



MAHARSHI DAYANAND UNIVERSITY, ROHTAK

(Established under Haryana Act No. XXV of 1975)

'A' Grade University accredited by NAAC

No. ACS-I/F-79-A/2016/1307-1556

Dated: 25.01.2016

To

All the Principals of Colleges of Education
affiliated to M.D.University, Rohtak.

Sub:- Revised Syllabus and Scheme of Examinations of B.Ed Course from the session 2015-16.

Sir/Madam,

I am directed to inform you that the subject of 'Pedagogy of Fine Arts' has been included in the Scheme of Examinations of B.Ed course from the session 2015-16. Accordingly, the Vice-Chancellor has been pleased to approve the revised Scheme of Examinations of B.Ed Course in anticipation of approval of the Academic Council as recommended by the Faculty of Education in its meeting held on 14.12.2015. The revised Syllabus and Scheme of Examinations of the said course is available on the University website 'www.mdurohtak.ac.in' which may be downloaded and instructions to the students may be imparted accordingly.

Yours faithfully,

-sd-

Superintendent (Academic)
for Registrar

Dated 25.01.2016

Endst.No. ACS-I/2016/1557-61

Copy of the above is forwarded to the following for information and necessary action:-

1. The Controller of Examinations, M.D.University, Rohtak
2. The Assistant Registrar (Secrecy), (R-IV), M.D.University, Rohtak.
3. The Director, University Computer Centre, M.D. University, Rohtak. He is requested to arrange to upload this letter on the University Website.
4. The Project Manager KPMG

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Superintendent (Academic)

**REVISED SCHEME OF EXAMINATION FOR B. ED. TWO YEAR PROGRAMME
(To be implemented from the Session 2015-17)**

YEAR I

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Total	Theory	Internal Assessment		
I	Childhood and Growing up	100	80	20	4 Credits	4 (3 HRS: 80)
II	Contemporary India and Education	100	80	20	4 Credits	4 (3 HRS: 80)
III	Learning and Teaching	100	80	20	4 Credits	4 (3 HRS: 80)
IV & V	Pedagogy of School Subject I*	100	80	20	4 Credits	4 (3 HRS: 80)
IV & V	Pedagogy of School Subject II*	100	80	20	4 Credits	4 (3 HRS: 80)
Enhancing Professional Capacities (EPC) Practicum						
VI (A)	Reading and Reflecting on Texts	50			2 Credits	
VI (B)	Drama and Art in Education	50			2 Credits	
VII (A)	Critical Understanding of ICT	50			2 Credits	
VII (B)	Understanding the Self	50			2 Credits	
	Total Marks	700		Total Credits	28 Credits	

YEAR II-2016-17

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Total	Theory	Internal Assessment		
I	Knowledge and Curriculum	100	80	20	4 Credits	4 (3.00 HRS: 80)
II	Assessment for Learning	100	80	20	4 Credits	4 (3.00 HRS: 80)
III	Creating an Inclusive School	100	80	20	4 Credits	4 (3.00 HRS: 80)
IV (A)	Language Across the Curriculum	50	40	10	2 Credits	2 (1.30HRS: 40)
IV (B)	Understanding Disciplines and Subjects	50	40	10	2 Credits	2 (1.30 HRS: 40)
V (A)	Gender, School & Society	50	40	10	2 Credits	2 (1.30 HRS: 40)
V (B)	Option Course Any one of the following: 1. Work Education 2. Health, Physical and Yoga Education 3. Peace Education 4. Guidance and Counselling	50	40	10	2 Credits	2 (1.30 HRS: 40)
VI	Skill in Teaching (Pedagogic Subject I)*	100			4 Credits	
VII	Skill in Teaching (Pedagogic Subject II)*	100			4 Credits	
VIII	School Based Activities 1. Development of CCE 2. Development of Learning Material 3. Reporting (Record) about School Internship	50			2 Credits	
	Total Marks	750		Total Credits	30 Credits	

* Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups out of which one teaching subject can be on the basis of graduation and the other one may be on the basis of Post graduation. However, the candidates who have passed Shastri Examination can opt for two subjects from Group-A.

Paper	NOMENCLATURE	Max. Marks		No. of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Theory	Internal Assessment		
Group A					
Opt. i	Pedagogy of Hindi	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of English	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Sanskrit	80	20	4 Credits	4 (3 HRS: 80)
Opt. iv	Pedagogy of Urdu	80	20	4 Credits	4 (3 HRS: 80)
Group B					
Opt. i	Pedagogy of Mathematics	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Home Science	80	20	4 Credits	4 (3 HRS: 80)
Group C					
Opt. i	Pedagogy of Biological Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Economics	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Computer Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. iv	Pedagogy of Music	80	20	4 Credits	4 (3 HRS: 80)
Opt. v	Pedagogy of Fine Arts	80	20	4 Credits	4 (3 HRS: 80)
Group D					
Opt. i	Pedagogy of Physical Science	80	20	4 Credits	4 (3 HRS: 80)
Opt. ii	Pedagogy of Social Sciences	80	20	4 Credits	4 (3 HRS: 80)
Opt. iii	Pedagogy of Commerce	80	20	4 Credits	4 (3 HRS: 80)

Note: Under the broad curricular area, Engagement with the Field, 20 weeks (4+16) shall be allocated over the two years for Tasks, assignments, Teaching Practice and school internship (Pedagogy and School Based Activities).

