CLASS XII COURSE STRUCTURE

Chapter No. and Name	No. of periods	Weightage allocated in %	Marks Allocated (70)		
1 Agriculture: A Survey	22	19	10		
2 Architecture: A Survey	For internal Assessment only				
3 Dance: A Survey		For Internal As	ssessment Only		
4 Education Systems and Practices: A Survey	24	21	16		
5 Ethics: Individual and Social	25	22	17		
6 Martial Arts tradition : A survey	22	19	17		
7 Language and Grammar	For Internal Assessment Only				
8 Other Technologies: A Survey	22	19	10		
Total	115	100	70		

CLASS XII COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Teaching Learning Process	Learning Outcomes with specific Competencies
1 Agriculture: A Survey	explore the evolution and various developments in the field of agriculture.	 Visits to fields/ College of agriculture and discussions with farmers and experts. 	elicit the various aspects of agriculture and its impact on society and the environment.
	examine the various aspects of agriculture, including its history, practices and compare with the current practices	 Visit to Seed development centres (if possible) Interviews with farmers /watch YouTube videos on similar 	demonstrate their understanding of the key concepts and developments in the field of agriculture.
	evaluate the data and information related to agriculture and its impact on society and the environment.	 Group discussions on recent trends in agriculture /innovation in agriculture 	enlist and elaborate the current trends and issues in agriculture and the role of technology and innovation in agriculture.
	evaluate the evidence and sources used to study agriculture.	 Read journals relating to agriculture and its connect to society and present summary 	analyse and infer from the data and information related to agriculture and its impact on society and the environment.
	connect the relationship between agriculture and the environment including the impact of agriculture on	comparative study of past and present agricultural practices	 evaluate the evidence and sources used to study agriculture.
	natural resources and the role of sustainable practices in agriculture.		 summarize the relationship between agriculture and the environment, including the impact of agriculture on natural

	 relate and connect the study of agriculture to other subjects such as economics, geography, and biology. Examine agricultural practices of the past and present techniques used by farmers develop problem-solving skills by analysing and addressing challenges in the field of agriculture. explore the job opportunities and challenges in the agriculture industry and the role of innovation and technology in agriculture. 	resources and the role of sustainable practices in agriculture. demonstrate the connect of the study of agriculture to other subjects, such as economics, geography and biology. present their understanding of the various aspects of agriculture and its impact on society and the environment through different modes of presentation analyse relevant data and reading materials to elucidate challenges in the field of agriculture. suggest some ways to address these challenges
2 Architecture: A Survey	Internal assessment Refer page 12	1
3 Dance: A Survey	Internal assessment Refer page 12	
4 Education Systems and Practices: A Survey	 examine the goal of Indian educational system of the past and its relevance today Group Discussion on the foundation of learning in ancient 	Elucidate the processes used by the guru in the teaching learning transactions in ancient India.

	Evaluate the community supported education and continuing systems.	India (critically evaluate the bane of rote learning.)	 Enlist the uniqueness and current relevance of ancient systems of Indian
	Examine and analyse the ancient system of education and relevance if any to current trends in schools of today	 Visit various schools/colleges websites and collect information on their vision &mission. Based on this information, prepare own vision & mission statement for any modern Indian school 	 education compare and contrast the Teaching learning processes of the ancient system with the current system
	Explore the scope provided for pupils for research based learning in ancient universities versus modern research methods	 Panel discussion on modern technology in the classroom versus the gurukul and impact therein 	 describe the distinct stages of learning & teacher-student relationship
	Examine the impact of British rule and educational patterns	 Create a story board on distinct stages of learning and Guru sishya 	 compare and contrast the sam with modern India
	and impact on Indian society	 Parampara Debate on the impact of British rule on Indian educational systems. 	Organize the evolution and hierarchy of disciplinary formations in ancient Indian education.
			Enlist various educational reforms of the British
			 enlist the positives and otherwise of the educational reforms of the British rule
5 Ethics: Individual and Social	Examine the ancient history of thinking about ethics.	 Watch the relevant videos and summarize the learning 	Identify the origin of ethics in religious and philosophical thinking
	 Analyse the interpersonal and social relations placed in ethical framework 	 Engage in discussions on related topics on ethics/ relevance today among youth 	

