SYLLABUS

B.Ed. Special Education (VI)
Norms, Regulations & Course Content

**DEPARTMENT OF EDUCATION
COLLEGES OF ARTS & COMMERCE
ANDHRA UNIVERSITY, VISAKHAPATNAM
2010-2011**

Historical Background of the Programme

About the Department

Department of Special Education was started in the year 1989 with one Reader cum Coordinator **Dr. V. Krishna Murthy** and Three Lecturers namely Sri.R.Ranganathan, Sri.G.Narayana Rao and Dr.O.R.Reddy were appointed to train the teachers at B.Ed. (VI) and M.Ed. (VI) Programme to teach for the visually impaired children. **Dr. V. Krishna Murthy** who is the founder coordinator of the above programme. It aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century in the ensuring age of Information Technology Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently able and that teaching is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacher-professionals through imbibing required knowledge, Understanding, attitude and skill. The Education and training will enable them to tap the hidden talents and potentialities buried in the differently able; develop in them faith as well as a sense of freedom, Self-respect and dignity not only to stand on their own leg but also to contribute their service to the society and the Nation.

Objectives:
- To develop a broad perspective of the role of specially trained professionals as an agent of change in the prevailing and emerging Indian society in the ensuring age of IT revolution and Globalization.
- To perceive the so called 'disabled' as 'differently abled' and develop in them the confidence about their potentialities, abilities and usefulness to serve the society with a sense of freedom, Self-respect and Dignity.
- To develop professional competencies to educate the disabled group of learners.
- To know and understand various methods and approaches of organizing learning experiences of disabled group of learners in disability area for inclusive / integrated / Special Education set up.
- To develop competencies for selection and organization of learning experiences.
- To understand the nature of disabled children and their learning process.
- To develop competencies to deal with the academic and personal problems of the disabled learners.
- To know and understand the various methods and techniques of evaluation and their applications.
- To develop competencies for selection development and use of evaluation tools.
- To develop competencies to organize various co-curricular and extra-curricular activities.
- To know, understand and develop the ability to manage a Special school.
- To develop competencies for organizing various instructional and student support activities.

Bachelor and Master level Courses

The Bachelor and Master level courses have been designed in such a way that it trains the educator to be able to identify and assess children with visual disabilities, devise and implement Teaching Programme in all areas of management and critically review and evaluate the progress. The courses pertaining to Bachelor and Master level courses in the area of visual impairment in Special Education Programme.

Programmes Offered

A. **Pre Service Teacher Training Programme for the Visual Impaired**
   - B.Ed.(VI) Special Education Programme
   - M.Ed.(VI) Special Education Programme

B. **In-Service Teacher Training Programme for the disabled**
   - Continuous Rehabilitation Education Programme in collaboration with Rehabilitation Council of India, New Delhi such as
   - Teaching of Braille Reading and writing to VI,
   - Teaching of Survival Skills to VI,
   - Teaching of Mathematics to VI,
   - Teaching of Science to VI,
   - Emerging technologies and Computer aided software for screen reading like Jaws etc..
   - Importance of Orientation and Mobility, Sensory Training and Interpersonal Communication for VI
   - Rehabilitation of people with Low vision.
   - Employment opportunities for VI – Traditional and Modern approaches.
   - Preparing Instructional materials for teaching of various curricular areas to VI.
   - Entrepreneurship development programmes for Vocational instructors and Vocational Counsellors.
   - Training of adapted Physical Education activities for Physical Education Teachers.
   - Teaching of Creative arts to VI.
   - Planning and Implementation of a community based rehabilitation programme for the VI.

Infrastructure

1. One Office Room
2. Three Staff Rooms
3. Two Classrooms
4. One Braille Lab
5. One Low Vision Lab Room
6. Co-ordinator Room
7. One Seminar Hall

8. One Orientation and Mobility Lab
9. Research scholars Lab
10. Library cum DRS Room

Extension Services

- No. of In-Service Programmes for the functionaries of different levels one being organized in the areas of Visual Impairment.
- As a follow up measures we have established on association with our own students who are working both in Integrated and Special Schools, thus we elicit information and no of problems in their respective mandals and address the issue for the redressel.
- We organized In-Service Programme for the functionaries of different NGOs sponsored by sight savers the funding agency in the area of visual impairment.
- We associate the unit of NSS Andhra University in conducting the eye campus in the rural areas.

Employing Agencies

- The students were getting placements in the Special schools under the Ministry of welfare of Handicapped, Hyderabad,
- The students were appointed in IED scheme and velugu Project both in District and Mandal level.
- The students were getting placement as Itinerant teachers in the Non Governmental sector funded by INGOs like Sight savers, CBM etc.
- The students were also placed as regular teachers through DSC, Lecturers in the College of Education, Department of Special Education in the University and National Institutes for the Disabled.

Note: *For further information in the area of education for the visually impaired you may contact* **Dr.R.Ranganathan**,*Professor of Special Education,* **Member-cum-CONVENOR for the sub-committee of Rehabilitation council of India** *(A Saturated Body under the Ministry of Social Justice and Empowerment) dealing with professionals in the field of blindness and low visions in India in the area of visual impairment.*

GENERAL REGULATIONS OF B.Ed. SPECIAL EDUCATION COURSES

Preamble

In the Foreword to the National Policy For Persons With Disabilities (2006), Smt. Meira Kumar, the then Minister for Social Justice and Empowerment, rightly observes: "The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities."

 Indeed, it is universally recognized now that persons with disabilities constitute valuable human resources for societies. Meaningful education alone can enable them to face the challenges of life effectively, participate actively in community activities and thus become useful assets.

It is in this background that Section 26 of our Persons with Disabilities Act –1995, enjoins upon all the appropriate Governments and the local authorities to "Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years."

The UN Convention on the Rights of Persons With Disabilities which our Government has already ratified in October 2007, recognizes through Article 24, the right of persons with disabilities to education. For realizing this right, the Convention calls upon Member-States, inter-alia, to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability and that they receive 'effective individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion'.

In this important context, our country's "The Right of Children to Free and Compulsory Education Act, 2009 "assumes special significance. It provides for quality educational opportunities to be made available to children with disabilities as well, along with necessary infrastructural facilities and support services including trained teachers.

It is, therefore, incumbent upon us all to redouble our efforts with utmost vigour and sincerity to create educationally conducive environments for our disabled children. We have, of course, a long way to traverse. The literacy rate among persons with disabilities is reported to be just about 49 percent. Only about 9 percent of disabled youngsters manage to complete secondary education.

Para 48 of the National Policy for Persons with Disabilities, seeks to ensure "that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020." In order to work towards realizing this huge target, we need a large cadre of appropriately and adequately trained teachers, apart from other requisite support services and technologies.

Our teachers have to play a decisive role in bringing about a qualitative change in the lives of persons with disabilities. They have to imbibe the desired positive attitudes

towards disability, viewing it as a special challenge to human ingenuity and resourcefulness and not a terrible affliction or obstruction. They have to understand the real meaning of inclusion-- a basic mindset, a philosophy of life and not just a matter of rhetoric or a cliché. And, of course, they have to acquire all necessary knowledge and skills for successful and efficient discharge of their onerous responsibilities. The proposed Special Education B.Ed. course seeks to fulfill this important goal--preparing competent, creative, committed and confident teachers of children with disabilities.

Objectives of the Course

The B.Ed. (Special Education) programme aims to develop teachers for children with disabilities for various settings. The B.Ed. (Special Education) course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.
The B.Ed. (Special Education) programme aims to prepare the students for the following:

  i.   To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.

  ii.   To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

  iii. To develop skills and competencies to cater to the needs of children with disabilities in general, and special class settings in particular, in cognitive, affective and skill domains.

  iv.   To equip in various techniques of teaching and evaluation in special and inclusive set up.

General Framework of the Course:

The B.Ed. special education course consists of theory papers as per the following scheme:
    Common Papers   :   4
    Specialization Papers   :   3
    Methodology Papers or   :   2
            Methods related to specialization

Specialization Area

        Visual Impairment

Adequacy of the Special Education Syllabi

The syllabus prescribed at the B.Ed level is on the basis of minimum requirements and validity of the contents prescribed by the RCI.

Duration of the Course

The duration of the course is one academic year.

Distribution of Time for Theory and Practical Work

The course should be spread over a period of 220 days (minimum) with 1320 working hours in addition to the examination and admission days. The distribution of working hours for the theory and practical is suggested as follows:

S.No	Area	Hours	Marks
1	Core	22%	18%
2	Specialization	17%	13%
3	Methodology	11%	09%
4	Practicum	50%	60%
TOTAL		100%	100%

In the case of institutions offering specialization model only, the percentage of hours and marks allotted to methodology will be incorporated under specialization areas

Theory Papers

1	Common Papers	4x77 Hours	308 Hours
2	Specialization (Visual Impairment)	3x60 Hours	180 Hours
3	Methodology or Methods related to specialization	2x77 Hours	154 Hours
4	Practical Work	-	678 Hours

Eligibility for Admission

The eligibility for this B.Ed. course is B.A./B.Sc. or an equivalent degree at graduate level depending on the requirements for the particular course. The eligibility for admission is 45% aggregate in the qualifying degree examination. The regulations prescribed by the State Government with regard to minimum eligibility criteria and reservation policies may be taken into consideration. Admission through EdCET.

Course Pattern (Non-Semester)

Passing Minimum

The minimum mark for passing in the theory papers is 40% in each theory paper, 50% in practical and 50% in aggregate.

Nature of Evaluation
Single Evaluation.

Reappearing facility

The student who fails in any paper may be allowed to appear in that particular paper only for a maximum of 3 times within three years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

Improvement of Marks

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. However The examination pattern and procedure prescribed by the Rehabilitation Council of India may also be adopted.

Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus / regulations.

Teacher-Student Ratio

The staff-student ratio in the area of B.Ed special education may be 1:8, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the B.Ed Special Education course inclusive of 3 seats for foreign students. Additional intake should be approved by RCI. Qualifications required for teaching faculty are given on RCI website under the 'Norms for Appointment of Faculty for B.Ed. & M.Ed. Special Education'.

