

DEPARTMENT OF EDUCATION

Syllabus

As per the NCTE Regulation 2014
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Semester System with Credit Hours
For
(Three years Integrated B. Ed- M. Ed. Degree Programme)

SEMESTER: I & II: 2022

SEMESTER: III & IV: 2023

SEMESTER: V & VI: 2024

(SESSION: 2022-2024)



UNIVERSITY OF KASHMIR

SRINAGAR 190006

NAAC ACCREDITED GRADE A+

Developed and Designed by:

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General information

The B. Ed - M. Ed, programme is a three year full time professional programme in education, without any option of intermediate exit before completing the 3-years of study. When the program is completed, students will get an integrated B.Ed./M.Ed. degree with a focus on either elementary education (up to class VIII) or secondary and senior secondary education (Vi to XII). The programme corresponds to NCTE norms and standards 2014 and is designed in accordance with NCFTE 2009 recommendations. This integrated course has been developed to prepare professionals with pedagogic expertise in particular disciplinary areas and experience to work as trained teachers,

The programme takes a holistic approach to curriculum design and pedagogy thereby preparing trained educators for different pedagogies, **English, Urdu, Hindi and Kashmiri, languages, Science, Mathematics and Social sciences** and integrates additional coursework leading to specialization in teacher education, ICT, technology and research. The programme has a total of 144 credits including the foundation courses, pedagogical courses, school internship, Practice of teaching, surveys, field trips and a research dissertation. Optional courses enable students to develop specialization in areas of curriculum, material development design, school leadership, gender and education, etc.

Objectives

3- year integrated B. Ed.–M. Ed. programme is a professional programme in the field of Teacher Education, which primarily aims at preparing Teachers for elementary and secondary levels. Besides the programme has potential to produce competent and effective teachers who can provide insight to policymakers, planners, administrators, supervisors, principals and researchers, particularly for elementary and secondary level. The curriculum for B. Ed – M. Ed programme is designed to attain the following objectives:

- Develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of subject.
- Develop understanding and to promote inclusive culture in education.
- Prepare teachers who will work for student freedom and equality and fight for discrimination in the society on the basis of caste, creed, race gender etc.
- Produce teachers who play their roles as facilitators, counsellors and ensure wholistic development of the students.
- Understand the structure of the discipline and create learning experience accordingly.
- Understand the psychology of learner & how they differ in their approach of learning.
- Know the use of different effective modes of classroom communication.
- Develop an understanding of aims & objectives of education in the Indian background.
- Develop an understanding of the close relationship between society & school, school & life.

Learning Outcomes

After the completion of the course, the trained teachers shall develop;

- Competence to teach effectively at the elementary and secondary levels.
- Ability to understand child, his needs, motives, growth pattern, process of learning & development.
- Ability to use effective Teaching/ Learning methods.
- Ability for diagnosing pupil/ learner's progress through the use of proper evaluation techniques.
- Readiness to participate in activities of professional development.
- Develop resourcefulness, so as to make the best use of the situation available.
- Possess a high sense of professional responsibility.
- Organize and manage the class for teaching learning.

Medium of instruction

English is the medium of instruction, and students must write their assignments, reports, and answer scripts in English. However, in language courses, students will be tested and assessed in the selected language.

Duration of Course

The duration of this integrated programme is 3 years. The programme will have six semesters, within duration of three academic years. Students shall be permitted to complete the programme requirements of the 3 years within a maximum period of four years from the date of admission to the programme. Six semesters shall workout in terms of credit hours based on the credit system suggested in the curriculum frame work for the programme developed by NCTE and keeping in the view the stipulated period of internship attachment, community work, research work, other practicum activities and field based trips.

Working Days

The course shall be at least 215 working days each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study/internship and conduct of examination. The institution shall work for a minimum of 36 hours in a week. The total duration of the programme breaks will be roughly equivalent to 107 weeks of 5 days total up to 640 days. The attendance of the students shall be 80% for taught courses and practicum, and 90% for Field work.

Eligibility Criteria

A postgraduate degree in science/social science/humanities/commerce from a recognized institution with minimum 55% marks or equivalent grade. In addition it is desirable that the candidates have a demonstrated interest in education.

Admission Process

The admission to the course shall be made on the basis of marks scored in relevant entrance test and qualifying examination or any other selection process adapted by the university/ UT administration for similar programmes.

Career Prospects

After completing the course one may appear for tests like NET/ SET/ CTET. After completing this course, students may also go for further advanced courses like M. Phil or Ph.D.

Modes of transaction

Apart from theoretical courses the trainee – teacher is required to be engaged in various kinds of learning experience such as: Lesson-planning, Demonstration, Observation, Seminar presentation, Workshops, Group work, Library work, Projects, Power point presentation, Collaborative presentations, School visits / Actual teaching, School internship, Micro- teaching and Field trips.

Examination

The 3-year integrated degree in the faculty of education shall be conferred on a candidate who has pursued a regular course of study for six semesters of 3 academic years as prescribed. The scheme of examination will be as:

- Six- semesters will be examined during the course.
- Examinations will be of internal / external
- Theory courses as well as practicum will be examined
- Each theory paper will be of 100 marks. Internals will be evaluated, based on the attendance and performance of the candidate.
- Internal examinations include assignments, classroom presentation, participation in student seminars, viva-voce, and written tests etc.
- Each core subject, pedagogical course, and optional subject will have a total score of 100 points, which will be divided into internal and external components representing 20 and 80 marks, respectively. To pass a subject or course, the candidate must receive at least a 40% on both the internal and external examinations. Besides there is internship, practicum, field work and Dissertation and the examination for these components shall also be conducted internally and externally. The weightage of marks to these (**Practicum**) courses will be 40% internal and 60% external. The students must get minimum 40% marks in both internal and external separately to pass the internship, practicum, field work and Dissertation.

