

Government of Andhra Pradesh
Department of School Education
State Council of Educational Research & Training
Category of Post: PGT
Paper II – BIOLOGICAL Science Syllabus

Part – I

General Knowledge and Current Affairs (Marks: 10)

Part – II

Perspectives in Education (Marks: 10)

1. History of Education :

- The Education in Ancient India - Pre-Vedic and Post-Vedic period, Medieval Education.
- Education in Pre Independent era - Woods Despatch (1854), Hunter Commission (1882), Hartog Committee (1929), Sargent Committee (1944).
- Education in Post Independent era - Mudaliar Commission (1952-53), Kothari Commission (1964-66), Ishwarbhai Patel committee (1977), NPE-1986, POA-1992

2. Teacher Empowerment:

- Need, interventions for empowerment, Professional code of conduct for teachers, Teacher motivation, Professional development of Teachers and Teacher organizations, National / State Level Organizations for Teacher Education, Maintenance of Records and Registers in Schools.

3. Educational Concerns in Contemporary India:

- Democracy and Education, Equality, Equity, Quality in Education, Equality of Educational opportunities.
- Economics of Education, Education as Human Capital, Education and Human Resource Development, Literacy - Saakshar Bharat Mission.
- Population Education, Gender - Equality, Equity and Empowerment of Women, Urbanization and migration, Life skills.
- Adolescence Education
- Value Education – Morel Value and Professional Ethics in Education.
- Health and Physical Education
- Inclusive Education - Classroom Management in Inclusive Education
- Role of Education in view of Liberalization, Privatization and Globalization
- Programmes and Projects – APPEP, DPEP, Sarva Siksha Abhiyan, National Programme for Education of Girls at Elementary Level (NPEGEL), Rashtriya Madhyamika Siksha Abhiyan(RMSA), Rashtriya Aveshekar Abhiyan (RAA), KGBVs, Model Schools.
- Incentives and special provisions – Mid Day Meals, Free Books, Scholarship, Awards, Welfare Hostels, Transportation.
- Current Trends in Education – Badi pelusthondi, Badi ki Vasta, Mavuru – Mana Badi, Vidyanjali, Swacha Patasala, Inspire, Kalavutsav.

4. Acts / Rights:

- Right of Children to Free and Compulsory Education Act - 2009
- Right to Information Act - 2005

- Child Rights
 - Human Rights.
5. **National Curriculum** - Framework, 2005: Perspective, Guiding Principles, Learning and Knowledge, Teaching Learning Process, Assessment, Systemic Reforms.

Part - III

Educational Psychology (Marks: 10)

1. Development of Child

- Development, Growth & Maturation — Concept & Nature
- Principles of development and their education implication
- Factors influencing Development — Biological, Psychological, Sociological, emotional.
- Dimensions of Development and their interrelationships — Physical & Motor, Cognitive, Emotional, Social, Moral, Language relating to Infancy, early Childhood, late Child hood, adolescence.
- Understanding Development — Piaget, Kohlberg, Chomsky, Carl Rogers, Erikson
- Individual differences — Infra & Inter Individual differences in the areas of Attitudes, Aptitude, Interest, Habits, Intelligence and their Assessment.
- Development of Personality — Concept, Factors effecting development of personality, self concept.
- Adjustment, Behavioural problems, Mental Health, Defense mechanism.
- Methods and Approaches of Child Development — Introspection, Observation, Interview, Case study, Experimental, Cross sectional and Longitudinal
- Developmental tasks and Hazards

2. Understanding Learning

- Concept, Nature of Learning — input — process — outcome
- Factors of Learning — Personal and Environmental
- Approaches to Learning and their applicability—Behaviorism (Skinner, Pavlov, Thorndike) Constructivism (Piaget, Vygotsky), Gestalt(Kohler, Koffka) and Observational (Bandura)
- Dimensions of Learning — Cognitive, Affective and Performance.
- Motivation and Sustenance —its role in learning.
- Memory & Forgetting
- Transfer of Learning

3. Pedagogical Concerns

- Teaching and its relationship with learning and learner.
- Learners in Contexts: Situating learner in the socio-political and cultural context
- Children from diverse contexts—Children With Special Needs (CWSN), Inclusive Education.
- Understanding of pedagogic methods — Enquiry based learning, Project based learning, Survey, Observation and Activity based learning, Cooperative and collaborative learning.
- Individual and Group learning: Issues and concerns with respect to organizing learning in class room like Study habits, Self learning and Learning to learn skills.

- Organizing learning in heterogeneous class room groups — Socio-economic background, Abilities and Interest.
- Paradigms of organizing Learning-Teacher centric, Subject centric and Learner centric.
- Theory of instruction – Bruner
- Teaching as Planned activity — Elements of Planning
- Phases of Teaching — Pre active, Interactive and Post active
- General and Subject related skills, competencies required in teaching and attributes of good facilitator.
- Learning resources — Self, Home, School, Community, Technology.
- Class room Management: Role of student, teacher, Leadership style of teacher, Creation of non threatening learning environment, Managing behaviour problems, Guidance & Counselling, Punishment and its legal implications, Rights of a child, Time Management.
- Distinction between Assessment for Learning & Assessment of Learning, School based Assessment, Continuous & Comprehensive Evaluation : Perspective & Practice.
- Understanding teaching & learning in the context of NCF, 2005 & Right to Education Act, 2009.