Infrastructural Facilities

Department has aids and appliances such as brailler, Slate and stylus, Mobility cane, Abacus, Taylor Frame, Low vision lab, DRS facilities and teaching learning materials. Department has necessary infrastructural facilities such as Psychology Laboratory and computer room. The institution has a model school namely Government Residential School for Visually Handicapped Girls at Yandada, Visakhapatnam City. The student teachers can have practice teaching both school for the Blind and normal school.

Certification as a Registered Professional

It is mandatory for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

COMMON PAPERS

S.No.	Title of the Paper
PAPER – I	TEACHER AND EDUCATION IN EMERGING INDIAN SOCIETY
PAPER – II	EDUCATIONAL PSYCHOLOGY
PAPER – III	EDUCATIONAL TECHONOLOGY AND COMPUTER EDUCATION
PAPER –IV	**PART–A:** SCHOOL MANAGEMENT/ ADMINISTRATION
	PART–B: ELEMENTARY EDUCTION (OPTIONAL)

SPECIALIZATION PAPERS

S.No.	Title of the Paper
PAPER – I	NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION
PAPER – II	INTRODUCTION TO THE EDUCATION OF VISUAL IMPAIRMENT
PAPER – III	EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT

METHODOLOGY PAPERS

S.No.	Title of the Paper
Paper VI	METHODS OF TEACHING ENGLISH
Paper VI	METHODS OF TEACHING PHYSICAL SCIENCE
Paper VII	METHODS OF TEACHING MATHEMATICS
Paper VII	METHODS OF TEACHING SOCIAL STUDIES
Paper VII	METHODS OF TEACHING BIOLOGICAL SCIENCE

COMMON PAPERS
B.Ed., SPECIAL EDUCTION-[VI]
SYLLABUS

PAPER – I
TEACHER AND EDUCATION IN EMERGING INDIAN SOCIETY
Objectives: (77 Hrs.)

1. To enable the student teachers to understand the relationship between education and philosophy.
2. To enable the student teachers to understand the basic principles of different schools of philosophies and their implications for education.
3. To enable the students to acquire knowledge of educational thoughts of great educators.
4. To enable the student teachers to understand the process of socialization.
5. To enable the students teachers to understand the [process of social change, modernization and the role of education in the transmittance of the national and cultural heritage.
6. To sensitize pupil teachers towards the promotion of national integration, world peace and protection of human rights.

Unit 1: Philosophy and Education

Meaning of philosophy and Education
Meaning and scope of philosophy of Education
Analysis of Aims of Education (with philosophical and Sociological Perspectives)

Unit II: A Brief Introduction to the History of Indian Education

Ancient, Medieval, Modern and Contemporary Education

Unit III: Selected Schools and Thinkers of Philosophy

Schools of philosophy and their Education Implications
 Idealism
 Naturalism
 Pragmatism
Indian Thinkers and their Contributions to Education
 M.K. Gandhi
 Rabindranath Tagore
 Sri Aurobindo
Values in Education
 Meaning and Classification of Values
 Value Crisis
 Role of Education in Resolving Value Crisis

Unit IV: Sociology of Education

Meaning and Scope of Sociology of Education
Socialization and Role of Education in the Process of Socialization.

Agencies of Education with Special Emphasis on Home, School and Mass Media

Unit V: Culture and Education

Meaning and Characteristics of Culture
Cultural Growth and Development
Cultural Pluralism, Cultural Relativism, Cultural Lag, Cultural Conflict,
Ambivalence and Tolerance, Enculturalism through Education.

Unit VI: Education and Social Transformation

a) Social Change
   1. Meaning and Factors of Social Change
   2. Education as a Facilitator of Social change
b) Modernization
   1. Meaning and Attributes of Modernization
   2. Role of Education in the process of Modernization
      i.   Women
      ii. SC & ST
      iii. Disabled
      iv. Minorities
   3. Human Rights Education With Reference to Child Rights

Unit VII: Education and Integration

a) International Peace and Understanding
b) Role of Teacher and Educational Institutions in Securing National Integration and promoting International Understanding.

PAPER - II
EDUCATIONAL PSYCHOLOGY

(77 Hrs.)

Objectives:

1. To enable the student teacher understand herself/himself and the learner.
2. To apply the knowledge of principles of Educational psychology and techniques to facilitate optimum development of integrated personality
3. To appreciate the need and significance of the study of educational psychology in understanding, analyzing, interpreting and guiding the development of the learner.
4. To understand the process of development and its different dimensions and the factors affecting them to understand the needs, developmental tasks and problems of adolescents in the development of well integrated and balanced personality.
5. To understand the nature and process of learning and the factors/conditions with facilitate or obstruct the learning process.
6. To design learning situations which enable learners to use various styles and strategies of learning?
7. To understand the nature, extent and causes of individual differences among children, and have the working knowledge of strategies and techniques for helping children.
8. To understand the nature of personality and adjustment and to develop insight into various types of adjective and maladjustive behaviours.
9. To choose and use appropriate psychological tests in educational setting for behaviour modification.
10. To understand group structure and dynamics as relevant to school groups in general and groups in particular.
11. To identify the children who need special help and understand the techniques of diagnosing classroom difficulties of children and provide guidance services.

Unit 1: The Nature, Role and Methods of Psychology in Education

a) Meaning, Nature and Scope of Educational Psychology and Branches of Psychology
b) Methods of Study – Introspection, Observation, Experimental & Case Study.
c) Utility of Educational Psychology to the Teacher.

Unit II: Development of the Learner

a) Concept of Growth, Development & Maturation, Principles of Development.
b) Influence of Heredity & Environment on Development – Individual Differences.
c) Stages of Development – Infancy, Childhood, Adolescence (adulthood)
d) Dimensions of Development
  1. Physical Development
  2. Cognitive Development – Piaget's stages, Attention, perception, Memory, Thinking, Imagining, Reasoning and Problem Solving.
     i. Forgetting – Causes of Forgetting.

ii. Intelligence – Nature, Guilfords Structure of Intellect, Concept of I.Q., Intelligence Tests – Verbal & Non-verbal, Distribution of I.Q., Constancy of I.Q., and Aptitudes.
iii. Creativity – Nature, Process, Fostering Creativity among Children and Tests.
3. Affective Development – Needs, Emotions, Emotional maturity, Attitudes and Interests.
4. Social Development - Social Maturity
5. Moral Development – Kohlberg

Unit III: Psychology of Learning and Teaching

a) Concept of Learning – Learning Process, Principles of Learning
b) Types and Theories of Learning.
   1. Learning by Observation
   2. Trial and Error
   3. Classical and Operant Conditioning
   4. Insightful Learning.
c) Transfer of Training – Concept, Significant Facilitative Conditions and Methods
d) Factors Influencing Learning – Learner Factors, Learning Material, School Factors, Home factors, Social factors.
e) Motivation – Concept, Types, Achievement Motivation, Classroom Motivation.
f) Bruner's Theories of Instruction

Unit IV: Factors Influencing Development of Personality

a) Concept and Nature of Personality – Type and Trait Approaches
b) Assessment of personality
   1. Projective Techniques
   2. Non-projective Techniques
c) Personal Adjustment – Adjustment, Characteristics, Maladjustment, Causes of Maladjustment
d) Frustration – Concept of Conflict and Defense Mechanisms
e) Adjustment in School
f) Mental Health of the Teacher and Taught
g) Group Dynamics and Teachers Role
h) Guidance and Counseling Services – Education, Vocational, personal Counselling – Concept and Types Directive, Non-directive and eclectic Counselling.
i) Role of Teacher in Guidance and Counseling Services.

Unit V: Importance of Educational statistics for Secondary School Teachers
a) Concept of Statistics for Psychology and Education- Knowledge of Educational Statistics for Class room Teacher.
b) Tabulation of Data and Its Educational Significance
c) Measures of Central Tendencies and Variability – Rank – Correlation.
d) Normal probability Curve, its Interpretation and Educational Implications.

Practical work

 a) Preparation of Case Study
 b) Experiments and Tests in Intelligence, Aptitude, Memory, Personality, Interests & Attitudes, Field Experiences, (Any two or three)
 c) Counseling Sessions

Format for Case Study
 I. Identification of Problem in Consultation with Teachers
 II. Data Collection
  a) Family Background
  b) Health Conditions
  c) School Record – Curricular and Co-curricular Activities
  d) Social Behaviour
  e) Emotional Behaviour
  f) Interests
  g) Personality Traits
 III. Analysis of Data to Locate the Causes and Conditions
 IV. Findings
 V. Suggestions

References:
1. Bhatia, H.R. (1977): Textbook of Educational Psychology, The Macmillan Company of India Ltd., New Delhi
2. Aggrawal, J.C. (1995)" Essential Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.
3. Chauhan, S.s. (1988): Advanced Educational Psychology, Vikas Publication, New Delhi
4. Sharma, K.N.(1990): Systems, Tgheories and Modern Trends in Psychology, HPB. Agra.
5. Rao. S. Narayana (1990): Educational Psychology, Wiley Eastern Ltd., New Delhi.
6. Dececco, J.P. (1977): The Psychology of Learning and Instruction, Prentice Hall of India Pvt., Ltd., New Delhi.
7. Kale, S.V. (1983): Child Psychology and Child Guidance, Himalaya Publishing House, Giragoan, Bombay.
8. Kakkar, S.B. (1989): Educational Psychology & Guidance, The Indian Publication, Hill Road, Ambala, Cantt.
9. Mangal, S.K. Educational psychology
10. Sprinthal & sprinthal: Educational Psychology – Developmental Approach
11. Bruce, Joyce & Weils & Howers : Models of Teaching
12. Garett, H.E.: Statistics in psychology and Education
13. Manga, S./K. : Introduction to statistics in Education
14. Boaz., G.D: Educational psychology
15. Chauhan, S.S. Mental Hygiene
16. Hurlock Elizabeth: Developmental psychology
17. Dandekar, W.N: Psychological Foundations of Education