Standard of passing

The three- year integrated B. Ed – M. Ed degree in the faculty of Education will be conferred on a candidate who has pursued a Regular course of study for six semesters of three academic years as prescribed in the scheme of examination. The declaration of class shall be on the aggregate of the total marks of six semesters put together.

PROPOSED 3 YEAR INTEGRATED B. ED - M. ED SYLLABUS FOR THE YEAR SEMESTER –I

CORE PAPERS: (SEMESTER-I) 4X4 = 16 CREDITS						
S.No	Course code	Course title	Credits	internal marks	External marks	Total
1	IBM-CR-22101	Foundations of Education	4	20	80	100
2	IBM-CR-22102	Learning & Development	4	20	80	100
3	IBM-CR-22103	Educational Technology	4	20	80	100
4	IBM-CR-22104	Early Childhood Care and Education	4	20	80	100
PEDAGOGICAL PAPERS: (SEMESTER- I) 1X4= 4 CREDITS						
	Course Code	Course Title	Credits	Int. Marks	Ext. Marks	Total
5	IBM-E-22105	<ul style="list-style-type: none"> ➤ Teaching of English ➤ Teaching of Hindi ➤ Teaching of Kashmiri ➤ Teaching of Urdu 	4	20	80	100
Any one language course to be opted by the candidate.						
PRACTICUM: (SEMESTER-I) A+B+C= 4 CREDITS						
6	PRACTICUM		4	40	60	100
Internship-I		<p>A. Assessment of ICDS Centers (1 week)</p> <p>B. Visit to schools for assessment and observation from Foundational to Middle stage. (3 weeks)</p> <p>C. Workshop on any theme related to core or pedagogical courses of 1st semester (1 week)</p> <p>Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (Total Duration: A+B+C= 5 Weeks)</p>				
TOTAL CREDITS		<p>Core Courses : 1+2+3+4= 16 Credits</p> <p>Pedagogical Course: 5= 4 Credits</p> <p>Internship: A+B+C= 4 Credits</p>				
Total Credits in Semester I: 16+4+4= 24						

CORE PAPERS (SEMESTER-II) 4X4 = 16 CREDITS						
	Course code	Course title	Credits	internal marks	External marks	Total
1	IBM-CR-22201	Development of Education in India	4	20	80	100
2	IBM-CR-22202	Environmental Education	4	20	80	100
3	IBM-CR-22203	Mental Health & Hygiene	4	20	80	100
4	IBM-CR-22204	Inclusive practices in Education	4	20	80	100
PEDAGOGICAL PAPERS (SEMESTER-II) 1X4= 4 CREDITS						
	Course code	Course title	Credits	internal marks	External marks	Total
5	IBM-E-22205	<ul style="list-style-type: none"> ➤ Teaching of Bio-Science ➤ Teaching of Physical Science ➤ Teaching of History & Civics ➤ Teaching of Geography ➤ Teaching of Mathematics. 	4	20	80	100
			Any one language course to be opted by the candidate.			
PRACTICUM: (SEMESTER-II) A+B+C= 4 CREDITS						
6	PRACTICUM		4	40	60	100
Internship- II		<p>A. Visit to Special schools/Rehabilitation centers/Drug De- Addiction Centers / Mental hospitals, (Duration 2 Weeks).</p> <p>B. Awareness Campaigns on Environment related Issues, Cleanliness Drive, and Visit to Places of Environmental Significance. (2 Weeks).</p> <p>C. Workshop on any theme related to core or pedagogical courses of 2nd semester. (1 week).</p> <p>Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (Total Duration: A+B+C= 5 Weeks).</p>				
TOTAL CREDITS		<p>Core Courses : 1+2+3+4= 16 Credits</p> <p>Pedagogical Course: 5= 4 Credits</p> <p>Internship: A+B+C= 4 Credits</p>				
Total Credits in Semester II: 16+4+4= 24						

Foundations of Education

Course Code: IBM-CR-22101

Semester Ist

Max:80

Min: 32

Unit –I: Philosophy and Education

- i) Philosophy and Education: Concept Nature & Scope
- ii) Aims of Education.
- iii) Relationship between Philosophy and Education.
- iv) Functions of Philosophy.

Unit–II: Indian School of Thoughts (Only Three)

- i) Samkhya
- ii) Yoga
- iii) Vedanta

(With special reference to aims of education of education and practical implications)

Unit-III: Western School of thoughts

- i) Idealism
- ii) Naturalism
- iii) Pragmatism
- iv) Existentialism

(Vision derived from western school of thoughts and their educational implication)

Unit-IV: Educational thinkers (Indian)

- i) Rabindranath Tagore
- ii) M.K. Gandhi
- iii) Savitribai Phule
- iv) Jiddu Krishnamurti

(Critical analysis and the implications of their contributions for the contemporary era)

References:

1. An Introduction to Indian Philosophy (2011). Bartley C. J., *Continuum International Publishing Group*, London SE1 7NX & New York, NY 10038.
2. Philosophical foundations of education by A, K Sawheny
3. Modern Philosophies of education by John Seiler Brubacher.
4. Educational Thinkers (2004). Taneja V. R., & Taneja S., *Atlantic Publishers and Distributors*, Delhi.
5. Philosophies of education by Seetharamu A.S, *A P H Publishing Corporation* New Delhi.
6. Four philosophies: Butler.
7. Philosophical foundations of education by J.S walia.
8. Introduction to philosophy by J.N. Sinha
- 9.

Learning & Development

Course Code: IBM-CR-22102

Semester: 1st

Max.Marks:80

Min. Marks:32

Unit-1: Psychology and Educational Psychology

- i) Concept of Education and Psychology
- ii) Nature & Meaning of Educational Psychology
- iii) Functions of Educational Psychology
- iv) Methods of Studying Behavior. Introspection, observation and experimental method

Unit-II: Understanding Learner / Stages of Human development

- i) Physical, Social, Emotional & Cognitive development during Infancy.
- ii) Physical, Social, Emotional & Cognitive development during childhood.
- iii) Physical, Social, Emotional & Cognitive development during Adolescence.
- iv) Guidance & Counselling for adolescents.

