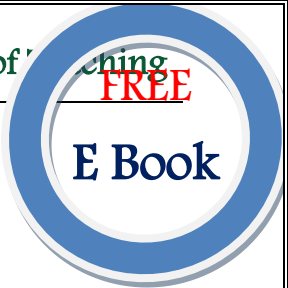




Methodology of Teaching



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Methodology of Teaching EVS

ENVIRONMENTAL SCIENCE – METHODOLOGY

Evaluation is the important aspect of the Teaching - Learning process

NEED FOR EVALUATION

- To discover the extent of competence which the student has developed in initiating, organizing and improving his learning and to diagnose his strengths and weakness for further guidance
- To predict the educational practices which a particular student teacher can best participate in
- At the end of a career to certify the students degree of proficiency in a particular educational practice

IMPORTANCE OF EVALUATION

- It helps in recognizing the need of objectives and also to modify those
- It tries to find where the set objectives are not achieved
- Helps in deciding the necessity to modify the objectives according to the needs of individual and the society
- Helps in judging the effectiveness of teaching methodology in obtaining desired objectives
- Helps in testing the overall development of the student
- Helps to test the development of students skill in particular field
- Acts as a diagnostic and prognostic means and serve as a guide to teacher and the student
- Helps in modification and improvisation of the evaluation tools and techniques

PURPOSE OF EVALUATION

- Monitoring of the students performance (Learning of Students)
- Check the suitability of methods adopted for teaching, success of teaching strategies and strategies employed (Teaching methodology)
- Verification of the course and curriculum adopted and required improvements (Curriculum)

FACTORS INFLUENCING THE CONCEPT OF EVALUATION

- Child study approach
- Greater emphasis given on individual instructions
- The nature of the curriculum which is bigger or broader and more functional by nature
- Availability of a number of appraisal instruments
- Limitations of traditional system of examination

PHASES OF EVALUATION

- Preparation
- Assessment
- Evaluation
- Reflection

GUIDING PRINCIPLES FOR EVALUATION

- Evaluation should be planned, linked to both curriculum and instructional objectives
- A variety of assessment techniques should be used while evaluating
- Evaluation plans should be communicated in advance so that the student get an opportunity of input into evaluation process
- Evaluation should be fair and equitable
- Evaluation should be free from any sort of bias
- Evaluation should provide positive feedback and encourage students to actively participate in the learning process

CHARACTERISTICS OF EVALUATION

- Evaluation is a continuous process
- Evaluation includes both academic and non academic subjects
- Evaluation is a procedure for improving the product
- Evaluation is used to discover the needs of individual and design learning experiences
- Evaluation is used to fulfill educational purpose
- Evaluation is a complex process

COMPONENTS OF EVALUATION

- Specifying learning outcomes
- Collection of evidence regarding students progress with the help of reliable data gathering devices
- Analysing and interpreting the performance of the students progress
- Indicating the level of performance of student that judging his performance (Diagnostic approach)
- Redefining and readjusting instructional objectives based on the feedback

RECOMMENDATIONS OF SECONDARY EDUCATION COMMISSION ON EVALUATION

- The number of external examinations should be reduced
- Essay type tests should be replaced by objective type and short answer type
- Symbolic grades may be awarded
- There should be only one public examination at the end of the higher secondary stage
- Cumulative records by parts should be enforced
- System of completing by parts should be enforced

EVALUATION PROCESS

- Formulating and selective definite objectives for teaching the subject
- Clarifying and defining the objectives in terms of expected learning or behavior changes in the students
- Developing appropriate learning experiences or activities
- Devising and adopting suitable assessment procedures to collect adequate and trustworthy evidences about the students achievements
- Evaluating the outcomes on the basis of the evidences collected and modifying the necessary aspects of the entire system for better results

FUNCTIONS OF EVALUATION

- To evaluate the students achievement
- To determine the students personality like clear perception, perseverance and open mindedness
- To test the efficiency of teacher and the teaching methods
- To analyse the weak points of the students
- To stimulate the students put on effort
- To test the fitness of the students for higher studies

TYPES OF EVALUATION

1. DIAGNOSTIC -

- diagnosis of strengths and weakness of students,
- it is very detailed and comprehensive assessment,
- it is done usually in the initial period of the school and conducted at the class level or individual student
- it involves different techniques and tools
- helps in designing of the course and curriculum according to the skills and abilities of the students

