

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior Secondary School Certificate Examination, 2025**  
**SUBJECT NAME KNOWLEDGE TRADITIONS AND PRACTICES OF INDIA (Q.P. CODE 39)**

**General Instructions: -**

<b>1</b>	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
<b>2</b>	<b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”</b>
<b>3</b>	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b>
<b>4</b>	The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
<b>5</b>	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
<b>6</b>	Evaluators will mark( √ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>
<b>7</b>	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
<b>8</b>	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.

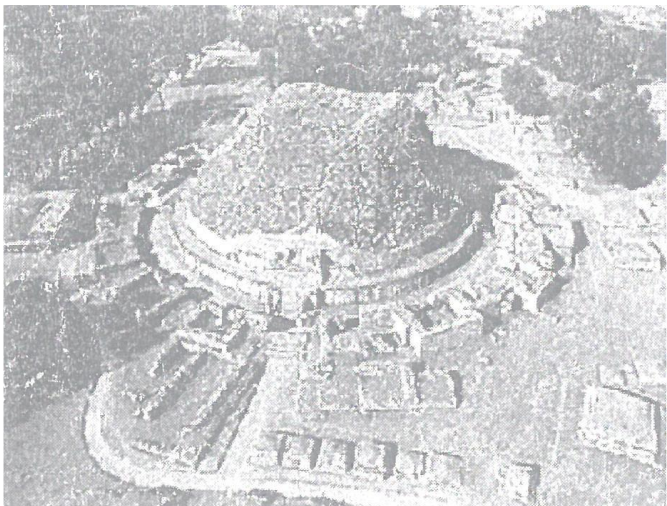
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks _____(example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>• Leaving answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <li>• Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0)Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the <b>“Guidelines for Spot Evaluation”</b> before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

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## MARKING SCHEME

## KNOWLEDGE TRADITIONS AND PRACTICES OF INDIA

## SECTION I

Q. No.	Question	Mark Chapter Name and Number
1.	<p>Study the picture and answer the question that follows :</p>  <p>Which of the following option best describes the given picture ?</p> <p>(A) A partial view of the university of Taxila.            (B) Traditional educational institute in India.            (C) An ancient structure for Buddhists in India.            (D) A series of interconnected residences at Dholavira.</p> <p>Answer : (A)</p>	1 CH 4- Educational Practices & systems
2.	<p>Choose the correct option.</p> <p>Kulls, kunds, ahars, pokhars, khadins, arakere, kolas, surangam, tadagams, eris. This set of vocabulary is related to ____.</p> <p>(A) a variety of water structures            (B) intercropping methods</p>	1 CH 1- Agriculture : A Survey

- (C) a variety of manures  
(D) a variety of seed storage methods  
Answer : (A)

3. Match the items in Column A with that of Column B :

	Column A		Column B
1.	First stage of āśramas	i.	Cosmic order
2.	Buddhist Ethics	ii.	Hundred verses on ethics
3.	Rigveda	iii.	Eight fold path
4.	Nīti Śatakam	iv.	Brahmacarya

Options :

- (A) 1-ii, 2-i, 3-iv, 4-iii  
(B) 1-iii, 2-ii, 3-iv, 4-i  
(C) 1-iv, 2-i, 3-ii, 4-iii  
(D) 1-iv, 2-iii, 3-i, 4-ii

Answer : (D)

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CH 5-Ethics

4. Study the picture and answer the question that follows :



Which of the following options best signifies this particular martial art called Gadka ?

- (A) It is a training in remote resistance of or attack on an enemy.  
(B) The practice of this martial art form requires training with dangerous weapons dagger, mace, sword.  
(C) The training involved encircling the pillar with

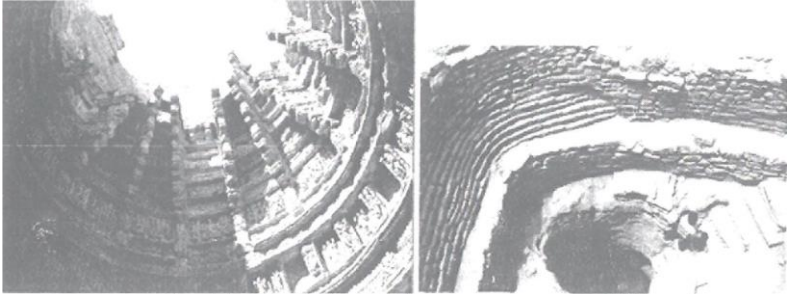
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CH 6-Martial Arts

