

FACULTY OF EDUCATION

HIMACHAL PRADESH UNIVERSITY SHIMLA - 5



**Regulations and Syllabus for One Year
Post Graduate Diploma in Adult Education Programme
(Semester System)**

(Through Regular Mode and Distance Mode ICDEOL)

**With effect from the Academic Session 2017-18
(Subject to change from time to time)**

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for P.G. Diploma in Adult Education Programme)

1. General Objectives

The curriculum is designed to achieve the following general objectives of the P.G. Diploma in Adult Education Programme:

1. To acquire the core competence and knowledge related to Adult education.
2. To have a coherent perspective i.e. Socio-historical, political, economical, philosophical and technological.
3. To develop skills related to independent study of literature, research, academic writing, professional communication and team work.
4. To develop a deep and critical awareness of professional ethics.
5. To deepen their knowledge and understanding of Adult Education, specialize in selected areas and develop research capacities.

2. Duration and Working Days

2.1 Duration

The P.G. Diploma in Adult education programme shall be of one year duration (spread over two semesters) including field attachment and research dissertation. Candidates shall be permitted to complete the programme requirements of the one-year programme within a maximum period of **three years** from the date of admission to the programme. The summer / winter vacations should be used for field attachment/other activities.

2.2 Working Days

There shall be at least one hundred eighty (180) working days in the year, inclusive of the period of admission, classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of candidates shall be 75% for theory Courses

3. Eligibility and Procedure of Admission

- a) Post Graduation in any Discipline with at least 40 % marks.
- b) Reservation and relaxation for SC/ST/PWD and other applicable categories shall be as per the rules of the Central Government/ State Government whichever is applicable.

4. Admission Procedure

Admission shall be made on the basis of merit of the qualifying Examination or any other selection process as per the policy of the State Government / Central Government/ Himachal Pradesh University. **120 reservation point roster of H. P. University, Shimla** will be followed.

5. Age limit

There is no upper age limit for the candidates applying to the (PGDAE) course of one year.

No. of Seats-10 (Regular Mode).

No. of Seats-50 (ICDEOL).

(H.P.University reserves the rights to change seats when it deems necessary.)

6. Courses of Study in Post Graduate Diploma in Adult Education

A candidate is required to take following courses during two semesters of the **Post Graduate Diploma in Adult Education Programme (PGDAE)**:

Semester- I

Sr. No	Courses	Name of the Course	Theory Marks	Internal Assessment Marks	Total Marks
1	Paper I	Psychology of Adult Learners	80	20	100
2	Paper II	Fundamentals of Adult Education	80	20	100
3	Paper III	Management of Adult and Continuing Education Programmes	80	20	100
Total marks in 1st Semester					300

Semester- II					
1	Paper IV	Life Skills Education	80	20	100
2	Paper V (Dissertation or Optional Paper)	{ Dissertation Work=75 Viva Voce =25 } = 100 OR Research In Adult and Continuing Education	80	20	100
Total marks in 2nd Semester					200
Total Marks In 1st And 2nd Semester					500

7. Evaluation

The performance of a candidate in each course will be evaluated in terms of percentage of marks. Evaluation for each course shall be done by continuous comprehensive assessment (CCA) by the concerned course teacher and end session examination will be consolidated at the end of the course. The evaluation system of the students has the following two components:-

- **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and
- **End-Semester Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

7.1 Continuous Comprehensive Assessment (CCA) in PGDAE

Continuous Comprehensive Assessment (CCA) will include the following components:

(a) Classroom Attendance

- Each candidate will have to attend a minimum of 75% Lectures / Tutorials / Practicals. A candidate having less than 75% attendance will not be allowed to appear in the End Semester Examination (ESE).
- However, the exemption from 75% attendance will be given to those participating in prescribed co-curricular activities, e.g. NCC, NSS, Youth Festivals, Sports etc. to the extent of 20% (making the necessary attendance

as 60% in these cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.

- Candidates getting the exemptions, for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.

