

Government of Andhra Pradesh
Department of School Education
State Council of Educational Research & Training

Category of Post: PGT
Paper II – ENGLISH 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 – More 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 — Intra & 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: English (Marks: 50)

I. Reading Comprehension of an unseen prose text

II. Language and Communication

- Parts of Speech
- Articles-Determiners
- Conjunctions (Linkers/Connectors/ Cohesive devices).
- Prepositions
- Adverbs –Types and their order in sentences.
- Tense and Time
- Adjectives including Degrees of Comparison
- Modals
- Word Order in Sentences
- Clauses
- Types of Sentences
- Voice
- Direct and Indirect Speech
- Non-finites (Infinitives, Gerunds and Participles)
- Complex and Compound Sentences
- Phrasal Verbs/Idioms/Prepositional Phrases
- Punctuation Marks
- Phonetics -Sounds, Stress and Intonation, Minimal Pairs, Minimal Contrastive Pairs
- Composition- Letter writing, Message writing, Notice writing, Report writing, Article writing, Paragraph writing and Precis writing

III. Literature

A. Detailed study of English Literature from 1798 to 1900 with special reference to

Wordsworth, S.T.Coleridge, John Keats , Shelley, Lord Byron, Charles Lamb, Charles Dickens, William Hazlitt, Alfred Lord Tennyson, Robert Browning, Mathew Arnold, George Eliot, Thomas Carlyle and John Ruskin.

B. Reading Comprehension of a literary Prose and Poem.

C. Poetry

Name of the Poet	Title
William Shakespeare	-Let Me Not To The Marriage of True Minds(A sonnet)
John Milton	On Time On Shakespeare
William Wordsworth	The Solitary Reaper Education of Nature A Slumber Did My Spirit Seal The World Is Too Much With Us
William Blake	A Poison Tree The Divine Image The School Boy
John Keats	On The Grasshopper and The Cricket Ode to The Nightingale Ode to Autumn
John Donne	A Literature Upon the Shadow The Sunne Rising
W.B. Yeats	The Wild Swans of Coole Byzantium The Second Coming
S.T.Coleridge	The Rime of The Ancient Mariner
Emily Dickinson	Trees
Robert Frost	The Road Not Taken Dust of Snow Stopping By Woods on a Snowy Evening
Rabindranath Tagore	The Last Bargain Where The Mind is Without Fear From Lover's Gift
Sarojini Naidu	The Bangle Sellers

D. Prose (Essay/Short Story/Novel)

Name of the Essayist/Writer/Novelist	Title
Francis Bacon	Of Studies
Charles Lamb	Dream Children-A Reverie
Oscar Wilde	The Nightingale and The Rose
Stephen Leacock	How to Live to be 200 The Conjuror's Revenge

E.V.Lucas	The face on the Wall
O'Henry	After Twenty Years
Isaac Asimov	Robots and People
A.G.Gardiner	On Shaking Hands
R.K. Laxman	The Gold Frame
Ruskin Bond	How Far is the River
George Orwell	Animal Farm (Original version)
R.K.Narayan	Next Sunday The Guide
Jane Austen	Pride and Prejudice
Jawahar Lal Nehru	Chapter III (The Quest) of Discovery of India

E: Drama

Name of the Writer	Title
William Shakespeare	The Tempest Macbeth Julius Caesar Hamlet
J.B.Priestly	Mother's Day(one act play)
Fritz Karinthy	The Refund
Mahaswtha Devi	Mother of 1084

Note: The candidates are expected to have a thorough knowledge of the above mentioned poets, essayists, novelists and dramatists and their respective works mentioned at the level that is expected of a student of literature.

F. Literary Criticism

Mathew Arnold: The Study of Poetry

T.S.Eliot: Function of Criticism

Teaching Methodology (Marks: 20)

1. Aspects of English language- History, Nature and Importance of English.
2. Problems and Principles of Teaching English.
3. Objectives of Teaching English.
4. Approaches, Methods and Techniques of Teaching English.
5. Developing Language Skills-Listening, Speaking, Reading and Writing.
6. Teaching – Learning Material – development, preparation and use (including use of ICT).
7. Developing Study and Reference Skills.
8. Remedial Teaching.
9. Evaluation in teaching / learning process.
10. Planning - Lesson planning.
11. Curriculum and Textbooks- Development and Use.