	<p>twisting movements.</p> <p>(D) A wooden stick and a shield are usually used in the match.</p> <p>Answer : (D)</p>	
5.	<p>In India, the manuscripts were traditionally written on _____ and _____.</p> <p>a. palm leaves</p> <p>b. stone slates</p> <p>c. bhūrjapattra</p> <p>d. wood panels</p> <p>Options :</p> <p>(A) b and c</p> <p>(B) b and d</p> <p>(C) a and b</p> <p>(D) a and c</p> <p>Answer : (D)</p>	<p>1</p> <p>CH 8-Other Technologies</p>
<p><b>Note :</b> In questions 6 – 13, there are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below :</p>		
6.	<p><b>Assertion (A) :</b> Uniform seeds produce excellent results.</p> <p><b>Reason (R) :</b> One should (therefore) put in maximum effort to procure and preserve these seeds. The origin of plentiful yield is the seed.</p> <p>(A) Both (A) and (R) are true and (R) is the correct explanation of (A).</p> <p>(B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).</p> <p>(C) (A) is true, (R) is false.</p> <p>(D) (A) is false, (R) is true.</p> <p>Answer : (A)</p>	<p>1</p> <p>CH 1-Agriculture - a survey</p>
7.	<p><b>Assertion (A) :</b> The teacher, the guru, the acarya, was highly honoured.</p> <p><b>Reason (R) :</b> The teacher was seen as the guide who helped students escape the darkness of ignorance and attain the light of knowledge.</p> <p>(A) Both (A) and (R) are true and (R) is the correct explanation of (A).</p> <p>(B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).</p>	<p>1</p> <p>CH 4-Educational Practices &amp; systems</p>

	<p>(C) (A) is true, (R) is false. (D) (A) is false, (R) is true. Answer : (A)</p>	
8.	<p>The Dhanurveda, an ancient treatise on the science of archery and the art of warfare, enumerates the rules of archery, rules of bow- and arrow-making and describes the uses of weapons and the training of the army. <b>Assertion (A)</b> : The Dhanurveda, an ancient treatise on the science of archery and the art of warfare. <b>Reason (R)</b> : It praises those who are well versed in it. (A) Both (A) and (R) are true and (R) is the correct explanation of (A). (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A). (C) (A) is true, (R) is false. (D) (A) is false, (R) is true. Answer : (C)</p>	1 CH 6-Martial Arts
9.	<p><b>Assertion (A)</b> : India is blessed with a large network of perennial rivers that over ages have created vast stretches of highly productive alluvial soil. <b>Reason (R)</b> : The Amarakosa, describes twelve types of lands according to the fertility of the soil, irrigation and physical characteristics. (A) Both (A) and (R) are true and (R) is the correct explanation of (A). (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A). (C) (A) is true, (R) is false. (D) (A) is false, (R) is true. Answer : (B)</p>	1 CH 1-Agriculture - a Survey
10.	<p><b>Assertion (A)</b> : Examinations had a different form in the ancient Indian education system. <b>Reason (R)</b> : Sometimes advanced students were often called upon to teach beginners and written exams were conducted at the end of the session. (A) Both (A) and (R) are true and (R) is the correct explanation of (A). (B) Both (A) and (R) are true, but (R) is not the correct</p>	1 CH 4-Educational Practices & systems

