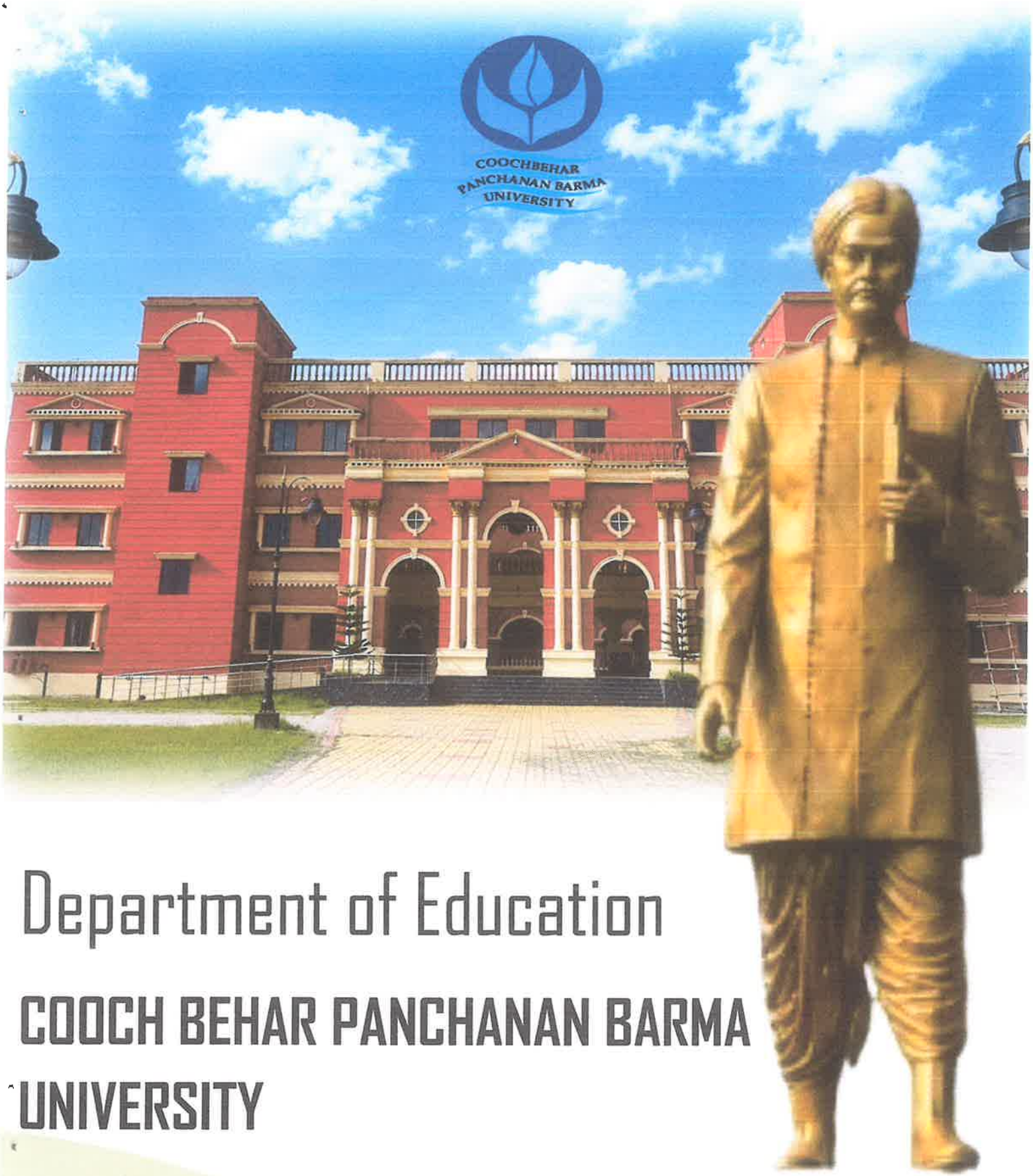


Department of Education

COOCH BEHAR PANCHANAN BARMA UNIVERSITY

COOCH BEHAR PANCHANAN BARMA UNIVERSITY

SYLLABUS FOR M.A. IN EDUCATION (One-Year)