Unit-III: Learning and learning theories

- i) Concept of learning and its nature.
- ii) Perspective on learning: Behaviourist, Humanistic and Constructivist
- iii) Factors influencing learning – Personal & Environmental
- iv) Learning theories (Trial and Error, Classic Conditioning, Operant Conditioning)

Unit-IV: Motivation

- i) Motivation – Nature and types of motivation.
- ii) Techniques of enhancing learner's motivation.
- iii) Maslow's Theory of motivation.
- iv) Personal and Environmental Factors of Motivation.

References:

1. Learning and Individual Difference, Robert and Gagni, Charles E. Merril Publishing Co. Columbus Ohto
2. Theories of Learning, Hilgard, New Delhi, Prentice Hall
3. Theories of Learning, Hilgard, E.R and Bower, G.H, Prentice Hall of India
4. Learning Theory and Personality Dynamics, Mower, O.H, New York; A Ronald
5. Advanced Educational Psychology, R.N Sharma, Atlantic Pub. N.D
6. Educational Psychology, Tara Chand, N.D Anmol Pub.
7. Introductory Psychology, Tony Malion and Ann Birch, McMillion Publishing Company New Delhi Pal gram, Macmillion New YORK
8. Basic Ideas in Educational Psychology, J.s Aggarwal, Shirpa Publications New Delhi
9. Educational Psychology, Berlina and Gage (N.L Gage and David C. Berliner)
10. Advanced Educational Psychology, Chauhan. S, Vikas Publishing House, Pvt. Ltd.

Educational Technology

Course code: IBM-CR-22103

Semester: 1st

Max.marks:80

Min.marks:32

Unit-I: Understanding Educational Technology

- i)** Meaning, nature and objectives
- ii)** Approaches to educational technology
 - a. Hardware and software
 - b. Multimedia and mass media
- iii)** Forms of educational technology.
 - a. Teaching technology
 - b. Instructional technology
 - c. Behavioural technology
- iv)** Major institutions of educational technology in India:
 - a. CIET
 - b. EMRC

Unit-II: Innovations in Teaching

- i)** Micro teaching – meaning, steps, phases, merits & de-merits.
- ii)** Major skills of micro teaching.
- iii)** Simulated teaching – meaning, steps, types, advantages and disadvantages.

Unit-III: Programmed Learning.

- i)** Meaning and Characteristics.
- ii)** Types of programmed learning.
- iii)** Computer Assisted learning.

Unit-IV: Information and Communication Technology.

- i)** Meaning, nature and importance of ICT.
- ii)** Elements and objectives of communication.
- iii)** Types of communication.
- iv)** E- Learning, Blended learning, synchronous and asynchronous learning.

References

1. Bhushan, A. & Ahuja, M. (1992). Educational Technology. Meerut: Vikas Publication
2. Mehra, V (2004). Educational Technology. Delhi: SS publishers.
3. Sharma, R.A. (2005). Educational Technology. Meerut: Modern Publishers.
4. Mangal (2009). Essentials of Educational Technology. Delhi: Anmol Publications.
5. Mehra, V. (2010). A Textbook of Educational Technology. New Delhi: Sanjay Prakashan
6. 8. Mukhopadhyay, M. (1990). Educational Technology – Challenging Issues. New
7. Delhi: Sterling Publishers Pvt. Ltd.
8. Sareen, N. (2006) Information and Communication Technology. Delhi: Anmol Publication.
9. Rosenberg, M.J. (2001): e-learning. New York: McGraw Hill.

Early Childhood Care and Education

Course Code: IBM-CR-22104

Semester: 1st
Max.Marks:80
Min. Marks:32

Unit- I: Concept and Methods

- i) Meaning, concept, aims and objectives of ECCE
- ii) Need and scope of ECCE
- iii) Historical background of ECCE in India
- iv) Observation as a method of child study.

Unit- II: Growth and Development

- i) Physical and social development during adolescence.
- ii) Emotional and Motor-skill Development
- iii) Cognitive and Language Development
- iv) Development of creativity

Unit- III: -Contribution of Educational Thinkers and Reformers towards ECCE

- i) Froebel
- ii) Montessori
- iii) Tarabai Modak

Unit- IV: -Recommendations, Programs and Agencies

- i) Recommendations of NPE 1986
- ii) NEP 2020
- iii) ECCE programs in India with special reference to ICDS and Anganwadi Centres
- iv) Comparative Study of ECCE Programs in India, UK and Finland.

References:

1. Aggarwal, J.C., & Gupta, S. (2007). *Early Childhood Care and Education (1st Ed.)*. NewDelhi: Shipra Publications.
2. Government of India (1986). *National Policy on Education*. Department of Education, New Delhi.
3. Mishra, R.C. (2005). *Early Childhood Education Today*. Prentice Hall Publisher
4. NCERT. (2005). *National Curriculum Framework*. New Delhi.

Teaching of English

Course Code: IBM-E-22105

Semester:1st

Max. marks: 80

Min.marks: 32

Unit- 1: English Language Teaching in India

- i) The origin, consolidation and present position of English in India
- ii) Principles of teaching English – Psychological, linguistic & Pedagogical
- iii) Problems in Teaching English at the primary and secondary level
- iv) Language acquisition and language learning in Indian Context

Unit- II: Approaches and Methods of Teaching English

- i) Method, Approach, Procedure and GT
- ii) The Behaviourist – Structuralist Paradigm: The Structural Approach and The Audio-Lingual Method
- iii) Communicative Language Teaching and Communicational Teaching
- iv) The Post Method Era

Unit- III: Developing Language Skills: Testing and Evaluation

- i) Reading, Writing, Listening and Speaking: Types and Techniques
- ii) Lesson Planning of Prose, Poetry, Vocabulary and Grammar
- iii) Figures of Speech: Simile, Metaphor, Personification, Rhythm, Rhyme, Alliteration and Pun.
- iv) Evaluating Language Teaching & Learning, testing, its types and qualities

