

33. HERITAGE CRAFTS

(Code No. 070)

Aims and Objectives

To impart an all round and holistic education that equips the Indian youth today to face challenges of a global and rapidly changing world, while preserving their own cultural assets, traditions and values. This new subject area has been introduced for senior secondary level in schools with the following objectives:

- To understand the critical role of the crafts community and its integral relationship to the Indian society.
- To enable students to understand the relationship between economics, culture and aesthetics.
- To enable students to explore the linkages between environment, craft traditions and society through field studies.
- To develop a respect for the diversity of Indian craft traditions and to uphold the dignity of its practitioners by understanding the difficulties that they face.
- To introduce Indian culture through the crafts, so that school students appreciate the variety of skills and expressions of the Indian artist.
- To provide students a creative aesthetic experience of the unique visual and material culture of India and develop values of conservation, protection of the environment, resources and heritage of the country.
- To enable students to understand the relationship between tradition and contemporary trends, form and function, creator and consumer.
- To understand the processes of creating a craft object from start to finish.
- To introduce students with the tools to extend craft traditions to wider applications through applied crafts.

SYLLABUS DESIGN: HERITAGE CRAFTS

CLASS-XII (2017-18)

| | |
|--|-------------------|
| I. THEORY | 3 Hours |
| | 70 Marks |
| SECTION-A | 40 Marks |
| Unit- I Overview of the Past | 35 Periods |
| 1. Crafts in the Past | |
| 2. Colonial Rule and Crafts | |
| 3. Gandhi and self sufficiency | |
| Unit-II: Crafts Revival | 45 Periods |
| 4. Handloom and Handicraft revival | |
| 5. Crafts Community Today | |
| 6. Production and Marketing | |
| Unit-III: Strategies for the Future | 35 Periods |

7. Crafts Bazaars
8. Craft in the Age of Tourism
9. Design and Development

SECTION-B

20 Marks

Field Studies: Documenting/ Exploring crafts

45 Periods

- Anecdotal Experiential question
- Case Study based question

SECTION-C

10 Marks

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

Note: Questions in section 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 60 Periods

a) Field Studies: Documenting/ Exploring Crafts

- Two short projects
- One long project

b) Applied Crafts

- 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 and XII)

Section-wise Weightage: Class - XII

| | |
|--|------------------|
| Areas of Learning | 100 Marks |
| Theory | 70 |
| Section A (Reader) | 40 |
| i) Living Craft Traditions of India-Past, Present and Future - Class XII | |
| Section B | 20 |
| Field Studies | |
| Section C | 10 |
| A personal response question based on the Craft chosen (Clay/Stone/Metal/Jewellery/ Fabric/Textile/Painting/ Theatre/Paper) | |
| Practical | 30 |
| Exploring Craft Tradition of India XI-XII | |
| Field Studies: Exploring a Craft | 10 |

Applied Crafts

20

- Learning a Craft
- Innovation in design and processes

PRACTICAL**30 Marks****3 Hours****FIELD STUDIES: EXPLORING A CRAFT****(i) 10 Marks****1. Project Work**

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 (10-15 pages each)

In the first instance students will study their immediate environment and learn about everyday crafts. They will prepare an assignment of crafts found at home, in their town/village and local artisans crafts communities.

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 crafts person 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, jewellery, 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 various craft skills involved in historic architecture/building/sculpture and painting.
- **Architecture prevalent in a region 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 assignments out of 05 marks each and take the best out of the two for final assessment.

2. Exploring a Craft - Project Work

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 (class XI), which will have the following core issues in the background, related to theory.

- **Craft Traditions**
- **Philosophy and Aesthetics**
- **Materials, Processes and Techniques**
- **Environment & Resource Management**

- **Social Structures**
- **Economy and Marketing**
- **International Examples**

Projects taken up for this subject may be divided into 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 preferably take up crafts clusters of another region.

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 in school assembly/class in parent- teachers' meeting.

APPLIED CRAFTS

(ii) 20 Marks

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

1. Learning a Craft

Students can learn the basics of a chosen craft from a practising 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

In this stage, students will develop their creative, innovation skills. They will choose one topic and translate theory into practice based on the interest and regional needs of India, 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 crafts person in proper methods of costing and pricing

Studying consumer needs/ behavior and informing crafts person of changing market 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. 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 individual and collective living.

Textbook

In all, 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.

Teacher Qualifications:

MANDATORY

A Post Graduate in any of the Fine Arts, *Masters in Fine Arts (MFA) or Masters in Drawing or Painting*

DESIRABLE

An exposure to at least one Craft even if in an unorganised sector.

In case a teacher does not have desirable qualification as above, an undertaking should be taken so that at least a 21 days training is done with the CCRT /Sanskriti /Crafts Museum/NCERT (DEAA).

Infrastructure:

Basic space and kiln, potter wheel and other equipment required for the specific craft being offered.

Prescribed Books:

1. Reader: Living Craft Traditions of India, Textbook for Class XI
(Published by NCERT)
2. Reader: Living Craft Traditions of India, Past, Present and future - Textbook for Class XII
(Published by NCERT)
3. Exploring the Craft Traditions of India, Class XI & XII

QUESTION PAPER DESIGN 2017-18

HERITAGE CRAFTS

Code No. 070

CLASS-XII

TIME: 3 Hours

Max. Marks: 70

| S. No. | Typology of Questions | Learning outcomes and Testing Competencies | Short Answer (MCQ) (1 Mark) | Short Answer (SA-I) (3 Marks) | Long Answer-I (LA-I) (5 Marks) | Long Answer-II (LA-II) (8 Marks) | Long Answer-III (LA-III) (10 Marks) | Total Marks | % Weigh tage |
|--------------|---|---|-----------------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------------------|---------------|--------------|
| 1 | Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information) | Reasoning Analytical Skills Critical Thinking Skills etc. | 1 | 2 | 1 | - | - | 12 | 17% |
| 2 | Understanding- (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information) | | 1 | 2 | 1 | - | 1 | 22 | 31% |
| 3 | Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem) | | 1 | - | - | - | 1 | 11 | 16% |
| 4 | High Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) | | 1 | - | 1 | 1 | - | 14 | 20% |
| 5 | Evaluation- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values) | | 1 | - | - | - | 1 | 11 | 16% |
| TOTAL | | | 5×1=05 | 4×3=12 | 3×5=15 | 1×8=08 | 3×10=30 | 70(16) | 100% |

Note:**Section (A)** 1. MCQ-5 Questions of 1 Mark each.

2. Short Answer - I (SA-I) - 4 Questions of 3 Marks each.

3. Long Answer - I (LA-I) - 3 Questions of 5 Marks each.

4. Long Answer - II (LA-II) - 1 Question of 8 Marks.

Section (B) Long Answer - III (LA-III) - 2 Questions of 10 Marks each.**Section (C)** Long Answer - III (LA-III) - 1 Question of 10 Marks.