

**CENTRAL BOARD OF SECONDARY EDUCATION
SHIKSHA SADAN, 17-ROUSE AVENUE, INSTITUTIONAL AREA
NEW DELHI-110 002**

EO(COM.)/ACAD./2010/

19.05.2010

Circular No. 21/10

**All the Heads of CBSE
Affiliated Schools**

Sub. : Revised Syllabus in Heritage Crafts (Code: 070) and Graphic Design (Code 071) of class XII effective from the Academic Session 2010-2011) and the Board Examination 2011.

Dear Principal,

This is brought to your kind attention that the syllabus for Heritage Crafts and Graphic Design for class XII has been revised commensurate with the text books and given as Annexure 1 and 2. The revised syllabus will be effective from the current academic session 2010-11 and the Board Examination 2011. The NCERT Text books in these subjects will also be available very shortly.

This may be brought to the notice of all concerned.

Yours faithfully,

**(C. GURUMURTHY)
DIRECTOR (ACAD.)**

Encl. Annexure 1 and 2.

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111.

7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
10. The Education Officers/AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE
13. EO to Chairman, CBSE
14. PA to CE, CBSE
15. PA to Secretary, CBSE
16. PA to HOD (AIEEE)
17. PA to HOD (Edusat)
18. PRO, CBSE

Director (Acad.)

HERITAGE CRAFTS
(Code No. 070)
CLASS XII

Effective from the Academic session 2010-2011 and the Board Examination 2011.

I	THEORY	
One Theory Paper	70 Marks	3 Hours
SECTION A		50 Periods
40 Marks		
Living Craft Traditions of India - Part II		
Unit - I The Last Two Hundred Years		20 Periods
15 Marks		
1.1 Colonial Rule and Crafts		
1.2 Gandhi and Self Sufficiency		
1.3 Handloom and Handicraft Revival		
1.4 Recognition of Crafts and Crafts Persons		
Unit - II Crafts Revival		30 Periods
25 Marks		
2.5 Crafts and Gender Equality		
2.6 Crafts and Survival		
2.7 Crafts and Resource Management		
2.8 Crafts and Trade		
2.9 Distribution and Marketing - Shops, Melas, Haats		
2.10 What We Need Today		
SECTION B		
Field Studies: Documenting/ Exploring crafts		20 Marks
<ul style="list-style-type: none">Anecdotal Experiential questionQuestion Based on Case Study		

SECTION C**10 Marks**

Question based on the Craft chosen (Clay/ Stone/ Metal/ Jewelry/ Fibre/ Textile/ Painting/ Theatre/ Paper) for practice and innovation, on individual basis.

Note: Questions in sections B and C above will be based on the practical part of the syllabus. Thus time allocation has not been done separately.

II. PRACTICAL**30 Marks****(a) Field studies: documenting/ exploring crafts****180 Periods**

- Two short projects
- One long project

(b) Applied Crafts**40 Periods**

- Learning a craft
- Innovation in design and processes

(Guidelines for Section B and C as well as Practical has been provided in the Work Book: Exploring Craft Traditions of India, prepared by NCERT for classes XI & XII)

Section-wise Weightage: Class XI - XII

Areas of Learning	Marks
Theory	70
Section A (Reader)	40
Living Craft Traditions of India	
Section B	20
Field Studies	
Section C	10
A personal response question based on the Craft chosen (Clay/Stone/Metal/Jewelry/Fibre/Textile/Painting/Theatre/Paper)	
Practical	30
Field Studies: Exploring a Craft	10
Applied Crafts	20
- Learning a Craft	
- Innovation in design and processes	30
Total	100

Examination:**THEORY: One paper****3 hours****70 Marks****SECTION A****40 Marks**

1. Short questions:

Four questions out of five based on textbook (80-100 words).

Four questions of 3 marks each (4x3) 12 marks

2. Long questions:

Three questions out of four based on textbook (100-120 words)

Three questions of five marks each (3x5) 15 marks

3. Definitions:

Five definitions out of six based on textbook in three to five sentences. Five definitions
one mark
each (1x5) 05 marks

4. Essay Type:

One essay type question out of two based on textbook (150-200 words)

One essay type question of 8 marks. 08 marks

Section B

20 marks

5. A question based on the Field Study of the learner as part of his learning. Anecdotal
documentation
in a descriptive and narrative style. 10 marks

6. Comparison and contrast of two or more forms of craft based on a given case study.

10 marks

Section C

10 marks

A personal response question based on the Craft chosen (Clay/ Stone/ Metal/ Jewelry/ Fiber/
Textile/ Painting/ Theatre/ Paper)

PRACTICAL

3 hours

30 Marks

FIELD STUDIES: EXPLORING A CRAFT

10 marks

1. Field Studies Project Work

05 marks

In this part of the course students will be required to do two short and one **detailed** projects in each class XI and XII. These projects are essentially experiential and analytical in nature.