Unit-IV: Grammar and Phonetics

- i) Introduction to Speech Sounds in English: Classification & Description
- ii) Introducing Grammar: Its Relevance in Second Language Context
- iii) Tenses: Present, Past and Future
- iv) Auxiliaries and Modals
- v) Active & Passive Voice, Direct – indirect speech and Punctuation and simple, complex and compound sentences

References:

1. Balasubramanian, T. (1981): *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited, Mumbai.
2. Bhandari, C.S. and others (1966): *Teaching of English: A Handbook for Teachers*. Orient Longmans, New Delhi.
3. Bhatia, K.K. (2006): *Teaching and Learning English as a Foreign Language*. Kalyani Publishers, New Delhi.
4. Bindra, R. (2005): *Teaching of English*. Radha Krishan Amanda and Co, Jammu.
5. Bright, J.A. and Mc Gregor, G.P. (1981): *Teaching English as a Second Language*. Longmans, ELBS.

Teaching of Urdu

Course Code: IBM-E-22105

Semester: 1st

Max. marks:80

Min.Marks:32

Unit-I: Aims, Objectives and methods of Teaching of Urdu language

- i) Origin and development of Urdu language;
- ii) Status of teaching Urdu in the present educational arena of Jammu and Kashmir and measures for its development;
- iii) Objectives of teaching Urdu at elementary and secondary levels;
- iv) Methods of language teaching: Translation, Direct, Structural and Communication approaches;

Unit-II: Acquisition of language skills

- i) Listening: Describe listening, Art of listening, teaching of listening through activities,
- ii) Speaking: Describe speaking, teaching speaking through activities, Pronunciation, Recitation and Punctuation;
- iii) Reading: Describe reading, Reading through different activities-loud, silent, intensive and extensive;
- iv) Writing: Describe writing, Teaching of writing, punctuation qualities of good hand writing, Developing writing skills through classroom activities;

Unit-III: Planning and Evaluation

- i) Teaching of prose and lesson planning;
- ii) Teaching of poetry and lesson planning;
- iii) Purpose and Concept of Evaluation in Urdu;
- iv) Techniques of evaluation, Teacher made test, Examination paper made design, Various types of questions and their use in evaluation;

Unit-IV: Subject Content (History and Development of Urdu Literature)

- i) Fort William College, Aligarh Tehreek, Taraqi Pasand Tehreek, Jadeedyet;
- ii) Main Schools of thought: Dabistan-i-Delhi, Dabistan-i-Lucknow;
- iii) Definition and brief history of Urdu Ghazal, Nazm, Afsana and Novel.

Suggested Readings

Name of Book	Author	Publisher
Urdu Kaisey Likhen	Rasheed Hassan Khan	Maktaba Jamia Limited, Jamia Nager, Delhi
Funn-i-Tadrees-I-Urdu	Aen Aen Aarif	Sheikh Mohammad Usman, Gowkadal, Srinagar
Urdu Tadrees	Farman Fatehpuri	Alwaqar Publications Lahore
Tadrees-i-Urdu	Mohi-Ud-Din Buch	Gulshan Publishers, Lal Chowk Srinagar
Urdu Zaban Ki Tadrees	Moin Ud Din	National Council for Promotion of Urdu Language, Delhi
Tadrees-I-Adab-I-Urdu	Noor Ul Hassan Naqvi	Educational Book House, Aligarh

Teaching of Kashmiri

Course Code: IBM-E-22105

Semester:1st
Max.marks:80
Min. marks:32

Unit I: Introduction to Kashmiri

- i) Kashmiri as a subject in the present linguistic diversity of the country.
- ii) Kashmiri: Linguistic profile, Origin and development.
- iii) Mother tongue: an instrument of cognitive growth, social tolerance, divergent thinking and scholastic achievement at elementary and secondary stages of learning.

Unit- II: Language Skills

- i) Developing Language Skills in Kashmiri: Reading and Writing
- ii) Description of Kashmiri Vowels and Consonants.
- iii) Features of supra-segmental phonemes: Stress, Rhythm and Intonation.

Unit- III: Reading and Writing

- i) Loud Reading and Silent Reading, Teaching Reading Comprehension, Obstacles to Efficient Reading vs. Extensive Reading, Teaching Prose and Teaching Poetry.
- ii) Essential Marks of good handwriting in Kashmiri Perso-Arabic Script and free competition, Teaching the Mechanism of Writing, Importance of correction work.

Unit- IV: Grammar

- i) Teaching of Kashmiri Grammar: Phonology, Morphology and Syntax.
- ii) Teaching of Vocabulary: Foreign Influences on Kashmiri Vocabulary: Sanskrit, Persian, Urdu and English.

References

1. Altaf, Shafqat, 2014 , Foreign Influences on Kashmiri Vocabulary : A Cultural Account. Srinagar: Meezan Publishing House (Reprinting 2022)
2. Bhat, R, K. 1987 A Descriptive Study of Kashmiri New Delhi: Amar Prahashan.
3. Grierson , George A. 1911. Standard Manual of the Kashmiri Language, 2 vols. Srinager: Gulshan Publishers (Reprinted 2007)
4. Grierson , George A. 1911.Lingustic survey of India Vol. 8 part ▪ (Specimen'sof Dardic or Pisacha Languages Including Kashmiri). Motilal Banarsidar. (Reprinted 1968)
5. Koul O. N, Wali Kashi, 2004 . Dunwoody press Springfield.
6. Monawar Naji. Shafi Shauq 1978. Kashir Adbuk Tawereek. Department of Kashmiri ,University of Kashmir.
7. Shauq Shafi , 2012, Kaeshruk Grammar , Sringer: Ali Mohmmad & sons.

