

Curriculum for Coursework of Ph.D. Programme in Educational Studies

(Revised)

With effect from Session: 2025-2026



**Swami Vivekananda Centre for Multidisciplinary
Research in Educational Studies**

University of Calcutta recognized Research Wing of

Ramakrishna Mission Sikshanamandira

BELUR MATH, HOWRAH - 711202, WEST BENGAL

"To me the very essence of education is concentration of mind, not the collecting of facts. If I had to do my education over again and had any voice in the matter, I would not study facts at all. I would develop the power of concentration and detachment, and then with a perfect instrument I could collect facts at will. Side by side, in the child, should be developed the power of concentration and detachment."

— Swami Vivekananda

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PURPOSE, VISION, MISSION & PLOs

PURPOSE:

The emblem of Ramakrishna Mission, conceived and designed by Swami Vivekananda, is an eloquent expression of Ramakrishna Mission's purpose. To put it simply, the message conveyed by the emblem is – through the harmonious combination of knowledge (*jnana*), devotion (*bhakti*), work (*karma*) and concentration (*yoga*), one attains life's fulfilment. This synthesis of four yogas means that there should be a *harmonious blend of heart, head and hand* – which in fact, should be the purpose of all education and training: the making of a complete human being, the development of a perfect character. This development is possible through a manifestation of a person's innate perfection, harmonising the best elements of Eastern and Western values.

VISION:

Sikshanamandira aspires to be a pioneer teacher education institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher educators and also to be a research institute that continuously responds to the changing social needs through the discovery, development and application of knowledge. The Vision of Sikshanamandira which is established, administered and run by Ramakrishna Mission Saradapitha, a branch organisation of Ramakrishna Mission, the worldwide organisation started by Swami Vivekananda, with headquarter at Belur Math, Howrah, West Bengal is a corollary of the motto of Ramakrishna Mission, *atmano mokshartham jagaddhitaya cha* which means: attainment of one's own freedom and doing good to the world.

MISSION:

1. Making such teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values.
2. Facilitation of autonomous research and dissemination of knowledge.
3. Support discovery or development of knowledge through strong M.Phil. & Ph.D. programmes and post-doctoral projects.
4. Inoculate interdisciplinary approach in academic and research programmes and courses.
5. Develop partnership with national & international institutions.

PROGRAMME LEARNING OUTCOMES:

After completion Coursework related to Doctor of Philosophy (Ph.D.) Programme in Educational Studies the students will -

1. Develop an understanding of educational research, its various aspects, research methods, and data collection instruments to plan and conduct research, prepare research proposals, conduct systematic reviews of literature to identify research gaps, design appropriate methodologies, plan data analysis strategies, and write research reports.
2. Understand the principles of pedagogy, andragogy, heutagogy, instructional design models, the TPACK framework, and digital pedagogical approaches, including flipped classrooms, MOOCs, and artificial intelligence, for effective teaching-learning.
3. Analyze various approaches to educational assessment, grading systems, and examination practices in conventional and online learning environments.
4. Evaluate the genesis, emerging trends, challenges, and future prospects of research in the chosen discipline at national and international levels; scholarly publication avenues; and demonstrate effective research communication through presentations and ethical peer-review practices.
5. Analyze intellectual property laws and patenting procedures to protect research innovations by applying design thinking, entrepreneurship principles, and technology commercialization pathways while ensuring compliance with national and international IPR frameworks.
6. Develop scholarly writing skills by writing critical book reviews and research journal articles in the IMRaD format using ICT tools for academic writing.
7. Differentiate and apply qualitative and quantitative data analysis techniques, including parametric and non-parametric methods, correlational and predictive statistical methods, qualitative data analysis phases, coding, categorization, memoing, and qualitative data analysis software.
8. Select appropriate data analysis methods and software based on research questions, data types, and study objectives, and interpret and present quantitative and qualitative findings through tables, charts, thematic representations, and research reports following accepted academic standards.
9. Analyze the philosophical foundations of knowledge and explain the relationship between philosophy, science, and ethical inquiry in research.
10. Apply the principles of scientific integrity, academic integrity, and research ethics to identify and prevent research misconduct, misrepresentation, fabrication, falsification, plagiarism, authorship disputes, conflicts of interest, predatory publishing, and other unethical research practices in accordance with relevant legal provisions and international ethical guidelines.
11. Explain the concepts and applications of open educational resources, open licensing, open access publishing, indexing and citation databases, research metrics, and citation networks for the ethical dissemination, evaluation, visibility, and impact of scholarly publications.