Each student will prepare:

Two short assignments (10 pages each)

Students in the first instance will study their immediate environment and learn about everyday crafts in their everyday lives. They will prepare an assignment of crafts found at home, in their town/village, artisans and crafts communities who live in their locality.

The teachers may discuss the areas and topics related with the topics mentioned in the following paragraph, before starting the work and they may call a craftsperson or someone from the community who feels comfortable talking to the children and at the same time is well versed

with the craft traditions specially of that region. Students may talk to people both producers and consumers, find out about different aspects of production and marketing or study the architecture of monuments, visit museums, study the artifacts (sculpture and painting and crafts) and work on the costumes, jewelry, the way of life etc. The assignments can have drawings, illustrations, photographs, maps etc. The students may choose any **two topics** from following areas for this short project:

- **Crafts in their own locality/home/state** to enable students to understand the design and function of craft traditions in their daily life.
- **Local Heritage in Museum/ monuments/ religious-secular structures** to understand the various craft skills involved in historic architecture/building/sculpture/painting.
- **Vernacular architecture to study the variety of craft skills in contemporary building of homes, and other structures.**
- **Market/ shop/ mela/ haat to understand market forces.**

Note: Teacher to assess the two assignment out of 05 marks each and take the best out of the two for final assessment.

2. Exploring a Craft - Project Work

05 marks

One long term project on Exploring a Craft

This project will necessarily be a scientific, methodical documentation of a particular craft tradition prevalent in the region (for the first year that is class XI), which will have the following core issues in the background, which the students have also studied in theory;

- **Craft Traditions**
- **Philosophy and Aesthetics**
- **Materials, Processes and Techniques**
- **Environment & Resource Management**
- **Social Structures**
- **Economy and marketing**
- **International Examples**

The projects taken up for this subject may have different stages of planning, execution and presentation. The projects may be taken up in a group of 4 to 6 students where they can work on a particular craft tradition. In class XI students may visit the crafts-persons in their own region whereas in class XII students may take up crafts clusters of another region if the schools and the students find it convenient.

In the preparatory stage, students along with teachers can discuss about various crafts traditions practiced in the region, their history, distribution etc., collect all information available through various sources including library, internet and resource persons. To avail comprehensive data on various aspects of the crafts, students may develop an interview schedule and decide on number of crafts persons to be interviewed, which all places they will be visiting etc. Teachers must equip the students on interaction with craftspersons and other people from the community, type of language they should use, how to be polite with them and while handling their materials etc.

Students can buy some of the objects from craftspersons, take photographs films after seeking their permission, make drawings, etc. which later on they can use in presentation or submission of project report.

After the completion of documentation, students could make presentation at school assembly or the class or in parent- teachers' meeting for which they can creatively use.

APPLIED CRAFTS

20 marks

This component will consist of a-hands- on-experience of creative work with a multi-disciplinary approach:

1. Learning a Craft

10 marks

Students can learn the basics of a chosen craft from a practicing local artisan, such as pottery/ weaving/ drawing and work on its techniques, handling of materials and tools, experiment with colour, form, texture, rhythm, balance etc. They can then experiment with them, know about the traditional practices in that craft, the symbolism in them and the different points of views associated with it. The schools should have all the facilities required for practicing all the processes involved in a craft including working space, materials and tools. Schools may not have a teacher who is also an expert in all these crafts and in such a case, the schools should identify resource persons/ craftspersons from the community, who can come to the school for demonstrations and students also can visit them.

Help can be sought from TRIFED, SPIC-MACY, CCRT and other such organizations which are trying to retain the cultural fabric of Indian Society.

2. Innovation in design and processes

10 marks

In this stage, students will develop their creative, innovation skills. They will chose one development topic and translate theory into practice.

Eg Based on the interest and regional needs, like stone craft in parts of M.P., Tamil Nadu, Orissa, etc. where stone is easily available.