(b) Classroom Attendance Incentive:

- Those having greater than 75% attendance (for those participating in Co-curricular activities, 20% will be added to per cent attendance) will be awarded CCA marks as follows:-

> 75% but ≤ 78%	1 marks
> 79% but ≤ 82%	2 marks
> 83% but ≤ 86%	3 marks
> 87% but ≤ 90%	4 marks
> 91% and above	5 marks

- Remaining 15 marks of CCA component in each course will be awarded on the basis of theory assignments / sessional activities to be assigned by the concerned course teacher.
- The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component	Marks
A	Classroom attendance during the 100 days instructional time per Semester	05
B	Theory Assignments/Sessional work in each course	15
GRAND TOTAL (A+B)		20

Note: In case of ICDEOL candidates, the internal assessment (20 Marks) will be given on the basis of 4 theory assignments (5 marks per assignment) to be assigned by the concerned teacher.

7.2 End-Semester Examination:

- The End Semester Examinations for **PGDAE** candidates will be held in the month of November/ December and June each Year respectively.
- The remaining 80% of the final marks assigned to a candidate in a course will

be on the basis of an end-semester examination (ESE) that will be for three hours duration. The end- semester examination (ESE) will cover the whole syllabus of the course.

- c. At the end of 2nd semester i.e. in the month of June, evaluation of the dissertation work and viva voce will be conducted by the External Examiner. If candidate fails to submit their dissertation on the due date which will be notified by the Chairperson, late fees will be charged as per University Rules.
- d. A set of question papers for the end- semester examination (ESE) will be got set by the Controller of Examinations, H. P. University, Shimla-5

7.3 Guidelines for Paper Setters

The question paper for the end-semester examination (ESE) having 80 marks will have following pattern:

- a) The question paper for the ESE will have five Sections **A, B, C, D** and **E**. **Section A** will be compulsory of 16 marks and consist of 8 short answer type questions of 2 marks, each covering the whole syllabus.
- b) Section B, C, D and E will consist of two questions out of which the candidate will attempt one question. Each question will carry 16 marks.

Total marks (A + B + C + D+E) = 16 + 16 + 16 +16+16 (80 marks).

8. Medium of Instruction/Examination for Post Graduate Diploma in Adult Education (PGDAE)

The medium of Instruction/ Examination for the Adult Education Programme shall be English or Hindi.

9. Conditions for Qualifying the Post Graduate Diploma in Adult Education Course (PGDAE)

- (a) The pass percentage in each course of study will be 40 percent (both in theory and internal assessment respectively), 45% in aggregate in all the prescribed courses.
- (b) It will be necessary for a candidate to pass each course separately in Internal and External Examinations.
- (c) A candidate is required to pass all the courses of study. If a candidate fails in theory part of the paper of the university examination, he/she will have to re-appear in that

- theory course in the subsequent examination.
- (d) If a candidate fails in internal assessment/ sessional, he/she will be required to improve his/her internal assessment/ sessional marks/grades by doing extra work to the satisfaction of the Chairman of the Department /Director ICDEOL Concerned Faculty Members who will assess the candidate for award of revised internal assessment/sessional marks. The candidate will have to submit his/her assignment within 40 days from the day of declaration of the result of end semester examination. If the candidate fails to submit within the stipulated period, he/she shall be treated as re-appear student in that paper.
 - (e) The result of the candidate will be declared when he/she will qualify in all the parts of the concerned paper (Theory +Internal assessment).
 - (f) For reappear students of regular mode, End Semester Examinations will be held in the months of December and June.
 - (g) If a candidate fulfils the condition of 75% attendance in theory courses and fulfil the conditions of internal assessment but, does not pass the examination (ESE) in any courses or due to some reasons i.e. his/her own serious illness, accident, or on account of the death of the near relative (Mother, Father, Brother, Sister), or the dates of states/ national/ international level examination/ sports and all other extracurricular activities fall on dates of the semester exams or delivery of child during the days of examination will be considered as “fail” shall be permitted to appear in such failed courses in odd/even semester/session only when the examination of that semester is due. However, such candidates will have to seek permission for appearing in the examination from Chairperson, Department of Education on the production of authenticated valid certificate /document from the competent authority.
 - (h) If a candidate fails to fulfil the condition of 75% attendance in theory courses but fulfils the conditions of internal assessment and does not pass the examination (ESE) in any course due to some reasons i.e. his/her own illness, accident or on account of the death of the near relative (mother, father, brother, sister) or the dates of the State/ National/ International level examinations/ sports and all other extracurricular activities falls on the dates of the semester exams or delivery of child during days of examinations will be considered as ‘fail’ and shall be permitted to appear in such failed courses in odd/even semester/session only when the examinations of that

semester is due. However, such candidates will have to seek permission for appearing in the examination from Chairperson, Department of Education on production of authenticated valid certificate/ document from the competent authority and fulfillment of 75% attendance condition.