18. Crow & Crow: Educational Psychology
19. Soch & Gupta: Educational Psychology
20. Simpson, R.C: Fundamentals of Educational Psychology

PAPER – III

EDUCATIONAL TECHONOLOGY AND COMPUTER EDUCATION

Objectives: **(77 Hrs.)**

The course will enable the pupil teacher to
1. Understand the scope of technology in education and in the modern society.
2. Develop right attitude towards machines /equipment
3. Skills of handling different types of Educational Technology equipment in the class room
4. Consider Educational Technology as an approach to class room instruction
5. be aware of theoretical underpinnings in Educational Technology
6. acquaint with operational systems of computer and its role in education

Unit – I: Meaning, Scope and Need for Educational Technology

a) Meaning of Educational Technology and its Importance – Technology of in Education Communication its Ramifications and Barriers
b) Scope of and the need for Educational Technology
c) Objectives for Using Educational Technology
d) Approaches to the Realization of the Objectives
e) Teaching Learning Processes and Analyzing Classroom Interaction

Unit – II: Theoretical Bases for Educational Technology

a) Behavioural Psychology and its Impact on our Understanding of Learning
b) Programmed Learning as an Offshoot of Behavioural Psychology
c) Different Types of Programmed Instruction
d) Programmed Learning and Language Laboratory
e) System Approach: Systems – Natural and Man-Made
f) CAI, CAL and CML
g) Multi Sensory Approach – Edger Dales cone of Experience

Unit – III: Classification of AV Aids

a) Concept of Hardware and Software
b) Unimodal and Bimodal Apparatus (based on the use of sense organs)
c) Range, availability and Use of AV Aids – Epidiascope, Slide Projectors, Filmstrip Projectors, 16mm Projectors, OHP, Radio, Tape Recorders, Televisions, VCR, Tape Side Synchronizers , etc.,

d) Multimedia packages in Education.

Unit – IV: Computers in Education

a) a) Introduction to Computers Generations of Computers; Essential Components of Computers – Block diagram – CPU – Input & Output Devices; Types of Memory: Types of Computers; Computer Languages – Assembly Language – Machine Language- High Level Languages; Characteristics of Computers; Uses and Applications of Computers; Binary Conversion from and to Decimal, Octal and Hexadecimal Systems – viruses and Protection Systems.

b) b) Introduction to operating Systems: What is an Operation System: Types of Operating system; Basics of MS-DOS – Internal & External Commands – Introduction to Windows – Utilities of Window (95-2000)

c) Introduction to MS-Office :

1. M.S. Office'95 to 2000 – M.S. Word Processing – Saving and Retrieving Files from Different Drives – Text Editing – Spell-Check – Thesaurus Text-Printing.
2. M.S. Excel- Statistical Applications, Measures of Central Tendencies (Mean, Median, Mode) – standard Deviation – Correlation etc, Graphical Representations – Bar Graphs, Pie Diagrams, Smooth Curves
3. MS-Access – Creating a File – Adding and Changing Information – sorting – Searching and Printing.
4. M.S. Power Point – Its Applications and Uses in Presentations.

d) Introduction to Internet:
History of Internet – Electronic Mail (e-mail) – World Wide Web (WWW) – Internet Information – Accessibility and Retrieval

Assignments and Projects:

a) Project Reports : e.g. Collection of Student Information, School Data, social Surveys, Preparation of School Budget and Balance sheets
b) Uses of CDs and Floppies in Computer Based Learning
c) Using Internet – sending and receiving e-mail – Collecting Information on Education and other Related Activities.

Duration of the Course
The course can be administered in about 120 – 130 contact hours. Out of these, 65 hours will be set aside for providing hands on experience with computers as well as handling different types of equipment.

References:
1. Duncan Harris: Education for the New Technologies.
2. Erwin V. Johanningmeier: Foundations of Contemporary American Education.
3. Heomoch & Molenda : Instructional Media
4. Queue: Micro Computers in Education

5. J.C. Aggrawal: Essentials of Educational Technology) - Teaching Learning.
6. S.R. Vashist: Research in Educational Technology
7. A.R. Sharma : Educational Technology
8. Mangal S.K. : Foundations of Educational Technology
9. Sampath K. Punneer Selvam S. & Santhanam S. Introduction to Educational Technology
10. Ranganathan R: Assistive Technology for the Visually Impaired Children
11. Das. B.C. Educational Technology
12. Bhatia R.L. & Ahuja B.N. Educational Technology
13. Yadav R.S. : An Advanced Educational Technology
14. Peter Norton: Peter Norton's Introduction to Computers
15. SAMS : SAMS Teach Yourself MS-Office in 24 hours
16. V. Raja Raman: Fundamentals of Computers
17. Verma : Modern Trends in Teaching Technology

PAPER –IV

PART – A: SCHOOL MANAGEMENT / ADMINISTRATION

Objectives: **(39 Hrs.)**

1. To enable the student teachers to understand the basic concepts of educational management.
2. To enable the student teachers to understand different components of school management.
3. To enable the student teachers to realize the multifaceted role of a teacher / head teacher.
4. To enable the student teacher to understand and appreciate the process of becoming an effective teacher.

Unit – I: Educational Management

Definition – Aims – Meaning – Different Types – Democratic Vs Autocratic – Principles of Democratic Management – Administrative Structure of Education – Centre, State and Local bodies.

Unit – II: School as an Organization

Concept – Objectives – Different Components – School Plant – personnel Involved and Financial Resources

Unit – III: Types of Schools and their Managements

Relative Merits and Limitations

Unit – IV: Head of the Organization – Importance and Different Roles

a) Academic – Supervision, Guidance, Maintenance of standards Institutional Evaluation, Time Table, Subject Clubs, Co-curricular Activities.
b) Administrative – Development of Institution, Institutional planning, Budgeting, Mobilization of Resources, Supervision, Organization of Staff – Meeting – Maintenance of Different Registers & Records – Village Education Committees – Relationship between School and Society.

Unit – V: The Role of the Teacher.

Concept of Effective Teaching – Pre requisite Characteristics of Effective Teacher – Self Evaluation – Professional Growth of Teachers – Significances of In-service Programmes – Taking up Action Research

References:
1. Morphet – Edgar, L. et al : Educational Administration – Concepts, Practices and Issues
2. Bhatnagar: Educational Administration – 1988 Loyals
3. S.K. Kochar: School Administration and Organization
4. S.N. Mukherji: Secondary School Administration, Acharya Book
5. Aggarwal: School Management.
6. J.C. Aggarwal: Teachers Role, Status, Service Conditions and Education in India. 1988 (Dooba House)
7. R.N. Safaya & B.D. Saida : School Administration and Organization
8. M.S. Sach Deva : School Administration

PAPER – IV
PART – B: ELEMENTARY EDUCTION (OPTIONAL)
Objectives: **(39 Hrs.)**
1. To enable the student- teachers to understand the role of elementary Education in the system of Education.
2. To Provide insight into the growth and development of Elementary Education in India
3. To enable the student teachers to understand the content, instructional strategies and evaluation related to Elementary Education

Unit – I: Nature and Historical Development of elementary Education in India

Need – Nature and Scope of elementary Educator – History of elementary Education in India – Development of elementary Education during British Rule and after Independence.

Unit – II: Policies and Constitutional provisions of Elementary Education

Indian Constitution & Elementary Education – Constitutional Provisions for Compulsory Elementary Education: Universalisation of Elementary Education – National Policies, Commissions, & Committees Related to Elementary Education – Review and Recommendations.

Unit – III: Problems and Issues in Elementary Education

Access – Enrolment – Wastage – Stagnation – Retention, Quality of Achievement – Role of Teachers, parents, Community to Overcome the Problems

Unit – IV: Quantitative Expansion and Qualitative Improvement in elementary Education

Measures to be take for 100% enrolment & Retention – Improving the Quality of elementary Education – Navodaya Schools, APPEP, OBB, MLL, DPEP with Special Reference to the State of Andhra Pradesh

Unit – V: Educational Practices and Evaluation Procedures

References:
1. sharma T.C (1981): Environmental Education, New Delhi, Metropolitan
2. Khashoo T.W. (1984): Environmental Concerns and strategies, New Delhi, Indian environmental Society
3. Trends in Environmental Education, UNESCO Publications
4. Steve Goodall (Ed.): Developing Environmental Education in the Curriculum, David Fulton Publishers Ltd., London, 1994
5. Palmer Joy, A (1998): Environmental Education in the 21st Century – Theory, Practice, progress and Promise, Routledge, London.

SPECIALIZATION PAPERS
B.Ed., SPECIAL EDUCTION-[VI]
SYLLABUS

PAPER – I
NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION

Objectives   **60 Hrs.**

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotors, Neurological and Leprosy Cured
5. Neuron-developmental Disorders
6. Multiple Disabilities, Deaf blindness

Course Content

Unit 1: Blindness and Low Vision   09 Hrs.

1.1 Definition and Identification
1.2 Incidence and Prevalence
1.3 Characteristics
1.4 Causes and Prevention
1.5 Intervention and Educational Programmes

Unit 2: Hearing Impairment   09 Hrs.

2.1 Definition and Identification
2.2 Incidence and Prevalence
2.3 Causes and Prevention
2.4 Types of Hearing Loss and Characteristics
2.5 Modes of Linguistic Communication and Educational Programmes

Unit 3: Mental Retardation   09 Hrs.

3.1 Definition and Identification of Mental Retardation and Mental Illness
3.2 Incidence and Prevalence, Causes and Prevention
3.3 Characteristics -Mild, Moderate, Severe, Profound
3.4 Types and Classification of Mental Retardation and Mental Illness
3.5 Intervention and Educational Programmes

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities   07 Hrs.