- Materials, Processes and Techniques

Experiment with eco-friendly packaging of different crafts,

- Environment & Resource Management

Recycling of materials,

Reducing hazards,

- Economy and marketing

Assisting a craftsperson in proper methods of costing and pricing,

Studying consumer needs/ behavior and informing crafts person of changing trends etc.

- International Examples

Creative contemporary uses of the craft in India and abroad

- **Creating an aesthetic environment**

Finally it is critical that students who undertake this course have an opportunity to use what they learn to enhance their daily life. Students will be asked to practically demonstrate how they will create an aesthetic environment at school, home, and community. They can redesign their classroom with crafts they have studied; they can design a notice board for the school, or decorate the principal's office. Periodically students can display and organize exhibitions to show the works and obtain feedback. Students can learn how their products can be creatively used in their lives as well as community members.

Textbook

In this subject area of Indian Crafts, there will be **three textbooks for classes XI and class XII**. One textbook each in both the years will be for theory, and one book giving guidelines/ addressing the schools, teachers and students about the practical components.

The theory textbooks for classes XI and XII will be a fully illustrated textbook giving photographs, sketches, maps, timelines, case studies etc. The class XI textbook of theory will introduce children with diverse traditions of the Indian crafts. Whereas the **class XII** textbook will address the six aspects of Craft Traditions: a. Philosophy and Aesthetics, b. Materials, Processes and Techniques, c. Environment & Resource Management d. Social Structures f. Economy and marketing g. International Examples. These aspects will be studied in light of the crafts traditions referred in class XI.

A work book which will be addressing the students as well as teachers and schools for conducting different activities in practicum, like the field studies and applied crafts will provide some samples of documentation methods/ formats based on which children can develop their own formats to conduct them. This will be a book for both years. It will also suggest what facilities the schools should provide for conducting these activities etc.

GRAPHIC DESIGN

(Code No. 071)

Effective from the Academic session 2010-2011 and the Board Examination 2011.

CLASS XII

A: THEORY	One Paper	3 Hours	70 marks	180 periods
UNIT - I Design Practices and Processes			15 marks	30 periods
UNIT - II Principles and Elements of Design			30 marks	100 periods
UNIT - III Media and Design			25 Marks	50 Periods
B: PRACTICAL			20 marks	60 Periods
1. Society and Articulation				5 Marks 15
Periods				
2. Introduction to Design Based Software			5 Marks	15 Periods
3. Application of Design Based Software			5 Marks	15 Periods
4. Advanced Applications of Design Software				5 Marks 15
Periods				
C: PORTFOLIO			10 marks	All year

CLASS XII: GRAPHIC DESIGN

A: THEORY	One Paper	3 Hours	70 Marks
SECTION A: Questions based on Reader			
SECTION B: Questions based on Application of Design			
UNIT - I	Design Practices and Processes		15 Marks
1.1	Design in practices/ Role of Design in Society		
	a) Functions of Design		
	b) Implications and Impact of Graphic Design		
	c) Role of Graphic Designer		
	d) Contemporary Graphic Design in India		
1.2	Design Processes		
	a) Methodology of Graphic Design		

UNIT - II Principles and Elements of Design

30 Marks

2.1 Sketching & Drawing

- a) Introduction : Drawing an aid in visual representation
- b) Virtues of drawing
- c) Types of drawing
 - Drawing from seeing/ observation
 - Drawing from memory and imagination
 - Drawing from technical information

2.2 Colour

- a) Scientific theories of colours
- b) Artists' theories & colour schemes
- c) Colour scales: Gray Scale, Tint and Shade, Intensity Scale and colour Wheel.
- d) Colour Interaction
- e) Colour and expression
- f) Colour symbolism

2.3 Basics of Visual Composition/ Design Principles

- a) Introduction
- b) Composition in Different Arts Forms
- c) Primary Constituents
- d) Principles of Visual Composition

2.4 Typography

- a) Anatomy of Typeface
- b) Expressive Typography
- c) Advanced Applications

2.5 Principles of layout Design

- a) Theme and content
- b) Types of Layout
- c) Composition
- d) Symbolism of Colour
- e) Copy and Type/ typography