- (i) If a candidate fails to fulfil the condition of 75% in theory courses and does not submit the assignments, he/she will not be allowed to appear in the concerned end semester examination/ end session examination. However, he/she will be allowed to appear in the odd/even semester examinations only if he/she fulfils the condition of 75% in the theory courses and fulfils the condition of the internal assessment to the satisfaction of Chairman, Department of Education.
- (j) Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force at that time.
- (k) A candidate shall not be declared successful in the P.G. Diploma in Adult Education Examination, unless he/she obtains specified pass marks in each of the prescribed courses and internal assessment.

10. Classification of Divisions:

The successful candidates shall be classified in three divisions as under:

- Pass percentage in each course, dissertation and viva voce test shall be 50%
- A candidate securing less than 60% marks in the aggregate shall be placed in second division.
- A candidate securing 60% or more marks in the aggregate shall be placed in the first division.
- A candidate securing 75% or more marks in the aggregate in the first attempt shall be placed in first division with distinction.

COURSE CONTENTS
FIRST SEMESTER
PAPER – I
PSYCHOLOGY OF ADULT LEARNERS

Course Objectives

To enable the learners to:

- develop understanding of the concept, meaning, features, objectives and importance of psychology of adult education.
- develop understanding of psychology of adult learners.
- understand the modern concept of psychology of adult learners.
- understand teaching learning environment.
- understand forms, components and content of adult education.
- understand the developmental perspectives of adult education.

UNIT 1 FUNDAMENTALS OF ADULT LEARNERS

- Psychology of Adult Learners and Motivational Strategies.
- Total Literacy Campaign: Concept and Strategies.

UNIT 2 LEARNING RESOURCES FOR ADULT LEARNERS

- Suitability of Teaching-Learning Materials and Audio Visuals; Material for Neoliterates.
- Suitability of Training Material for Preraks and Nodal Preraks.

UNIT 3 AGENCIES OF ADULT LEARNING

- Agencies of Adult Education: Government and Non-Government
- Monitoring of Adult Education Program: The Paradigm Context: General Considerations, Need for Monitoring, Components in Monitoring Methods, Procedures and Levels of Monitoring.

UNIT 4 EVALUATION OF ADULT EDUCATION PROGRAMMES

- Evaluation of Adult Education Program: Meaning and Scope, its Purpose, Preparation of Programs for Evaluation.
- Adult Education and its Linkage with Development.

Suggested Readings:

- Asher E.J., Tiffin J. and Knight F.B. (1953). An Introduction to General Psychology. USA: D.C. Health & Co., Hoston,.
- Dave R.H., Perera D.A. and Quane A. (Ed.) Learning strategies for post literacy and continuting education: A cross national perspective, Hamburg, RobortSeeman, 1985.
- DharmVir, Adult psychology & Education Methods, International Cooperative Alliance, New Delhi, 1981.
- Gagne R., The Conditions of learning, New York, 1966.
- Gohrpade, M.B., Essentials of psychology, Himalaya Publishers House, Bombay, 1980.
- Jayagopa R., Adult Learning: Psycho Social Analysis, University of Madras Publication, Madras, 1984.
- Jennifer Rogers, Adult Learning (2nd Ed)., The open University Press, Miltion, Keynes, London, 1979.
- Kidd., J.R., How Adult Learn, Associate Press, New York, 1976.
- Mark Tennant, Psychology of Adult Learning, Routledge, London, 1988
- Michael J.a. Howe, Adult Learning: Psychological Research & Application, John wiley& Sons, New York, 1978.
- Miller Harry, Teaching and Learning in Adult Education,(1964) The Macmillan Co., Collier Macmillan Ltd., London, 1964.
- 13 Nimbalkar R., Adult Education and its Learning system, Mittal, Delhi, 1987.
- Pillai, K.S., Educational psychology (revised edition), Kalanikatan, Trivendrum, 1989.
- 15. Rajani, R. Shirur, Adult Learning, Sterling, Sterling publishers Pvt. Ltd., New Delhi, 1997.
- 16. Seldenberg B. and shadowsky A., Social psychology: An Introduction, Macmillan publishing co., 1976.