2. FORMATIVE

- It is related to developments and progress of the students as well as the curriculum
- Time to time feedback obtained helps to make appropriate changes in curriculum, teaching strategies
- Helps in improvisation of the education system
- To monitor each and every student and provide personalized instructions
- To assess the effectiveness of teaching methods
- To evaluate the learning environment provided to the students with an aim to improvise it

3. SUMMATIVE

- It is done at the end of the academic process to judge and assess the final product and process

- It is designed to determine the extent to which the set objectives of the school has been achieved
- Annual exam is the good example for this type of assessment

TECHNIQUES OF EVALUATION

TESTING TECHNIQUES

- Achievement tests
- Teacher made tests
- Standardized tests
- Diagnostic tests
- Intelligence tests
- Aptitude tests

OBSERVATION TECHNIQUES

- Rating scales
- Check lists
- Anecdotal records
- Sociometric techniques

SELF REPORTING TECHNIQUES

- Interviews
- Questionnaire

CHARACTERISTICS OF A GOOD TEST

- Validity – Should perform function for it is meant to
- Reliability
- Objectivity
- Predictability – It should not be lengthy nor short
- Easy scoring
- Clear – Instructions given
- Comprehensive – cover whole syllabus
- Grading
- Encourage effective thinking

PURPOSE OF TOOLS / TECHNIQUES OF TESTING

- To measure prerequisite skills needed for the course or the unit
- To assess the achievement of the objectives
- To assign grades
- To monitor students learning process
- To identify students learning difficulties

ACHIEVEMENT TESTS – measures the accomplishment of an individual after a period of learning

TYPES

- Teacher made tests
- Standardized tests
- Diagnostic tests
- Intelligent tests
- Aptitude tests

TYPES OF OBSERVATION TECHNIQUES

- Observation in Naturalistic surroundings
- Participative observation
- Non Participative observation

ADVANTAGES OF OBSERVATION TECHNIQUES

- The teacher observes the students constantly
- It is an economical method of evaluation
- The teacher can make remedial actions
- The teacher is not over burdened by this technique of evaluation

DISADVANTAGES OF OBSERVATION TECHNIQUE

- It is filled with bias and prejudice as it's a subjective method of evaluation
- The student may modify their behavior and pretend to act what they are not
- It is not universally validated as one's observation may differ with the other's
- This is not a scientific method

TYPES OF RATING SCALES

- Numerical scales
- Graphic scales
- Standard scales
- Rating by cumulative points
- Forced choice ratings

USES OF RATING SCALES

- They are quite interesting
- They can be obtained by presenting one stimulus to a rater at a time
- It can be used with raters who have very little training for the purpose
- Can be used with large number of stimuli
- Have much wider range of application and can be used for teacher ratings, personality ratings, school ratings, sociological surveys

LIMITATIONS OF RATING SCALES

- Error of leniency
- Error of central tendency
- Halo effect
- Logical error
- Contrast error
- Proximity error

SELF REPORTING TECHNIQUES

1. INTERVIEW – Widely used assessment technique as it has got flexibility and provides cooperative atmosphere in which truthful information can be obtained

TYPES OF INTERVIEWS

- Structured interviews
 - Unstructured interviews
2. Questionnaire – Information can be gathered by some of the written questionnaire presented to the students
(Instructions to the students should be given)

PREPARATION OF THE YEAR PLAN

- Simple concepts should precede the complex concepts
- Known subject of matter should precede the unknown matter

- Topic should be divided for each month followed by each week
- The duration of the period should be fixed

POINTS TO CONSIDER WHILE WRITING ANNUAL PLAN

- Achievement of the different objectives
- Consideration for environmental conditions
- Co ordination of various subjects
- Arrangement of related topics
- Teaching methodology and availability of resources

GENERAL POINTS

- Total number of working days
- Holidays
- Tests and examinations
- Working days of a teacher deducting the leaves

UNIT PLAN – A Plan for learning a major section or topic within a course, usually learned over a period of specified weeks