CURRICULUM STRUCTURE AND SEMESTER WISE DISTRIBUTION OF COURSES

Semester – 1					
Course Code	Course Name	Credit (Th /Pr/Asg)	Contact hour	Marks [End.sem.60% Cont. Assmnt. 40%]	Class Contact Hour
411	Introduction to Methodology of Educational Research	4 (= 3+1) (Th+ Asg)	60 (45+15)	100 (60+ 20+20)	165
412	Pedagogy of Higher Education (Subject-specific advanced level course)	4 (= 3+1) (Th+ Asg)	60 (45+15)	100 (60+ 20+20)	
413	Research Communication, IPR and Innovation	2 (=1+1) (Th+ Asg)	30 (15+15)	50 (30+20)	
414	Academic Writing and ICT Applications	2 (Practical)	60	50 (30+20)	
Total (Semester – 1)		12	210	300	165

Semester – 2					
Course Code	Course Name	Credit (Th /Pr/Asg)	Contact hour	Marks [End.sem.60% Cont. Assmnt. 40%]	Class Contact Hour
421	Concept of Data Analysis in Educational Research: Quantitative and Qualitative	4 (= 3+1) (Th+ Asg)	60 (45+15)	100 (60+ 20+20)	165
422	Use of Computer and Software in Data Analysis – Quantitative & Qualitative	2 (Practical)	60	50	
423	Research Orientation in Practice: Proposal Preparation related to chosen research area (Tentative)	2 (Practical)	60	50	
424	Research and Publication Ethics (RPE)-MOOC COURSE -SWAYAM	2 (SWAYAM)	30	100	
Total (Semester – 2)		10	210	300	165

PH.D. COURSE WORK CURRICULUM - AT A GLANCE

	Credit (Th/ Pr/ Asg.)	Contact hour	Marks [End.sem.60%] [Cont. Assmnt. 40%]	Class Contact Hour
Semester – 1	12	210	300 [150+150]	165
Semester – 2	10	210	300 [210+90]	165
Grand Total	22	420	600 [360+240]	330

Credit-Contact Hour Calculation

Theory	Tutorial	Practical
1 Credit = 15 Contact Hours	1 Credit = 15 Contact Hours	1 Credit = 30 Contact Hours

Semester – 1

CC 411: Introduction to Methodology of Educational Research

Marks		Credits		Contact Hours		Total		
End Sem.	Cont. Assessment	Theory	Assignment	Theory	Assignment	Marks	Credits	Contact Hours
60	2 X 20	3	1	45	15	100	4	60

Course Learning Outcomes (CLOs):

- ❖ Understand the concept of educational research and its different aspects.
- ❖ Understand different methods and instruments for data collection.
- ❖ Make planning about his own research.
- ❖ Write a research proposal, Report his own research work.

Contents

Unit I: Conceptual Framework of Educational Research	a) Paradigms of Educational Research b) Identification of Research Problems c) Framing Research questions and Hypotheses d) Delimitation of the research study
Unit II: Quantitative Methods	a) Characteristics b) Tools c) Data collection procedure d) Steps of: ● Experimental research ■ True Experimental ■ Quasi Experimental ● Non-Experimental research ■ Survey ■ Correlational ■ Ex-post facto
Unit III: Qualitative Methods of Research	a) Characteristics b) Strategies and data collection procedures c) Steps of: ■ Narrative research ■ Phenomenological research ■ Grounded Theory ■ Ethnographic research ■ Case-study ■ Historical research
Unit IV: Mixed Method	a) Components b) Strategies c) Alternative Strategies d) Data collection Procedures

Internal Assessment - 2 Assignments (Each of 20 Marks):

1. Exploration of the rationale of the Research Problem to be identified by the researcher from journal articles/ thesis.
2. Exploring research activity (research design/ Method(s)/ Tools/ Techniques etc.) with reference to the research problem identified by the research scholar from journal articles/ thesis.

