



Vijayanagara Sri Krishnadevaraya University,

Ballari

Department of Studies in Education

B.A- EDUCATION

V Sem

B.A Education Syllabus as per SEP-2024

(For Regular Mode)

With effect from the Academic year 2024-25

Choice Based Credit System (CBCS)

B.A EDUCATION COURSE STRUCTURE

V Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJED5AL	A5:Issues and Trends in Education	20	80	100	4	0	0	4	03
24MJED5BL	A6: Inclusive Education	20	80	100	4	0	0	4	03
24RMBA5S	Elementary Research Methodology	10	40	50	2	0	0	2	1
Total		50	200	250	10	0	0	10	--

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

Department Name: Education

Semester – V

Course Title: A5: Issues and Trends in Education	Course Code: 24MJED5AL
Total Contact Hours: 56	No. of Credits: 04
L:T:P- 4:0:0	
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course the student will be able to:

- 1 Develop students understanding of basic aspects, aims, objectives and problems relating to elementary, secondary and higher education and the role or functions of various organizations in education at different stages.
2. Enable students to understand the initiatives and actions taken by the Government of India in providing alternatives for schooling.
3. Help students understand some important modern trends in education.
4. Appreciate Indian constitution provisions
5. Analyze the contributions of the various education commissions /committees/policies in shaping the present systems of education.
6. Enable the student to understand National Policies on Education
7. Analyze the role of central and state governments as well as local bodies in spreading education in India and identifying their advantages and limitations.

Unit	Description	Hours
1	ELEMENTARY EDUCATION	12
	1.1 Universalisation of Elementary Education. 1.2 Article 45-Constitutional Commitment to Elementary Education 1.3. Functions of: a. National Council of Educational Research & Training (NCERT) b. District Institute of Education & Training (DIET) c. Sarva Shiksha Abhiyan (SSA)	
2	SECONDARY EDUCATION	12
	2.1 Aims, objectives and Problems of Secondary Education and their Solutions. 2.2. Role/Functions of: a. National University of Educational Planning and Administration (NUEPA) b. Central Board of Secondary Education (CBSE) c. State Council of Educational Research & Training (SCERT)	

3	HIGHER EDUCATION	12
	3.1 General and Technical Education. 3.2 Types of Universities. 3.3 Role/Functions of: a. University Grants Commission (UGC) b. National Council of Teacher Education (NCTE)	
4	SPECIAL SCHOOLS	10
	4.1 Jawahar Navodaya Vidyalayas (JNVs) 4.2 Moraji Desai Residential Schools 4.3 Central Schools/Kendriya vidyalaya school 4.4 Sainik Schools 4.5 Kittur Rani Channamma / Residential school	
5	MODERN TRENDS IN EDUCATION	10
	5.1 Sex Education 5.2 Value Oriented Education 5.3 Empowerment of Women 5.4 Privatization of Education 5.5 Life Skill Education	
References:		
<ol style="list-style-type: none"> 1. Aggarwal J. C. (1992) Education Policy in India, Retrospect and prospect, Shipra publications, New Delhi, 2. Anand C. L. et.al. (1993) Teacher and Education in the emerging Indian society NCERT, New Delhi. 3. Banerjee J.P., Education in India: Past, Present and future, (Kolkata: Central Library, 2004) 4. Coombs Philips H. (1985) The world crisis in Education. Oxford University Press, New York. 5. Dash, M. (2004). Education in India- Problems and Perspectives. Guwahati: DVS Publishers & Distributors. 6. Delors, Jaques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO. 7. Dewey John (1952) Experience in Education, Collier Macmillan 8. Dewey John (1956) Democracy and Education New York: Macmillan 9. Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban. 10. Government of India (1952) Report of the Secondary Education Commission, New- Delhi: Ministry of Education. 11. Government of India (1966) Report of Education Commission Ministry of Education, New Delhi. 12. Government of India (1992) Report of core group on Value orientation of Education Planning Commission. 13. Joshi, R. (2008). Education in India-Scope and Scenario. Guwahati: DVSPublishers. 14. Kashinath. H. M. & Nagaraj. P.(1999) : Trends and Innovations in Indian Education, Vidyanidhi Prakashan Gadag. 15. Kaur, Nirmal, History of Education, (New Delhi: Mittal Publications, 1995). 16. Keay, F.E., Ancient Indian Education, (New Delhi: Cosmo Publications, 1980). 17. Kongawad N. B. (2008) Total Quality Management in Education, Vidhyanidhi Prakashan, Gadag, Publishing House. 18. Krishnamacharyulu. (2008). Elementary Education 2 vols. Guwahati: DVSPublishers & Distributors. 19. Mukhopadhyay, M. (2007). Education in India. Guwahati: DVS Publishers & Distributors. 		