Teaching of Hindi

Course Code: IBM-E-22105

Semester: Ist

Max. marks:80

Min. marks:32

Unit-I: Position and methods of Hindi Teaching

- i) Origin and development of Hindi language.
- ii) Objectives of teaching Hindi at elementary & secondary levels.
- iii) Role of Hindi as a link language in India.
- iv) Problems of Hindi Teaching.
- v) Translation method
- vi) Play way method
- vii) Direct method
- viii) Structural approach

Unit-II: Reading & Writing

- i) Concept, Meaning and Importance of Reading
- ii) Types of reading silent/loud, extensive & intensive,
- iii) Reading defects and their cure.
- iv) Quality of good handwriting.
- v) Defects in writing skills and their improvement.
- vi) Summarizing and elaborating
- vii) Essay writing/Letter writing

Unit-III: Teaching of Prose and Poetry

- i) Teaching of Prose and Lesson planning Prose
- ii) Teaching of Poetry and lesson planning Poetry
- iii) Concept and meaning of evaluation
- iv) Criteria of a good language test
- v) Error analysis and remedial teaching

Unit-IV: Content

- i) Standard sounds of Hindi, Vowels, and consonants correct pronunciation in Hindi.
- ii) Definition & Kinds of Nouns & Adjectives.
- iii) A detailed description of the life & works contribution of Kabir and Tulsi

Suggested Readings

1. Kabir's Dohe (7th & 9th Grade Texts)
2. Mekadevi's Murjaya Phool (7th Grade Text)
3. Giloo (Story) – (8th Grade Textbook)
4. Nilakant-(10th Grade Text)

PRACTICUM: (SEMESTER-I) A+B+C= 4 CREDITS				
	Credits	internal	external	Total
PRACTICUM	4	40	60	100
Internship-I	<p>A. Assessment of ICDS Centers (1 week)</p> <p>B. Visit to schools for assessment and observation from Foundational to Middle stage. (3 weeks)</p> <p>C. Workshop on any theme related to core or pedagogical courses of 1st semester (1 week)</p> <p>Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (Total Duration: A+B+C= 5 Weeks)</p>			

CORE PAPERS (SEMESTER-II) 4X4 = 16 CREDITS

	Course code	Course title	Credits	internal marks	External marks	Total
1	IBM-CR-22201	Development of Education in India	4	20	80	100
2	IBM-CR-22202	Environmental Education	4	20	80	100
3	IBM-CR-22203	Mental Health & Hygiene	4	20	80	100
4	IBM-CR-22204	Inclusive practices in Education	4	20	80	100

PEDAGOGICAL PAPERS (SEMESTER-II) 1X4= 4 CREDITS

	Course code	Course title	Credits	internal marks	External marks	Total
5	IBM-E-22205	<ul style="list-style-type: none"> ➤ Teaching of Bio-Science ➤ Teaching of Physical Science ➤ Teaching of History & Civics ➤ Teaching of Geography ➤ Teaching of Mathematics. 	4	20	80	100

Any one language course to be opted by the candidate.

PRACTICUM: (SEMESTER-II) A+B+C= 4 CREDITS

6	PRACTICUM		4	40	60	100
		D. Visit to Special schools/Rehabilitation centers/Drug De-Addiction Centers / Mental hospitals, (Duration 2 Weeks).				
		E. Awareness Campaigns on Environment related Issues, Cleanliness Drive, and Visit to Places of Environmental Significance. (2 Weeks).				
Internship- II		F. Workshop on any theme related to core or pedagogical courses of 2 nd semester. (1 week).				

Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (Total Duration: A+B+C= 5 Weeks).

TOTAL CREDITS	Core Courses : 1+2+3+4=	16 Credits
	Pedagogical Course: 5=	4 Credits
	Internship: A+B+C=	4 Credits

Total Credits in Semester II: 16+4+4= 24

Development of Education System in India

Course Code: IBM-CR-22201

Semester: 2nd

Max. marks:80

Min. marks:32

Unit-I: Education in Ancient & Medieval India

- i) Vedic Education
- ii) Buddhist Education
- iii) Muslim Education

Detailed description of Salient Features, Objectives, Curriculum, Methods of Teaching

Role of teacher in these system of Education

Unit-II: Colonial Educational Policies

- i) Macaulay's Minutes (1835)
- ii) Wood's Dispatch (1835)
- iii) Calcutta University Commission (1817)
- iv) Sargent Report (1944)

(With special reference to their major recommendations)

Unit-III: Education in Post –Independence Era

- i) Bhagwan Sahai Committee Report
- ii) Radhakrishnan Committee (1948-49)
- iii) Secondary Education Commission (1952-53)
- iv) Indian Education Commission (1964-66)
- v) National Policy on Education (1986)
- vi) National Curriculum Framework (NCF-2005)
- vii) National Educational Policy (2020)

(With special reference to their major recommendations)

Unit-IV: Issues of Indian Education

- i) Universalisation of Elementary
- ii) Open & Distance Learning (ODL)
- iii) Women Education
- iv) Education for Disadvantaged sections of society

References:

1. Gupta, V.K., & Gupta, A. (2005). *Development of education system in India*. Ludhiana: Vinod publication.
2. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
3. Sachdeva, M.S., & Umesh. (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.
4. Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
5. Development of Education Systems in India (2012). Ganai M. Y., & Bhat S. A., *Dilpreet Publishing House* New Delhi (India).
6. http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan.

Environmental Education

Course Code: IBM-CR-22202

Semester:2nd

Max. marks:80

Min. marks:32

Unit I: Environmental Education and Literacy

- i.** Concept and need of environmental education;
- ii.** Formal and informal means of environmental education;
- iii.** Environmental Training and Communication,
- iv.** Consumerism and Environment, Culture and Environment, Values and Environment,
- v.** Concept and framework for assessing environmental Literacy.

Unit II: Environment and Development

- i.** Concept of Sustainable Development, Sustainable Development Goals (SDG),
- ii.** Carbon foot print and Green foot print,
- iii.** Interrelationship between population growth, environment and development,
- iv.** Environment-Development Divide.