PAPER -II
FUNDAMENTALS OF ADULT EDUCATION

Course Objectives

To enable the learners to:

- develop understanding of the concept, meaning, features, objectives and importance of adult education.
- organize and conduct literacy center/continuing education center in a village.
- develop understanding with historical perspective of adult education.
- understand the modern concept of adult education in national development.
- understand teaching learning environment.
- understand forms, components and content of adult education.
- understand the development perspective of adult education

UNIT 1 ADULT EDUCATION

- Adult Education: concept, meaning, features, objectives and importance.
- Historical perspective of adult education: Pre-independence and Post-independence era with special reference to NAEP and NLM.
- Modern concept of adult education: meaning, scope and importance of adult literacy, functional literacy and continuing education.

UNIT 2 STRUCTURING TEACHING-LEARNING ENVIRONMENT FOR ADULT LEARNERS

- Identifications of area, survey of the community and identification of learners.
- Campaign for enrolment, enrolment of the learners and day to day functioning of Adult Education Centre.
- Involvement of community and developmental agencies.

UNIT 3 FORMS, COMPONENTS AND CONTENT OF ADULT EDUCATION

- Forms of adult Education: social education, community education, basic education and lifelong education.

- Components of Adult Education: literacy, numeracy, awareness and functionality.
- Content of adult education: general, cultural, citizenship, health, home and family, population and development education.

UNIT 4 DEVELOPMENTAL PERSPECTIVES OF ADULT EDUCATION

- Developmental perspectives of adult education in five year plans, National Policy on Education (1986) and National Literacy Mission (1988).
 - Role of National Literacy Mission (NLM), State Resource Centre (SRC), Centre for Adult, Continuing Education and Extension (CACEE), District Institutions of *Education and Training (DIETs)* in adult literacy movement.
 - Current status of literacy in India with special reference to Himachal Pradesh.
-

Suggested Readings:

- Bordia, Anil, Kidd, J.R. & Draper, J. (1971) *Adult Education in India-A Book of Reading*, New Delhi: IAEA.
- Centre for Research in Rural and Industrial Development (1989) *Adult Education Programme in Punjab*, Chandigarh.
- Chandra, Arvinda and Shah, Anupama (1987). *Non-Formal Education for All*, New Delhi: Sterling Publishers Pvt. Ltd.
- Daswani, C.J & Shah, S.Y (2000). *Adult Education in India: Selected Papers*, New Delhi: UNESCO.
- Grewal, Jagit Kaur (1991). *A Study of Adult and Non Formal Education in Punjab*, Unpublished Ph.D. thesis. Patiala: Punjabi University.
- Gupta, N. R. (1971). *Manual for Adult Literacy Teachers*. New Delhi: Indian Adult Education Association.
- Indian Adult Education Association (1980). *New Delhi: Hand book for Adult Education Instructors*.
- Kundu, C.L. (1984). *Adult Education: Principles, Practices & Prospectus*. New Delhi: Sterling Publisher Pvt. Ltd.
- Mohanty, B.B. (1989). *Adult Education: Some Reflections*. New Delhi: Indian Adult Education Association.
- Rahi, A.L. (1996). *Adult Education: Policies and Programmes*. Ambala Cantt: The Indian Publications.
- Shah, S. Y. (1993). *Indian Adult Education: A Historical Perspective*. New Delhi: Indian adult education association.
- Singh, Madan (1999). *Companion to Adult Educators*. New Delhi: National Literacy Mission Publications.
- Sodhi T.S. (1987). *Adult Education: A Multi-disciplinary Approach*. Ludhiana: Katson Publishing House.
- Yadav, Rejender Singh (2002). *Adult Education-Concept Theory and Praticce*. Ambala Cantt.: The Associated Publishers.

