

Syllabus for written examination for TGT Arts, Advt. No. 2/2023

1. ENVIRONMENTAL AWARENESS

(Weightage 10%)

Introduction: Basics of ecology, eco system- concept, and sustainable development, Sources, advantages, disadvantages of renewable and non-renewable energy, Rain water harvesting, Deforestation – its effects & control measures.

Air and Noise Pollution: Air Pollution: Source of air pollution. Effect of air pollution on human health, economy, Air pollution control methods, Noise Pollution: Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimizing noise pollution.

Water and Soil Pollution: Water Pollution: Impurities in water, Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Concept of DO, BOD, COD. Prevention of water pollution- Water treatment processes, Sewage treatment. Water quality standard, Soil Pollution: Sources of soil pollution, Effects and Control of soil pollution, Types of Solid waste- House hold, Industrial, Agricultural, Biomedical, Disposal of solid waste, Solid waste management E-waste, E – waste management.

Impact of Energy Usage on Environment: Global Warming, Green House Effect, Depletion of Ozone Layer, Acid Rain. Eco-friendly Material, Recycling of Material, Concept of Green Buildings, Concept of Carbon Credit & Carbon footprint.

2. Haryana General Knowledge and Welfare schemes of Haryana Government.

(Weightage 20%)

Haryana history, current affairs, literature, Geography, Civics, Environment, Culture etc. and Welfare schemes run by state Government of Haryana and provisions there-in.

3. Road Safety Awareness

(Weightage 5%)

Traffic Rules, importance of traffic rules, authority to implement traffic rules, punishment for violating traffic rules, authority to issue driving license, procedure to get driving license, classification of vehicles, traffic signs, knowledge of safety measures in vehicles.

4. Perspectives on Education and Leadership

(Weightage 15%)

(a) Understanding the Learner

Concept of growth, maturation and development, principles and debates of development, development tasks and challenges, Domains of Development: Physical, Cognitive, Socio-emotional, Moral etc., deviations in development and its implications, Understanding Adolescence: Needs, challenges and implications for designing institutional support, Role of Primary and Secondary Socialization agencies. Ensuring Home school continuity.

(b) Understanding Teaching Learning

Theoretical perspectives on Learning -Behaviorism, Cognitivism and Constructivism with special reference to their implications for: (i) The role of teacher (ii) The role of learner (iii) Nature of teacher-student relationship (iv) Choice of teaching methods (v) Classroom environment (vi) Understanding of discipline, power etc.

Factors affecting learning and their implications for: (i) Designing classroom instructions, (ii) Planning student activities and, (iii) Creating learning spaces in school.

Planning and Organization of Teaching-Learning; e-Perspectives in Education, NEP-2020: Early Childhood Care and Education: The Foundation of Learning; Foundational Literacy and Numeracy; Curriculum and Pedagogy in Schools: Holistic & Integrated Learning; Equitable and Inclusive Education: Learning for All; Competency based learning and Education. Guiding Principles for Child Rights, Protecting and provisioning for rights of children to safe and secure school environment, Right of Children to free and

Compulsory Education Act, 2009, Historically studying the National Policies in education with special reference to school education;

School Curriculum Principles: Perspective, Learning and Knowledge, Curricular Areas, School Stages — Pedagogy & Assessment, (i) Concept of Syllabus and Curriculum, Overt and Hidden Curriculum (ii) Foundational Literacy and Numeracy, Early Childhood Care and Education (iii) Competency based Education, Experiential learning, etc. (iv) Instructional Plans: -Year Plan, Unit Plan, Lesson Plan (v) Instructional material and resources (vi) Information and Communication Technology (ICT) for teaching-learning (vii) Assessment of learning, for learning and as learning: Meaning, purpose and considerations in planning each. Enhancing Teaching Learning processes: Classroom Observation and Feedback, Reflections and Dialogues as a means of constructivist teaching.

c) Creating Conducive Learning Environment

The concepts of Diversity, disability and Inclusion, implications of disability as social construct, types of disabilities-their identification and interventions, Concept of School Mental Health, addressing the curative, preventive and promotive dimensions of mental health for all students and staff. Provisioning for guidance and counselling, Developing School, and community as a learning resource.

(d) School Organization and Leaders-hip

Leader as reflective practitioner, team builder, initiator, coach, and mentor, Perspectives on School Leadership: instructional, distributed, and transformative, Vision building, goal setting and creating a School development Plan, Using School Processes and forums for strengthening teaching learning-Annual Calendar, time-tabling, parent teacher forums, school assembly, teacher development forums, using achievement data for improving teaching —learning, School Self-Assessment, and Improvement, Creating partnerships with community, industry and other neighboring schools and Higher Education Institutes — forming learning communities.

(e) Perspectives in Education

NEP-2020: Early Childhood Care and Education: The Foundation of Learning; Foundational Literacy and Numeracy; Curriculum and Pedagogy in Schools: Holistic & Integrated Learning; Equitable and Inclusive Education: Learning for All; Competency based learning and Education, Guiding Principles for Child Rights, Protecting and provisioning for rights of children to safe and secure school environment, Right of Children to free and Compulsory Education Act, 2009, Historically studying the National Policies in education with special reference to school education; School Curriculum Principles: Perspective, Learning and Knowledge, Curricular Areas, School Stages — Pedagogy & Assessment

Arts Syllabus

(Weightage 50%)

Unit – 1

General characteristics of visual art/Fundamentals of visual art space, from size, shape, line, Colour, texture, tonal values, perspective, design and aesthetic, organization of visual elements in art object (composition). The uses of two and three dimensions in visual art. Tactile quality in art. Environment and art. Perceptual and conceptual aspects in art.