	Distinguish between individual & social ethics	 Debate on relevance of certain ethical practices even today 	Establish that the four ends of life are the goals needed for fulfilment of human aspirations
	 Explore the concept of 'the Cosmic order' of the ethical systems of the past and their relevance today Explore the core ideas of the main 7 ancient texts that dealt with ethical issues 	 Prepare a Graphic organizer that represents the essence and impact of the Bhakti movement Enact scenes from the Mahabharat and similar epics to project the relevance of the values even today. Mime a real life situation that 	 Prepare a journal of reflection on various schools of ethics. Describe the core aspects of the 'cosmic order' highlighting the relevance to ethical perspectives in youth today Enlist some ancient texts that directly deal with ethical issues apply their reading of ancient texts on ethical issues and their
		relates to ethical practices	relevance to youth of today compare and contrast Hindu ethical systems with Buddhism /Jainism /Sikhism
6 Martial Arts tradition : A survey	examine how martial arts is a core element of Health and Physical fitness routines	 Gallery walk: Reading sources used and presentation of different art forms in charts to summarize each form 	Enlist and summarize the varied forms and instruments used in each martial art
	Explore the varied forms of martial arts in India and their usefulness in holistic fitness	Source: https://prepp.in/news/e- 492-martial-arts-in-india-art-and- culture-notes	Infer how the physical fitness programs of the varied martial arts have significant impact on our physical/ Mental and
	Analyse and Infer how the practice of martial arts can become a very useful tool of self defence	 Watch a video (martial arts in India)https://www.youtube.com/watch?v=NFPus3Vm1TU Create a foldable on each of the martial arts 	spiritual development (holistic development) Demonstrate at least one of the
	Examine varied martial arts of India and infer how they have	Present before a class Experiential learning activity:	martial arts in their region with the support of local artistes

7 Language and Grammar	Internal assessment Refer page no 12	
	Analyse and infer how these stages build upon each other to develop the physical and mental skills necessary for mastery of the martial art.	
	Examine the five stages of the practice of kalarippayattu and other similar forms of martial arts that lead to body conditioning, flexibility training, basic techniques, advanced techniques, and free-style practice	
	modern relevance, and how their principles and techniques can be applied in contemporary contexts such as self-defence, physical fitness, and stress management Invite local artistes to demonstrate some of the local martial arts and practice some basic forms for self defence Reflective Exercises on the impact of exercises on physical fitness and stress management	

8 Other Technologies: A survey

- b Examine and analyse the historical context and cultural significance of Harappan technologies and their impact on later civilizations.
- Examine and critically evaluate the art and technology of pottery making from the Harappan era to later civilizations.
- Examine details of the production and use of glass in ancient cultures and its influence on art, trade, and commerce.
- Analyse the importance of water management in ancient civilizations and its impact on agriculture, urban development, and the economy.
- Examine the evolution of textile technology and its role in the production of garments, trade, and commerce.
- Analyse writing technologies in ancient civilizations, including the development of scripts,

- Research based journal writing on how Harappan technology impacted trade/art /commerce
- https://www.youtube.com/watch?v =XvrE38HL0HM
 Watch similar videos and write a reflective journey of key points
- Discussions based on videos regarding the Harappan technologies
- Presentations-like displays/ tableaus/ paper presentations/ seminars
- Interviewing Archaeologists (if possible)
- Booklets
- Debates
- Discussions

- Elucidate the historical context and cultural significance of Harappan technologies and their impact on later civilizations.
- Demonstrate knowledge of the art and technology of pottery making, from the Harappan era to later civilizations.
- Display familiarity with the production and use of glass in ancient cultures and its influence on art, trade, and commerce.
- Analyse the importance of water management in ancient civilizations and its impact on agriculture, urban development and the economy.
- Evaluate the evolution of textile technology and its role in the production of garments, trade and commerce.
- Compare and contrast writing technologies in ancient civilizations, including the development of scripts, writing

writing materials, and writing tools.

- Understand the role of gemmology in ancient cultures, including its use in jewellery making and trade.
- Analyse the production and use of perfumes and cosmetics in ancient civilizations and their cultural significance.
- Examine the relationship between technology, economic systems, and cultural values in ancient civilizations.
- Critically examine the evidence and primary sources that provide information on these technologies.

- materials and writing tools with modern tools of today
- Elucidate the role of gemmology in ancient cultures, including its use in jewellery making and trade.
- Evaluate the production and use of perfumes and cosmetics in ancient civilizations and their cultural significance.
- Compare and contrast the relationship between technology, economic systems, and cultural values in ancient civilizations.
- Summarize the evidence of primary sources that provide information on these technologies.
- Apply knowledge of these technologies to broader historical and cultural contexts.