(NATIONAL CURRICULUM AND CREDIT FRAMEWORK)

(Under NEP 2020)

Effective from Academic Session
2027-2028

Total Credit: 40 & Credit Per Semester: 20
Total Marks: 800

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About the University:

COOCH BEHAR PANCHANAN BARMA UNIVERSITY, has been named after the great social reformer Thakur Panchanan Barma. Panchanan Barma, also known as Thakur Panchanan and Roy Saheb, was a Rajbanshi leader and reformer from Cooch Behar. The Government of West Bengal has established this university under the Act passed on the floor of the State Legislative Assembly of West Bengal in the name "West Bengal Act XXI of 2012" & "The Cooch Behar Panchanan Barma University Act 2012" vide Kolkata Gazette No WB(Part-III)/2012/SAR-32 dated 16th August 2012.

About the Department of Education:

The Department of Education at Cooch Behar Panchanan Barma University started its Master's degree (M.A.) programme in Education in 2015. The programme aims not only to produce skilled educators but also to mold students into a well-rounded individual by fostering critical thinking, a scientific attitude, and an open-minded universal outlook. Through its academic environment, the department encourages the cultivation of humane values, empathy, and social responsibility, helping students look beyond narrow boundaries of thought and embrace a broader, more inclusive worldview.

After completing the programme, students can pursue careers in government organizations, research institutions, civil society organizations, and Corporate Social Responsibility (CSR) initiatives related to education. The department also offers a Ph.D. programme in Education.

Over the past few years, the department has successfully organized and completed various academic and educational activities. Students of the department have also been admitted to reputed institutions for higher studies and have qualified for state- and national-level examinations such as SET and NET.

Courses Offered by the Department

Sl. No.	Programme	Total Semesters
1	Two-Year Master of Arts (M.A.) in Education	4
2	One-Year Master of Arts (M.A.) in Education	2
3	Ph.D. in Education	-

Contact Address:

Department of Education,
Cooch Behar Panchana Barma University
Vivekananda Street, Cooch Behar, PIN: 736101, West Bengal, India.

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Programme Structure (NCCF)

One-Year PG						
One-Year PG		**Papers**				**Total Marks**
Semester - I		**CWP-I**	**CWP-II**	**CWP-III**	**RP-I**	**400**
	Marks	100	100	100	100	
	Credit	5	5	5	5	**20**
Semester – II		**RP-II**	**RP-III**	**RP-IV**	**RP-V**	**400**
	Marks	100	100	100	100	
	Credit	5	5	5	5	**20**

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Course Structure & Content for M.A. in Education (under NCCF)

Semester-I

Course	Paper Name	Marks				Credit
		ESE	CE	A	Total	
CWP-I	Methodology of Educational Research-I	75	20	5	100	5
CWP-II	Methodology of Educational Research-II	75	20	5	100	5
CWP-III	Data Analysis in Educational Research	75	20	5	100	5
RP-I	Development of Research Proposal (Project Work)	75	20	5	100	5
Total		**300**	**80**	**20**	**400**	**20**

Semester-II

Course	Paper Name	Marks				Credit
		ESE	CE	A	Total	
RP-II	Indian Knowledge Systems	75	20	5	100	5
RP-III	Artificial Intelligence in Education	75	20	5	100	5
RP-IV	Research and Publication Ethics	75	20	5	100	5
RP-V (Final Submission of Research Work	Dissertation	75	20	5	100	5
Total		**300**	**80**	**20**	**400**	**20**

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Abbreviations and Description

Courses Type:

1. **CWP (Course Work Paper):** These papers will be offered to the students of 3rd semester of Two-year PG course and 1st Semester students of One-year PG course.
2. **RP (Research Paper):** The papers will be mandatory for all students of M.A 3rd Semester and 4th Semester of Two-year and One-year PG course.

Evaluation:

The evaluation will be based on performances in the written examinations (End Semester Examination) and continuous evaluation.