Vijayanagara Sri Krishnadevaraya University, Ballari
Bachelor of Arts (B.A.) CBCS Course
B.A- Education
Department Name: Education
Semester – V

Course Title: A6: Inclusive Education	Course Code: 24MJED5BL
Total Contact Hours: 56	No. of Credits: 04
L:T:P- 4:0:0	
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Acquire knowledge about the concept of inclusive education for different types of special needs children.

CO2. Identifies and addresses diverse needs of all learners.

CO3. Critically evaluates the policies and programs of inclusion

CO4. .develops the required skills for teaching children with special needs in regular schools.

CO5. Develops understanding in identification and assessment of children with special needs

Unit	Description	Hours
1	Introduction to inclusive education	10
	1.1 Concept, meaning and definition of inclusive education. 1.2 Need and importance of Inclusive education 1.3 Obstacles/Barriers in Inclusion 1.4 Elements necessary for creating an inclusive society	
2	Education for Children with Special Needs (CWSN)	12
	2.1 Building an Inclusive school: desired changes in System, Structure, Practice and Culture 2.2 Education for a multicultural society. 2.3 Identification and assessment for children with special needs 2.4 Adopting techniques and aids for educating CWSN	
3	Policies and Programs of inclusion	12
	3.1 International Legislations –Salmanca Declaration, UNESCAP, UNCRPD 3.2 People with Disabilities Act 1995-96 3.3 Constitutional obligations for education of diverse groups 3.4 Educational concessions, facilities and provisions	
4	Socially Disabled	10
	4.1 Concept of SC, ST and OBC groups 4.2 Concept of Gender, and sexuality 4.3 Causes of social exclusion 4.4 Understanding social inclusion: role of education	

5	Organization and Assessment of Inclusive Education	12
	5.1 Physical layout of Inclusive classroom. 5.2 Special assistance to children 5.3 Meeting student's personal care and medication needs. 5.4 Promoting Social competence in inclusive classroom. 5.5 Educational reports, intelligence tests, Achievement tests, teacher based assessments.	

References:

1. Advani Lal & Chadha A.2003. You and Your Special Children
2. Sazenavandana – 2008, —Inclusion Issues And Perspectives, Kanishka Publishers, New Delhi.
3. Dhawan, M.L. – 2007, —Education Of Children With Special Needs, Isha Books.
4. Dandapani.S. Advanced Educational Psychology, Anmol Publications New Delhi
5. Chauhan.S. Advanced Educational Psychology, Vikas Publications, New Delhi
6. Mangal. S.K. Educational Psychology Prakash Brothers, Ludihana.
7. Panda K. C. 1997. Education of the Exceptional Children
8. Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd
9. Mann.N.L Introduction To Psychology Oxford And Ibh Publishing Company Mumbai
10. Morgan.G.T. And King R.A. Introduction To Psychology. (6th Ed) Tata Mc Grawhall Publishing Co
11. New Delhi
12. S.K Mangal.2008. Educating of the Exceptional Children: An Introduction to Special Education
13. Julka, A (2006) Meeting special needs in schools” A manual, NCERT, New Delhi.

Vijayanagara Sri Krishnadevaraya University, Ballari
Bachelor of Arts (B.A.) CBCS Course
B.A- Education
Department Name: Education
Semester – V

Course Title: Elementary Research Methodology	Course Code: 24RMBA5S
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 01 Hours
Semester End Exam Marks: 40	

Course Outcomes (CO's): After the successful completion of the course, the student will be able

- CO-1: Define about Education Research.
- CO-2: Understand about Educational statistics.
- CO-3: Explain about Measures of tendencies
- CO-4: Identify about Measures of variability.

Unit	Description	Hours
1	Introduction to Education Research 1.1. Meaning and types of educational research, 1.2 . Fundamental, applied and action research , 1.3. Need and importance and scope educational research,	8
2	Review of Related literature 2.1. Meaning, .importance and types of Review of Related literature 2.2. types of Review of Related literature 2.3. Research proposal	8
3	Variables and Hypothesis 3.1 Meaning and types of variables 3.2 Meaning and characteristics and types of hypothesis 3.3 writing of hypothesis	8
4	Educational statistics 4.1. Meaning and definitions 4.2. Importance and classification 4.3. Graphical representation of the data.	6
5	Measures of central tendencies 5.1. Mean, 5.2 Median, 5.3. Mode and calculations.	6