	<p>explanation of (A).</p> <p>(C) (A) is true, (R) is false.</p> <p>(D) (A) is false, (R) is true.</p> <p>Answer : (C)</p>	
11.	<p><b>Assertion (A) :</b> Social ethics represents the values that are needed for social order and harmony.</p> <p><b>Reason (R) :</b> Social ethics has its origin in its democratic thinking.</p> <p>(A) Both (A) and (R) are true and (R) is the correct explanation of (A).</p> <p>(B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).</p> <p>(C) (A) is true, (R) is false.</p> <p>(D) (A) is false, (R) is true.</p> <p>Answer : (C)</p>	1 CH 5-Ethics
12.	<p>Valari vicu uses a kind of boomerang made of wood, ivory or iron. It is a training in remote resistance of or attack on an enemy. It was very popular in the medieval period in the southern districts of Tamil Nadu and continued to be practiced till the late 18th century.</p> <p><b>Assertion (A) :</b> Valari vicu uses a kind of boomerang made of wood, ivory or iron.</p> <p><b>Reason (R) :</b> It is also used for defense.</p> <p>(A) Both (A) and (R) are true and (R) is the correct explanation of (A).</p> <p>(B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).</p> <p>(C) (A) is true, (R) is false.</p> <p>(D) (A) is false, (R) is true.</p> <p>Answer : (A)</p>	1 CH 6-Martial Arts
13.	<p><b>Assertion (A) :</b> Harappan fired bricks had proportions of <math>1 \times 2 \times 4</math> (width equals two heights; length equals two widths).</p> <p><b>Reason (R) :</b> The walls made with these bricks were stronger and the least quantity of bricks were used.</p> <p>(A) Both (A) and (R) are true and (R) is the correct explanation of (A).</p> <p>(B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).</p>	1 CH 8-Other Technologies

	<p>(C) (A) is true, (R) is false. (D) (A) is false, (R) is true. Answer : (A)</p>	
14.	<p>Two kinds of knowledge must be known. They are the higher knowledge and the lower knowledge. To whom should the teacher impart higher knowledge, the knowledge of Brahman ?</p> <p>(A) Whose mind is completely serene and whose senses are controlled. (B) Who would work exactly as the teacher says. (C) Who is stable and can follow guidelines of the discipline. (D) Who is a master in Vedas, the Yajurveda, the Sāmaveda and the Atharvaveda.</p> <p>Answer : (A)</p>	1 CH 4- Educational Practices & systems
15. I	<p>Study the following picture and the textual description given below and answer the question. Choose the most appropriate option.</p>  <p><b>Text material :</b> Wells have been made in many shapes – circular, square, vertical or horizontal – and sizes, and with bricks, stone or terracotta rings. There is a long way from Dholavira’s modest step well to those of classical times, especially in Gujarat and Rajasthan, which are not only engineering marvels but works of art.</p> <p>We can infer that wells in Gujarat and Rajasthan were</p> <p>(a) poorly designed (b) engineering marvels (c) works of art (d) modest</p> <p>Options : (A) (a) and (d) (B) (a) and (b)</p>	1 CH 8-Other Technologies



	<p>(C) (b) and (c)  (D) (c) and (d)  Answer : (C)</p>	
OR		
II.	<p>Study the text given below and answer the question. Choose the most appropriate option.  Text Material :  Kautilya's Arthaśāstra pays great attention to water management and irrigation techniques. Anyone leasing, hiring, sharing or accepting a water-work as a pledge, with the right to use them, shall keep them in good condition. Owners may give water to others (in return for a share of the produce grown in the fields, parks or gardens). In the absence of the owner, either charitable individuals or the people of a village acting together, shall maintain waterworks.  We can infer that :  (a) sharing of water was done by building suitable structures / channels.  (b) barter system was prevalent.  (c) under certain circumstance management of water-work was done by community  (d) water-works was free.  Options :  (A) (a) and (d)  (B) (a) and (b)  (C) (b) and (c)  (D) (c) and (d)  Answer : (C)</p>	<p>1  CH 8-Other Technologies</p>
16.	<p>Which of the following options related to Buddhist Ethics is correct ?  (A) It is composed by Vidura.  (B) It has a rich discourse on polity.  (C) It has a rich discourse on darśanaśāstra.  (D) It is based on four Noble truths.  Answer : (D)</p>	<p>1  CH 5-Ethics</p>