3. **ESE (End Semester Examination):**

Group	Question Type	Questions to be attempted	Options to be provided	Each question Carry Marks	Total Marks
Group A	Long Essay Type	2	3	20	40
Group B	Short Answer	2	4	10	20
Group C	Objective Type	15	15	1	15
Total					75

4. **CE (Continuous Evaluation):**

The continuous evaluation should be completed before appearing the respective end semester examination of each semester and the marks obtained will be carried over in case the student fails to pass the course. The CE includes home assignments, seminar, class test, project work, field work or any engagements as instructed by the respective class instructor.

5. **A (Attendance):**

There will be 5 marks for evaluation of attendance. It will be based on following table:

Attendance	Marks
75%	1
>75% <85%	2
≥85% <90%	3
≥90% <95%	4
≥95%	5

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Grading System

Following grading system is to be followed for assessment of the performance of students. Under the absolute grading marks are converted to grades based on pre-determined class intervals as per the following table.

Marks in %	Grade (G)	Grade Point (P)
85 and above	O (Outstanding)	8.5 – 10
70 – 84.99	A+ (Excellent)	7.0 – 8.49
60 – 69.99	A (Very Good)	6.0 – 6.99
55 – 59.99	B+ (Good)	5.5 – 5.99
50 – 54.99	B (Above Average)	5.0 – 5.49
45 – 49.99	C (Average)	4.5 – 4.99
40 – 44.99	P (Pass)	4.00 – 4.49
Below 40	F (Fail)	0

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Contents of the Syllabus

SEMESTER – I

CWP-I:	**Methodology of Educational Research-I**
Learning Outcomes:	After successful completion of this course, the students will be able to: • Explain and differentiate the concept, nature, scope, and major types of educational research and their relevance to educational inquiry. • Identify and formulate research problems by critically reviewing related literature and establishing the rationale and context of a proposed study. • Select and apply appropriate research tools and techniques for collecting quantitative and qualitative data in educational research. • Evaluate and establish the quality of research tools in terms of validity, reliability, and objectivity, and understand the basic process of tool standardization. • Explain, compare, and apply appropriate quantitative research designs, including experimental, correlational, and survey research designs.
Unit-I	Foundations of Research: Concept, Nature, Scope and Types of Educational Research
Unit-II	Review of Related Literature and Research Problem: Steps and Process, Nature and Identification of Research Problem.
Unit-III	Tools and Techniques of Research: Questionnaire, Rating Scale, Attitude Scale, Aptitude Tests, and Achievement Tests, Observation, Interview and Projective Techniques, FGD
Unit-IV	Tools standardization and Characteristics of a Good research Tool: Validity, Reliability, Objectivity.
Unit-V	Quantitative Research Design: Experimental Research, Correlational Research, Survey Research

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Suggested Books:

- Best, J. W., & Kahn, J. V. Research in Education. Pearson.
- Cohen, L., Manion, L., & Morrison, K. (2027). Research Methods in Education (9th ed.). Routledge
- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). SAGE Publications.
- Creswell, J. W., & Guetterman, T. C. (2024). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Pearson
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate Research in Education (10th ed.). McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. W. Educational Research: Competencies for Analysis and Applications. Pearson.
- Kaul, L. Methodology of Educational Research. Vikas Publishing House.
- Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research. Cengage Learning.
- Mangal, S. K., & Mangal, S. Research Methodology in Behavioural Sciences. PHI Learning.

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CWP-II	Methodology of Educational Research-II
Learning Outcomes:	After successful completion of this course, the students will be able to: • Explain the concepts of population, sampling, sampling frame, and, select appropriate sampling procedures for educational research. • Differentiate probability and non-probability sampling techniques. • Formulate clear and researchable objectives, research questions, and hypotheses. • Analyse and develop appropriate qualitative research designs • Explain the concept, rationale and characteristics of mixed-method research. • Distinguish major types of mixed-method designs. • Determine when and why mixed methods may be appropriate for an educational research problem. • explain and apply the concept of triangulation to strengthen the credibility. • Identify different types and purposes of research reports, and organize the major components of a research report logically and coherently. • Prepare bibliography and references using an accepted referencing style.
Unit-I	Population and Sampling: Concept, Meaning, Characteristics, Types (Probability and Non-Probability), Sampling Frame
Unit-II	Hypotheses, Research Questions and Objectives: Concept, Types and Sources of Hypothesis, Formulation of Research Questions and Objectives
Unit-III	Qualitative Research Design: Historical Research, Ethnographic Research, Case Study
Unit-IV	Mixed Method Research: Concept, Characteristics and Types, Triangulation
Unit-V	Research Report Writing: Types of Research Report, Organizing and Presenting Research Report, Bibliography and Referencing.

