जया आगज

आज समय की माँग पर आगाज़ नया इक होगा निरंतर योग्यता के निर्णय से परिणाम आकलन होगा।

परिवर्तन नियम जीवन का नियम अब नया बनेगा अब परिणामों के भय से नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से परिणाम आकलन होगा। बदले शिक्षा का स्वरूप नई खिले आशा की धूप अब किसी कोमल-से मन पर कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढते जाएँ
बस आगे बढते जाएँ
बस आगे बढते जाएँ







Textbook for Class XII



Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 301, India





Knowledge Traditions and Practices of India - Class XII

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Price:₹

(Paper used: 80 GSM Maplitho Paper)

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PUBLISHED BY : The Secretary, Central Board of Secondary Education,

Shiksha Kendra, 2, Community Centre, Preet Vihar,

Delhi - 110092

DESIGN & LAYOUT: Multi Graphics, 8A/101, WEA Karol Bagh,

New Delhi - 110092

PRINTED BY :

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण 'प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

> सामाजिक, आर्थिक और राजनैतिक न्याय, विचार, अभिव्यक्ति, विश्वास, धर्म

> > और उपासना की स्वतंत्रता, प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए तथा उन सब में व्यक्ति की गरिमा

> ² और राष्ट्र की एकता और अखंडता सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

- 1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
- 2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्त्तव्य

51 क. मूल कर्त्तव्य - भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आहवान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- '(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।
- 1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

- 1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
- 2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem:
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women:
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.
- 1. Subs. by the Constitution (Eighty Sixth Amendment) Act, 2002





Preface

Knowledge Traditions and Practices of India

India has a rich tradition of intellectual inquiry and a textual heritage that goes back to several hundreds of years. India was magnificently advanced in knowledge, traditions and practices during the ancient and medieval times. The intellectual achievements of Indian culture are found across several fields of study in ancient Indian texts ranging from the Vedas and the Upanishads to a whole range of scriptural, gnostic, scientific and artistic sources.

As knowledge of India's traditions and practices has become restricted to a few erudite scholars who have worked in isolation, CBSE seeks to introduce a course in which an effort is made to make it a common knowledge once again. Moreover, during its academic interactions and debates at key meetings with scholars and experts, it was decided that CBSE may introduce a course titled *Knowledge Traditions and Practices of India*' as a new Elective subject for classes XI - XII from the year 2012-13. It was felt that there are many advantages of introducing such a *course* in our education system. As such in India, there is a wide variety and multiplicity of thoughts, languages, life styles, scientific, artistic and philosophical perceptions. The rich classical and regional languages of India, which are repositories of much of the ancient wisdom, express the large stock of shared wealth of the collective folklore imagination as well. A few advantages that would accrue from pursuing this course are given below and are self explanatory.

- India is a land of knowledge and art and cultural traditions and through this course the students will become aware of the country, its arts and thought.
- Learning about any culture particularly one's own culture builds immense pride and selfesteem. That builds a community and communities build harmony.
- The students will get an objective insight into the diverse traditions and practices of India. They will be in a position to ascertain how well these teachings may inform and benefit them in future.
- The textbook has original extracts and translations that will develop better appreciation
 and understanding of how knowledge was expressed by Indian thinkers and also shed a
 light on contemporary questions and issues that are a part of every discipline and field in
 some form or another.

This course once adopted in schools across India can become a basis of student-learning: each student brings his own culture, tradition and practice to the classroom. The content is devised





in a way that the educator can adapt it to his/her students' distinctive needs and background. This can be translated into effective instruction and can enrich the curriculum thereby benefitting one and all. This insight has close approximation with the pedagogy of CCE.

The course is designed to include a number of disciplines and fields of study ranging over Language and Grammar, Literature, Fine Arts, Agriculture, Trade and Commerce, Philosophy and Yoga to Mathematics, Astronomy, Chemistry, Metallurgy, Medicine and Surgery, Life Sciences, Environment and Cosmology.

This wide ranging course can serve as a good foundation for inter-disciplinary study and excellence in any discipline, pursued by the student as this shall give him the Indian perspective as well.

The course aims at providing a broad overview of Indian thought in a multi disciplinary and interdisciplinary mode. It does not seek to impart masses of data but highlights concepts and major achievements while engaging the student with a sense of exploration and discovery. This will promote students thinking on their own. The course can serve as an introduction to various subjects so that students who take this are prepared for higher studies in university in a related field.

The examination reforms by CBSE had strengthened the Continuous and Comprehensive Evaluation System. It has to be ascertained that the teaching and learning methodology of CCE is adopted by the affiliated schools when they adopt this course. The contents are selected to cultivate critical appreciation of ideas and provide insights, relevant for promoting cognitive ability, health and well-being, good governance, aesthetic appreciation, value education and appropriate world view. This will therefore comprehensively promote all-round personality development of the students apart from increasing their knowledge of the country they live in.