Unit-II

Traditional and Modern mediums and materials in making visual arts: Painting, sculpture, print-making, mural graphic design and multimedia art, Inventions, adaptations and development of these mediums and materials from the pre-historic period to present day in India.

Unit-III

Traditional and Modern techniques, processes, and procedures, used in making painting, sculpture, print making, mural, graphic design, and multimedia art, such as modeling, carving, building, casting, different way of handling of colour pigment (like impasto, glazing, burnishing, drip), etching, relief, surface printing, fresco-Bruno, fresco-secco, etc. Printing processes including computer graphics, etc.

Unit-IV

Relevance of the study of aesthetic and critical theories of art for the students of Visual Arts (including students of Applied Arts) and students of Art History and Art Criticism specialization.

Unit-V

Study of landmark phases and artists in Indian Art History from Pre-Historic times of Contemporary phase from the point of view of ideology, materials, techniques, style, themes, formal and stylistic development.

Unit-VI

Study of various phases of Indian Art History from Pre-Historic times to 18th century (including the history of advertisement) from the point of view of general formal and stylistic features and development of ideology, materials technique, and themes.

Unit-VII

Development of modernity in 19th and 20th century, Indian art (including applied arts) with special reference to various art movements, medium, styles, individual artist's contributions in different regions of the country. The development of art education from the British Art Schools till the contemporary period.

Unit VIII

The significance of the study of Tribal, Folk, and Popular arts and craft practices from all over the India for the modern artists (including Applied Arts) from the point of form, technique, content and concepts.

Unit IX

Knowledge of principal elements, perspective values, fundamentals of paintings, Visual principles, image, Chronology of the development of ideas. Visual reality, conceptual reality. Tradition and the gradual development of the art of combining the elements of ideas of different visual arts specialization.

Unit X

Media and materials and their use, sketching and drawing. Application of materials, oil painting—Alla-Prima and old master process, glazing and scumbling, priming of canvas, different types of oil, brushing etc. Tempera and Gouache and their uses in printing in both traditional and non-traditional art. Wash method on paper and silk, Acrylic, pastel, mixed media, water colour mural and mural techniques—Fresco secco and Buono fresco, Ajanta and different modern media relief and mixed media in mural, Collage, Encaustic Wax, Supports in Painting (Canvas, paper, wood, silk, etc.)

Unit XI

Types of paintings, open air paintings, portrait paintings, study of head and full-length figure, male and female Landscape paintings, patronized art. Paintings under different art movements still life, thematic, abstract, etc.

Unit XII

Principles of compositions, reflection of artists personal views, development of concept. Process of creative paintings. Expression of ideas under some aesthetical and philosophical views. Artistic expression during different social and structural changes. Art and Changes.

Unit XIII

Application of techniques, colours and colour theory and the application of colour theory in art activities. Colour harmony, traditional application of colour and the application of colour reasoning. Colour preparation, texture, technical aspect of pigment. Sources and influences of various traditions. Study and understanding of artistic value, construction of forms, shapes planes, volume and totality, understanding of two- and three-dimensional approaches and the purpose.

Unit XIV

Relevance of the study of aesthetics in Fine Arts/Visual Arts. The early Philosophical thoughts in Indian Culture. Nature and function of works of art in society. Concepts of Rasa, Sadanga, Dhvani, Alankara, etc., in traditional art. Concept of art and beauty, idea, imagination, intuitions form and contents, sublime, sympathy, empathy, creativity allegory, myth. Philosophy, Pre-historic Indian Painting, Classical Indian Paintings. Mural (Ajanta, Bagh) and later Mural traditions. Manuscript Painting, Miniature Painting, Folk and Tribal Paintings.

Unit XV

Company school of paintings, Raja Ravi Verma, Bengal School under Rabindra Nath and his disciples (Kshitindra Nath Majumdar, Samarendra Nath Gupta, K. Venkatappa, Abdul Rehman Chughtai, Ashit Kr. Haider, Nandlal, etc.) Nandlal and his disciples (Ram Kinkar, Binod Bihari, Dharendra Krishna Dev Varma, etc.) Amrit Shergil, Academic Realism, Calcutta Group (Paritosh Sen, Gobardhan Ash, Niode Majumdar, Pradosh Dasgupta, Hemanta Mishra, etc.) Major trends in contemporary Indian Art since, 1947.

Unit XVI

Importance of Applied Art in Visual Communication. Understanding of all elements of an advertising design/graphic design such as typography and calligraphy (Headline, copy), photography, illustration logo and symbol. Outdoor advertising---Its importance in communication. Various kinds of media of outdoor advertising with its advantage over other media. Advertising ethics and censoring in using outdoor media. Advertising campaign – Product (package designing for the surface of container, to start with), Corporate/Government and Social awareness. Name all the media available. New technologies (Computer, digital printers, etc.), Internet, its use in advertising products and services, net marketing. Interaction with other arts i.e., sculpture, painter.

Unit XVII

History of advertising from early civilizations. Invention from early civilizations. Invention of moveable types. Development of printing processes: Letterpress, off-set gravure, silk-screen, embossing, etc.

Computer and its role in creating new visual effect. History of Indian advertising and different media. History of printing in India. Print Media vs. Electronic Media.

Unit XVIII

Study of landmark phases (Modern) and artists in World Art History (Pablo Picasso, Michel Angelo, Leonardo Da Vinci) Diego Velazquez, Vincent Van Gogh, Famous Artist of 20th century (Europe)

Important Note: The Weightage as mentioned against the syllabus is tentative & may vary.