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Suggested Books:

- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). SAGE Publications.
- Creswell, J. W., & Guetterman, T. C. (2024). Educational Research: Planning,
- Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Pearson.
- Cohen, L., Manion, L., & Morrison, K. (2025/2027). Research Methods in Education (9th ed.). Routledge.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate
- Research in Education (10th ed.). McGraw-Hill Education.
- Best, J. W., & Kahn, J. V. Research in Education. Pearson.
- Koul, L. Methodology of Educational Research. Vikas Publishing House.
- Mangal, S. K., & Mangal, S. Research Methodology in Behavioural Sciences. PHI Learning.
- Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research. Cengage Learning.
- Patton, M. Q. (2015). Qualitative Research & Evaluation Methods (4th ed.). SAGE Publications.
- Yin, R. K. (2018). Case Study Research and Applications: Design and Methods (6th ed.). SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). Designing and Conducting Mixed Methods Research (3rd ed.). SAGE Publications.
- American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association.

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CWP-III	Data Analysis in Educational Research
Learning Outcomes:	After successful completion of this course, the students will be able to: • Differentiate among the scales of measurement. • Describe the concepts, assumptions, significance and applications of descriptive and inferential statistical techniques. • Compute the measures of central tendency and variability and apply in real situation. • Analyse relationships among variables using correlational and predictive statistical methods and interpret the results in research contexts • Differentiate between parametric and non-parametric methods by explaining the assumptions and applications in research contexts • Explain and analyse categorisation and coding techniques of qualitative data analysis. • Apply various software in quantitative and qualitative data analysis.
Unit-I	Basics of Statistics: Scales of Measurement, Frequency and Graphical methods, Measures of Central Tendency (Mean, Median, Mode, Measures of Variability (AD, SD, QD).
Unit-II	Measures of Relationships: Linear correlation (Rank order, Product moment), Biserial and Point-biserial, Tetra choric, Phi Correlation, Partial and Multiple correlations (concepts and uses only).
Unit-III	Inferential Statistics: Application of NPC, Standard errors of measurement (Type-I and II errors), Testing Hypotheses (One-tailed and Two-Tailed Tests), Parametric tests (t-Test and its significance, Concept of ANOVA and ANCOVA), Non-parametric tests (Mann-Whitney, Chi-square).
Unit-IV	Foundations, Coding and Categorization: Nature of Qualitative Data, Transcription and Coding Techniques, Data rigor and trustworthiness.
Unit-V	Data Analysis and Software integration: Thematic, content and narrative analysis, Software integration: MS Excel, SPSS, NVivo, ATLAS.ti

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Suggested Books:

- Agarwal, Y.P. (1986). Statistical Methods- Concepts, Applications, and Computation. Sterling Publishers Pvt. Ltd.
- Aggarwal, R.N & Asthana, V. (1983): Educational Measurement and Evaluation, Agra: Vinod Publishing House.
- Das, N.G. (2011): Statistical Methods (Vol. II). New Delhi: Tata McGraw Hill Education Pvt. Ltd.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Garrett, H. E. (2005). Statistics in Education and Psychology. New Delhi: Paragon International.
- Guilford, J. P. & B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-6th edition).
- Mangal, S.K. (2009). Statistics in Psychology and Education. PHI Learning Pvt. Ltd.
- Saha, K (2012): Statistics in Education and Psychology, New Delhi: Asian Books Pvt. Ltd.
- Seigal, S. Y. (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
- Singh, A.K. (2019), Test, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan.
- Braun, V., & Clarke, V. – Thematic Analysis: A Practical Guide (SAGE) — foundational text for thematic analysis.
- Miles, M. B., Huberman, A. M., & Saldaña, J. – Qualitative Data Analysis: A Methods Sourcebook (SAGE) — coding techniques, categorization, Matrix displays.
- Saldaña, J. – The Coding Manual for Qualitative Researchers (SAGE) — comprehensive coverage of coding methods.
- Bazeley, P., & Jackson, K. – Qualitative Data Analysis with NVivo (SAGE) — dedicated NVivo guide.
- Friese, S. – Qualitative Data Analysis with ATLAS.ti (SAGE) — dedicated ATLAS.ti guide.
- Field, A. – Discovering Statistics Using IBM SPSS Statistics (SAGE) — for SPSS integration/ mixed-methods component.