PAPER –III
MANAGEMENT OF ADULT AND CONTINUING EDUCATION PROGRAMMES

Course Objectives

To enable the learners to:

- develop understanding of the concept, process, importance and principles of management in adult education programmes.
- organize and conduct literacy centre/ continuing education programmes in a village.
- develop understanding with historical perspective of adult education programmes.
- understand the modern concept of adult education programmes in the development of nation.

Unit 1 CONCEPT AND PRINCIPLES OF MANAGEMENT

- Management – Concept, Process and Importance
- Basic principles of Management – planning, organizing, staffing, directing, coordinating and their application to adult education.

Unit 2 PLANNING AND MANAGEMENT OF TOTAL LITERACY CAMPAIGNS

- Post literacy and Continuing Education; Administrative structure of literacy campaigns at Central, State and District level,
- Human Relations and its applicability to Adult Education.

Unit-3 MANAGEMENT INFORMATION SYSTEM (MIS), FINANCIAL PLANNING AND MANAGEMENT

- Need, Nature, Scope and Structure of MIS.
- Application of MIS in monitoring the Literacy campaigns. Procedures of book keeping.

Unit 4 DECISION MAKING AND PROJECT PLANNING

- Meaning, elements and steps in the process of decision making, principles and different types of decisions and their use in adult education.

- Concept, phases of project life cycle and essentials of project planning, project formulation techniques.
-

Suggested Readings:

- Chowdar S. (1988). Project Management. New Delhi: Tata Mcgraw Hill Publishing Company
- Computer Adult Learning Information System (CALIS) – User Manual, DAE, MHRD, Government of India, New Delhi, 1990.
- Indian Institute of Management, Management of Education in India, A Silver Jubilee publication, HM. Calcutta, 1987.
- Mercy Anselm, organization Behaviour, Himalaya publishing House, Delhi, 1985.
- Mridula Krishna, project planning in India, IIPA, New Delhi, 1983.
- National Institute of Information Technology, Management Information System (MIS): Guidelines for Literacy personal, DAE, MHRDF, Government of India, New Delhi, 1990.
- National Institute of Information, Technology, Management Information System (MIS): Instructions for usage of MIS, DAE, MHRD, Government of India, New Delhi, 1990.

SEMESTER – II

PAPER - IV LIFE SKILLS EDUCATION

Course Objectives

To enable the learners to:

- understand the meaning, concept and various forms of life skills education.
- understand four pillars of education and life skills.
- understand components and importance of life skills.
- describe lifelong learning and extension.
- understand the concept, importance, scope and objectives of continuing education.
- understand approaches to Continuing Education.
- describe the types of continuing education programs.

UNIT 1 LIFE SKILLS EDUCATION – ITS MEANING, CONCEPT AND ITS VARIOUS FORMS

- Psycho-Social Skills
- Communication Skills
- Health Living Skills
- Problem Solving and Decision Making Skills
- Co-operation and Team Work Related Skills
- Recreational Skills
- Computer Related Skills
- Work Related Skills
- Disaster Management Skills
- Entrepreneurial Skills

UNIT 2 PILLARS OF EDUCATION AND LIFE SKILLS

- Concept of Four Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be.

- Components of Life Skills. Importance of Emotional, Social and Thinking Skills.
- Importance of Life Skills for Growing Minds.
- Need for Life Skills Education.

UNIT 3 LIFELONG LEARNING AND EXTENSION

- Lifelong Learning: Concept, Objectives, Scope and Ways of Creating a Literate Environment.
- Reading Materials for Neo-Literates and Semi-Literates.
- Extension Education – Concept, Need, Objectives and Scope.
- Systems Approach to Extension Education.