4.1 Definition and Classification
4.2 Incidence and Prevalence
4.3 Causes and Prevention

4.4 Types, Classification and Characteristics
4.5 Intervention and Educational programmes

Unit 5: Learning Disabilities   **08 Hrs.**

5.1 Concept and Definition of Learning Disabilities. .
5.2 characteristics of LD
5.3 Etiological Factors
5.4 Types and Associated Conditions
5.5 Intervention and Educational Programmes

Unit 6: Autism Spectrum Disorders   **09 Hrs.**

6.1 Concept and Definition of Autism.
6.2 Characteristics of Autism
6.3 Etiological Factors
6.4 Types and Associated Conditions
6.5 Intervention and Educational Programmes

Unit 7: Multiple Disabilities and Various Combinations   **09 Hrs.**

7.1 Definition and Identification
7.2 Incidence and Prevalence
7.3 Causes and Prevention
7.4 Characteristics
7.5 Intervention and Educational Programmes

Reference books

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth? Tuisa the Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
2. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
3. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
4. Ranganathan R, (2006) Barriers in Education, Training and Rehabilitation, Journal of Educational Research and Extension, 43(3), Coimbatore: Sri Ramakrishna Mission Vidyalaya College of Education, Pp: 34-48.
5. Ranganathan R, (2006) Education of the Visually Impaired inclusion – A Reality based service delivery program EDUTRACKS Vol 5, No.8 Hyderabad: NeelKamal Publications Pvt. Ltd. Pp:19-21.
6. Ranganathan R, (2007) Assessment issues and concerns with reference to special Education, Visakhapatnam: Andhra University. Pp: 173-189.

7. Ranganathan R, (2006) Assistive Technology for the Visually Impaired Children, New Delhi: MACMILLAN Advanced Research Series, Channeling the Challenges of Disability Pp: 245-260.
8. Ranganathan R, (2005) Braille: Instructions for Teacher Preparation in Andhra Pradesh, Visakhapatnam: Andhra University.
9. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
10. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
11. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
12. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
13. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
14. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
15. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
16. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
17. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
18. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
19. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
20. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
21. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
22. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
23. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

Paper 2: INTRODUCTION TO THE EDUCATION OF VISUAL IMPAIRMENT

Objectives   **60 hrs.**

After studying this paper, the student teachers are expected to realize the following objectives:

1. Narrate the evolutionary process of the development of services for visually impaired children.
2. Define blindness and other types of visual impairment.
24. Describe the impact of visual impairment on the personality development of the child.
25. Plan child-centered educational services for low vision children.
26. Enumerate the nature of services for visually impaired children with additional disabilities.

Course Content

Unit 1: Anatomy and Physiology of the Eye   (12 Hrs.)

1.1   Eye and Eye care.
1.2   Visual Acuity, refraction, fusion, depth perception.
1.3   Visual deficit tunnel vision, loss of visual field, central scotoma, low vision.
1.4   Refractive errors -myopia, hyperopia, persbiopia, astigmatism.
1.5   Common eye diseases -cataract, glaucoma, traucoma, corneal ulcer, Xerophthalmia, retinitis pigmentosa, macular degeneration, optic atrophy.

Unit 2: Nature of Visual Impairment   (12 Hrs.)

2.1   Concept of impairment
2.2   International classification of impairment including ICF 2005
2.3   Definition and classification of blindness and low vision
2.4   Incidence and prevalence of visual impairment.

Unit 3: Psycho-social Implications of Visual Impairment   (12 Hrs.)

3.1   Psychological and Social Implications of visual impairment
3.2   Effects of blindness on growth and development -physical, social, intellectual and emotional.
3.3   Effects of visual impairment on personality development, verbalism and mannerism
3.4   Coping with adolescence and transition planning

Unit 4: Social Disposition to Visual Impairment   (12 Hrs.)

4.1   Attitude towards visual disability

4.2   Parental attitudes, attitude of siblings, peer group attitude and stereotypic attitude towards blindness.

4.3   Teachers' attitudes, social attitudes, and attitude modification

4.4   Role of teacher in developing positive Attitude

Unit 5: Visually Impaired Children with Associated Disabilities   (12 Hrs.)

5.1   Concept.

5.2   Types of associated disabilities -hearing impairment, mental retardation, locomotor and neurological disorders, learning disabilities

5.3   Importance of Early Intervention

5.4   Support services -modify and implications.

Reference books

1. ICEVI (1995). Reaching the Unreached. Asian conference Proceedings. Ahmedabad: Blind People's Association

2. Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers.

3. Mani. M.N.G. (1992). Concept Development of Blind Children. Coimbatore: Sri Ramakrishna Vidyalaya Printing Press.

4. Mani. M.N.G. (1992). Ingredients of IED. Mukkimalai : Nivis Publishers.

5. Moores. D.F. (1982). Educating the Deaf: Psychology, Principles and Practices (2nd Ed.) Boston: Houghton Mifflin.

6. Pandy, R.S and Advani, Lal (1995). Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.

7. Punani. B and Rawal, N (1997). Community Based Rehabilitation (Visually Impaired). Bombay : NAB.

8. Radha Bai. Et al. (Ed.) (1995). All colours are There. Trichy: Holy Cross Service Society.

9. Tuttle. D. (1984). Self-esteem and Adjusting with Blindness. Springfield, IL: Charles C. Thomas.

10. UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris.

11. Ranganathan R, (2006) Education of the Visually Impaired inclusion – A Reality based service delivery program EDUTRACKS Vol 5, No.8 Hyderabad: NeelKamal Publications Pvt. Ltd. Pp:19-21.

12. Ranganathan R, (2006) Barriers in Education, Training and Rehabilitation, Journal of Educational Research and Extension, 43(3), Coimbatore: Sri Ramakrishna Mission Vidyalaya College of Education, Pp: 34-48.

13. Ranganathan R, (2005) Braille: Instructions for Teacher Preparation in Andhra Pradesh, Visakhapatnam: Andhra University.

14. Ranganathan R, (2003) Integrated Education of Visually Impaired Children, EDUTRACKS Vol 3, No.3 Hyderabad: NeelKamal Publications Pvt. Ltd. Pp: 28-30.

15. Ranganathan R, (2007) Assessment issues and concerns with reference to special Education, Visakhapatnam: Andhra University. Pp: 173-189.
16. WHO (1992). Prevention of Blindness. Geneva.
17. Ysseldyke. J.E. & Algozzine. (1982). Introduction to Special Education. Boston: Houghton.
18. Barraga. N.C. (1976). Visual Handicaps and Learning. A Developmental Approach. California: Wordsworth.
19. Faye. E.E., (Ed.) (1984). Clinical Low vision. Boston: Little, Brown and Co.
20. Jose. R. (1983). Understanding Low Vision. New York American Foundation for the Blind.

Paper 3: EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT

Objectives   60 Hrs.

After studying this paper, the student teachers are expected to realize the following objectives:

1 List the common eye defects of children and adults.
2 Use the tests appropriate for assessing the capabilities of visually impaired children.
3 Describe various educational service options available for visually impaired children.
4 Narrate the need and nature of curricular adaptation for visually impaired children.
5 Plan educational services leading to rehabilitation of visually impaired adults.

Course Content

Unit 1 Historical Perspectives of Education of Visually Impaired Children 12 Hrs.

1.1.   Historical development in India and Abroad
1.2.   Cascade system of service delivery.
1.3.   Models of integrated education: resource model, itinerant model, combined model, cluster model, cooperative model, dual teacher model, multi-skilled teacher model.
1.4.   Development of inclusive education
1.5.   Current status of education of visually impaired children with additional disabilities.

Unit 2: Education of Low Vision Children   12 Hrs.

2.1   Assessment of low vision
2.2   Educational problems of low vision children.
2.3   Vision stimulation and visual efficiency.
2.4   Low vision aids -magnifiers, large print materials, and computers.
2.5   Education of low vision children with associated intellectual impairment, hearing impairment and neurological impairment including classification, assessment and teaching strategies.

Unit 3: Development of inclusive education   12 Hrs.
3.1   Concept and importance of inclusive education
3.2   Central Scheme of Inclusive Education of children with Disabilities at Secondary Scheme
3.3   Role of functionaries -head masters/principals, special teachers, class room teachers, parents and peers
3.4   Factors responsible for successful integration and inclusion.
3.5   Importance of Sarva Shiksa Abhiyan

Unit 4: Curricular Adaptation   **12 Hrs.**

4.1   Importance of curricular adaptations

4.2   Direct and indirect services, material development and presentation.

4.3   General principles of material preparation: duplication, modification, substitution and omission.

4.4   Use of adapted instructional material for teaching and learning subjects like maths, science, social science, etc.

4.5   Creative arts and adapted physical education activities, yoga, strategies for coping with stress.

Unit 5: Education for Rehabilitation   **12 Hrs.**

5.1   Pre-requisite skills for the successful rehabilitation of visually impaired persons.

5.2   Role of multi-purpose rehabilitation workers and Para-professionals.

5.3   Linkages between education and rehabilitation professionals.

5.4   Awareness of other development programmes in the community.

5.5   Familiarizing with poverty alleviation programmes.

Reference books

1. ICEVI (1995). Reaching the Unreached. Asian Conference Proceedings. Ahmadabad: Blind People's Association.
2. Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers.
3. Mani. M.N.G. (1992). Concept Development of Blind Children. Coimbatore: Sri Ramakrishna Vidyalaya Printing Press.
4. Mani. M.N.G. (1992). Ingredients of LED. Mukkimalai: Nivis Publishers.
5. Moores. D.F. (1982). Educating the Deaf: Psychology, Principles and Practices (2nd Ed.) Boston : Houghton Mifflin.
6. Pandy. R.S and Advani, Lal (1995) Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
7. Punani. B and Rawal, N (1997).Community Based Rehabilitation (Visually Impaired). Bombay: NAB RAC.
8. Radha Bai. Et al. (Ed.) (1995). All Colours are There. Trichy: Holy Cross Service Society.
9. Tuttle, D. (1984). Self-esteem and Adjusting with Blindness. Springfield, IL: Charles C. Thomas.
10. UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris.
11. WHO (1992). Prevention of Blindness. Geneva.
12. Ysseldyke. J.E., & Algozzine, (1982). Introduction to Special Education. Boston: Houghton Mifflin.
13. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum : Kerala Federation of the Blind.
14. Julka, Anita (1999): Low Vision Children – Guide for Primary School Teachers, New Delhi: NCERT
15. Keefee. J.E. (1994). Assessment of Low Vision in Developing Countries. Book 1.