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RP – I: Development of Research Proposal (Project Work)

Learning Outcomes:

After successful completion of this course, the students will be able to:

- To enable students to identify a relevant research problem and formulate clear, researchable questions within their area of interest.
- To develop the ability to conduct a systematic review of literature and situate their proposed study within existing research.
- To familiarize students with appropriate research designs, methodologies, and tools for data collection and analysis suited to their research problem.
- To equip students with skills to write a well-structured, coherent, and academically sound research proposal.

Assessment Method:

Indicators	Marks
Research Proposal*	75
Seminar Presentation and Viva Examination	20

*Students are instructed to prepare a research proposal from the core areas of education.

General Instructions:

1. The research proposal should be developed with the consultation of assigned supervisor.
2. Seminar presentation and viva examination should be conducted through power point presentation (PPT).
3. Keep your supervisor updated on your progress of work at regular interval.

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Semester – II

RP-II	Indian Knowledge Systems
Learning Outcomes:	After successful completion of this course, the students will be able to: • Familiar with the core concepts of Indian Knowledge System and gain knowledge about its historical context. • Differentiate between Para Vidya (spiritual knowledge) and Apara Vidya (secular knowledge) • Develop insights into ancient educational institutions and compare the institutional frameworks and instructional methods of world-class ancient universities with modern higher education systems frameworks • Acquainted with the Indian traditional teaching methods and understand how values enshrined in Indian scriptures can be integrated into character building • Analyze mind from Pancha kosha perspectives and assimilate the concept of Triguna in student behaviour and learning styles • Develop a holistic understanding of human health and apply Ayurveda in diagnosing and combating diseases • Develop insights into contribution of Ancient India in Science, Society, and Governance • Conceptualize traditional sustainable practices and explore Local Traditional Knowledge and practices.
Unit-I	Foundations of IKS: Definition, core concepts, scope, and historical evolution of IKS from ancient times to the 18th Century, Classification into Para Vidya and Apara Vidya, Local Heritage sites and Archaeological landmarks of Cooch Behar
Unit-II	Ancient Indian Education Systems: The Gurukula system, Pathashalas, and ancient world-class universities (Takshashila, Nalanda, Vikramashila), Shravana (hearing), Manana (reflection), Nididhyasana (meditation), and Vada (Discussion), Integration of Purusharthas (Dharma, Artha, Kama, Moksha) and Ashrama systems into character building.
Unit-III	Indian Psychology, Health and Medicine: Pancha kosha (Five layers of Human Mind); The Triguna framework (Sattva, Rajas, Tamas) and its applications in managing student behavior and learning styles, Yoga for Physical, mental and spiritual well-being, Principles, diagnostic methods and therapeutic practices
Unit-IV	Science, Society, and Governance Heritage: An overview of Ancient numeral systems, mathematics and Astronomy, The concept of Dharma (righteousness) and Vasudhaiva Kutumbakam (world as one family), Polity and Administrations of Chanakya's Arthashastra and Bhishma's Shanti Parva
Unit-V	Ancient Environmental Sustainability: Traditional sustainable practices in ancient texts, Eco-sustainability and Local Traditions related to agriculture, water management, and ecological balance, Integration of IKS in contemporary environmental conservation.