UNIT 4 CONTINUING EDUCATION AND SKILL DEVELOPMENT PROCESS

- Continuing Education: concept, importance, scope and objectives; types of Continuing Education Programs.
 - Approaches to Continuing Education
 - Skill development process and preventing problem through life skills.
-

Suggested Readings:

- Alford, H.J. (1968). *Continuing Education - In Action: Residential Centres for Lifelong Learning*. New York: Wiley.
- Cropley, A.J. (1977). *Life Long Education: A Psychological Analysis*. New York: Pergamon Press.
- Fraure, Edgar et al. (1972). *Learning To Be: The World of Education Today and Tomorrow*. Paris: UNESCO
- Jarvis, P. (1990). *International Dictionary of Adult and Continuing Education*. London: Routledge.
- Preece, J (2009). *Lifelong Learning and Development: A Southern Perspective*. London: Continuum International Publishing Group.
- Shah, S. Y. (1993). *Indian Adult Education: A Historical Perspective*. New Delhi: Indian adult education association.
- Singh, Madhu. (2002). *Lifelong Learning*, Humburg: UNESCO Institute of Lifelong Learning.
- Rajesh & Dixit, V.K. (2011). *Lifelong Learning: Issues and Challenges*. New Delhi: Global Book Organization.
- Roger, Harrison (2002). *Supporting Lifelong Education*. London: Rotledge.
- Zhu, Muju. (2005). *A Case Study on Chinese Experiences in Integrating 'Learning To Live Together' across Curriculum Areas*.

PAPER -V
RESEARCH IN ADULT AND CONTINUING EDUCATION

Course Objectives

To enable the learners to:

- understand the concept, types and importance of research.
- identify the major research issues in adult and continuing education.
- understand the importance of literature review in research.
- formulate research objectives and hypotheses.
- understand different methods and approaches of research.
- understand concept of population and sample.
- understand the different methods of sampling.
- understand different tools and techniques of collection of data.
- understand different techniques of analyzing qualitative data.
- understand the ethical issues in conducting research on adult population.
- prepare research proposal and research report.

UNIT 1 BASICS ABOUT RESEARCH

- Meaning, Characteristics and Nature of Research.
- Significance of Research in Adult and Continuing Education.
- Types of Research (Fundamental, Applied and Action Research).
- Review of Research Literature in Adult and Continuing Education: Purpose & Sources.
- Selection and Characteristics of Good Research Problem.
- Research Objectives, Delimitation, Hypotheses and Its Types.
- Major Research Issues in Adult and Continuing Education.

UNIT 2 RESEARCH METHODS AND APPROACHES

- Types of Research Methods (Descriptive, Historical, Documentary and Case Study).

- Approaches to Research in Adult and Continuing Education (Qualitative and Quantitative).
- Sources of Data in Adult and Continuing Education.
- Preparation of Research Proposal or Synopsis.

UNIT 3 SAMPLING AND TOOLS OF DATA COLLECTION

- Concepts of Population and Sample; Sampling, Sampling Unit, Sampling Frame and Methods of Sampling (Non-Probability and Probability).
- Issues related to Sampling and Sample Size in Adult and Continuing Education.
- Characteristics of Good Research Tools.
- Types and Uses of Tools (Questionnaire, Rating Scales, Interview, Attitude Scales).

UNIT 4 APPROACHES TO DATA ANALYSIS

- Organizing, Tabulating and Analyzing Qualitative Data and Percentage Analysis.
 - Analyzing Quantitative Data: Mean, Median, Mode and S.D.
 - Ethical Issues in Conducting Research with Adult Population.
 - Style, Format and Steps of Writing Research Report.
-

Suggested Readings:

- Agarwal. L. P. (2007). Modern Educational Research, New Delhi: Dominant Publishers and Distributers.
- Best, John, W., & Kahn James V. (2005). Research in Education. New Delhi: Prentice Hall of India Pvt. Limited, 9th Edition.
- Bhandarkar, P. L., Wilkinson, T.S, & Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai Himalaya Publishing House.
- Cohen, Louis, Manion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. Cambridge University Press, India Private Limited.
- Creswell, John W. (2014). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research. Fourth Edition. Delhi: PHI Learning Private Limited.
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Radha Mohan (2006). Research Methods in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Siddhu, Kulbir Singh (2002). Methodology of Research in Education. New Delhi: Sterling Publications.