References

- 1 Arthur, James; Waring, Michael et al,(2012): Research Methods and Methodologies in Education, New Delhi Sage India
- 2 Best, J.W. and Kahn, J. V., (1995): Research in Education 7th Edn., New Delhi: Prentice Hall of India Pvt. Ltd.
- 3 Festinger, U and Katz, D. (Eds.) (1970): Research Methods in Behavioural Sciences, New Holt, Rinehart & Winston Gage.
- 4 Koul, Lokesh (1994): Methodology of Educational Research, New Delhi: Vikas Pub. House
- 5 Singh A.K. (2002)-Test measurement and Research methods in Behavioral sciences, Patna: BharatiBhawan Publishers & Distributors.
- 6 Keith F. (2009): Introduction to Research Methods in Education, New Delhi: Sage
- 7 National Institute of Basic Education. Edwards, A. L., (1960): Experimental Designs in Psychological Research, New York: Holt, Rinehart & Winston Inc.
- 8 ¥ÁnÃ¯i Dgí.J.ï. (2010) : ºPñt zP è ,ASÁ±Á, ð UZUA «ZÁ±Ç ¥PA±EA
- 9 PÆAUÞ Áqí JÉi.© (2016) : ±Pñt PÀ ,A±ÆÁZÉÉ UZUA «ZÁ±Ç ¥PA±EA
- 10 ®Qöä JÉi. (2018) : ºPñt zP è ,ASÁ±Á, ð UZUA «ZÁ±Ç ¥PA±EA



Vijayanagara Sri Krishnadevaraya University,

Ballari

Department of Studies in Education

B.A- EDUCATION

VI Sem

B.A Education Syllabus as per SEP-2024

(For Regular Mode)

With effect from the Academic year 2024-25

Choice Based Credit System (CBCS)

VI Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJED6AL	A7: Cognitive Psychology	20	80	100	4	0	0	4	03
24MJED6BL	A8: Resource Management in Education	20	80	100	4	0	0	4	03
24MJED6R	Elementary Research Project	10	40	50	0	0	2	2	1
Total		50	200	250	08	0	02	10	--

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

Department Name: Education

Semester – VI

Course Title: A7: Cognitive Psychology	Course Code: 24MJED6AL
Total Contact Hours: 56	No. of Credits: 04
L:T:P- 4:0:0	
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Acquire the understanding of meaning and importance of Education and Psychology and their interrelationship.
2. Understand the theories of learning and acquaint with different models and strategies of learning and in turn apply them for better learning.
3. Gain insight into the concept of intelligence and its theories and apply them in psychological research.
4. Acquire knowledge regarding the concept and types of Motivation.
5. Apply the knowledge of memory, types of memory, factors influencing for intensive memory in their life.
6. Apply the knowledge of principles, techniques of educational psychology in developing the integrated personality.

Unit	Description	Hours
1	PSYCHOLOGY AND LEARNING: 1.1. Meaning and concept of Psychology. Interrelationship of Education and Psychology Schools/Approaches of Psychology-Behaviourism, Gestalt, Humanism, Cognitivism and Psychoanalysis 1.2. Learning: Introduction, Meaning, Definitions, Importance of learning. Characteristics of Learning 1.3.Theories of Learning : Behaviourism: Pavlov, Thorndike, Skinner Social Constructism: Vygotsky, Bandura	12
2	MOTIVATION: 2.1. Motivation : Introduction, Meaning, definitions 2.2. Concept and Types of Motivations of Motivation 2.3. Maslow’s Theory of Motivation 2.4. Role of Motivation in Learning	12
3	INTELLIGENCE AND EMOTIONAL INTELLIGENCE: 3.1. Intelligence: Introduction, Meaning, Definitions, Distribution of	12