REASONS FOR PREPARING UNIT PLAN

- Students become active seekers of knowledge rather than passive recipients
- Students can become experts and share their expertise with others
- Students learn to work with others as well as on their own
- Students will understand how pieces of the curriculum fit together
- Students are encouraged to explore different view points
- Students learn from different sources rather than from a single text
- Students know how to learn rather than memorization
- Students are involved in purposeful reading and writing
- Students get excited about learning
- Students become critical thinkers

IMPORTANT FEATURES OF UNIT PLANNING

- It should consider the learners need and abilities
- It should take into account the learners previous knowledge
- It should be flexible to incorporate the new experiences
- It should be amicable to the students general environment
- It should be based on the cooperative efforts of the teacher and the learner

STEPS INVOLVED IN UNIT PLANNING

1. Prepare – Motivate the students
2. Test previous knowledge
3. Present the content
4. Summarize
5. Recapitulate
6. Evaluation

ADVANTAGES OF UNIT PLANNING

- It is based on aims and objectives of teaching
- It helps in developing interests and abilities in the learners
- It makes teaching and learning more comprehensive
- It prepares the teacher to go through more comprehensions
- It makes teaching clear, precise and a disciplined approach

DISADVANTAGES OF UNIT PLANNING

- It requires hard work and commitment on the part of the teacher which is difficult at some stage
- It is difficult to evaluate at the lower stage
- Students are confused when units are unrelated and unsystematically arranged

WHAT IS A LESSON PLAN?

- It is teachers written scheme to prepare for teaching and also evaluating
- It is comprehensive chart of classroom teaching
- It a flexible systematic approach to teach concepts and skills to students
- It gives an outline for classroom teaching – learning process

PHASES OF TEACHING

1. Pre active phase
2. Interactive phase
3. Post active phase

ADVANTAGES OF LESSON PLANNING

- It makes teacher confident and self reliant
- It helps the teacher in deciding the definite objectives and in achieving of the goals
- It makes classroom teaching interesting, systematic and organized
- It guides the teacher in sustaining the interest of the students and organizing of the activities
- It ensures appropriate usage of teaching aids in the classroom
- It enables the teacher to understand and use the most relevant method of teaching the lesson
- It helps the teacher in giving proper assignment to the students

PRINCIPLES OF GOOD LESSON PLAN

- It should proceed from simple to complex
- It should follow instructional objectives and specifications
- The teaching aid should be generously and appropriately used
- The activities should be relevant and properly selected
- It should suit the psychological aspects of the learner
- The evaluation procedure should be suitable to the lesson
- It should induce the power of reasoning, critical thinking among the students
- It should include the extra information
- It should give opportunity for students to use reference material from other sources

APPROACHES TO LESSON PLAN

- Herbat's approach
- Evaluation approach
- RCEM approach
- John Dewey's and Kilpatrick's approach
- Morrison's approach

- American approach
- British approach
- Indian approach

CHARACTERISTICS OF GOOD LESSON PLAN

- Should be objective based
- Should have appropriate material aids
- Should be based on previous knowledge
- Should have division into units
- Simple language should be used
- Activities should be determined
- Appropriate strategies, tactics, techniques and teaching aids should be used
- It should give correlation
- Illustrations should be used
- Teaching should be from memory level to reflective level
- It should have good time sense
- Blackboard should be used judiciously
- Evaluation should be based on the topic taught
- Related Homework or Home assignment should be given

TYPES OF LESSON PLAN FORMATS

1. Lesson plan related to knowledge
2. Lesson plan related to appreciation
3. Lesson plan related to skill

STEPS OF HERBARTIAN LESSON PLAN

1. Preparation or Introduction
2. Presentation or Statement of Aim
3. Comparison or development
4. Generalization or Evaluation
5. Application or Home Assignment

MERITS OF HERBAT'S LESSON PLAN

- It follows logical and psychological aspects (incorporates the basic principles)

- It can be used to teach any subject
- It employs deductive thinking in learning
- It uses previous knowledge of the students to impart new knowledge
- Counter matter is given utmost importance
- It can be used to any size of the class
- Helps in achieving cognitive objectives of teaching
- It is an easy and simple approach of lesson planning

DEMERITS OF HERBAT'S LESSON PLANNING

- It mainly emphasis on content matter
- It ignores the attitude and requirements of the students
- It is highly dominated by the teachers
- It does not provide opportunities to develop creativity and originality among students
- Emphasis is laid on presentation
- It confines teaching to memory level only
- It helps in achieving only cognitive objectives