Unit III: Environmental Problems and Issues

- i.** Pollution (Air, Water, Soil, & Plastic),
- ii.** Global warming and Climate change,
- iii.** Biodiversity loss, Deforestation,
- iv.** Acid rain, Ozone depletion, Water crisis, Waste production.

Unit III: Environmental Governance, Policy making and Advocacy

- i.** Concept of Environmental Governance-Global and Indian Perspective,
- ii.** Issues and challenges in Environmental Governance,
- iii.** Role of institutions in Governance and policy, Environment and Politics,
- iv.** The Environmental Kuznets Curve (EKC),
- v.** Corporate Environmental Responsibility, Environmental Ethics.

References:

1. Joy, P., & Neal, P. (1994). *The handbook of environmental education*. London: New Fetter Lane
2. Sharma, R. G. (1986). *Environmental Education*. New Delhi: Metropolitan Book Co.,
3. Sharma, R. A. (2008). *Environmental Education*. Meerut: R. Lall Books Depot.
4. Sharma, B. L., & Maheswari, B. K. (2008). *Education for Environmental and Human value*. Meerut: R. Lall Books Depot.
5. Singh, Y. K. (2009). *Teaching of environmental science*. New Delhi: APH Publishing Corporation.
6. Sharma, V. S. (2005). *Environmental education*. New Delhi: Anmol publication.
7. Reddy, P. K., & Reddy, N. D. (2001). *Environmental Education*. Hyderabad: Neel Kamal publications.

Mental Health and Hygiene

Course code: IBM-CR-22203

Semester:2nd

Max. marks:80

Min. marks:32

Unit-I: Mental Health & Mental Hygiene

- i) Meaning & Concept of Mental Health and Hygiene.
- ii) Characteristics of Mentally Healthy Person.
- iii) Principle of Mental Hygiene, Preventive, Constructive & Curative Measures.
- iv) Affect of Mental Hygiene on Mental Health.
- v) Factors affecting Mental Health.

Unit-II: Adjustment & Mal-adjustment

- i) Meaning & Concept of Adjustment & Mal-adjustment.
- ii) Adjustment disorder Caused by Stressful life.
- iii) Dynamics of Adjustment and Coping Strategies.
- iv) Factors determining Mental Health (Physical & Social).
- v) Relationship between Mental Health and Adjustment.

Unit-III: Adjustment Mechanism

- i) Meaning of Defence Mechanism.
- ii) Defence Mechanisms- Projection, Identification, Compensation & Reaction Formation.
- iii) Positive results of Defence Mechanism.
- iv) Defence Mechanisms Stop being helpful as a Coping Strategy.

Unit-IV: Methods for the Preservation of Mental Health

- i) Psychotherapy.
- ii) Parent Support & Peer Support.
- iii) Hypnosis & Catharses.

References:

- 1) The Dynamics of Personal Adjustment, Lehnar and Kube, England; Cliffs Prentice Hall, 1964
- 2) The Psychology of Adjustment, Shaffer and Shoben, New York; Hought Mifflin, 1956
- 3) Mental Hygiene, The Dynamics of Adjustment, Carrol, Herbert A, New York; Prentice Hall, Inc. 1969
- 4) Adolescent Development and Adjustment, Crow Lioter D. and Alice Crow, New York; McGraw Hill Book Co. 1965
- 5) Patterns of Adjustment, Lazarrus, Richards, New York; McGraw Hill Book Co. 1976
- 6) Health Observation of School Children, Wheatlev, George M and Grace T. Hallock, New York; McGraw Hill BOOK Co. 1965

Inclusive Practices in Education

Course Code: IBM-CR-22204

Semester: 2nd

Max. marks:80

Min. marks:32

Unit-I: Inclusive Education

- i) Concept and Importance
- ii) Aims, Objectives and Principles
- iii) Types and Characteristics
- iv) Inclusion and Integration

Unit-II: Inclusive Practices in Classrooms

- i) School Readiness-(technological, pedagogical and attitudinal)
- ii) Role of Teachers & administrators in inclusive practices in schools
- iii) Barriers in Implementation
- iv) Strategies to Improve

Unit-III: Special Education

- i) Concept, Scope and Principles
- ii) Characteristics of Special Education
- iii) Identification and assessment of CWSN
- iv) Educational Provisions for CWSN.

Unit-IV: Special Education Interventions

- i) Scope and Significance
- ii) Effectiveness of early intervention
- iii) Methods of Provision
- iv) Effective Instructions for SWD

References:

Deno, E. (1973), *Instructional Alternatives for Exceptional Children*, Reston, V.A. Council for Exceptional Children.

Heward, W.L. (2000), *Exceptional Children: An Introduction to Special Education* (6th ed.), Upper Saddle River, New Jersey; Merrill.

Kneedler, R. (1984), *Special Education for Today*, Englewood Cliffs, N.J.: Printice Hall.

Lewis, R.B. and D.H. Doorlag (1995), *Teaching Special Students in the Mainstream* (4th ed.), Upper Saddle River, N.J.: Merrill.

Mangal S.K. (2007), *Educating Exceptional Children: An Introduction to Special Education*, PHI Learning Private Learning, New Delhi.

Nancy Hunt and Kathleen Marshal (1992), *Exceptional Children and Youth*, Boston: Houghton Mifflin Company.

Page, J.D. (1976), *Abnormal Psychology*, New Delhi: Tata McGraw-Hill.

Parveen, A. & Pujja, J.A. (2016), *Inclusive Education*, Directorate of Distance Education University of Kashmir Hazratbal, Srinagar. https://www.researchgate.net/publication/360836398_Inclusive_Education/link/628e000c6daa0406c612858f/download

Parveen, A. (2015), *Special Education*, Directorate of Distance Education University of Kashmir Hazratbal, Srinagar. [http://ddekku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/special%20education%2013%20\(1\).pdf](http://ddekku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/special%20education%2013%20(1).pdf)

Scott E.P., (1982), *Your Visually Impaired Student: A Guide for Teachers*, Baltimore: M.D. University Park, Press.