16. Keefee. J.E. (1994). Assessment of Low vision in Developing Countries. Book 2. The Effects of Low Vision and the Assessment of Functional Vision. Melbourne The University of Melbourne.
17. Mani. M.N.G. (1995). Reading Preference Test to Children with Limited Vision. Coimbatore: S.R.K.V. College of Education.
18. Ranganathan R, (2006) Education of the Visually Impaired inclusion – A Reality based service delivery program EDUTRACKS Vol 5, No.8 Hyderabad: NeelKamal Publications Pvt. Ltd. Pp:19-21.
19. Ranganathan R, (2006) Barriers in Education, Training and Rehabilitation, Journal of Educational Research and Extension, 43(3), Coimbatore: Sri Ramakrishna Mission Vidyalaya College of Education, Pp: 34-48.
20. Ranganathan R, (2005) Braille: Instructions for Teacher Preparation in Andhra Pradesh, Visakhapatnam: Andhra University.
21. Ranganathan R, (2006) Community mobilization for Gender sensitization and IED Quality Dimension Initiatives: Action Research and innovative process [An IGNOU – MHRD Govt. of India Project]
22. World Health Organization (1993). Management of Low Vision in Children. Geneva.
23. World Health Organization (1997). Global Initiative for the Elimination of Avoidable Blindness. Geneva.
24. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum: Kerala Federation of the Blind.

METHODOLOGY PAPERS
B.Ed., SPECIAL EDUCTION-[VI]
SYLLABUS

PAPER – VI
METHODS OF TEACHING ENGLISH

(77 Hrs.)

Objectives:
The Course will enable the student teacher to
1. be sensitive to language use.
2. develop an understanding of the nature and objectives of teaching languages.
3. be sensitive to the problems of learning (teaching) second and foreign language
4. be able to develop among learners an ability to acquire language skills.
5. become aware of modern methods of language teaching and put them to use in real class room situations.
6. be able to evaluate the language skills objectively.
7. be able to instill among the learners a love for language and use it efficiently in real life situations.

Course Content

Unit – 1: English in India (5 Hrs)

1. English in Indian Education
2. English as a Second Language

Unit – II: Language Learning (5 Hrs.)

1. Features of Language
2. Factors affecting Language Learning

Unit – III: Phonetics (10 Hrs.)

1. The sounds of English / phonetic symbols – Vowels, Diphthongs and Consonants
2. Word – stress (primary, Secondary) and sentence stress
3. Strong and weak form of words
4. Intonation
5. Use of dictionary in Pronunciation

Unit – IV: Language Skills **(5 Theory + 10 Practicals=15 Hrs)**

1. Listening, speaking, Reading and Writing and sub-skills of each skill
2. Tasks of developing Listening Comprehension
3. Tasks for developing Speaking skills
4. Tasks for developing Communication skills – Individual, pair and group work
5. Reading – Types of Reading, Good and bad habits of Reading Strategies to develop reading Comprehension
6. Writing – Factors affecting writing in a second language situation, qualities of good writing (Role of simplicity, logicality and organization in writing)

Unit – V: Supplementary skills   **(2 Theory + 3 Practicals = 5 Hrs.)**

1. Supplementary skills
2. Teaching study skills (Note-taking and Note- making)
3. Teaching, Reference Skills (using Dictionaries, Thesaurus and Encyclopedias)

Unit – VI: Teaching Grammar and Vocabulary   **(3 Theory + 5 Practicals = 8 Hrs.)**

1. Types of grammar, Methods of teaching grammar
2. Vocabulary: Strategies to develop Vocabulary: Techniques of developing spelling abilities
3. teaching composition (Guided, Controlled and Free Composition)

Unit – VII: Approaches & Methods of English LANGUAGE Teaching   **(8 Hrs.)**

1. Methods - Grammar – Translation method, direct method, West method and Bilingual method
2. Approaches – Structural approach and Communicative approach

Unit – VIII: Planning English Language Teaching   **(10 Hrs.)**

1. Objectives of teaching prose, poetry, Supplementary Reader and Composition to Secondary School Students
2. Lesson plans to teach prose, poetry, Supplementary Reader and Composition to Secondary School students.

Unit – IX – Language Curriculum   **(4 Hrs.)**

1. Principles of Curriculum Construction
2. Limitations in the existing school language curriculum
3. Qualities of a good Language Text Book

Unit – X: Evaluation   **(7 Hrs.)**

1. Concept and process of Evaluation
2. Tools of Evaluation
3. Preparation of SAT
4. Analysis and interpretation of scores

References:

1. Els. Theo Van et al (1984): Applied Linguistics and Learning and Teaching of Foreign Languages, Edward Arnolds.
2. Blundell John et al (1984): Functions in English, London OUP

3.   Bond .LG et al (1980): Reading Difficulties – Their Diagnosis and Correction New Your. Appleton – Century Crafts.

4.   Ranganathan R, (2005) Braille: Instructions for Teacher Preparation in Andhra Pradesh, Visakhapatnam: Andhra University.

5.   Valdmen .a. (1987): Trends in Language Teaching, New York, London Mae Graw Hill.

6.   Valette. R.M. (1985): Modern Languages Testing, New York, Harcourt Brace.

7.   West. M (1965): A General Service List of English Words, London, Longman.

8.   Sterne. SS. Fundamental Concepts in Language Teaching, New York, Longman

9.   Jophnson.K. (1983): Communicative Syllabus Designs and Methodology, Oxford, Pergamon Press.

10.   Widdowson. HG (1979): Teaching Language as Communication, London OUP.

11.   Lawrence . M. (1975) Writing as a Thinking process, New York, NCTE

12.   David . E.(1977): Class room Techniques – Foreign Languages and English as a Second Language New York, Harcourt Brace.

13.   Chastin K. (1971): The development of modern Language skills – Theory to practice, Chicago, Rand Mc Neily.

14.   Spratt M. (1995) : English for the Teacher, London CUP

15.   Doff.A (1985): Teach English, London CUP

16.   Cutts. M 91997): Plain English guide, London, OUP

17.   Parrott. M. (1993) : Tasks for the Classroom Teacher, London Pergamon

18.   Grillet.F. (1983): developing Reading Comprehension, London CUP

19.   Klippel. F. (1983): Keep Talking, London, CUP

20.   Byrne. D (1975): Teaching Oral Skill, London, Longman.

21.   Byrne. D (1975): Teaching Writing, London, Longman

22.   Byrne. D (1987): Techniques in class room Interaction, London, Longman

23.   Morgan & Rinvolucri (1991): New Ways of Dictation, London, Longman

24.   Heaton J.B. (1978): Writing English Language Tests, London, Longman

25.   Oller. J. (1981): Testing at School Level, New York, Longman.

26.   Rienards & Rogers (1983) : Approaches and Methods in Language Teaching London CUP/

27.   Harmer. J. (1985): The Practice of English Language Teaching, London, Longman

28.   Heaton, J.B. (1988) Writing English language tests Longman. New York (p.P. 6-7)

29.   Madsem. H.S. (1983): Techniques in testing "OUP New York Pp (3-5)

30.   Carter V. Good (Ed) (1959) Dictionary of Education MCgraw Hill Book Compay Inc. New York.

31.   W. Crow and A.S. W. Crow Introduction to Education Delhi. Eurga Publishing House 1962, P 25

32.   Clarke (1985 a) on Curriculum renewal key note address to the Australian Association of Applied linguists in D. Nuna, the learner centered curriculum 1988. Cup p-15 Cambridge.

33. Report of the Secondary Education Commission (1952-53). Ministry of Education Government of India (p-68)
34. NCERT, 1984 'Curriculum and Evaluation'
35. Richard J. 1984 Language Curriculum Development RELC Journal 15.1
36. Prabhu N.S. 1984 ' Procedural syllabuses In T.E. Read (Ed) Trends in language syllabus desing 9pp 272-280) Singapore: Singapore University Press/RELC
37. Wilkins, (1976): D.A. Notional Syllabuses, London : OUP
38. Wilkins. D.A 91981: 83-89): Notional syllabus revisites in Applied linguistics
39. Munby John (1978): Communicative syllabus design CUP. London Pp.26
40. Govt. of A.P. (1991) X class new English Reader3
41. Dougill, J. Not so obvious pp29 in Sheldon L.E. (ed) (1987). ELT textbooks and materials: Problems in evaluation and development ELT documents 126 London Modern English publication/British council.
42. Patricia R. Furey, Consideration in the assessment of language syllabuses pp 3-25 in John A.S. Read (ed_ 1984. Trends in language syllabus design seams Regional language center. Singapore Univ. Press

PAPER – VI
METHODS OF TEACHING PHYSICAL SCIENCE

Objectives: (77 Hrs.)

This course will enable the student teacher to
1. Appreciate the nature and importance of science and contribution of scientists in the development of science
2. beware of the aims and objective of teaching physical sciences
3. develop an understanding of various approaches and methods of teaching physical sciences.
4. acquire the skill of experimental techniques, designing of experiments, construction, repair and maintenance of scientific equipment and preparation of improvised apparatus.
5. organize and participate in various non-formal science programmes / activities.
6. develop comprehension on the concept, process, skill and application of evaluation in teaching physical sciences.

Course Content

Unit I: The Nature of Science (7 Hrs.)

1. Nature and scope of science
2. Structure of Science
   a) substantive structure – Empirical Knowledge, Theoretical knowledge (Facts, Concepts, Hypothesis, theory, Principle, law)
   b) Syntactic Structure of Science – Scientific inquiry, processes of Science Attitudes of inquiry
3. Science, Ideology and Society

Unit II: The History and Development of Science (7 Hrs.)