MERITS OF BLOOM'S LESSON PLAN

- Specification of objectives is with the help of preparation of two dimensional chart
- Content analysis is done
- Objectives are written in behavioral terms
- Teaching objectives are achieved by organizing the teaching activities
- The teaching activities are related to learning structures
- It is purposeful and objective oriented
- It is based on psychological and scientific principles
- Has greater scope for improving or changing the learning experiences or teaching activities

DEMERITS OF BLOOM'S LESSON PLANNING

- It does not give opportunity for creativity and originality of the teacher
- Personal factors of the teacher influence the lesson plan and organization of the teaching activities

- Teaching activity has no specificity (concerned with only one domain)
- The mental abilities are not taken into consideration while writing the objectives

RCEM APPROACH – Developed by Indian educationists in mysore

1. Input
2. Process
3. Output

MERITS OF RCEM APPROACH

- It is developed by keeping in mind the conditions and environment of the schools
- It is best suited to Indian schools
- Assessment of objectives is done taking into consideration the measurable abilities and mental processes
- Situations related to teaching – learning process, strategies for evaluating objectives, teaching aids and materials are properly mentioned
- Aspect of evaluation is done with great care and caution

DEMERITS OF RCEM APPROACH

- It is very tedious to write
- It is time consuming
- Literature regarding this approach is very scare (not available)

CONSTRUCTIVE APPROACH OF LESSON PLANNING (known as 5e's)**STEPS**

1. Engagement
2. Exploration
3. Explanation
4. Elaboration
5. Evaluation

NEED FOR DETERMINATION OF TEACHING POINTS

- Selecting important points of curriculum

- Identifying the objectives of teaching
- Providing clear shape to the process of teaching
- Maintaining content validity
- Giving importance to planning and teaching in education
- Developing proper evaluation procedures

CONTENT ANALYSIS – A process of organizing content into categories and components, it defines the relationship between them (it is determination of teaching points)

SPECIFIC AREAS OF OBSERVATION

- The teaching methods used by teacher
- Students interactions and discussions
- Teachers communication
- Legibility of the blackboard work
- Appropriate usage of teaching aids
- Teacher capability of catering to the individual needs
- Time management by the teacher
- Classroom management and discipline
- Systematic organization of the lesson according to the lesson plan

MICROTEACHING – A scaled down teaching encounter in class size and class time

CHARACTERISTICS OF MICROTEACHING

- Helps in training the trainee teachers in the art of teaching
- Provide scope for abstaining immediate feedback
- It provides opportunity to practice skills for each part of component
- It is an analytical approach toward teaching
- It is latest innovation in the field of teaching
- It is good method to train and produce effective teachers
- It is a individualized technique
- It helps in organizations and planning of the lessons
- It helps to generate and hold the interest of the students
- It polishes the presentation skills of the teacher

OBJECTIVES OF MICROTEACHING

- Identifies desired behavior
- Describes what the learner will do
- Describes the conditions under which performance will occur
- Expected behavior can be observed
- Expected behavior can be evaluated

PRINCIPLES OF MICRO TEACHING

- Practice and drill
- Reinforcement
- Experimentation
- Evaluation
- Precise supervision
- Continuity
- Capability
- Motivation
- Realistic goals
- Behavior modification
- Spaced distributive recalls

PROCESS OF MICROTEACHING

1. Orientation stage
2. Practice stage
3. Integration stage

PHASES OF MICROTEACHING

1. Knowledge acquisition phase
2. Skill acquisition phase
3. Transfer phase

CYCLE OF MICROTEACHING

1. Lesson planning

2. Practice teaching skills
3. Obtaining feedback
4. Replanning
5. Reteach sessions
6. Refeedback sessions

NEED AND IMPORTANCE OF MICROTEACHING

- Safe practice
- Focused instruments
- Techniques of continuous training
- Instruction skills

ADVANTAGES OF MICROTEACHING

- It increases the efficiency of teachers
- It can be presented in the simulation situation of classroom
- Helps to learn teaching skills
- It is good device for training the teachers and also to improve
- It helps to attend particular teaching behaviours among the teachers
- It helps to get the desired feedback and provide change for improvisation
- The preparation for the teaching of class becomes easy
- It gives full control of the class to the teachers
- Audio – Visual aid used for references can be used and reused

