

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 Assessment 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
<p style="text-align: center;">1 Agriculture: A Survey</p>	<ul style="list-style-type: none"> • explore the evolution and various developments in the field of agriculture. • examine the various aspects of agriculture, including its history, practices and compare with the current practices • evaluate the data and information related to agriculture and its impact on society and the environment. • evaluate the evidence and sources used to study agriculture. • connect the relationship between agriculture and the environment including the impact of agriculture on natural resources and the role of sustainable practices in agriculture. 	<ul style="list-style-type: none"> ▪ Visits to fields/ College of agriculture and discussions with farmers and experts. ▪ Visit to Seed development centres (if possible) ▪ Interviews with farmers /watch YouTube videos on similar interviews ▪ Group discussions on recent trends in agriculture /innovation in agriculture ▪ Read journals relating to agriculture and its connect to society and present summary ▪ Paper presentation / seminar on comparative study of past and present agricultural practices 	<ul style="list-style-type: none"> ❖ elicit the various aspects of agriculture and its impact on society and the environment. ❖ demonstrate their understanding of the key concepts and developments in the field of agriculture. ❖ enlist and elaborate the current trends and issues in agriculture and the role of technology and innovation in agriculture. ❖ analyse and infer from the data and information related to agriculture and its impact on society and the environment. ❖ evaluate the evidence and sources used to study agriculture. ❖ summarize the relationship between agriculture and the environment, including the impact of agriculture on natural

	<ul style="list-style-type: none"> 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. 		<p>resources and the role of sustainable practices in agriculture.</p> <ul style="list-style-type: none"> 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		
3 Dance: A Survey	Internal assessment Refer page 12		
4 Education Systems and Practices: A Survey	<ul style="list-style-type: none"> examine the goal of Indian educational system of the past and its relevance today 	<ul style="list-style-type: none"> Prepare a flowchart to list the four ends of education. Group Discussion on the foundation of learning in ancient 	<ul style="list-style-type: none"> Elucidate the processes used by the guru in the teaching learning transactions in ancient India.

	<ul style="list-style-type: none"> • Evaluate the community supported education and continuing systems. • Examine and analyse the ancient system of education and relevance if any to current trends in schools of today • Explore the scope provided for pupils for research based learning in ancient universities versus modern research methods • Examine the impact of British rule and educational patterns and impact on Indian society 	<p>India (critically evaluate the bane of rote learning.)</p> <ul style="list-style-type: none"> ▪ 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 ▪ Panel discussion on modern technology in the classroom versus the gurukul and impact therein ▪ Create a story board on distinct stages of learning and Guru sishya Parampara ▪ Debate on the impact of British rule on Indian educational systems. 	<ul style="list-style-type: none"> ❖ Enlist the uniqueness and current relevance of ancient systems of Indian education ❖ compare and contrast the Teaching learning processes of the ancient system with the current system ❖ describe the distinct stages of learning & teacher-student relationship ❖ compare and contrast the same with modern India ❖ 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
<p style="text-align: center;">5 Ethics: Individual and Social</p>	<ul style="list-style-type: none"> • Examine the ancient history of thinking about ethics. • Analyse the interpersonal and social relations placed in ethical framework 	<ul style="list-style-type: none"> ▪ Watch the relevant videos and summarize the learning ▪ Engage in discussions on related topics on ethics/ relevance today among youth 	<ul style="list-style-type: none"> ❖ Identify the origin of ethics in religious and philosophical thinking

	<ul style="list-style-type: none"> • Distinguish between individual & social ethics • 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 	<ul style="list-style-type: none"> ▪ Debate on relevance of certain ethical practices even today ▪ 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 relates to ethical practices 	<ul style="list-style-type: none"> ❖ Establish that the four ends of life are the goals needed for fulfilment of human aspirations ❖ 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 relevance to youth of today ❖ compare and contrast Hindu ethical systems with Buddhism /Jainism /Sikhism
<p>6 Martial Arts tradition : A survey</p>	<ul style="list-style-type: none"> • examine how martial arts is a core element of Health and Physical fitness routines • Explore the varied forms of martial arts in India and their usefulness in holistic fitness • Analyse and Infer how the practice of martial arts can become a very useful tool of self defence • Examine varied martial arts of India and infer how they have 	<ul style="list-style-type: none"> ▪ Gallery walk: Reading sources used and presentation of different art forms in charts to summarize each form Source: https://prepp.in/news/e-492-martial-arts-in-india-art-and-culture-notes ▪ Watch a video (martial arts in India)https://www.youtube.com/watch?v=NFPus3Vm1TU Create a foldable on each of the martial arts Present before a class ▪ Experiential learning activity: 	<ul style="list-style-type: none"> ❖ Enlist and summarize the varied forms and instruments used in each martial art ❖ Infer how the physical fitness programs of the varied martial arts have significant impact on our physical/ Mental and spiritual development (holistic development) ❖ Demonstrate at least one of the martial arts in their region with the support of local artistes

	<p>modern relevance, and how their principles and techniques can be applied in contemporary contexts such as self-defence, physical fitness, and stress management</p> <ul style="list-style-type: none"> • 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 • Analyse and infer how these stages build upon each other to develop the physical and mental skills necessary for mastery of the martial art. 	<p>Invite local artistes to demonstrate some of the local martial arts and practice some basic forms for self defence</p> <ul style="list-style-type: none"> ▪ Reflective Exercises on the impact of exercises on physical fitness and stress management 	
<p>7 Language and Grammar</p>	<p>Internal assessment Refer page no 12</p>		

<p style="text-align: center;">8 Other Technologies: A survey</p>	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> ▪ Research based journal writing on how Harappan technology impacted trade/art /commerce ▪ https://www.youtube.com/watch?v=XvrE38HLOHM Watch similar videos and write a reflective journey of key points ▪ Discussions based on videos regarding the Harappan technologies ▪ Presentations-like displays/ tableaux/ paper presentations/ seminars ▪ Interviewing Archaeologists (if possible) ▪ Booklets ▪ Debates ▪ Discussions 	<ul style="list-style-type: none"> ❖ 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
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	<p>writing materials, and writing tools.</p> <ul style="list-style-type: none"> • 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. 		<p>materials and writing tools with modern tools of today</p> <ul style="list-style-type: none"> ❖ 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.
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ASSESSMENT SCHEME
COMPETENCY WISE BREAK UP

TAXONOMY/ WEIGHTAGE/ NUMBER OF QUESTIONS					
Question Type	Knowledge/ Understanding (A)	Application (B)	Higher Order Thinking Skills ANA/ Synthesis (C)	Higher Order Thinking Skills Evaluation (D)	Total Marks
Multiple Choice Question (1 Marks)	5 Question 5 Marks	3 Question 3 Marks	5 Question 5 Marks	3 Question 3 Marks	16
Short Answers (2 Marks)	2 Question 4 Marks	2 Question 4 Marks	2 Question 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	Type A	TYPE B	TYPE C	TYPE 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 assessment	Guide lines for Project	Rubrics
Ch. 2: Architecture: A Survey	Internal		
Ch. 3: Dance: A Survey	Internal		
Ch. 7: Language and Grammar	Internal		

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:

Group – C Categories – Through Automated Mode
Introduction of Additional Subject (<i>schools seeking approval for non-science subject should update the data in OASIS Portal and offer the subject as per norms of the Board.</i>)
Permission of Name change of school/society
Transfer of school from one society to another

The schools applying under various categories of affiliation must ensure that they fulfil the following conditions as per the requirements as prescribed in the CBSE Affiliation Bye Laws before applying for Affiliation.

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

CBSA