1. A brief introduction to oriental and western science
2. Contribution of the following Scientists in the Development of Science.
   a) Aryabhatta b) Bhaskara Charya c) Aristotle d) Copernicus d) Newton
   g) Einstein g) C.V. Raman

Unit III: Aims and Values of Teaching Physical Sciences (7 Hrs.)

1. Aims of teaching Physical Sciences
2. Values of teaching Science
3. Correlation of Physics, Chemistry to other subjects

Unit IV: Objectives of teaching Physical Sciences (7 Hrs.)

1. Meaning and importance of objectives
2. Blooms Taxonomy of Educational objecation

3. Specific/Behavioral objectives/(instructional objectives)
4. Critique on Blooms Taxonomy

Unit V: Approaches and Methods of teaching Physical Sciences   (14 Hrs.)

1. Inductive and Deductive Approaches
2. Lecture Cum Demonstration Method, Historical Method. Heuristic Method, Project Method, Laboratory Method, Problem solving Method, Scientific Method

Unit VI: Planning for effective instruction in Science   (7 Hrs.)

1. Year Plan 2. Unit Plan 3 . Lesson Plan 4. Learning experience – characteristics, classification, sources and relevance

Unit VII: Science laboratories   (7 Hrs.)

1. Importance of Practical work in Science
2. Planning of Science laboratories, procurement, care and maintenance of laboratory equipment, Registers, Management of safety and science kits
3. Development of improvised Apparatus

Unit VIII: Science Curriculum   (7 Hrs.)

1. Principles of Curriculum Construction
2. Defects in the existing school science curriculum
3. Qualities of a good Science Text Book

Unit IX: Non –formal Science Education   (7 Hrs.)

1. Science Clubs
2. Science Fairs – purposes, levels, organization, advantages
3. Science Library
4. Role of NGOs and State in popularizing science

Unit X: Evaluation   (7 Hrs.)

1. Concept and process of Evaluation
2. Tools of Evaluation
3. Preparation of Scholastic Achievement Test (SAT)
4. Analysis and interpretation of scores

References:

1. Rajiv Gang (1994): " World Famous Scientists" – Pustak Mahal, Delhi
2. Venugopal Naagasuri (2002): Science VaitaliKulu – Sree Madhulatha Publications, Vijayawada

3. Ranganathan R, (2005) Braille: Instructions for Teacher Preparation in Andhra Pradesh, Visakhapatnam: Andhra University.
4. htpp://www. History.mes. strandrew.ac.,uk/mathematicians/Heisenberg. Html.
5. htpp.//www. Encyclopedia.com
6. htpp//www. Science world. Wolfram.com/physics.html
7. htpp//www.nobel.se/physics/laureates.html
8. Bloom, Benjamin S. Ed,., (1958; Taxonomy of Educational Objectives Handbook I – Cognitive Domain, Harcourt Brace & World Inc. New York.
9. Clark Julia V. (1996): Redirecting Science Education. Corwin Press Inc. California
10. Ediger, Marlow and D.B. Rao (2000): Teaching Science Successfully, Discovery publishing House, New Delhi
11. Krathwohl. David R. Ed (1964): Taxonomy of Educational Objectives. Handbook II – Affective Domain. David Mckay, New York
12. Mohan, Radha 91995): Innovative Science Teaching, Prentice Hall of India, New Delhi
13. New Unesco Source Book for Science Teaching (1978), Oxford & IBH, New Delhi
14. Sharma, R.C. & Shukla C.S. (2002): Modern Science Teaching, Dhanpat Rai Publishing Company (P) Ltd. Delhi
15. Sood, J.K. (1989): New Directions in Science aTeaching, Kohli Publishers, Chandigarh
16. Vaidya, N. (1996): Science Teaching for the 21st Century: Deep & Deep publications, New Delhi.

PAPER – VII
METHODS OF TEACHING MATHEMATICS

Objectives: **(77 Hrs.)**

This course will enable the student teachers to

1. understand the aims, values and objectives of mathematics education.
2. identify the role of the branches of mathematics and their implications on the society.
3. understand the relationship of mathematics with other subjects and the process and product of mathematics.
4. translate the objectives of teaching mathematics in terms of expected behavioral outcomes in order to provide appropriate learning experiences
5. develop effective communicative skills.
6. develop competency in teaching strategies, content and in the preparation of suitable teaching learning materials.
7. understand and practice various methods and techniques of teaching mathematics
8. assimilate the strategies of evaluation and design the tools of evaluation
9. understand the impact of technology and fuse it in the teaching of mathematics.
10. become sensitized to the needs and interests of the students in Mathematics

Course Content

Unit I: The Nature and Significance of Mathematics   **(4 Hrs.)**

1. Meaning and Nature of Mathematics
2. Importance of knowledge of History of Mathematics to a Mathematics Teacher

Unit II: Contributions of Great Mathematicians   **(9 Hrs.)**

1. Euclid 2. Pythagoras 3. George Cantor 4. Rene Descarte 5 Aryabhatta
6. Bhaskaracharya   7. Srinivasa Ramanujan

Unit III: Aims and values of Teaching Mathematics   **(7 Hrs.)**

1. Aims of Teaching Mathematics
2. Values of Teaching Mathematics at Secondary level
3. Correlation of Mathematics to Sciences and Social sciences

Unit IV: Objectives of Teaching Mathematics   **(7 Hrs.)**

1. Meaning and Importance of Objectives
2. Blooms Taxonomy of Educational Objectives
3. Specific behavioral objectives (Instructional Objectives)
4. Critique on Blooms Taxonomy

Unit V: Approaches and Methods of Teaching Mathematics   **(15 Hrs.)**

1. Inductive and Deductive approaches
2. Analytical Method, Synthetic Method, Heuristic Method, laboratory Method and Project Method
3. Techniques of Teaching Mathematics: Oral work, written work, Drill work. Assignments, Means of Securing speed and Accuracy

Unit VI: Evolving Strategies for the Gifted Students and Slow Learners   (6 Hrs.)

1. Gifted students in Mathematics – Identification – Enrichment Programmes.
2. Slow Learners in Mathematics – Identification – Remedial Programmes

Unit VII: Planning for Effective Instruction in Mathematics   (9 Hrs.)

1. Meaning and purpose of Year plan
2. Meaning and purpose of Unit plan.
3. Meaning and purpose of Lesson Plan

Unit VIII: Mathematics Curriculum   (5 Hrs.)

1. Principles of Curriculum Construction
2. Approaches to Curriculum construction – Logical, Psychological, Topical, Concentric and spiral.
3. Qualities of a good Mathematics Text Book

Unit IX: Non-formal Mathematics Education   (5 Hrs.)

1. Mathematics Clubs
2. Mathematics Fairs – purposes, levels, organization and advantages
3. Aesthetic Structure of Mathematics – Order – Pattern – Sequence

Unit X: Evaluation   (10 Hrs.)

1. Concept and process of Evaluation
2. Types of Evaluation – Formative, Summative, Diagnostic and Prognostic
3. Tools and Techniques of Evaluation
4. Preparation of Scholastic Achievement Tests (SAT)
5. Analysis and interpretation of scores.

References:

1. Bloom, Benjamin S., Ed., (1958): Taxonomy of Educational Objectives, Handbook I – Cognitive Domain, Harcourt Brace & World Inc., New York.
2. Krathwohl, David R. Ed., (1984): Taxonomy of Educational Objectives, Handbook II – Affective Domain, David Mckay, New York

3. The Teaching of Secondary School Mathematics (1970): XXXIII Year book of NCTM, Washington.
4. W. Servais and T. Varga (1971): Teaching School Mathematics: A UNESCO Source book, Penguin Books, UNESCO
5. Ranganathan R, (2005) Braille: Instructions for Teacher Preparation in Andhra Pradesh, Visakhapatnam: Andhra University.
6. Boyer, Carl B. (1969): A History of Mathematics, Wiley, New York
7. National Curriculum Frame work for teacher education – 2000 – (Document published by NCERT)
8. Butter, C.H. and Wren. (1960): The Teaching of Secondary Mathematics McGraw Hill Book Com. New York
9. Siddhu, K.s. (1990): Teaching of Mathematics, sterling publishers, New Delhi.
10. Mangal S.K. (1993): Teaching of Mathematics, Arya Book Depot, New Delhi.
11. Krulik. S. and weise I. B. (1975): Teaching of Secondary School Mathematics WB Saunders Company, London

PAPER – VII
METHODS OF TEACHING SOCIAL STUDIES

Objectives: (77 Hrs.)

This course will enable the student teacher to
1. initiative pupil-teachers to various concepts and technology of teaching of Social Studies.
2. develop in the pupil-teachers the ability to have an overview and integrate the knowledge drawn from various sources – History, Geography, Civics, Sociology and Economics.
3. make student teachers acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies.
4. develop in them an understanding of the principles of curriculum development, its transaction and evolution.
5. equip them with the knowledge of application of such principles in teaching of specific content areas in Social studies.
6. enable them to utilize community resources as educational inputs.
7. make the pupil teachers realize that the success for teaching of Social Studies depends on its proper integration with other school activities.
8. acquaint the pupil teachers about the skills to be developed among the pupils through teaching Social Studies.

Course Content

Unit I: Nature of Social Studies (7 Hrs.)

1. Nature and scope of social studies
2. Social Sciences and Social studies
3. Understanding social studies in relation to History, Geography, Civics and Economics

Unit II: The History and Development of Social Studies Education (5 Hrs.)

1. Development of Social Studies as school subject
2. Contemporary status of social studies education in India

Unit III: Aims and Values of teaching social studies (7 Hrs.)

1. General Aims of teaching social studies
2. Values of teaching social studies
3. Specific aims of teaching social studies in relation to History, Geography, Civics, Economics

Unit IV: Objectives of teaching Social Studies (7 Hrs.)