Part - IV

Content (Marks: 50)

1. **Biological Sciences:** Importance and Human Welfare, Branches of Biology, Biologists.
2. **Living World:** Life and its Characteristics, Classification of Living Organisms, Nomenclature, different types of classification. Need for classification, Biological classification levels and Hierarchy of classification, species concept. Animal diversity, invertebrates, Chordates.
3. **Microbial World:** Virus, Bacteria, Algae, Fungi and Protozoan, Useful and Harmful Micro-organisms. Immunity, vaccination, Immunological disorders. Infections, life style diseases.
4. **Cell & Tissues:** Cell – Structure cell theory , cell organelles and their functions, differences between prokaryotic and Eukaryotic cells, plant cell and animal cell, cell cycle, cell division , Mitosis and Meiosis, tissues, structure, functions and types of plant and Animal tissues, Cancer biology, stem cells. Transportation of materials through the cells. Internal organization of plants, histology - anatomy of flowering plants.
5. **Plant World :** Morphology of a Typical Plant - Root, Stem, Leaf, Flower, Inflorescence, Fruit - their Structure, Types and Functions, Parts of a Flower, Seed dispersal Modifications of Root, Stem and Leaf, Photosynthesis, Transpiration, Transportation in plants (Ascent of Sap), Respiration, Excretion and Reproduction in Plants, Plant Hormones, food from the plants. Economic importance of Plants, Wild and Cultivated Plants, Agricultural Operations, Crop diseases and Control measures, Improvement in Crop yield, Storage,

Preservation and Protection of Food and Plant Products. Single cell proteins (SCP), plant enzymes, mineral nutrition, plant growth and development.

6. **Animal World:** Organs and Organ Systems including man - Their Structure and Functions Digestive, Respiratory in human, type studies of the animals. Circulatory, . Immunology, Excretory, Locomotion in protozoa and humans - Muscular, Skeletal Systems, Nervous, Control and Coordination and Reproductive: Sexual, a sexual fission, syngamy, conjugation. Reproductive health – Birth control methods, Sense Organs: Structure and Functions of Eye, Ear, Nose, Tongue and Skin. Nutrition in man - Nutrients and their functions, Balanced Diet, Deficiency diseases, Health - Tropical diseases (Viral, Bacterial, Protozoan, Helminth, Arthropod), Skin diseases (Fungal), Blindness in man: Causes, Prevention and Control, Health agencies, First Aid - Bites: Insect, Scorpion and Snakes, Fractures, Accidents, Life skills, Wild and Domesticated animals, Economic Importance of Animals, Animal Husbandry - Pisciculture, Sericulture, Poultry, Breeding of Cows and Buffaloes, animal behavior.
7. **Heredity and Evolution:** Terms, Mendel laws, Sex determination in humans, Inheritance of Blood Groups, Erythroblastosis foetalis, Theories of Evolution, Speciation, Evidences of Evolution, Human Evolution, sex linkage, genetic disorders, syndromes, human genome project, evolutionary forces, DNA and finger printing.
8. **Our Environment – Ecology:** Abiotic and Biotic factors of Ecosystems, Ecosystem - Types, components, adaptations, Food chains, Food web and Ecological pyramids, Natural Resources
- Type of water managements, soil waste land management, forests, sustainable development, fossil fuels and bio fuels, 4Rs, bio-geo-chemical cycles, pollution, air, water, soil, global environmental issues – global warming – (Green House Effect), acid rains and depletion of Ozone layer; Population - interaction in Ecosystem, plant ecology.
9. **Recent Trends in Biology:** Hybridization, Gene - Genetic material, DNA , RNA, Genetic Engineering, Gene Bank, Gene Therapy, Tissue Culture and Bio-Technology – applications. Transgenic animals and plants, cloning, molecular diagnosis, bio medical technology, bio molecules, molecular biology.
10. **Biodiversity – Conservation:** Biodiversity – levels of bio diversity, conservation, wild life, sanctuaries, national parks in India, importance of species, diversity to the Ecosystem.

Teaching Methodology (Marks: 20)

1. The Nature & Scope of Science: A brief introduction of Oriental and Western Science, Nature of Science, Scope of Science, Substantive and Syntactic Structure of Science.
2. Aims and Values of Teaching Biological Sciences: Aims of teaching Biological Sciences, Values of teaching Biological Sciences.

3. Objectives of Teaching Biological Sciences: Importance of Objectives of Teaching Biological Sciences, Bloom's Taxonomy of Educational Objectives and limitations, Writing Instructional Objectives and Specifications.
4. Academic Standards in Biological Science.
5. Approaches and Methods of Teaching Biological Sciences: Inductive Approach and Deductive Approach, Methods of Teaching 1. Lecture Method, 2. Lecture cum Demonstration Method, 3. Heuristic Method, 4. Project Method, 5. Experimental Method, 6. Laboratory Method.
6. Planning for effective Instruction: Year Plan, Unit Plan, Lesson Plan - Herbartian and Bloom's Approach, Criteria for Evaluation of Lesson Plan. Self Evaluation and Peer Evaluation, Learning experiences - Characteristics, Classification, Sources and Relevance, Teaching - Learning Material and Resources in Biological Sciences.
7. Science Laboratories: Importance of Practical work in Biological Sciences, Planning Science Laboratory, Procurement, Care and Maintenance of Laboratory Equipment, Maintenance of different Registers, Safety and First aid, Development of Improvised Apparatus
8. Science Curriculum: Principles of Curriculum Construction, Defects in the existing School Science Curriculum, Correlation of Biological Sciences with other School Subjects, Qualities of a good Biological Science Text-book.
9. Biological Science Teacher: Qualities of a good Biological Sciences Teacher, Roles and Responsibilities
10. Non-formal Science Education: Science club, Eco-club, Blue-club, Red ribbon club, Science fairs - Objectives, levels of organizations, importance, Science Laboratories, Role of NGOs and State in popularizing science.
11. Evaluation: Concept and process of Measurement and Evaluation, Continuous Comprehensive Evaluation, Tools of Evaluation, Preparation of Scholastic Achievement Test(SAT), Analysis and interpretation of scores.