DISADVANTAGES OF MICROTEACHING

- It reduces the creative thinking of the teachers for the preparation of the class
- The applications to new techniques are limited
- It requires well competent and well trained teachers
- It requires lot of preparation and takes more time

TEACHING SKILLS

1. Planning
 - Writing instructional objectives

- Selecting the content
 - Organizing the content
 - Selection of audio – visual aids
2. Introductory stage
- Creating set for introducing the lesson
 - Introducing the lesson
3. Presentation state
- Questioning skill – Structure, Fluency, Probing, Divergent and responses
 - Presentation skills – Pacing, Lecturing, Explaining, Discussing, Demonstration, Illustration
 - Aid using skill – Using aids, blackboard, Stimulus variation, Reinforcement
 - Managerial skills – Promoting pupil participation, Management of class
4. Closing stage
- Planned repetition
 - Giving assignments
 - Evaluating the pupils progress
 - Diagnosing the pupil learning difficulties and taking remedial measures

SKILL OF USING BLACKBOARD – COMPONENTS

- Legibility in Handwriting
- Neatness in the blackboard work
- Appropriateness in the blackboard work
- Diagram / highlight of concepts
- Illustration

SKILL OF STIMULUS VARIATION – COMPONENTS

- Movement
- Gesture
- Change in voice
- Focusing
- Change in interaction styles
- Pausing
- Aural – visual switching

- Physical involvement of the students

TEAM TEACHING – Instructional situation where two or more teacher possessing complementary skills cooperate and plan a instruction for a single group of students using flexible scheduling and grouping techniques to meet the particular instructions

FEATURES OF TEACH TEACHING

- Involves two or more teachers to teach a class
- It is an instructional strategy rather than a training strategy
- A team of teachers jointly work together to deal with group of students
- It is method of co operative teaching in which individual teacher plans and uses the expertise of different teachers for teaching
- The need of students is fully taken care of by the teachers jointly

OBJECTIVES OF TEAM TEACHING

- To improve instructional practices
- To make the best utilization of the talent and expertise of the teachers
- To develop the spirit of cooperation and group work
- To utilize all possible ways of resources for the school
- To increase flexibility among group of students according to their interest and aptitude in the concerned subject

PRINCIPLES OF TEAM TEACHING

Principle of

- Size of composition
- Level of instruction
- Duties to be assigned to the teachers of the team
- Learning environment
- Time factor
- Supervision

TYPES OF TEAM TEACHING

1. Single disciplinary team teaching – Same school

2. Interdisciplinary team teaching – Different disciplines
3. Inter institutional team teaching – Service of talented and experience teachers from other schools

ADVANTAGES OF TEAM TEACHING

- Best utilization of expertise and competencies of a teacher
- Helps in creating and developing proper learning environment
- Helps to gain mastery over the subject matter
- It give opportunity to share with expert and competent teachers
- It caters to individual needs and difficulties of the students
- It is highly flexible method of teaching to trainers
- It fosters mutual relations and trust among the teachers and students
- It is economical method of teaching and saves time and energy of a teacher

DISADVANTAGES OF MICROTEACHING

- It is very difficult to develop the spirit of co operation among the students
- It is very difficult to assign responsibilities to the teachers working in group
- Every teacher considers himself as the expert in the subject
- Team work is very rare among the teachers
- The teachers resist the deviation from regular methods of teaching

FACTORS FOR SELECTION OF TEACHING METHODS

1. Human factor
 - a. Teacher
 - b. Student
 - c. Environment
2. Objectives of teaching
3. Subject area
4. Time and materials

CLASSIFICATION OF TEACHING METHODS

1. ORAL METHODS
 - Talks

- Discussions
 - Lectures
2. OBSERVATION METHODS
- Demonstrations
 - Audio – visual aids
3. PRACTICAL METHODS
- Experimentation
 - Project work

INDUCTIVE METHOD

STEPS

1. Sensing the problem
2. Analysing the problem
3. Organizing the information
4. Arriving at possible solution
5. Verification

MERITS OF INDUCTIVE METHOD

- It develops scientific attitude among students
- It is a scientific method – develops scientific thinking
- Knowledge is self acquired
- Skill of observation and critical thinking is developed
- Self confidence and self dependence are also developed