## SECTION II

Q. No.	Question	Mark Chapter Name and Number
17.	<p>Every religious and every philosophical system of India has a prominent ethical component. Comment on the statement highlighting the ethical component in Buddhism.</p> <p>Answer :</p> <p>According to Buddhism, the foundation of ethics is the pañcaśīla (five rules), which advocates refraining from killing, stealing, lying, sexual misconduct and intoxicants. In becoming a Buddhist, a lay person is encouraged to take a vow to abstain from these negative actions. The two most important ethical virtues are compassion (karuṇa) and friendliness (maitrī). One should have deep sympathy and goodwill for the suffering people and should have the qualities of a good friend. The most important ethical value is non-violence or non-injury to all living beings.</p>	2 CH 5-Ethics
18.	<p>What were the techniques developed by Parāśara's and Varāhamihira to predict rainfall based on ?</p> <p>Answer :</p> <p>Kṛṣiparāśara and Br̥hatSamhitā describe such methods in every season. Parāśara's main technique was based on the positions of the Moon and the Sun in the sky. Varāhamihira in his Br̥hatSamhitā considered lunar mansions (nakṣatras) in predicting seasonal rainfall.</p>	2 Ch 1-Agriculture - a survey
19.	<p>"India even now possesses a wealth of manuscripts running into many millions." Comment on this statement by providing details about preserving of manuscripts.</p> <p>Answer :</p> <p>Manuscripts could rarely be preserved for more than a few centuries; as a result, scholars regarded it as a duty to copy old manuscripts afresh every few generations. Traditionally, they were written on materials such as birch bark (bhūrjapattra) and palm leaves. Birch bark was mainly used for north Indian scripts, and the writing was done with ink made of finely ground charcoal powder in a medium of gum, or soot from oil lamps. With palm leaves, there was no ink; rather, a sharp point was used to tear the leaf's surface film; it would then be smeared with</p>	2 CH 8-Other Technologies

	a paste of charcoal powder mixed in oil, and wiped off, leaving the charcoal to adhere to the incised characters. In both cases, considerable skills were developed to preserve manuscripts from insects and fungi.	
20.	<p>There were popular martial exercises that were practised such as śastrāśrama. Give details of any four śastrāśramas.</p> <p>Answer :</p> <p>Dhanuhśrama, performed with the bow : pulling the bow string several times, bending the heavy bow and fixing the string to the bow were all considered heavy exercises. The other exercises performed with weapons were asiśrama (with a heavy sword), śaktiśrama (with short spears), cakrasrama (with a weapon called cakra), sellakalā (with heavy lances) and parśuśrama (with an axe, parśu).</p>	2 CH 6-Martial Arts
21.	<p>Define individual and social ethics. How does it impact the society ?</p> <p>Answer :</p> <p>Ethics is of two kinds, individual and social.</p> <ul style="list-style-type: none"> <li>• Individual ethics is indicative of the good qualities that are essential for individual well-being and happiness.</li> <li>• Social ethics represents the values that are needed for social order and harmony.</li> <li>• Impact on society</li> </ul> <p>Any relevant point may be accepted.</p>	2 CH 5-Ethics
22.	<p>State two features of guru-śisya paramparā that you would like to integrate in your school system.</p> <p>Answer :</p> <p>Students can present their views :</p> <ul style="list-style-type: none"> <li>• Personal needs – The Guru-Shishya parampara of Vedic times, the Guru was expected to become a mentor who understood the personal needs of every student.</li> <li>• Individual learning needs – The Guru would differentiate the education and skills taught to each student based on individual needs.</li> </ul> <p>Any other relevant opinion may be accepted.</p>	2 CH 4- Educational Practices & systems
23.	If you were to introduce any one Indian traditional	2

	<p>martial art form in your school, which one would that be and why ?</p> <p>Answer :</p> <p>Students can share their views.</p> <p>Any relevant point may be accepted.</p>	CH 6-Martial Arts
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### SECTION III

Q. No.	Question	Mark Chapter Name and Number
24.	<p>The accounts of classical Greek and Roman geographers and historians have some useful information on Indian textiles and dress styles.</p> <p>They cover their persons down to the feet with fine muslin, are shod with sandals and coil round their heads clothes of linen (cotton). They hang precious stones as pendants from their ears and persons of high social rank or of great wealth, deck their wrist and upper arm with bracelets of gold.</p> <p>Based on this textual material - What can we infer about Indian dressing ? Draw a comparison with today's sense of dressing.</p> <p>Answer :</p> <p>The dress worn by the Indians is made of fine muslin cloth. They wore head gears. Indians like to adorn themselves with gold ornaments set with precious stones. They practice everything that can beautify their appearance and social status.</p> <p>For comparison with today's dressing sense any other relevant opinion may be accepted.</p>	5 CH 8-Other Technologies
25.	<p>(i) "Teaching was in the oral mode and students were also expected to gain firsthand experience of what they were taught in the class." Based on your experience, draw a comparison with current day learning methodology.</p> <p>Answer :</p> <p>Students can share their views about</p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Process of teaching-learning</li> <li>• Curriculum</li> </ul>	2 CH Educational Practices & systems