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Suggested Books:

- Introduction to Indian Knowledge System: Concepts and Applications by B. Mahadevan, Vinayak R. Bhat and Nagendra P.R.N., PHI Learning Private limited, 2022.
- Indian Knowledge System, Vol 1. Indian Institute of Advanced Study, Shimla.
  Tatvabodh of Sankaracharya, Central Chinmay Mission Trust, Bombay, 1995.
- All India Council for Technical Education (AICTE): Introduction to Indian Knowledge System: Concepts and Applications. New Delhi: PHI Learning.
- Altekar, A. S.: Education in Ancient India. Varanasi: Nand Kishore & Bros.
- Sri Aurobindo: A System of National Education. Pondicherry: Sri Aurobindo Ashram.
- Venkatesan, S.: Indigenous Indian Psychology. New Delhi: Pearson Education.
- Saraswati, Swami Niranjanananda: Yoga Darshan: Vision of the Yoga Upanishads. Munger: Yoga Publications Trust.

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RP-III	Artificial Intelligence in Education
Learning Outcomes:	After successful completion of this course, students will be able to: • Explain the concept, role, scope, and significance of Artificial Intelligence in education. • Differentiate between Artificial Intelligence and human intelligence. • Identify and describe AI-powered tools for academic writing, instructional design, content creation, video production, and educational research. • Create educational resources such as lesson plans, worksheets, videos, images, audio, and other learning materials using AI tools. • Explore the applications of AI-powered chatbots in student support, guidance, and counselling. • Apply AI-powered tools for designing effective and interactive assessment and evaluation. • Conduct literature reviews and organize academic references using AI-powered research tools. • Improve academic writing and use appropriate AI-powered tools for plagiarism detection and prevention. • Demonstrate an understanding of the ethical, responsible, and responsible use of AI in education and research. • Discuss emerging trends, opportunities, and challenges in the adoption of AI in education.
Unit-I	Introduction to Artificial Intelligence: Meaning, Definition of AI, Role and Scope of AI in Education, Types of AI and AI tools, Differentiating Artificial Intelligence from Human Intelligence.
Unit-II	AI in Teaching and Learning: AI for Content Creation (lesson plan, worksheet, presentations, videos), Generative AI for educational content (images, audio, video creation), Chatbots for student support and counselling.
Unit-III	AI in Assessment and Evaluation: Creating AI generated Quiz, rubric, or automated feedback tool (Google forms with AI, Quizizz, Kahoot AI), Reflect on the effectiveness of AI in student evaluation.
Unit-IV	AI in Research: AI in Literature Review (Use of AI-Powered tools ChatGPT, Elicit, Consensus), Organizing References (Mendeley, Zotero), AI-assisted Academic writing and Plagiarism Check
Unit-V	AI Ethics and Future Prospects: Ethical and Responsible Use of AI in Education and Research, Authenticity, Originality and Data Privacy, Challenges to the Adoption of AI tools in Education, The Future of AI Tools in Education.

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Suggested Books:

- Basu, A. (2025). AI Tools for Everyone: Your Guide to Artificial Intelligence.
- Cross, S. (2025). AI-Powered Research Methods: Innovative Tools and Methodologies for the Modern Scholar.
- Dillenbourg, P. (2013). Design for classroom orchestration. *Computers and Education*, 69(1), 485–492. https://doi.org/10.1016/j.compedu.2013.04.013
- Feenberg, A. (2002). Transforming technology: *Critical theory revisited*. Oxford University Press.
- Iyer, A. (2026). AI for Academic Research: Discover Literature, Organize Sources and Develop Research Workflows, *GaneshaSai Books*, India.
- Kumari, M. (2026). The Role of AI in Academic Research, LAP Lambert Academic Publishing, India
- Mukhopadhyay, M. (2026). Educational Technology with AI Integration, *Educational Technology and Management Academy (ETMA)*, Gurugram, Haryana
- Narula, S.R., Narula, V., Srinivasan, S., & Sharma, M. (2024). AI Tools for Teaching and Learning, *Redshine Publication*, India.
- Pandey, S. & Gupta, A.K. (2025). AI Tools and Techniques: Machine Learning and Deep Learning Approach, SHIVANK PRAKASHAN, India.
- Prasad, A.T. (2025). The Power of AI in Education : A New Era of Learning, Teaching, and Assessment. *Astitva Prakashan*, India
- Raj, H. (2025). ChatGPT and other Generative AI Tools - An insight and application guide for latest Generative AI Tools, Shashwat Publication, India.
- Singh, P., Gupta, S., Gupta, R. (). Handbook on AI in Higher Education: Personalized Learning, Tutoring system and Educational Technology, Geh Press, India.
- Sonawane, S. (2025). AI-Enabled Research Tools and Workflow Integration in Doctoral Research, JSR PUBLICATIONS, India.
- Sułkowski, L., Lis, M., Ratajczak, S. & Dacko-Pikiewicz, Z. (2026). AI in Social Sciences Research (New Methodologies of Research for PhD and Beyond). Routledge.
- Zhou, X., & AI-Samarraie, H. (2026). Institutional Guide to Using AI for Research: 2 (Advances in Artificial Intelligence in Education), Springer, India