Smith, Deborah Deutsch (1992), *Introduction to special education: teaching in an age of challenge*, Allyn and Bacon, A Division of Simon and Schuster, inc. 160 Gould street Needham Heights, MA 02194. ISBN 0- 205-13315-0.

Stephens, T.M., A.E. Blackhurt and L.A. Maglicocia (1983), *Mainstreaming Students*, New York: John Wiley.

Torres, I. and A.L. Corn (1990), *When You Have a Visually Impaired Student in Your Classroom: Suggestions for Teachers* (2nd ed.), New York: American Foundation for the Blind.

Ysselldyke, J.E. and Bob Algozzine (1990), *Introduction to Special Education* (2nd ed.), Boston: Houghton Mifflin Company.

Teaching of Bioscience

Course Code: IBM-E-22205

Semester:2nd

Max. marks:80

Min. marks:32

Unit I Basics of Bioscience

- i) Bioscience: history and importance in daily life
- ii) Nutrition (autotrophic and heterotrophic), nutrition in human beings
- iii) Processes of respiration and photosynthesis
- iv) Nervous system (human brain)
- v) Environment: ecosystem and its components, biodiversity conservation

Unit II Planning for teaching of Bioscience

- i) Importance and place of Bioscience in school curriculum
- ii) Objectives of teaching Bioscience with special reference to the development of thinking and process skills
- iii) Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- iv) Developing unit plans, lesson plans and remedial/enrichment plans using combinations of various processes.
- v) Planning for conduct of activities, experiments and laboratory work in Bioscience

Unit III Teaching-learning processes in Bioscience

- i) Inductive and deductive approach
- ii) Experimentation
- iii) Demonstration
- iv) Discussion
- v) Investigatory projects
- vi) Observation-based survey
- vii) Problem solving

Unit IV Teaching-learning resources in Bioscience

- i) Textbook, reference books, encyclopaedia, science kits, and alike
- ii) Science quiz, science fair, science club, science museum
- iii) Field trips, excursion and related activities.
- iv) Layout and design of the Bioscience laboratory.
- v) Storage of apparatus, consumable and non-consumable items/materials
- vi) Maintenance of laboratory records.
- vii) Maintenance of Aquarium.

References/Suggested Readings

Books

1. Science Textbook for Class X and IX by NCERT, New Delhi
2. Chiappetta, L. Eugene and Koballa, R. Thomas (2010) Science Instruction in the Middle and Secondary Schools, Seventh Edition, Allyn& Bacon
3. Collette, Alfred T. and Eugene L. Chappetta, (1994) Science Education in the Middle and Secondary Schools; MacMillan: N. Y.
4. Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: RoutledgeFalmer.
5. Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) Science for all Children: Allyn and Bacon: USA.
6. Pollard, A (2005) Reflective Teaching, London: Continuum.
7. Reiss, M. (Ed.). (1999) Teaching Secondary Biology. Association for Science Education.
8. Siddiqi and Siddiqi. (2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
9. Siddiqi and Siddiqi. Teaching of Biology, Doaba House, New Delhi.
10. Sundarajan, S. (1995) Teaching Science in Middle School : A Resource Book. Orient Longman: Hyderabad.
11. Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
12. UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
13. Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.
14. Wallace, J and Louden, W. (Eds.)(2001) Dilemmas of Science Teaching: Perspectives on Problems of Practice. Routledge, London.
15. Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge.

Journals

- School Science Journal by NCERT, New Delhi
- Science and Education (<https://www.springer.com/journal/11191>)
- The American Biology Teacher (<https://online.ucpress.edu/abt>)
- Journal of Biological Education (<https://www.tandfonline.com/journals/rjbe20>)

Teaching of Physical Science

Course Code: IBM-E-22205

Semester: 2nd

Max. marks: 80

Min. marks: 32

Unit-I: Background

- i. Historical Background and Motivation for Physical Sciences.
- ii. Role & importance in daily life.
- iii. Path tracking discoveries due to Isaac Newton, Albert Einstein, Neils Bohr, Stephen Hawking, Antoine Lavoisier, C.V. Raman, Chandrasekhar, Meghnad Saha, J. C. Bose.
- iv. Importance & place of Physical Science in school curriculum
- v. Objectives, of teaching Physical Science with special reference to the Tara Davi Seminar, Koari Commission & Ishwar Bhai Committee

Unit-II: Methodology:

- i) Lecture Method
- ii) Demonstration method
- iii) Demonstration-cum-Discussion method
- iv) Inductive deductive method
- v) Project method

Unit-III: Content-Physics

- (i) Measurement: Time, length and Mass. Reference Frame and concept of origin.
- (ii) Newton's Laws of motion, universal law of gravitation, Kepler's Laws.
- (iii) Concept of heat, temperature and energy transfer, engines.
- (iv) Light and its applications Telescope and Eye
- (v) Charge, current, voltage, power and transformer.
- (vi) Transverse and longitudinal waves, Electromagnetic waves and Sound waves.

Unit-IV: Content-Chemistry

- (i) Chemical reactions and its types.
- (ii) Electronic concept of oxidation and redox reactions.
- (iii) Endo thermic and exothermic reactions, Rate of a reaction.
- (iv) Elementary idea of Electrochemical cell and dry cell.
- (v) Rusting of iron & its preventive measure.
- (vi) Concept of Mole and its quantification.

References:

1. V.K. (1998): *How to Teach Science*. Vivek Publishers, Ambala.
2. Kumar, Amit (2002): *Teaching of Physical Sciences*. Anmol Publications, New Delhi. Mangal, S.K. (1997): *Teaching of Science*, Arya Book Depot, New Delhi.
3. Mohan, Radha (2002): *Innovative Physical Science Teaching Methods*. P.H.I, New Delhi.
4. Sharma, R.C. (1998): *Modern Science Teaching*. Dhanpat Rai and Sons, New Delhi.
5. Vaidyas, Narendra (1996): *Science of Teaching for 21st Century*. Deep and DeepPublishers, New Delhi.