	<ul style="list-style-type: none"> <li>• Experiential learning</li> </ul> <p>Any other relevant opinion may be accepted.</p>	
	<p>(ii) Education in India was supported by the community. What role did the community play ?</p> <p>Answer :</p> <p>Education in India was supported by the community. A gift in support of education was seen as the highest donation (dāna). All members of society supported the cause of education by offering food, gifts, shelter, etc. The wealthier sections of society substantially supported education by building hostels and making educational endowments (adhyāyanavṛttis).</p> <p>Education was free and no fee was levied. It is recorded that wealthy students who came to study at the University of Nadiā in Bengal supported themselves while the university supported those of limited means. Kings supported the centres of learning through grants. In the South, whole villages, known as agrahārams, were dedicated to learning and teaching.</p>	<p>2</p> <p>CH Educational Practices &amp; systems</p> <p>4-</p>
	<p>(iii) How do games and recreational activities impact the student's development ?</p> <p>Answer :</p> <p>Physical education was important and students participated in kṛidā (games, recreational activities), vyāyāmaprakāra (various types of exercises), dhanurveda (archery, sword play etc.) for acquiring martial skills, and yoga-sāadhanā (prānāyāma, āsana, nāḍīśuddhi etc.) for developing control over the sense organs.</p>	<p>1</p> <p>CH Educational Practices &amp; systems</p> <p>4-</p>
26.	<p>(i) "A wise man should do good – that is the treasure which will not leave him." How far do you agree with this statement ? Reflect on life experiences and comment.</p> <p>Answer :</p>	<p>3</p> <p>CH 5-Ethics</p>

	Any relevant opinion may be accepted.	
	<p>(ii) If you were to hone / acquire one value, what would that be and why ?</p> <p>Answer :</p> <p>Students will share their own experiences.</p> <p>Any relevant opinion may be accepted.</p>	2 CH 5-Ethics
27.	<p><b>Text Extract :</b> Lathi a polished bamboo stick is used to ward off the enemy through various wielding techniques, steps and positioning. Presenting an overview of the use of stick, express your views why this weapon had been so popular all over India.</p> <p>Answer :</p> <p>The student is expected to present the answer based on the following points :</p> <p>Overview –</p> <ul style="list-style-type: none"> <li>• Lathi as martial art</li> <li>• Purpose of wielding a stick</li> <li>• Reference of lathi in ancient text</li> <li>• Popularity of stick combat with distinct names, style and techniques in various parts of India</li> </ul> <p>Why popular –</p> <p>Inexpensive, easily available prop for training in self defence, helped in resisting attack, display of strength and skill, thus had also been source of entertainment.</p> <p>Any other relevant points may be accepted.</p>	5 CH 6-Martial Arts

#### SECTION IV

Q. No.	Question	Mark Chapter Name and Number
28.	<p>(i) The Indian concept of education was not focused on the intellect alone : it focused on the students' inner as well as outer development. What aspects of inner and outer development are being referred to ?</p> <p>Answer :</p> <p>The student can share views on Indian education aimed at both the inner and the outer dimension of a person.</p> <p>Cultivation of inner values like</p>	3 CH 4-Educational Practices & systems

	<ol style="list-style-type: none"> <li>1. truth</li> <li>2. patience</li> <li>3. regularity</li> <li>4. self mastery</li> <li>5. humility</li> <li>6. self denial</li> <li>7. purity of self (sattvasuddhi)</li> </ol> <p>Cognition of the underlying unity of life, nature and environment, reverence for all beings were the inner values cultivated by Indian education.</p> <p>The outer goal of mastering a discipline, history, art of debate, law, medicine, etc., was also assiduously pursued but this 'outer goal' of gaining knowledge could not be divorced from the inner dimension as all knowledge in the tradition is ethically inflected.</p> <p>Any other relevant point may be accepted.</p>	
	<p>(ii) The Chinese scholars I-tsing (Yijing) and Hsüan-tsang (Xuanzang) visited Nālandā in the 7th century CE. What were their impressions of the Indian education system and the university ?</p> <p>Answer :</p> <p>The university had eight separate halls, 300 apartments, meditation halls and classrooms, all surrounded by lakes and parks. Education was free and there were more than 5,000 students and 1,500 teachers. A hundred lectures were conducted every day and the practice of learning through debates and discussions was highly developed. Nālandā had an imposing library called 'Dharmagañja' which consisted of three multistorey buildings, 'Ratnasāgara', 'Ratnarañjaka' and 'Ratnodadhi', the last being nine-storey high; it contained lakhs of manuscripts in the class."</p>	<p>2 CH Educational Practices &amp; systems 4-</p>
29.	<p>Explain the concept of ṛta and what does it do to the human society ? How is it relevant in the present time ?</p> <p>Answer :</p> <p>A good answer has these points :</p> <p>Ancient Indian ethical values were founded on the concept of ṛta (all pervading cosmic order). It is ṛta that makes</p>	<p>5 CH 5-Ethics</p>