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RP-IV	Research and Publication Ethics
Learning Outcomes:	After successful completion of this course, the students will be able to – • Define the concept of Philosophy and ethics, understand the nature of moral judgments and reactions and be familiar with the ethical principles in educational research. • Understand about various kinds of scientific conduct and scientific misconduct used in research. • Develop a detail conceptual knowledge with regard to publication ethics and publication misconduct. • Know about the arena of open access publication, publisher copyright and self-archiving policies and to identify the predatory publishers & journals. • Gather some practical knowledge about the indexing databases & citation databases, impact factor of journals and research metrics.
Unit-I	Philosophy and Ethics: Introduction to Philosophy (Definition, Nature & Scope, Concept & Branches), Ethics: Definition, Moral Philosophy, Nature of Moral Judgments & Reactions, Ethical Principles in educational research.
Unit-II	Scientific Conduct: Ethics with respect to Science and Research, Intellectual Honesty & Research Integrity, Scientific Misconducts: Falsification, Fabrication & Plagiarism, Redundant Publications: Duplicate & Overlapping Publication, Salami Slicing, Selective Reporting & Misrepresentation of Data.
Unit-III	Publication Ethics: Publication Ethics - Definition, Introduction and Importance, Best Practices / Standard Setting Initiatives and Guidelines - COPE, WAVE etc. Conflicts of Interest, Publication Misconduct Definition, Concept, Problems that lead to unethical behaviour and vice-versa, types, Violation of Publication ethics, Authorship and Contributorship, Identification of Publication Misconduct, Complaints and Appeals, Predatory Publishers and Journals.
Unit-IV	Open Access Publishing: Open access publications and initiatives, SHERPA / RoMEO online resource to check publisher copyright & self-archiving policies, Software tools to identify predatory publications developed by SPPU, Journal finder / Journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal suggester, etc.
Unit-V	Databases and Research Metrics: Indexing Databases, Citation Databases – Web of Science, Scopus, etc. Impact Factor of journal as per Journal Citation report, SNIP, SJR, IPP, Cite Score,Metrics – h- index, g- index, i10 index, altmetrics.

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Suggested Books:

- Best, J. W., & Kahn, J. V. Research in Education. Pearson.
- Cohen, L., Manion, L., & Morrison, K. (2027). Research Methods in Education (9th ed.). Routledge
- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). SAGE Publications.
- Creswell, J. W., & Guetterman, T. C. (2024). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Pearson
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate Research in Education (10th ed.). McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. W. Educational Research: Competencies for Analysis and Applications. Pearson.
- Kaul, L. Methodology of Educational Research. Vikas Publishing House.
- Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research. Cengage Learning.
- Mangal, S. K.,& Mangal, S. Research Methodology in Behavioural Sciences. PHI Learning.

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RP-V (Final Submission of Research Work):

Dissertation

*Students are instructed to prepare a dissertation from the core areas of education according to the direction of the supervisor and should submit the dissertation at the end of the semester for evaluation.

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