Teaching of History and Civics

Course Code: IBM-E-22205

Semester:2nd

Max. marks:80

Min. marks:32

UNIT-I: Nature and Scope of Social Sciences

- i. Social sciences and social studies- a conceptual framework
- ii. History: meaning, nature and scope
- iii. History and its relation with other social sciences
- iv. Aims and objectives of teaching history at secondary level
- v. Values of teaching history at regional and international level

UNIT-II: Methodology and Curriculum in History

- i. Methodology of teaching history: source method, project method, narration method and role-play method
- ii. Place of history in school curriculum
- iii. Approaches to curriculum organization: chronological, topical, concentric, correlation
- iv. Teacher and curriculum planning: hidden curriculum, teacher and text book
- v. Gender and history

UNIT-III: Themes in World History

- i. Renaissance and enlightenment movements
- ii. Colonialism and the making of new world order: world war-i and world war-ii
- iii. Uno: formation and role
- iv. De colonialization in Asia
- v. Nam: role

UNIT-IV: Themes in Indian History

- i. Makers of india: Ashoka, Akbar, M.K. Gandhi
- ii. India's struggle for independence: revolt of 1857, Indian national congress, Muslim league and quit india movement
- iii. Indian constitution: main features
- iv. Understanding regional history: Kashmir culture: main features
- v. Makers of kashmiriyat: abnavgupta, budshah, shaikul alam, lal ded

Teaching of Geography

Course Code: IBM-E-22205

Semester:2nd

Max. marks:80

Min. marks:32

Unit-I: Nature and Scope of Social Sciences

- i) Meaning, nature, scope and structure of Geography
- ii) Interrelationship of geography with social sciences- History and Economic
- iii) Importance of Geography in day to day life and its role in international understanding
- iv) Study of home region and importance of local Geography in teaching.
- v) Instructional objectives of teaching Geography at secondary level.

Unit-II: Instructional Planning

- i) Methods: Lecture, Demonstration, Inductive and Deductive, observation, project and Problems solving
- ii) Content Analysis, Writing objectives in behavioural terms.
- iii) Lesson planning: Meaning, significance, principles and steps involved in planning a geography lesson.

Unit-III: Learning Resources

- i) Importance and use of: Maps, Globe, Models, Graphs, Atlas, Satellite, Imaginaries and Computer
- ii) Geography Laboratory: Its need, importance and instrument
- iii) Role of Remote Sensing in Geography

Unit-IV: Content (General and Local Geography)

General Geography:

- i) Concept of Latitude, Longitude and Graticule
- ii) Atmosphere- Composition, structure and Role
- iii) Lithosphere- Composition and Major land forms
- iv) Hydrosphere- Composition and Importance
- v) Biosphere- Concept, Significance and Role
- vi) Population- Growth, distribution and density

Geography of J and K

- (i) Topography and Climate.
- (ii) Drainage System
- (iii) Natural Vegetation
- (iv) Tourism and Horticulture

Teaching of Mathematics

Course Code: IBM-E-22205

Semester:2nd

Max. marks:80

Min. marks:32

Unit- I: Mathematics Teaching: Scope and objectives

- i. Concept of Mathematics.
- ii. Place of Mathematics in the Modern World.
- iii. Nature, Importance and Place of Mathematics in school curriculum.
- iv. Aims and Objectives of teaching Mathematics at different stages:
- v. Elementary ii) Secondary and iii) Higher Secondary level.
- vi. Correlation of Mathematics with other subjects and with real life situations.

Unit -II: History of Mathematics

- i. Contribution of Mathematicians- pre-middle age, post-middle age, modern age: with reference to India - Aryabhatta, Brahmagupta, Bhaskaracharya, Ramanujan, Shankuntala Devi, Harish Chandra.
- ii. Contribution of eminent mathematicians of western countries: Pythagoras, Plato, Blaise Pascal, Napier, Sir Isaac Newton, Gauss, Euclid, Euler and Einstein.
- iii. Contribution of Arabs and Greeks to the development of mathematics.

Unit -III: Assessment & Evaluation of Mathematics learning

- i. Assessment of critical thinking, logical reasoning and to discourage mechanical manipulation and rote learning)-
- ii. Planning of evaluation mathematics
- iii. Formative, Summative and predictive evaluation in mathematics
- iv. Continuous and compressive evaluation (CCE) in mathematics at secondary level.

Unit -IV: Pedagogical analysis of learning engagement

Pedagogical analysis of the activities, learning experiences and evaluation techniques of the following contents at secondary level-

- Number system
- Measures of central tendency
- Congruency and similarity
- Trigonometrically ratios and identities
- Area and Volume
- Profit, loss and partnership
- Compound interest
- Graphical representation data

Text Books:

- Kulshrestha, A. K., Teaching of Mathematics, Meerut, R. Lall book depot.
- Chambers, Paul, Teaching Mathematics, Sage South Asia, New Delhi.
- Sidhu, K.S., The Teaching of Mathematics. Sterling Publishers, New Delhi.

Reference Books:

- Clifford. A. Pickover, The Math Book: From Pythagoras to the 57th Dimension, 250 Milestones in the History of Mathematics, Sterling Milestones.
- Paul Chambers, Teaching Mathematics, Sage South Asia New Delhi.
- Paul Ernest, The Philosophy of Mathematics Education. RoutledgeFalmer.
- Edigar Marlow and Rao Digrumarti Bhaskara, Teaching Mathematics Successfully, New Delhi: Discovery (DPH)
- Roberts Charles, Introduction to Mathematical Proofs: A Transition. CRCpress LLC.
- Agrawal S.M. Teaching of Modern Mathematics Dhanpat Rai & Sons, Delhi.
- Jagadguru Swami: Vedic Mathematics, Moti Lal Banarasidas Publisher, Delhi
- Kapur J.N. Modern Mathematics for Teachers, Arya Book Depot, New Delhi