	<p>intelligence,</p> <p>3.2. Factors influencing Intelligence.</p> <p>3.3. Concept of M.A. CA and IQ Uses of Intelligence Test.</p> <p>3.4. Emotional Intelligence: Concept, development of Emotional Intelligence.</p> <p>3.5. Testing of Intelligence and Emotional intelligence Test.</p>	
4	<p>MEMORY AND FORGETTING:</p> <p>4.1. Memory and Forgetting : Meaning, definitions</p> <p>4.2. Types of Memory, Forgetting : Meaning, definitions</p> <p>4.3. Types, Causes for forgetting factors influencing Intensive Memory.</p>	10
5	<p>PERSONALITY:</p> <p>5.1. Personality: Introduction, meaning, Definitions, Factors influencing personality.</p> <p>5.2. Structure of Personality-views of the following psychologists about personality: Sigmund Freud, Carl Jung, Rogers, Allport and Kelly</p> <p>5.3. Measurement of Personality: Subjective, Objective and Projective meatheads CAT, TAT and Rorschach Ink-blot test.</p>	10
<p>References:</p> <ul style="list-style-type: none"> • Bhatia H. R. (1965) A text book of Educational Psychology Bombay, Asia Publishing Hourse. • Bischof Ledford J. (1964) Interpreting personality Theories, International student reprint. • Bruner, R.F.,(1978) Psychology Applied to Teaching. Houghton Mifflin, Boston • Chauhan, S.S.,(1993) Advanced Educational Psychology. Vikas Publishing House • Dandekar W. N. (1976), The Psychological Foundations of Education, Delhi, Mac. Millah • Hurlock, E.B.,(1964) Child Development. Mc Graw Hill Book Co., New York • Krishna Shyam (1983) Personality Characteristic of problem children, Pustakshtha. • Kuppuswamy, B. (1964) Advanced Educational Psychology, Delhi University Publishers. • Mangal, S.K.,(2000) Advanced Educational Psychology. Prentice Hall of India, New Delhi • Sandeep (ponnala) (1981) Schools and mental ability, New Delhi, Light & Life publishers. • Skinner,C.E.,(1995) Educational Psychology. Prentice Hall of India, New Delhi • Vamadevappa,H.V.,(2006) ShaikshanikaMonovignana. Shreyas Publications, Davangere • Vernon P. E. (1964) Personality Assessment A Critical Survey, Methuen, London. 		

Vijayanagara Sri Krishnadevaraya University, Ballari
Bachelor of Arts (B.A.) CBCS Course
B.A- Education
Department Name: Education
Semester – VI

Course Title: A8: Resource Management in Education	Course Code: 24MJED6BL
Total Contact Hours: 56	No. of Credits: 04
L:T:P- 4:0:0	
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

CO-1:	Understanding of the concept of systems
CO-2:	Approach to the management of resources
CO-3:	Effectively and efficiently in educational institutions.
CO-4:	Understanding of the economic dimensions of resource management in educational Institutions
CO-5:	Skill of budget preparation in educational institutions;
CO-6:	Understanding of the use of tools and techniques of evaluating the process of resource

Unit	Description	Hours
1	Introduction to Resource Management: <ul style="list-style-type: none"> •Concept, universality and scope of management •Approaches to management •Ethics in management •Motivation Theory 	12
2	Resources: <ul style="list-style-type: none"> • Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources. • Maximizing use of resources and resource conservation. • Availability and management of specific resources by an individual/ family <ul style="list-style-type: none"> - Money - Time - Energy - Space • Application of Management Processing: <ul style="list-style-type: none"> - Event Planning and Execution 	14

3	Functions of Management: an Overview <ul style="list-style-type: none"> • Decision Making • Planning • Supervising • Controlling • Organizing • Evaluation 	12
4	MANAGEMENT OF BUDGET <ul style="list-style-type: none"> • The concept of Budget- • Functions (Uses) of Budget- (1) Planning (ii) Choosing (iii) controlling (iv) Evaluation. • Types of Budget-(i) Subjective (Input) Budget (ii) Objective (Output or Programme) Budget 	10
5	PROCESS OF RESOURCE MANAGEMENT <ul style="list-style-type: none"> • Tools and techniques of evaluating the process of Resource Management with respect to effectiveness and efficiency of resources. • Principles and Functions of Organizational Management 	08
<ul style="list-style-type: none"> • Koontz.H. and O'Donnel C., 2005, Management – A systems and contingency analysis of managerial functions. New York: McGraw-Hill Book Company • Kreitner.2009,ManagementTheoryandApplications,CengageLearning:India • Rao V.S.andNarayanaP.S.,PrinciplesandPracticesofManagement,2007,Ko narkPublishers Pvt. Ltd. <ol style="list-style-type: none"> 1. Lane, Willard, Retal, Foundations of Educational Administration: A Behavioural Analysis. 2. Mukharjee and Srimali, Administration of Education in India. 3. Narendra K Seethi, (1978)., managerial Dynamics AB/9, SafferJang Enclave, New Delhi, 4. P.D. Shukla, (1983), Administration of Education in India. New Delhi, Vi9kas Publishing House Pvt. Ltd., 5. R.B. Kimbrough &M.Y.Munnery, Educational Administration. 6. R.D Sharma, (1978), Organisational management. Light & Life Publishers, New Delhi. 7. Robbit, Doktor, nenaul,(1974), Organizational behavior Prentice Hall, Inc., London. 		