1. Objectives of teaching social studies as school subject

2. Instructional objectives and specifications of teaching Social Studies
3. Blooms Taxonomy of Educational objectives
4. Specific / Behavioral objectives (Instructional objectives)
5. Limitations of Blooms Taxonomy

Unit V: Instructional planning (7 Hrs.)

1. Planning for effective instruction in Social Studies
2. Year Plan
3. Unit Plan
4. lesson Plan
5. Learning experiences – Characteristics, Classification, Sources and relevance

Unit VI: Approaches and Methods of Teaching Social Studies (16 Hrs.)

1. Need for instructional strategies in teaching social studies
2. Lecture cum Demonstration method, project and problem solving method, source method, Socialized recitation, Supervisor study and Team teaching.

Unit VII: Resource and Equipment (7 Hrs.)

1. Library and Laboratory
2. Museum
3. Study circles
4. Community resources

Unit VIII: Non-formal social studies education (7 Hrs.)

1. Social studies clubs
2. Conduct of model parliament
3. Field trips, excursions
4. Current affairs and controversial issues

Unit IX: Social Studies Curriculum (7 Hrs.)

1. Social Studies curriculum based on national and state policies
2. Principles of Curriculum construction
3. Organizing social studies curriculum – correlation, integration concentric, spiral, unit and chronological approaches.
4. Qualities of good social studies text book
5. Need for Handbook for teacher and workbook for learner

Unit X: Evaluation (7 Hrs.)

1. Concept and purpose of evaluations
2. Formative and Summative evaluation

3. Tools of Evaluation
4. Preparation of SAT
5. Analysis and interpretation of Scores

References:

1. Bining. A.C. & Bining. D.H. (1952): Teaching Social Studies in Secondary Schools; Third Edition, Tata McGraw Hill publishing co. ltd. , Bombay
2. Edgar. B.W. & Stanely, P.W. (1958): Teaching Social Studies in High Schools; Fourth Edition, Health and Company, Boston D.C
3. Ranganathan R, (2005) Braille: Instructions for Teacher Preparation in Andhra Pradesh, Visakhapatnam: Andhra University.
4. Benjamin S.B. J. Thomas. H. & George F.M. (1971): Handbook on Formative and Summative Evaluation of Student Learning, McGraw Hill Book Company New York.
5. Agarwal J.C. (1993): Teaching of Social studies – a Practical Approach Second Revised Edition, Vikas Publishing House Pvt. Ltd., New Delhi
6. Kochhar. S.K. (1998): The Teaching of Social Studies; Sterling Publishers Pvt. Ltd., New Delhi.
7. Telugu Academy (1999): B.Ed., Social Studies – Teaching Methods, Hyderabad.
8. NCERT (1974) Teaching History in Secondary Schools, New Delhi
9. Kochhar (1990), S.K. The Teaching of Social Studies, Sterling, New Delhi.

PAPER – VII
METHODS OF TEACHING BIOLOGICAL SCIENCE

Objectives: **(77 Hrs.)**

This course will enable the student teachers to

1. understand the nature of science & science teaching
2. understand the history and development of biological science
3. acquire the knowledge of aims & values of teaching biological science
4. acquire the knowledge of objectives of teaching biological science
5. understand the various approaches 7 methods of teaching biological science
6. develop the competence of preparing annual plan, unit plant and lesson plan
7. acquire the knowledge of science laboratories, laboratory exercise & safety procedures in a science laboratory
8. understand the curriculum development in science
9. understand non-formal science education
10. acquire mastery over the development and use of evaluation tools in science

Course Content

Unit I: The Nature of Science & Science Teaching   **(6 Hrs.)**

1. The Nature and Scope of Science
2. Substantive and Syntactic structure of Science
3. Role of Biological Science in human welfare

Unit II: History and Development of Biological Science   **(10 Hrs.)**

1. A brief introduction to Oriental and Western Sciences
2. Contributions of the following Scientists
   a. Charles Darwin, b. Aristotle c. William Harvey d. Rober Hook
   e . Louis Pasteur f. Alexander Fleming g. J.C. Bose

Unit III: Aims and Values of Teaching Biological Science   **(4 Hrs.)**
27. Aims of Teaching Biological Science
28. Values of Teaching Biological Science
29. The Correlation of Biological Science and other Subjects

Unit IV: Objectives of Teaching Biological Science   **(7 Hrs.)**
1. Meaning and importance of objectives
2. Blooms Taxonomy of Educational Objectives and its limitations
3. Writing instructional objectives and specifications

Unit V: Approaches and Methods of Teaching Biological Science (15 Hrs.)

1. Approaches to Science Teaching: Inductive and Deductive
2. Methods of teaching Biological Science: a . Lecture methods b. Lecture cum Demonstration method c. Heuristic method d. Project method and e . Laboratory method, scientific method

Unit VI: Planning for Effective Instruction   (7 Hrs.)
   1. Year plan
   2. Unit plan
   3. Lesson Plan: Herbartian and Blooms Approach
   4. Criteria for the evaluation of the lesson plan: Self evaluation and peer evaluation
   5. Learning Experiences: Characteristics, Classification, sources and relevance.

Unit VII: Science Laboratories   (7 Hrs.)

   1. Importance of Practical work in Science
   2. Planning of Science laboratories, procurement, care and maintenance of laboratory equipment, Registers, Management of safety and Science kits
   3. Development of improvised apparatus

Unit VIII: Science Curriculum   (7 Hrs.)

   1. Principles of Curriculum Construction
   2. Defects in the existing school Science Curriculum
   3. Qualities of a good Science Text Book

Unit IX: Non-formal Science Education   (7 Hrs.)

   1. Science Clubs
   2. Science Fairs – purposes, levels organization, advantages
   3. Science Library
   4. Role of NGOs and State in popularizing Science

Unit X: Evaluation   (7 Hrs.)

   1. Concept and process of Evaluation
   2. Tools of Evaluation
   3. preparation of scholastic Achievement Test (SAT)
   4. Analysis and Interpretation of Scores

References:

   1. Aggarwal D.D. (2001): Modern Methods of Teaching Biology, Sarup Teaching Series, Sarup & Sons, New Delhi.
   2. Ranganathan R, (2005) Braille: Instructions for Teacher Preparation in Andhra Pradesh, Visakhapatnam: Andhra University.

3. Bhaskara Rao D. (2000): Teaching of Biology, Nagarjuna Publishers, Guntur
4. Bloom, Benjamin S. Ed. (1958): Taxonomy of Educational objectives Handbook I – Cognitive Domain, Harcourt Brace & Wrold Inc. New York
5. Chikara, M.S. and S. Sarma (1985): Teaching of Biology, parkas Borthers, Ludhiana
6. Clark Julia V. (1996): Redirecting Science Education, Corwing press Inc. California
7. Ediger, Marlow and D.B. Rao (2000): Teaching Science Successfully, Discovery publishing House, New Delhi.
8. Krathwoh, David R., Ed., (1964): Taxonomy of Educational objective Handbook II – Affective Domain, David Mckay, New York
9. Mohan, Radha (1995): Innovative Science Teaching, prentice Hall of India, New Delhi.
10. New Unesco Source Book for Science Teaching (1978), Oxford & IBH New Delhi.
11. Sharma, R.C. & Shukla C.S. (2002): Modern Science Teaching, Dhanapat Rai publishing Company (P) Ltd., Delhi.
12. Sood J.K. (1989): New Directions in Science Teaching, Kohil Publishers, Chandigarh.
13. Vaidya, N. (1996): Science Teaching for the 21st Century: Deep & Deep Publication, New Delhi.

GOVERNMENT OF ANDHRA PRADESH
ABSTRACT

Establishment – School Education Department – Recruitment of Teachers –Amendments to the Andhra Pradesh Direct Recruitment for the posts of Teachers (Scheme of Selection) Rules, 2008 – Orders – Issued.

_____

EDUCATION (SERVICES–VI) DEPARTMENT

G.O.Ms.No. 28   **Dated: 29.01.2009**

Read the following:

1. G.O.Ms.No.159, Education (Services–VI) Department Dated.05.12.2008.
2. G.O.Ms.No.161, Education (Services–VI) Department Dated.06.12.2008.
3. DSC-2008 Teachers Recruitment Notification dated.06-12-2008 issued by the DSE, A.P, Hyderabad.
4. Letter.Rc.No.911/RC-1/2005, dated.19.12.2008, Received from the DSE, A.P., Hyderabad.
5. Letter.Rc.No.2010/RC-1/2008, dated.29.12.2008, Received from the DSE, A.P., Hyderabad.
6. Letter.Rc.No.2008/RC-3/2008, dated.30.12.2008, Received from the DSE, A.P., Hyderabad.
7. Letter.Rc.No.911/RC-3/2008, dated.30.12.2008, Received from the DSE, A.P., Hyderabad.
8. Letter.Rc.No.2006/RC-3/2008, dated.05.01.2009, Received from the DSE, A.P., Hyderabad.
9. Letter.Rc.No.2030/RC-3/2008, dated.10.01.2009, Received from the DSE, A.P., Hyderabad.
10. Representations received from candidates, Minority candidates, Minority Associations, Teachers Unions, MLCs, MPs and MLAs.

* * *

O R D E R:

In the reference 1st read above, the Director of School Education, A.P, Hyderabad has been directed to initiate the process of recruitment to fill up 50,063 posts of various categories of teachers. Accordingly, in the references 3rd read above, the Director of School Education, A.P., Hyderabad has issued notification duly announcing the schedule for sale and receipt of applications and conduct of Teachers Recruitment Test for DSC-2008.

(2) In the reference 2nd read above Andhra Pradesh Direct Recruitment of Teachers (Scheme of Selection) Rules, 2008 were issued.

(3) In the references 4th to 9th read above, the Director of School Education, Hyderabad has proposed certain amendments to the Andhra Pradesh Direct Recruitment of Teachers (Scheme of Selection) Rules, 2008 issued in the reference 2nd read above, basing on certain requests received from Teachers Associations, Public representatives and applicants for the posts of teachers.

