

INDIAN CULTURE AND HERITAGE

Question Paper Design

Subject: Indian culture and Heritage

Level: Secondary

Maximum Marks: 100

Time : 3 Hours

Weightage by Objectives

Objectives Marks % of Total Marks

Knowledge 50 50% Understanding 30 30%
100%

Application 20 20% 100

2. Weightage by Types of Questions

Type of Questions No. of Marks of Total

Questions each question

Long Answer 5 8 40

Short Answer 9 4 36

Very Short Answer 8 2 16

MCQ 8 1 08

30 100

3. Weightage by Content

Module 9 Marks

1. Culture 10

2. History and Culture through the Ages 15

3. Languages and Literature 10

4. Religion and Philosophy 12

5. Painting, Performing Arts and Architecture 12

6. Science and Technology 10

7. Education 09

8. Social Structure 10

9. Spread of Indian Culture Abroad 12

Total 100

ii

SAMPLE QUESTION PAPER

Subject : Indian Culture and Heritage Secondary Course

Max. Marks : 100 Time : 3 Hrs

1. How was the Kharoshthi script written? 1

- (A) Right to left (B) Left to right
(C) Upside down (D) In capital

2. Where was education imparted by the Jains and Buddhists in ancient India? 1

- (A) Temples (B) Monasteries
(C) School (D) Panchayat ghar

3. When was the Dowry Prohibition Act passed? 1

- (A) 1951 (B) 1971
(C) 1961 (D) 1981

4. What is female infanticide? 1

- (A) Killing of boy child (B) Killing of girl child
(C) Killing of mother (D) Killing of step mother

5. What makes a nuclear family? 1

- (A) Husband, wife and their children (B) Husband alone

(C) Wife alone (D) Grand parents

6. What is upnayan ceremony? 1

- (A) Last rites (B) Funeral prayers
(C) Sacred thread ceremony (D) Pollution control measures

7. Give reason for the split in Bhuddhism between Mahayana and Hinayana schools of thought. 1

- (A) War (B) Untouchability
(C) Image worship continued prachar of the earlier (D) Child abuse

8. How were the teachings of Kabir different from the other north Indian poets? 1

- (A) Moved from place to place and did not believe in institutionalism in religion.
(B) Stayed at a place and did not believe in institutionalism in religion.
(C) Moved for place to place and Believe in institutionalism in religion.
(D) Stayed at a place and believe in institutionalism in religion.

iii

9. State two reasons which made Sangam literature famous? 2

10. What are the four distinctive features of Indo-Islamic architecture? 2

11. What was the contribution of Sayyid Ahmad Khan in spreading education among Muslims in the nineteenth century. 2

12. Briefly discuss the achievements of Dr. A.P.J. Abdul Kalam in the field of Science and Technology. 2

13. List the changes introduced by the foreigners in Agriculture during the modern period.

14. How can you say that in Ancient India there was a good knowledge of Medicine? 2

15. How is education related to culture? 2

16. Why should elementary education be made compulsory for children between 6 to 14 years of age? 2

17. What do you understand by substance abuse? 4

18. Give four reasons for the rise of Jainism and Buddhism as religions in ancint India. 4

19. How did Urdu become popular as a language in the early eighteenth century? 4

20. Discuss the role of Christian Missionaries in the development of literature in India. 4

21. Differentiate the architectural features of ancient, medieval and modern India. 4

22. Elaborate the contributions of Mughals in the development of Arms and Ammunition. 4

23. Discuss the educational reforms introduced in India between 1854 to 1904. 4

24. How did West Asia become familiar with Indian culture in the ancient times? 4

25. What makes a particulr tribe differeent from any other tribe? 4

26. Explain how unity in diversity has become a landmark of our Indian culture from ancient times? 8

27. Discuss the role of social and religious reformers in bringing about changes in Indian society during medieval times. 8

28. Name the six different philosophies called 'Shada Darshana' in ancinet India. Elaborate any one of them. 3 + 5 = 8

29. What changes were introduced in theatre with the coming of Europeans to India? 8

30. Discuss the role of Indian traders and missionaries in spreading Indian culture China and South East Asia? 8

iv

INDIAN CULTURE AND HERITAGE

Marking Scheme

Q. Expected value points Distribution Total

No. of Marks Marks

1. (A) Right to left 1 1
2. (B) Monasteries 1 1
3. (C) 1961 1 1
4. (B) Killing of female child at birth 1 1
5. (A) Husband, wife and their children 1 1
6. (C) Sacred Thread ceremony; initiation into the 1 1
7. (C) Image worship continued prachar of the earlier $\frac{1}{2} + \frac{1}{2}$ 1
8. (A) Kabir - a devotee of formless god.
- Moved from place to place
- Did not believe in institutionalisation of religion $\frac{1}{2} + \frac{1}{2}$ 1
9. 1. Literature - secular in nature
2. long and short poems composed by various poets in praise of numerous heroes and heroines. 1+1 2
10. 1. Equal rights for men and women in social and educational matters
2. Rejected hereditary caste system
3. Fought against untouchability.
4. Encouraged inter-caste marriage
(any two) 1+1 2
11. 1. Believe in Western Education
2. Education of women
3. Interpreted the Quran in the light of rationalism and Science
4. Liberal, social, cultural movements
(any two) 1+1 2
12. 1. Defence programme services
2. Space (SLV-3)
3. Rohini
v
4. Integrated science with religion and philosophy
(any two) 1+ 1
13. 1. Integrated new crops, trees and horticultural plants.
2. Irrigation- Persian wheel introduced
3. System of land measurement and land classification
(any two) 1+1 2
14. 1. Arthva Veda - Diseases, cure, medicines
2. Charaksamhita by Charak (medicinal herbs)
3. Sushrutsamhita - Sushruta (Surgery)
4. Salt free diet.
(any two) 1+1 2
15. 1. Culture is accumulated experiences of a generation
2. Education is the process of transmission of culture 1+1 2
16. Lays foundation for the
1. development of personality
2. attitudes
3. Social confidence