ASSESSMENT SCHEME

COMPETENCY WISE BREAK UP

	TAXONOMY/ WEIGHTAGE/ NUMBER OF QUESTIONS					
Question Type	Knowledge/ Understanding (A)	Application (B)	Higher Order Thir`g Skills ANA/ Syn ¹ ' esis (C)	Higher Order Thinking Skills Evaluation (D)	Total Marks	
Multiple Choice Question (1 Marks)	5 Question 5 Marks	3 Question 3 Marks	5 Cuestion rks	3 Question 3 Marks	16	
Short Answers (2 Marks)	2 Question 4 Marks	2 Question 4 Marks	2 Que 4 Marks	1 Question 2 Marks	14	
Case Studies (5 Marks)	1 Question 5 marks	1 Question 5 Marks	1 Question 5 Marks	1 Question 5 Marks	20	
Descriptive Answers (5 Marks)	1 Question 5 Marks	1 Question 5 Marks	1 Question 5 Marks	1 Question 5 Marks	20	
TOTAL	19	17	19	15	70	

TOPIC WISE WEIGHTAGE

Chapter	Chapter wise marks allocated	Туре	TYPE	TYPE	TYPE
		Α	В	С	D
1: Agriculture -a survey	10	3	1	1	5
4: Educational Practices & systems	16	6	6	3	1
5: Ethics	17	3	5	8	1
6: Martial arts	17	6	3	6	2
8: Other Technologies	10	1	2	1	6
TOTAL	70	19	17	19	15

GUIDELINES FOR INTERNAL ASSESSMENT

1	Research based Project (2*10) (Term I&II)	20
2	Portfolio	5
3	Viva voce	5
	Total	30

INTERNAL ASSESSMENT

CHAPTERS FOR PROJECT WITH GUIDELINES

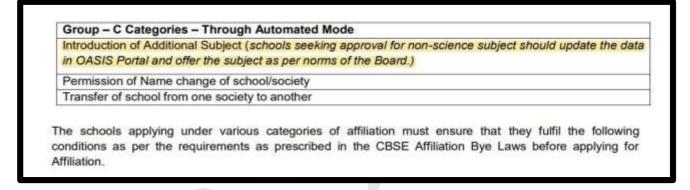
Chapter No. and Name	Mode of	Guide lines	Rubrics
	assessment	for Project	
	Internal		
Ch. 2: Architecture: A			
Survey			
	Internal		
Ch. 3: Dance: A Survey			
	Internal		
Ch. 7: Language and Grammar			

ANNEXURE -I

CBSE CIRCULAR REGARDING OFFERING K.T.P.I AS A SUBJECT IN GRADES 11 AND 12

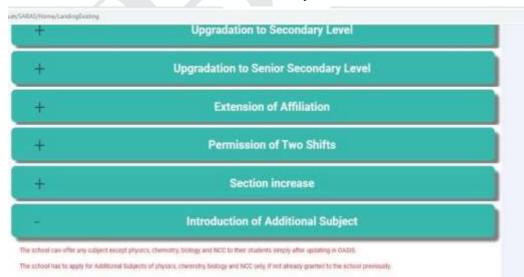
Ref: NO. CBSE/AFF. /2022 Dated: 14.10.2022 Circular No. 13/2022

Extract from the Circular:



Schools may however download the complete document for their files and clarification if any with CBSE

SCREENSHOT OF OASIS PORTAL -w.r.t Introduction of additional subject:



ANNEXURE -II

	PROJECT PRESENTATION RUBRIC				
	4	3	2	1	
Accuracy	Information included in the presentation was very researched and accurate	Information was well researched with some inaccuracies	Information was poorly researched with many inaccuracies	No signs of research and highly inaccurate information presented	
Visuals	Presentation included extremely helpful and interesting visual aids	Presentation included helpful and interesting visual aids	Presentation included few helpful visual aids	Presentation included no visual aids or inaccurate/ unhelpful aids	
Oral Presentation	All members of the group spoke very clearly and concisely, projected voice to the whole room	Most members spoke clearly and concisely, projected voice	Only 1 or 2 members spoke clearly and others spoke unclearly, didn't seem to know what he or she wanted to say/	Most spoke unclearly, very few students could hear, information was confusing	
Creativity	Presentation was incredibly creative, with nice visual aids and interesting language	Presentation was creative and highlighted information in an interesting way	Presentation was uncreative, student showed little effort to make information interesting	Presentation was uninteresting, student read from cue cards or paper the whole time	
Grammar/ Spelling	All written information had few to no spelling/ grammar errors	Written information had 1-3 grammar/spelling errors	Written information had 3-5 grammar/spelling errors	Written information had more than 6 grammar/ spelling errors	
Collaboration/ group cohesion	There was a clear cohesion /flow in the presentation by all members which indicates good collaboration and planning	Mostly there was a flow-a few gaps -however this did not impact the overall presentation. The group presentation indicated good collaboration	There were many gaps in the flow that indicated issues in the group collaboration-though the overall content was delivered	The members were mostly unclear about their roles and looked to others for continuity-obviously work responsibility was lacking	

ANNEXURE: III

TEMPLATE FOR GROUP MEMBERS RESPONSIBILITY

NAMES OF MEMBERS	WORK ALLOTTED