Distribution of Four Weeks

- During the first year, to support better understanding of schools and in preparation of

Internship, teacher education institutes shall make provisions for visits to innovative center of pedagogy and learning - innovative schools, educational resource centers, etc.

- Two weeks of First Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school.
- Two weeks of Second Year will be devoted to field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school along with the teaching practice for Pedagogy of School Subject I & II.

Distribution of Sixteen Weeks (School Internship)

- Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of ‘microteaching’ of isolated ‘skills’ and simulated lessons.
- During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.
- Initially, the student-teachers will observe the school and its classrooms with regular teachers **for one week**.
- For each student-teacher, internship should be conducted preferably in one school within the District of concerned College of Education for the entire another **15 weeks**. However, this period can be divided into two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.
- Student-teachers should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from Principal/faculty of the school and concerned College of Education giving preference to practice schools and limiting to concerned District only. After completing School Internship from the school, the Principal of the concerned College of Education will countersign the Certificate signed by Teacher Educator of concerned College and Principal of the School.

Note:

- 1) Each student will attend supervised teaching for two weeks in 2nd Year.
- 2) Practical Exam for Course VI (A), VI (B), VII (A) & VII (B) will be conducted by the external examiners at the end of 1st Year.
- 3) Examination of Skill in Teaching and School Based Activities will be conducted by an External Team consisting of one Co-ordinator (Co-ordinator should be of the parent University) and two Members (Sub-Examiners duly approved by the Board of Studies) at the end of 2nd Year. While constituting the team, teaching subject of the Coordinator will be taken into consideration and it will not overlap with the Teaching subjects of other two examiners. Thus, a team will cover all the three streams i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences.

Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-

i)	One Task & Assignment in every theory paper	10% marks
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ii)	One test in every theory paper	5% marks
iii)	Attendance	5% marks
	Upto 75%	0 mark
	Upto 80%	2% marks
	Upto 85%	3% marks
	Upto 90%	4% marks
	Above 90%	5% marks

NOTE

If a candidate is awarded Internal Assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

Grand Total =1450 marks

Total Credits: 58

COURSE-IV & V (GROUP C) Opt. (V): PEDAGOGY OF FINE ARTS-2015-16

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the concept of arts
- understand the correlation of fine arts with other subjects
- develop awareness about educational aspects related to art education at the National and International level
- develop imagination and sense of appreciation of arts and interest in teaching of art
- develop the skill of using various teaching methods and techniques for teaching of fine arts
- prepare lesson plans for teaching of fine arts

COURSE CONTENT

UNIT-1

- Art: Concept; Importance and scope of Art
- Aims and objectives of teaching Arts
- Role of Art in daily life and education; Social and Cultural importance of Arts; Art as an occupation
- Arts and its relation with other subjects
- Text books- Criteria of good text books in Arts, A critical appraisal of present text books in Arts, suggestions for improvement
- Principles of Art Balance; Rhythm Harmony, Dominance perspective
- Elements of Art; Six limbs of Indian Art (Shadanga); Fine Arts & society; Appreciation of art

UNIT -2

- Meaning, importance and steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - a) Line
 - b) Colour
 - c) Design
 - d) Composition
 - e) Still life
 - f) Land scape
 - g) Poster

- Lesson planning in Fine Arts: Need & Importance, Basic Elements & its Preparation
- Audio- visual aids and their use in teaching of Arts
- Importance of visits in Art Exhibitions & cultural Festivals

UNIT-3

- Methods of teaching creative arts:-
 - a) lecture cum demonstration method
 - b) Direct observation method
 - c) Method of imagination and free expression
 - d) Project Method
- Skill Development
 - a) Skill of Art appreciation
 - b) Skill of observation
 - c) Skill of Imagination
 - d) Skill of Visual communication
 - e) Skill of handling the colours, brushes etc.
 - f) Skill of Art development in child at different stages

UNIT-4

- Qualities and professional competencies of art teacher
- Art room and its needs, equipments and decoration
- Meaning, Importance and Types of Evaluation in Fine Arts
- Evaluation of still life design, nature study and composition etc.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process

Task & Assignments: Any one of the following (10 marks)

- Composition: Human figures, Birds, Animals as per requirement of subject matter of the composition in any medium.
- Collage: Glazed paper/picture from magazine, other material suitable for collage .size of paper i.e. half sheet 15”x 22”.
- Still life: Drawing and Painting of group of three / four objects with drapery in any medium, size of paper is half sheet i.e. 15”x22”.
- Land scape (memory); Mountain trees; sky huts etc. Size of paper is half sheet in any medium.
- Any other project given by the institution.

SUGGESTED READINGS

- Chawla, S. S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual Arts, New York: Teachers College Press.
- Goldstein, H. (1964). Art in everyday life, Calcutta: Oxford and IBH publishing Company.
- Khanna, S. (1992). Joy of Making Indian Toys, Popular science, New Delhi: National Book Trust.
- NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Vaze, P. (1999). How to draw and Paint Nature, Mumbai: Jyosna Prakashan.