4. Habits
5. Learning skills
6. Communicating skills
7. Capabilities.
(any two) 1+1 2
17. Use of drugs for other than prescribed medical treatment. 4 4
18. 1. Brahmins developed vested interest in ritualism.
2. Large charities were demanded
3. Animal sacrifices on a large scale
4. Very costly Yajnas
5. Superiority complex in Brahmins community.
6. Arrogant nature of Brahmanas
7. Division of society into rigid varnas
(Any four) 1+1+1+1 4
19. 1. Means of communication for upper classes.
2. language of culture

vi

3. link language between Muslims and Hindus.
4. Court language 1+1+1+1 4
20. 1. Publish dictionaries in local language
Publish grammar in local language
2. Helping books for clergymen
3. Lithographics printing press.
4. Establishment of schools and colleges 1+1+1+1 4
21. Ancient -
Rock cut temples, Stupas, Use of wood, Cave, Persian and Greek style
Medieval -
Domes, Minarets, Arches.
Modern-
- Persian and Roman style
- Canopies and Jaali used
- Indigenous material like sand stone 4 4
22. 1. Tehcnique of production of gunpowder
2. Fire work and explosion.
3. Casting of cannons
4. Perfumes 1+1+1+1 4
23. 1. Woods Despatch of 1854:- objective of educational policy
2. Establishment of Universities in 1857-Bombay, Madras, Calcutta
Establishment of universities Punjab, Allahabad in 1882/1887.
3. Lord Curzon (1901- conference of Public instructions which began educational reform
4. 1904 Indian Universities Act was passed permitting
– Inspection of colleges
– Assume teaching
– Quality education at higher level 1+1+1+1 4
24. 1. Trade commercial exchanges
2. Fruitful cultural intercourse
- Astronomy

- Mathematics - Decimal system

vii

- zero number

- 9 sign

3. Translation of Books e.g. Sushruta Samhita

- Medicine

- Astrology 4 4

25. 1. All members are related to each other by blood.

2. Equal status for all members.

3. Descended from common ancestors

4. All members have equal access to resources

5. No sense of private property.

6. Social differentiation existed on the basis of age and sex.

(Any four) 1+1+1+1 4

26. Reasons for variety

(i) Vastness of the country with variation of physical and climatic features.

(ii) intermingling among various ethnic groups.

(iii) cultural exchange between different regions of India.

(iv) languages, cultural differences in dress, food and some customs.

Bases of Unity:

(i) Travelling from one part of country to another for trade or pilgrimage

(ii) military campaigns

(iii) climate

(iv) music, dance forms, drama, art forms like painting, sculpture and architecture

(v) Political forms

(vi) transportation, means of communication, migration

(any four from each) 4+4 8

27. Name of Religious reformers

Kabir, Nanak, Mira Bai, Raskhan, Abdur Rahim

Khan e Khannah, Surdas, Kalidas, Chaitanya, Namdev Sufis and Bhaki saints.

(a) They looked upon religion not as a worship but as a loving bond based upon love between the worshipped and the

viii

worshipper.

(b) They made no distinction between caste, creed or religion before God.

(c) stressed on equality before God, the caste system and attacked institutional religion.

(d) Opposed Sati and Female infanticide.

(e) aimed to bridge between Hindus and Muslims.

any four 4+4 8

28. Samkhya

Yoga

Nyaya

Vaisheshika

Mimamsa $1/2 \times 6 = 3$

Vedanta

Explain any one of them 3+5 8

29. 1. Theatre was established
2. An Russian formed Bengalis Theatre
3. The stage evolved
4. Drama depicts tragedies, comedies and complexities of urban life
5. Drama written in regional language
6. Folk-theatre flourished
7. Connoisseur in different fields
8. Introduced folk arts to reach the masses

(Any four) 2+2+2+2 8

30. China

1. Continuous flow of scholars
2. Prominent teachers from Indian universities visit China
3. Philosophy of Yoga
4. Practice of Dhyana
5. Thousands of books translated into Chinese
6. Cave temples and monastic complexes built in China

Korea-

Indian Cultural elements brought

ix

Philosophy

Religion

The art of making images

Painting

Metallurgy

Dhyana Yoga Philosophy

Indian Scripts sent to Korea

Japan-

1. Buddhism given status as state religion
2. Sanskrit was accepted as the sacred language
3. Sanskrit language became a cementing force between Japan and India 2+2+2+2 8