8.	11	Ottoman Empire	Objective	1,3,6	1	1.5
9.	46	Advent of Islam in Kerala	Objective	1,3,6	1	1.5
10.	34	Medieval India and Establishment of Sultanate	Objective	1,3,6	1	1.5
11.	10	The Ottoman Empire	Objective	4,7	1	1.5
12.	19	Arab Israel Wars	Objective	4,6,7	1	1.5
13.	19	Arab Israel Wars	Objective	3,4,6	1	1.5
14.	34	Medieval India and Establishment of Turkish Empire	Objective	3,4,7	1	1.5
15.	46	Advent of Islam Kerala	Objective	3,4,7	1	1.5
16.	21	Arab Israel Wars	Objective	2,3	1	1.5
17.	48	Map	Map	6,8	6	12
18.	12-18	Ottoman Empire	Essay	1,3,4,5,7,10	8	15
19.	7,8,9	Administration of Abbasid & Scientific and Literary Progress Under Abbasids	Essay	2,4,6 10	8	1
20.	1	The Abbasid Dynast	Short Answer	1,2,6	5	10
21.	24	The Arab Israeli Wars	Short Answer	7,9,10	5	10
22.	28	Medieval India and Establishment of Turkish Empire	Short Answer	2,7	5	10

## QUESTIONWISE ANALYSIS

Qn.	COs	Cluster COs / Units	Types of	Mental	Score	Time
23.	31	Medieval India and Establishment of Turkish Empire	Short Answer	2,7,4,10	5	10
24.	39	Foundation of Mughal Empire	Short Answer	1,2,4	5	10
25.	38, 40, 41	Foundation of Mughal Empire	Short Answer	2,5,7,10	5	10
26.	4	The Abbasid Dynasty	Short Answer	2,5,7,10	2	4
27.	3	The Abbasid Dynasty	Short Answer	2,6,7	2	4
28.	5	The Abbasid Administration Scientific & Literary progress under Abbasid	Short Answer	1,2,7	2	4
29.	9	The Abbasid Administration Scientific & Literary progress under Abbasid	Short Answer	3,6	2	4
30.	15	The Ottoman Empire	Short Answer	2,3,7	2	4
31.	46	Advent of Islam in Kerala.	Short Answer	2,7,10	2	4