Suggested Readings:

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Sage.

Hesse-Biber, S. N., & Leavy, P. (2006). *The practice of qualitative research*. Sage.

Punch, K. F. (2005). *Introduction to social research: Quantitative and qualitative approaches* (2nd ed.). Sage.

CC 412: Pedagogy of Higher Education (Subject-specific advanced level course)

Marks		Credits		Contact Hours		Contact Hours		
End Sem.	Cont. Assessment	Theory	Assignment	Theory	Assignment	Marks	Credits	Hours
60	2 X 20	3	1	45	15	100	4	60

Course Learning Outcomes (CLOs):

- ❖ Explain the principles of pedagogy, andragogy, heutagogy, instructional design models, and the TPACK framework for effective teaching-learning.
- ❖ Apply digital pedagogical approaches, including flipped classrooms, MOOCs, and artificial intelligence, to enhance teaching-learning processes.
- ❖ Analyze various approaches to educational assessment, grading systems, and examination practices in both conventional and online learning environments.
- ❖ Evaluate the genesis, emerging trends, challenges and future prospects of research in the chosen discipline at national and international levels.

**** SCHOLARS ARE TO SELECT ANY ONE PAPER FROM GIVEN LIST AS ADVANCED LEVEL COURSE AND STUDY THE PAPER UNDER THE UNIT HEADS ****

Sl. No.	List of Papers	Paper sub code
1.	Contemporary Problems and Issues in Education	412 - A
2.	Teacher Education	412 - B
3.	Sociology of Education	412 - C
4.	Psychology of Education	412 - D
5.	Philosophy of Education	412 - E
6.	History of Indian Education	412 - F
7.	Comparative Education	412- G
8.	Economics of Education	412 - H
9.	Guidance and Counseling	412 - I
10.	Indian Knowledge System	412 - J
11.	Curriculum Studies	412 - K
12.	Language Education	412- L
13.	Mathematics Education	412- M

Sl. No.	List of Papers	Paper sub code
14.	Social Science Education	412 - N
15.	Science Education	412 - O
16.	Educational Technology	412 - P
17.	Management and Administration in Education	412 - Q
18.	Open and Distance Education	412 - R
19.	Adult Education	412 - S
20.	Elementary Education	412 - T
21.	Secondary Education	412 - U
22.	Higher Education	412- V
23.	Inclusive Education	412- W
24.	Mental Health Education	412 - X

Contents

Unit I: Foundations of Instruction	a) Concepts of Pedagogy, Andragogy and Heutagogy b) Instructional Design Development phases and its Models - ADDIE, Dick & Carey c) Concept of TPACK
Unit II: Use of Digital Pedagogy	a) Flipped Classroom b) MOOCs c) Use of Artificial Intelligence in Teaching-Learning; Advantages and disadvantages
Unit III: Process of Evaluation	a) Concept of Assessment and Evaluation, Assessment for learning, Assessment of learning b) Grading System (Absolute, Relative, CGPA, SGPA Conversion of grades to percentage etc) c) Conducting Examination - Face to Face, Online Exams and Open book examination (Proctored and non-Proctored Exams)
Unit IV: Research Trend	a) Genesis & development of the research area b) Trends of researches in abroad as well as in India c) Challenges and Prospects of the research area

Continuous Internal Assessment - Two Assignments (Each of 20 Marks):

1. Preparation of Instructional design on any topic of the chosen Paper.
2. Reporting of research gaps of the selected research area of the chosen paper on the basis of recent trends in research.