This course has been prepared by a special committee of convenors and material developers under the direction of Dr. Sadhana Parashar, Director (Training) and Mrs. Neelima Sharma Course Co-ordinator for 'Knowledge Traditions and Practices of India'. A special thanks and appreciation is extended by the Board to Prof. Jagbir Singh, Prof. Kapil Kapoor, Sri Michael Danino and all those who contributed to the extensive work of conceptualizing and developing the contents. I sincerely hope that our affiliated schools will adopt this new initiative of the Board and assist us in our endeavour to nurture the intellectual contribution of India to world knowledge.

Vineet Joshi
Chairman



Convenor's Note

In 2012, CBSE decided to introduce an Elective Course *Knowledge Traditions and Practices of India* for classes XI and XII and an Advisory Committee was constituted to reflect on the themes and possible content of the proposed course. Subsequendy Module-Preparation Committees were constituted to prepare ten modules for the first year of the programme to include alphabetically the modules on Astronomy, Ayurveda (Medicine and Surgery), Chemistry, Drama, Environment, Literature, Mathematics, Metallurgy, Music and Philosophy.

For Class XII, Module-Preparation Committees were constituted to prepare eleven modules for the record year of the programme to include alphabetically eleven modules on Agriculture, Architecture (I & II), Dance (I & II), Education, Ethics, Martial Arts, Language, Other Technologies, Painting, Society, State and Polity and Trade.

We are happy that with the untiring work of our team of teachers this Course Book has been completed. In the years to come this will be counted as a landmark contribution.

Each module has:

- (i) A Survey article
- (ii) Extracts from primary texts
- (iii) Suitably interspersed activities to enable interactive study and class work,
- (iv) Appropriate visuals to engender reading interest, and
- (v) Further e- and hard copy readings.

Each module in the course has kept in mind what would be a viable amount of reading and workload, given the load that the class XI and XII students have to bear in the given amount of time. The word length has been controlled, while also providing, where needed, the choices in the reading materials.

Each Module consists of:

- (i) A Survey Essay (about 1500-2000 words) that introduces and shows the growth of ideas, texts and thinkers and gives examples of actual practice and production.
- (ii) A survey-related selection of extracts (in all about 2000 words) from primary sources (in English translation, though for first hand recognition, in some cases, where feasible, the extracts are also reproduced in the original language and script).
- (iii) Three kinds of interactive work are incorporated, both in the survey article and the extracts comprehension questions, individual and collective activities and projects (that connect the reading material and the student to the actual practice and the environment).





- (iv) Visuals of thinkers, texts, concepts (as in Mathematics), practices.
- (v) Internet audiovisual resources in the form of URLs.
- (vi) List of further (i) questions, and (ii) readings.

The objective of each module, as of the whole course, is to re-connect the young minds with the large body of intellectual activity that has always happened in India and, more importantly, to enable them (i) to relate the knowledge available to the contemporary life, theories and practices, (ii) to develop, wherever feasible, a comparative view on a level ground of the contemporary Western ideas and the Indian theories and practices, and (iii) to extend their horizons beyond what is presented or is available and contemplate on possible new meanings, extensions and uses of the ideas - in other words to make them think.

We have taken care to be objective and factual and have carefully eschewed any needless claims or comparisons with western thought. Such things are best left to the readers' judgement.

The pedagogical approach clearly approximates CBSE's now established activity-oriented interactive work inviting the students' critical responses.

The first and second year's modular programmes have already been uploaded to be downloaded and used by schools, teachers and students.

As a first exercise of this kind, we are aware that the content selection, a major difficult task, particularly on view of the immense richness of India's textual wealth in practically all disciplines, can be critically reviewed from several standpoints. We do not claim perfection and invite suggestions and concrete proposals to develop the content. We are eagerly looking forward to receiving the feedback from both teachers and students. That would help us refining the content choice, the length and the activities.

We will also thankfully acknowledge any inadvertent errors that may be there.

The finalisation of this course is thus envisaged as a collective exercise teachers, students and school administrators and only over a period of time, the Course will mature. We know that perfection belongs only to Almighty.

If our students enjoy reading these materials, we all shall feel amply rewarded.

Prof. Jagbir SinghConvenor



Acknowledgement

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Special Thanks To

- Dr. Rajnish Kumar Mishra, Jawahar Lal Nehru University, New Delhi.
- Dr. Santosh Kumar Shukla, Jawahar Lal Nehru University, New Delhi

Grateful Thanks for Contributing Material

- Dr Y. L. Nene, Asian Agri-History Foundation, Secunderabad
- Dr. Nanditha Krishna, Director, C.P. Ramaswami Aiyar Foundation, Chennai
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Knowledge raditions and Practices of India



Contents

Module 1	Agriculture : A Survey	1
Module 2	Architecture: A Survey (1) Early and Classical Architecture (2) Medieval & Colonial Architecture	25 62
Module 3	Dance: A Survey (1) Classical Dance Forms (2) Folk Dance Forms	84 110
Module 4	Education : A Survey Systems & Practices	121
Module 5	Ethics: Individual and Social	150
Module 6	Martial Arts Traditions : A Survey	170
Module 7	Language and Grammar	196
Module 8	Other Technologies : A Survey	229
Module 9	Painting: A Survey	259
Module 10	Society State and Polity: A Survey	289
Module 11	Frade: A Survey	341