(4) After the publication of the notification, it is reported, that a number of representations have been received from various quarters viz: the aspiring candidates, peoples' representatives, etc. It has been reported that lot of changes have taken place in the curriculum both at Degree level and at Post Graduation level. New subjects like Genetics, Micro-Biology, Applied Physics, Applied Chemistry etc. have been introduced in addition to basic subjects like Botany, Zoology, Physics, Chemistry so as to be in tune with the latest and emerging areas of development warranting

updation in the field of education. Further, also due to economic slowdown etc., there has been an unprecedented rush to apply for the posts of teachers in DSC-2008, which also is the largest ever recruitment being made.

(5) Under the above circumstances, the Government, while keeping in view the overriding consideration of offering the best possible teaching to the students both in terms of content including basic knowledge and quality, in consultation with Experts/Expert bodies concerned, including A.P. State Council of Higher Education, A.P. State Council of Educational Research & Technology etc. have decided to include modern subjects/specializations also in the required qualifications lists, apart from making certain other amendments keeping in view the above special circumstances.

(6) The Government after careful examination of the matter have accordingly decided to issue appropriate amendments to the rules issued in G.O.Ms.No.161,
Education (Ser.VI) Department, Dated 06-12-2008 as follows.

(7) The following notification will be published in the Extraordinary issue of the Andhra Pradesh Gazette:-

N O T I F I C A T I O N

In exercise of the powers conferred by Article 309 of the Constitution of India read with Section 169 and 195 of The Andhra Pradesh Panchayat Raj Act, (Andhra Pradesh Act 13 of 1994) and third proviso to section 74 of the Andhra Pradesh Municipalities Act, 1965 and sections 78 and 99 of the Andhra Pradesh Education Act, 1982 (Act 1 of 1982) the Governor of Andhra Pradesh hereby makes the following amendments to the Andhra Pradesh Direct Recruitment for the posts of Teachers (Scheme of Selections) Rules, 2008 issued in G.O.Ms.No.161, Education (Ser.VI) Department, dated:06.12.2008.

A M E N D M E N T S

In the said rules

1) In Rule-2 in clause (1) for sub-clause (i), the following shall be substituted namely: –

(i) "The District Educational Officer of the concerned district".

2) In rule 4
   (i) under the heading "School Assistants" for item (a), (b), (c)
        & (d) the following shall be substituted, namely:–

(a) School Assistant (Mathematics):-

Must possess a Bachelor's Degree with Mathematics / Applied Mathematics / Statistics as the main subjects OR one of the three equal optional subjects and a B.Ed degree with Mathematics as a methodology subject provided they have studied Mathematics at Intermediate level.

(b) School Assistant (Physical Sciences) :-

Must posses a Bachelors Degree with Physics / Applied Physics / Engineering Physics & Instrumentation and Chemistry / Applied Chemistry / Industrial Chemistry / Pharmaceutical Chemistry / Medicinal Chemistry / Bio-Chemistry as optional subjects or either Physics / its allied subjects or Chemistry / its allied subjects as one of the main subject and other as subsidiary

/ ancillary subject and B.Ed. degree with Physical Science / Physics / Chemistry / Science as a methodology subject provided they have studied Physics and Chemistry at Intermediate level.

(c) School Assistant (Biological Science) :-

Must posses a Bachelors Degree with Botany and Zoology as optional subjects or one of the two as main and the other as subsidiary subject or any two of other allied subjects like Public Health / Human Genetics / Genetics / Bio-chemistry / Environment Sciences / Micro-biology / Bio-Technology / Industrial Microbiology and a B.Ed. Degree with Biological Science / Natural Sciences / Science / Botany / Zoology as a methodology subject provided they have studied Botany and Zoology at Intermediate level.

(d) School Assistant (Social Studies) :-

Must posses a Bachelors Degree with any two of the following subjects as optional or one of them as a main and any other one as a subsidiary subject – (i) History (ii) Economics (iii) Geography (iv) Political Science (v) Public Administration (vi) Sociology (vii) Commerce (viii) Politics (ix) Social Anthropology (x) Ancient Indian History Culture & Archaeology (xi) Anthropology and a B.Ed. Degree with Social Studies / Social Sciences / Geography/ History / Politics /Political Science/ Economics as a methodology subject provided they have studied at least two of the subjects i.e., Civics, Economics, Commerce, History and Geography at Intermediate level".

3) For note (2) under Rule-4 shall be substituted as follows:

> **"NOTE:-** (2) Candidates with higher qualifications may also be eligible for selection, provided he/she studied the required subjects for the posts he/she applied at Bachelor degree level and fulfils all other requirements as medium of instruction / 1_{st} Language etc., as may be prescribed.

> **Example 1:** A candidate who intends to apply for the post of SA (Biological science) should have studied both Botany / its allied subject and Zoology / its allied subjects either at graduation level or one of the above two at Graduation level and the other subject at Post Graduate level, subject to other conditions being satisfied.

> **Example 2 :** A candidate who intends to apply for the post of SA (Social studies) should have studied at least one of the following mentioned subjects at graduation level and the other at Post Graduation level. (i) History (ii) Economics (iii) Geography (iv) Political science (v) Public Administration (vi) Sociology (vii) Commerce (viii) Politics (ix) Social Anthropology (x) Ancient Indian History Culture & Archaeology (xi) Anthropology, subject to other conditions being satisfied.

4) The candidates who have studied MA (Education) from the Andhra University are also eligible to apply for the post of teachers, provided they are having other required qualifications for the post to which they are applying. This permission is valid for the recruitment of Teachers through DSC-2008 only and for the students of 2006- 2008 batch and earlier batches only.

5) Candidates who have got the qualifications of Special D.Ed / Special B.Ed are also eligible, to apply for the posts of Secondary Grade Teachers/School Assistants in general schools in addition

to Special Schools, provided they have got academic qualifications prescribed, for the posts to which they are applying for.

6) "The candidates who are going to appear for final year of qualifying academic or qualifying professional course examinations, for eg: B.Com, B.Ed. appearing for final years M.A. English or M.A. Telugu etc., D.Ed / Pandit Training / B.Ed./ B.P.Ed/ U.G.D.P.Ed of recognized institutions etc., to be held by May, 2009, are also permitted to apply for the posts of Secondary Grade Teachers /School Assistants/ Physical Education Teachers/Language Pandits subject to fulfilling all other conditions and on production of "Bonafied Certificate" issued by the Principal of the Institutions in which they are studying, duly specifying that the candidate "is a final year student of ……….course for which the final exam is scheduled for ………. (month) 2009".

Further, provided that, all such candidates shall have to produce their degree certificates at the time of final selection / counseling as per schedule declared by Director of School Education, A.P., Hyderabad".

7)   To rule (7) the following proviso shall be added, namely:-

"Provided that 30% of the Secondary Grade Teacher posts are reserved exclusively for the candidates with D.Ed qualification. Both B.Ed. and D.Ed qualification candidates are eligible for the balance 70% of the Secondary Grade Teacher posts and they will be selected on the basis of common merit in the DSC examination, duly following the other rules of recruitment as applicable".

The above proviso is subject to the final outcome in the case pending with the Hon'ble High Court/ Supreme Court.

(8)   The Director of School Education, A.P., Hyderabad shall take necessary action accordingly.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)
M. CHAYA RATAN
PRINCIPAL SECRETARY TO GOVERNMENT
To
The Director of Printing, Stationery and Stores Purchases for
        Publication in the next issue of A.P. Gazette and for supply of 1000 copies.
The Director of School Education, Andhra Pradesh, Hyderabad
All the District Collectors in the State.
All the Regional Joint Directors, School Education in the State (through DSE)
All the District Educational Officers in the State (through DSE)
The Commissioner, PR & R.D., Hyderabad.
The Commissioner, I & PR, Hyderabad.
The G.A.(Ser.) / Law / P.R. & RD / Fin. (ESE). Department.
Copy to:
The Special Secy. to the Hon'ble Chief Minister.
The PS to the Hon'ble Minister (School Education).
P.S. to the Principal Secretary to Government (SE).
SF/SCs.
/ /FORWARDED :: BY ORDER/ /

SECTION OFFICER

Rc.No.1348/DPEP/IED/B9/2002   Dated:12.09.2003

    Sub:- AP DPEP, Hyderabad – Appointment of IED Resource Persons on contact basis – orders – issued – Reg.

    Read:- 1) Formats on Inclusive Education.
           2) Note orders of SPD, AP DPEP, Hyderabad.

    While enclosing herewith reference read above, all the Project Coordinators and additional Project Coordinators, DPEP – I, II & SSA districts are requested to appoint IED Resource Persons on contract basis for a period of (10) months and their services may be terminated on 31st March every year. The appointment should be made as per procedure followed earlier (3) IED Resource Persons may be appointed who possess Degree/Diploma in Special Education in the specific category i.e., (MH), (VH) and HI. The monthly remuneration should be restricted to Rs. 4,400/- (Rupees four thousand and four hundred) per month including travelling allowances.

    The Additional Project Coordinators are requested to communicate the copies of formats to all concerned and strictly observe the following instructions.

    a) If the performance of the Resource Persons is satisfactory their services have to be continued till end of contract period.

    b) If the performance of the resource persons is not satisfactory their services have to be removed with immediate effect.

    c) The performance of Resource Persons have to be scrutinized after completion of 6 months period from date of their engagements.

    Hence, all the project coordinators and Additional Project Coordinators are requested to initiate necessary action in the matter and to submit compliance report in the matter.
    Encl: Formats

                                        D.SESHAGIRI RAO
                                        For STATE PROJECT DIRECTOR

To
All the District Project Coordinators & DEOs in the State,
The Additional Project Coordinator, DPEP-I, II and SSA state districts
Copy forwarded to all the Collectors, magistrates and Chairmen/Chairpersons
DPEP/SSA in the State.
                        //t.c.f.b.o.//
                                            SUPERINTENDENT