UNIT - III Media and Design

25 Marks

3.1 Advertising Design

- a) Introduction to Media- Electronic and Print
 - b) Campaign Design
 - c) Event, Publicity and Public Relations
- 3.2 Digital Imaging/ Painting and Printing
- a) Making Digital Images
 - b) Modifying Digital Images
 - c) Introduction to different types of image - editing software
 - d) Working on layers and its advantages
 - e) Advanced methods of making selection
 - f) Using textures
 - g) Adding text to images
 - h) Difference between digital printing and conventional printing
 - i) Application of digital printing
- 3.3 Graphic design for Interactive Media
- a) Understanding a website
 - b) Types of websites
 - c) Designing for the Web
 - d) Information ./ Contend Design
 - e) Planning a website
 - f) Navigation
 - g) Facilitating Interaction
 - h) Usability Issues

B: PRACTICAL EXAMINATION 3 Hours

20 Marks

1. Society and Articulation
 - a) Design
 - b) Motifs
 - c) Patterns, and
 - d) Others
2. Introduction to Design Based Software
 - a) Getting started with software
 - b) Working with layers
 - c) Making selections
 - d) Incorporating colour techniques

- e) Placing type in an image
- f) Using painting tools
- g) Working with special layer functions
- 3. Application of Design Based Software
 - a) Creation of Design
 - b) Modification of Design
 - c) Presentation of Design
- 4. Advanced Applications of Design Software
 - a) Creating Special Effects with Filters
 - b) Enhancing Specific Selections
 - c) Adjusting Colours
 - d) Using Clipping Masks, Paths and Shapes
 - e) Transforming Type
 - f) Liquefying an Image
 - g) Performing Image Surgery
 - h) Annotating and Automating an Image
 - i) Creating Images for the Web

C: PORTFOLIO

10 marks

- a) Project based on Local and Contextualized Design
- b) Creativity and Innovation in Project Design
- c) Project based on market oriented design
- d) One complete sketch book of at least 150 pages

SCHEME OF EXAMINATION

I THEORY PAPER

3 HOURS

70 Marks

SECTION A

- 1 Three out of four short questions based on textbook (80-100 words).
(four questions of 3 marks each (4x3) 12 marks
- 2 Long questions:
Three questions out of four based on textbook (100-120 words)
(Three questions of five marks each (3x5)
15 marks
- 3 definitions:

Five definitions out of six based on textbook in three to five sentences.
(Five definitions one mark each (1x5) 05 marks

4 Essay Type :

One essay type questions out of two based on textbook (150-200 words)
(One essay type question of 8 marks) 08 marks

SECTION B

30 marks

5 Three out of four short questions on drawing a design pattern based
on the given input
12 marks

6 Two question out of three on designing a motif or a pattern based on (5+5)
10 marks

7 One question out of two on designing any of the following types
(brochure/ logo/ letterhead/ book cover/ poster/ textile print/ jewellery) 08 marks

II PRACTICAL EXAMINATION : 3 HOURS 20 marks

Course as prescribed in syllabus

III Portfolio:

- Exploring Graphic Design through Portfolio assessment
- One computer sketchbook of at least 100 pages 10 marks

PROJECT WORK AND PORTFOLIO

Project Work:

1. Field Visits and Report writing/ documentation: Pacaging industries, Paper Making workshops, printing presses, museums, melas, festivals etc.
2. Project Work: One project in a year where students will identify and pick up a particular design problem or something that they consider a design problem; work on that problem and produce works. Students should be encouraged to take up problems from their own environment like, annual day, sports, meet, function/festivals, school building, signs, communication in the school etc.
3. Work Study: Study of works of any great/ known designer (national or international).

(Students will work individually on their assignments most of the time, but they will have the opportunity at times to work together to solve problems if the situation arises. It is essential that students should work on their projects during their designated class periods. Students are expected to have a certain number of assignments done by midterms or end of the quarter in order to receive grade/ marks. Students are evaluated according to how well they meet the criteria of creativity, accuracy, execution etc.)

Portfolio:

Yearly submission of portfolio consisting of selected works (min. no 20) produced during the year. The works should be rich in terms of material exploration and visual impact.

(Students will each develop a portfolio that reflects and intermediate to advanced level of artistic perception, expression, historic and cultural understanding, aesthetic valuing, and an ability to connect their artistic skills to many art related careers, and develop competencies in problem solving, communication, time management and resources. Students are expected to submit acceptable work at the end of academic year. If an assignment is considered unacceptable, the students will be asked to complete and resubmit their work.