	<p>harmony and balance in nature and in society. If we analyze the problems of today, it can be suggested that the very harmony and balance are missing due to the unawareness of the cosmic order in the individual and the society.</p> <p>Relevance with the present times any other relevant opinion may be accepted.</p>	
30.	<p>Apart from wrestling there were other exercises that were recommended in order to increase physical strength as a preparation to the mastering of martial arts. What are the other exercises recommended ? If you were to take up any form, what would that and why ?</p> <p>Answer :</p> <p>These exercises were, bhāraśrama or weightlifting both by hands and feet, bhramaṇaśrama, walking and running and taking brisk walks in the morning, salilaśrama, swimming in a tank, lake or river, bāhupellanaśrama was done to increase the strength of the grip of hands through friction by contacting the arms with the arms of a partner. Stambhaśrama was performed on a wooden pole (stambha) firmly fixed on the ground; the pillar had to be smooth and sliding, sufficiently thick for grasping and as high as the raised arm of the wrestler. The wrestler would grasp the pillar with his arms and legs, lift his body and encircle the pillar with twisting movements. This pillar exercise is prevalent even today and is known as mallakhamba Students can present their views – Any other relevant opinion may be accepted.</p>	<p>5 CH 6-Martial Arts</p>
31.	<p>Text Material :</p> <p>Agricultural practices often involve some technique of irrigation. Wholly or partly irrigated crops were raised thanks to canals, smaller channels or reservoirs such as village tanks. Reservoirs also served the purpose of water harvesting to cope with the dry seasons or prolonged droughts. The simplest form of irrigation consisted in having a pair of bullocks pull a leather bag out of a well; the bag would tilt over the edge of the well and empty its content into a small channel.</p> <p>(i) Based on the text extract given above – Comment on the irrigation methods practiced in ancient and contemporary India.</p> <p>Answer :</p>	<p>3 CH 1-Agriculture - a survey</p>



	<p>Most of the practices (Manual irrigation, flooding, subirrigation, surface irrigation) are still carried on in remote villages and by small farmers. Some techniques like</p> <ul style="list-style-type: none"> <li>• Drip irrigation</li> <li>• Sprinkler irrigation or</li> </ul> <p>Any other relevant point may be accepted</p>	
	<p>Text Material :</p> <p>India has been an agricultural economy and civilization and has evolved a long, rich and diverse tradition of agricultural practices. In India as in every country, agriculture was an integral part of popular culture and gave rise to annual fairs, cattle melas, festivals and rituals, all of which were occasions for celebration. Almost every part of India had its own dates and customs for the purpose.</p> <p>(ii) Based on the text given above – Evaluate the role of agriculture in our culture.</p> <p>Answer :</p> <p>India has a very vast and diverse culture. It has always been regarded as an agricultural nation. Agriculture plays a pivotal role in building the foundation of our culture.</p> <p>Most festivals are celebrated according to the forming calendar.</p> <p>Festivals not only helped to bond local communities together, but have promoted national integration. So are Holi in the same region, Lohri in Punjab and neighbouring states, Magh Bihu in Assam, Nabanna in Bengal, Onam in Kerala or Pongal in Tamil Nadu, among others, most of them accompanied with rituals honouring cows and bullocks. Economic well being – Annual fairs, cattle melas, festivals and rituals, all of which were occasions for celebration.</p> <p>Cross cultural exchange – respect for each other's culture.</p>	<p>2</p> <p>CH 1- Agriculture - a survey</p>