CC 413: Research Communication, IPR and Innovation

Marks		Credits		Contact Hours		Total		
End Sem.	Cont. Assessment	Theory	Assign ment	Theory	Assign ment	Marks	Credits	Contact Hours
30	2 X 10	1	1	15	15	50	2	30

Course Learning Outcomes (CLOs):

- ❖ *Critically evaluate scholarly publication avenues, demonstrate effective research communication through presentations and manage the peer-review process using ethical and professional practices.*
- ❖ *Analyze intellectual property laws and patenting procedures to protect research innovations while ensuring compliance with national and international IPR frameworks.*
- ❖ *Design innovation-driven research strategies by applying design thinking, entrepreneurship principles, and technology commercialization pathways to create societal and economic impact.*

Contents

Unit I: Basics of Research Communication	a) Journal Communication: Selecting the right journal (Impact Factor, h-index, Scopus/Web of Science indexing), the peer-review process (blind vs. open), and responding to reviewer comments b) Oral Presentation, Designing impactful slides (Less text, more visual), Handling Q &A and hostile questioning
Unit II: Intellectual Property Rights (IPR)	a) Concept of property vs. intellectual property; types of IPR (Patents, Copyrights, Trademarks, Industrial Designs, Geographical Indications) b) The Patenting Process: Patentability criteria (Novelty, Inventive Step, Industrial Applicability); Freedom to Operate (FTO) search; drafting and filing a patent application (Provisional vs. Complete specification), Indian Patent Act 1970 (with amendments); Patent Cooperation Treaty (PCT); TRIPS Agreement and Paris Convention c) Copyrights & Fair Use: Copyright issues in digital media, software protection, and fair use doctrines in academic research
Unit III: Innovation & Entrepreneurship	a) The Innovation Ecosystem: Moving from Invention to Innovation; Design Thinking Principles for Problem-Solving. Academic Entrepreneurship: Incubation Centres, Creating University Spin-Offs, Understanding Venture Capital and Start-Up Ecosystems

Continuous Internal Assessment - Two Assignments (Each of 10 Marks):

1. Preparation of Slides (PPT slides) for oral presentation related to details of Journal Publishers and publication process in Educational Research (at least 5 journals).
2. Exploration and reporting of patented documents / innovation in the field of Education.

Suggested Readings:

- Ahuja, V. K. (2017). *Law relating to intellectual property rights* (3rd ed.). Lexis Nexis.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Gastel, B., & Day, R. A. (2016). *How to write and publish a scientific paper* (8th ed.). Greenwood.
- Raman, M., & Sharma, S. (2015). *Technical communication: Principles and practice* (3rd ed.). Oxford University Press.
- World Intellectual Property Organization. (2020). *WIPO intellectual property handbook*. WIPO.

CC 414: Academic Writing and ICT Applications

Marks	Credits	Contact Hours	Total		
Cont. Assessment	Practical	Practical	Marks	Credits	Contact Hours
15 + 15 + 20	2	60	50	2	60

Course Learning Outcomes (CLOs): After completion of the Course the Scholars will be able to:

- ❖ *Write critical book reviews by analyzing and evaluating scholarly books, demonstrating the ability to summarize key arguments, assess strengths and limitations, and present informed academic opinions.*
- ❖ *Develop a research journal article in the IMRaD format by extracting, synthesizing, and restructuring content from a Shodhganga thesis.*
- ❖ *Apply ICT tools in academic writing.*

Contents

Marks distribution a) - 15; b) - 15; c) - 20	a) Writing of Book Review (2 Books) b) Writing of Journal article as per IMRaD format from Shodhganga thesis c) ICT Application in Word Processing, paraphrasing, citation and referencing management (APA style)
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Semester – 2

CC 421: Concept of Data Analysis in Educational Research- Quantitative and Qualitative

Marks		Credits		Contact Hours		Total		
End Sem.	Cont. Assessment	Theory	Assignment	Theory	Assignment	Marks	Credits	Contact Hours
60	2 X 20	3	1	45	15	100	4	60

Course Learning Outcomes (CLOs): After completion of the Course the Scholars will be able to:

- ❖ *Explain the concepts, assumptions, significance and applications of descriptive and inferential statistical techniques.*
- ❖ *Differentiate between parametric and non-parametric methods by explaining the assumptions and applications in research contexts.*
- ❖ *Analyze relationships among variables using correlational and predictive statistical methods and interpret the results in research contexts.*
- ❖ *Demonstrate an understanding of qualitative data analysis by applying the phases of compiling, disassembling, and reassembling qualitative data to organize and prepare meaningful research data.*

- ❖ Interpret qualitative research data through systematic analysis, draw valid conclusions, and present evidence-based interpretations using the phases of qualitative data analysis.

Contents

Unit I: Quantitative Analysis - Descriptive Statistics	a) Measures and uses of central tendencies: Mean, Median, Mode b) Measures of Variability: S.D., Q.D. (uses and interpretation) c) Standard error and its difference d) Deviation from normality: Skewness, Kurtosis e) Percentile (Rank, Point)
Unit II: Quantitative Analysis: Comparison - assumptions and uses	a) Significance of the difference between means (t-test) b) Mann-Whitney U test c) Chi-square d) Analysis of Variance (ANOVA) e) Analysis of Covariance (ANCOVA) f) Kruskal-Wallis Test
Unit III: Quantitative Analysis: Relationships - assumptions and uses	a) Correlational statistics: ■ Partial, ■ Multiple b) Regression Analysis: ■ Estimation, ■ Prediction c) Factor analysis
Unit IV: Qualitative Analysis - Data Organization	a) Phases of Compiling: Data reduction, Data display, Transcribing b) Disassembling: Coding, Memoing c) Reassembling: Categorization
Unit V: Analysis of Qualitative data - Interpretation & Conclusion	a) Phases of Interpreting: Identifying relationship among categories, Corroborating, Triangulation, Constant Comparison b) Concluding: Establishing credibility, Criticism

Internal Assessment - Two Assignments (Each of 20 Marks):

1. Exploration of data analysis techniques of quantitative research from chosen areas of research.
2. Exploration of data analysis techniques of qualitative research from chosen areas of research.

Suggested Readings:

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Allyn & Bacon.

Garrett, H. E. (1971). *Statistics in psychology and education*. Vakils, Feffer and Simons.

Johnson, B., & Christensen, L. (2011). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). SAGE Publications.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

Yin, R. K. (2010). *Qualitative research from start to finish*. Guilford Press.

CC 422: Use of Computer and Software in Data Analysis – Quantitative & Qualitative

Marks	Credits	Contact Hours	Total		
End Sem.	Practical	Practical	Marks	Credits	Contact Hours
50	2	60	50	2	60

Course Learning Outcomes (CLOs): After completion of the Course the Scholars will be able to:

- ❖ Differentiate and apply quantitative data analysis techniques, including parametric and non-parametric statistical methods.
- ❖ Organize and analyze qualitative data by employing systematic procedures such as memoing, coding, categorization, and enumeration using qualitative data analysis software.
- ❖ Select appropriate data analysis methods and software based on the nature of research questions, data types, and study objectives.
- ❖ Interpret and present quantitative and qualitative analysis results accurately through tables, charts, thematic representations, and research reports following accepted academic standards.

Contents

Quantitative data analysis	a) Descriptive Statistics: Mean, Median, SD, SK, KU, Correlation; b) Inferential Statistics: t-test, One way Anova, Two Way Anova, Regression Analysis, Significance of test statistics c) Non Parametric Tests: Chi-Square, Mann-Whitney U test d) Graphical presentation of data: Bar-graph, Pie-Chart, Histogram, Scatterplot etc.
Qualitative data analysis	a) Organizing b) Transcribing c) Memoing d) Coding e) Categorization f) Thick Description g) Enumeration

CC 423: Research Orientation in Practice

Marks	Credits	Contact Hours
Continuous Assessment	Practical	Practical
50 (20 + 30)	2	60 (20 + 40)

Course Learning Outcomes (CLOs): After completion of the Course the Scholars will be able to:

- ❖ *Conduct a systematic review of related literature by identifying, analysing, and synthesizing relevant studies to establish the theoretical foundation and identify research gaps in his selected research area.*
- ❖ *Develop a comprehensive research proposal in his selected research topic.*
- ❖ *Design an appropriate research methodology relevant to the proposed study.*
- ❖ *Plan appropriate data analysis and interpretation strategies by identifying suitable quantitative and/or qualitative techniques for addressing the research objectives and questions.*

SCHOLARS ARE TO SUBMIT:

1. Review of Related Literature (at least 15 literatures) and identification of research gaps.
2. Research proposal (tentative) containing following sections:
 - i. Introduction-Theoretical Background of the Study, Review of Related Literature, Emergence of the Problem, Statement of the Problem, Objectives, Research Questions, Hypothesis, Significance, Operational Definition of Important Terms, Delimitation
 - ii. Methodology- Research Design, Population, sample, sampling technique, tool, data collection
 - iii. Data analysis and interpretation – necessary techniques of data analysis and thereby interpretation of results
 - iv. Tentative chapterization
 - v. Time schedule

CC 424: Research and Publication Ethics (RPE)

Marks	Credits	Contact Hours	Total		
End Sem.	SWAYAM	SWAYAM	Marks	Credits	Contact Hours
100	2	30	100	2	30

MOOC COURSE FROM SWAYAM PLATFORM

Course Learning Outcomes (CLOs): After completion of the Course the Scholars will be able to:

- ❖ *Analyze the philosophical foundations of knowledge and explain the relationship between philosophy, science, and ethical inquiry in research.*
- ❖ *Apply the principles of scientific integrity and research ethics to identify and prevent misconduct, misrepresentation, and unethical research practices.*
- ❖ *Evaluate publication ethics, authorship responsibilities, international ethical guidelines, and strategies to avoid predatory publishing practices.*
- ❖ *Explain the concepts and applications of open educational resources, open licensing, and open access publishing for ethical dissemination of scholarly work.*
- ❖ *Assess different forms of publication misconduct, including fabrication, falsification, plagiarism, authorship disputes, and conflicts of interest, using appropriate ethical standards and software tools.*
- ❖ *Utilize indexing and citation databases and interpret research metrics and citation networks to evaluate the quality, visibility, and impact of scholarly publications.*
- ❖ *Demonstrate an understanding of academic integrity and relevant legal provisions to promote ethical academic and research practices.*

Contents

Unit I: Philosophy and Ethics	a) Introduction to Philosophy b) Origin of Philosophy c) Characteristics of Philosophy d) Common sense and Philosophy e) Relationship between Philosophy & Science
Unit II: Scientific Conduct	a) Integrity and Ethics b) Ethics with Respect to Science & Research c) Intellectual Honesty & Research Integrity d) Scientific Misconducts & Redundant Publications e) Selective Reporting and Misrepresentation of data
Unit III: Publication Ethics	a) Publication Ethics b) Best Practices/Standards Setting c) Initiatives & Guidelines: COPE, WAME etc. d) Conflict of Interest, Violation of Publication Ethics, Authorship and Contributorship e) Predatory Publishers & Journals
Unit IV: Open Access Publishing	a) Concept of OER b) Concept of open license c) Open access publishing d) Open access content management
Unit V: Publication Misconduct	a) Publication Misconduct b) Ethical issues in various Disciplines c) Fabrication, Falsification and Plagiarism (FFP) d) Authorship: Definition and types e) Conflict of Interest f) Complaints and Appeals g) Software Tools
Unit VI: Database and Research Metrics	a) Indexing Databases b) Citation Databases: Web of Science, Scopus, Google Scholar c) Metrics: h-index, g-ind, i10 index, Almetrics d) Understanding Citation Metrics for Quality Research: Impact & Visualization Analysis e) Exploring the Citation Network f) Rules & Tools
Unit VII: Academic Integrity	a) Meaning & Concept b) Legal Provisions

----- The End -----