Vijayanagara Sri Krishnadevaraya University, Ballari
Bachelor of Arts (B.A.) CBCS Course
B.A- Education
Department Name: Education
Semester – VI

Course Title: Elementary Research Project	Course Code: 24MJED6R
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 0:0:2	
Internal Assessment Marks: 10	Duration of SEE: --
Semester End Exam Marks: 40	

Course Outcomes (COs):

At the end of the course, students will be able to:

- CO-1: Critically read, understand and evaluate the latest literature and research process.
- CO-2: Exhibit skills for selecting appropriate research methods.
- CO-3: Demonstrate a comprehensive understanding of techniques critical to scholarship in the field.
- CO-4: Communicate clearly and effectively to specialist and non-specialist research
- CO-5: Demonstrate comprehensive knowledge of the data analysis techniques.
- CO-6: Critically evaluate the process of report writing.
- CO-7: Contribute new knowledge and skills for welfare of society and academia.

Project: Elementary Research Project

Research Leading to Research Project and Viva (Semester VI)

- Research Project and Viva Voce will be of maximum marks 50. External examination (40 marks) internal examination (10 marks), based on the Research Project is to be submitted by the student at the end of the third year.
- As per SEP guidelines, Elementary Research Project component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet and the word limit for the Research Project.
- Research Project work is designed with an objective to make every student to critically conduct Research and understand the research methodological procedures learnt theoretically. Month-wise methodological procedures have been earmarked. Research Project work continues throughout the semester.

Work to be completed
<ol style="list-style-type: none"> 1. Topic Selection 2. Reviewing related literature 3. Preparation & presentation of Research proposal 4. Designing a tool (selection of a standardized tool & presentation of tool 5. Administration of the tool (s) 6. Collection of data 7. Analysis of Interpretation of Data 8. Findings and Conclusions 9. Draft report – Pre-submission 10. Final report – Final Research Project and Viva-Voce examination.

- Each student will have to select a topic and work under the supervision of a faculty member allotted to him /her in the VI semester till the final viva-voce examination.
- Each student shall submit three hard copies and one CD(Soft Copy) of Research Project before the examination.
- Research Project can be neatly typed and can be limited to 5,000 to 10,000 words. A4 size Executive Bond paper is used for typing on both sides of the paper. The font is Times New Roman and size is 12 points with double space. A margin on left and right sides is 1.5” while on top and bottom it is 1.0”. All other guidelines are as per the APA style. Pass marks in Practicum (Research Project Viva-Voce Examination) shall be 50%.

Framework/Structure of Research Proposal

The prospective teacher educators are expected to develop a detailed research proposal of 10- 20 pages which shall comprise of

1. Conceptual/ Theoretical Framework
2. Justification/Need/Rationale of the Study
3. Statement of the Problem
4. Scope of the Study
5. Review of Related Literature
6. Objectives of the Study
7. Hypotheses of the Study
8. Methodology (Research Design/ Method of Research)
9. Definition of Technical Terms
10. Variables
11. Sampling & Technique
12. Tools of the Study
13. Statistical Techniques for Data Analysis
14. Limitations of the Study
- 15. Tentative Findings**
- 16. Cautionization**

Mode of Assessment:

The evaluation of this component will be done through presentation before the board of internal examiners comprising of at least three members. (Principal and Concerned Subject Teachers-at least two)

Originality of topic & Relevance of topic

- ✓ Quality of research questions
- ✓ Comprehensiveness of objectives
- ✓ Conceptual/ Theoretical understanding about the topic
- ✓ Justification/Need/Rationale of the Study
- ✓ Scope of the Study
- ✓ Number of Studies Reviewed and its organization
- ✓ Research Questions
- ✓ Statement of Objectives and Hypotheses
- ✓ Appropriateness of Research design/ method of research, and statistical techniques proposed for Data Analysis

BODY OF THE RESEARCH PROJECT

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CERTIFICATES
ACKNOWLEDGEMENT
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LIST OF FIGURE
LIST OF GRAPHS
LIST OF APPENDICES
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CHAPTER-II: REVIEW OF RELATED LITERATURE
CHAPTER-III: METHODOLOGY
CHAPTER-IV: ANALYSIS AND INTERPRETATION OF DATA
CHAPTER-V: SUMMARY AND CONCLUSION
REFERENCES
APPENDICES

REFERENCES:

1. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
2. Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
5. Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
6. Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
7. Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
8. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
9. Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts.
10. Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
11. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
12. John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research(4th Edition), PHI learning Private limited, New Delhi
13. Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.
14. Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
15. Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication
16. Mertens, D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.