DEMERITS OF INDUCTIVE METHOD

- Not applicable in lengthy discussions
- It is time consuming
- It cannot be applied to all the topics
- Insufficient data may lead to hasty and wrong conclusions
- Verification of the conclusion is required by deductive method

DEDUCTIVE METHOD**STEPS**

- Understanding problem
- Collecting information
- Review of principles and generalization
- Drawing interferences
- Verification of the solutions

MERITS

- It is best suitable in lower classes
- It provides a very good ready material
- It is a time saving method
- It simplifies teachers work
- More effective if used in inductive – deductive method

DEMERITS

- It is an unnatural method
- Does not impart any training in scientific methodology
- Does not develop scientific attitude
- It does not develop scientific thinking, self confidence among students
- It only encourages the memorization of the facts

GENERAL APPROACHES

1. Teacher centered approach
2. Pupil centered approach

LECTURE METHOD**CHARACTERISTICS OF LECTURE**

- Impart new information
- Explain, clarify and organize the difficult concepts
- Summarize a topic
- Provide supplementary information
- Analyse and show relationship among seemingly dissimilar ideas
- Inspire a reverence for learning
- Challenge beliefs and habits of thinking
- Breed enthusiasm and motivation for further study

TIPS OF LECTURING

- Jot down the brief outline of the lecture on the blackboard
- Give examples and allow students to think
- Look at the class
- Vary the voice tone
- Be enthusiastic
- Be organized
- Speak loudly and clearly
- Explain, recap, repeat and summarize main points
- Invite questions and ask questions
- Encourage participation
- Avoid covering everything – be well planned
- Avoid reading notes
- Stress keywords and pause for emphasis
- Pay attention to the non verbal behavior

ADVANTAGES OF LECTURE METHOD

- It is economical and efficient method
- Knowledge can be imparted within short duration
- Teacher does not have to prepare much for the class
- No need of any teaching aids like laboratory apparatus
- No need to worry about experiments and demonstrations
- Helps to develop the own style of teaching
- A logical sequence of the subject can be maintained
- Provides the summary of content
- It is good to introduce new subject
- It can be used to arouse interest in subject (Good lecture)

DISADVANTAGES

- Students are passive learners
- No feedback provided
- It does not adapt to the individual needs of learner

- It may fail to promote active learning
- A teacher must prepare in advance
- It does not allow students opportunity to ask questions
- There is no scope to learn new things
- It may fail to motivate the students (poor lecture)
- The teaching may not be effective
- The teacher can ignore the students interactions
- All the students may not be able to take notes

LECTURE DEMONSTRATION METHOD

CONDITIONS AND QUALITIES

- Location
- Apparatus
- Blackboard
- Time
- Questions
- Summary
- Applications
- Teacher

ADVANTAGES

- It is economical method, saves both energy and time
- It is most suitable when the apparatus are expensive and difficult to handle
- It can be used when experiments are dangerous
- Useful when sequential experiments are to be done
- It can be applied universally to all the students in a classroom
- It allows the teacher to cover his syllabus in time
- It is the best method to involve students participation
- It is best method to give illustrations and verify facts
- Give opportunity to learn through hand and eye coordination
- Useful when revision is to be done
- Useful in developing manual and manipulative scripts in students

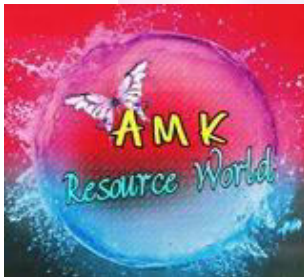
DISADVANTAGES

- All the students may not be able to observe demonstrations
- There is no place for the concept of learning by doing
- Students may not understand when the demonstration is fast
- It fails to impart training in scientific studies
- It does not impart laboratory skills among the students
- The students do not grasp the finer details of the apparatus
- There may be no relation between the demonstration and the topic under discussion
- Blackboard summary may not be sufficient

ROLE OF TEACHER IN DEMONSTRATION

- Possess clear evidence of service as an exemplary teacher
- Possess evidence of knowledge, attitude and skills as a supervising teacher
- Possess commitment in preparation and induction through programme planning, implementation and evaluation

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