

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
(KKHSOU)**

**PROGRAMME PROJECT REPORT
ON
BACHELOR OF ARTS IN EDUCATION (MAJOR)**

**Submitted to
UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002**

**Submitted by
K. K. Handiqui State Open University
Guwahati, Assam**



September 2017

A handwritten signature in blue ink, appearing to read 'Denduray', is written over the printed name of the Registrar.

**Registrar
Krishna Kanta Handiqui
State Open University
Guwahati**

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PROGRAMME PROJECT REPORT
ON
BACHELOR OF ARTS IN EDUCATION (MAJOR)
FOR
THE ACADEMIC SESSION 2018-19

1.1 Programme's Mission and Objectives:

1.1.1 Mission and Vision of the K. K. Handiqui State Open University:

- The motto of the University is to make education beyond barriers and provide the educational opportunity to the unreached irrespective of socio-economic status, geographical location, physical disabilities and gender.
- It will also provide education to the housewives, semi-literate, unemployed youth, jail inmates as well as highly educated people.
- This University provides the opportunities of higher education to those who remain deprived of higher education for other numerous reasons.
- The mission and vision of the University is to enhance the capabilities of learners particularly women learners who wish to empower themselves by attaining the required level of education and necessary professional skills.
- To provide social justice to all the stakeholders is the prime focus of the University.

1.1.2 Mission and Objectives of the Programme:

The University has introduced Education as one of the elective subjects to contribute towards accomplishment of the mission of the University. The subject is offered by the University for both the pass course and major course learners. The objectives of the programme are as follows.

- To provide opportunities of higher education to the learners expecting to study education as a subject in the degree level.
- To make people educated and acquaint them with some need based skills that will be essential for helping them lead a decent life in the society.


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- To help the learners to adjust with the community, society, nation or the world as a whole and participate in the development process of the society and the country.
- To encourage the learners who want to study the subject as a major course to understand the subject of education in detail.

1.2 Relevance of the Programme with KKHSOU's Mission and Goals:

We can highlight the relevance of the BA Programme in Education with KKHSOU's mission and goals as follows:

- The programme provides learning throughout life by giving learners an opportunity in the entry and exit point of learning without any age bar. This also signifies equity and access in the field of higher education.
- Contributes towards preserving societal values by incorporating chapters like value education in the curriculum.
- Higher education also aims at skill development for those who aspire for being teachers and for those who are already in the teaching profession. Education as a subject helps in development of teaching skills by introducing papers like methods of teaching, and psychological practical which help learners to understand the psychology of children in their near future.

1.3 Nature of Prospective target groups of Learners:

- Those who are desirous of further studies in the field of education but failed to get the opportunity.
- The learners particularly women who want to educate themselves for a decent standard of living.
- Teachers, educational administrators, educational practitioners, instructors, counselors, NGO's, workers, service holders etc.

1.4 Appropriateness of Programme to be conducted in ODL mode:

For running the programme BA in Education for major course learners, the concerned department of the university prepares SLMs (Self Learning Materials) in print form for imparting education to the learners. Apart from the SLMs in print form various other additional learner support services like counselling classes in study centres, assignments, video materials, online

materials, educational programmes through community radio are provided to the learners for imparting education so that learners would not feel isolated during his or her learning period. Thus, it is appropriate for running the programme through the ODL mode. Through this programme, learners will acquire specific skills and competence essential for a decent standard of living. The following are the specific skills that can be acquired by the learners through the programme:

- Teaching-learning skills
- Organizational skills
- Guidance and Counselling
- Leadership qualities development
- Communication skills etc.

1.5 Instructional Design: For running each programme of the University in the BA level, there are some instructional designs and procedures that have to be followed for making the learning effective through ODL mode. The delivery mechanism of the programme is divided into print form, video form, online and computer based system.

1.5.1 Programme Structure: For conducting the programme i.e. BA in Education for the major course learners, some course contents are designed which are very much relevant and contextual in the present day world and would help the learners to become educated in the true sense. The structure and details of syllabi for BA Major Programme in Education is given in *Annexure I and Annexure II*. In designing the syllabus, the recommendations of the Madhava Menon Committee have been followed in terms of its credit distribution framework and weightage of the units. Besides, the syllabus is prepared in accordance with the UGC Regulations on Open and Distance Learning of 2017.

1.5.2 Course Distribution with Education as Major subject: The semester-wise distribution of the different courses of the BA programme with Education as Major subject is as follows:

Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
General English	MIL/Alternative English	Environmental Science	Spoken English	Education 7 (Major)	Education 11 (Major)
Education 1 (Elective 1)	Education 2 (Elective 1)	Education 3 (Major)	Education 5 (Major)	Education 8 (Major)	Education 12 (Major)
Elective 2	Elective 2	Education 4 (Major)	Education 6 (Major)	Education 9 (Major)	Education 13 (Major)
Elective 3	Elective 3	Elective 2/3	Elective 2/3	Education 10 (Major)	Education 14 (Major)

In this regard, the following may be noted.

- 1) From Semester III onwards, Major Courses shall be entertained.
- 2) Learners have to opt for three elective subjects, out of which one can be opted as Major third semester onwards. Out of the two remaining elective courses, one has to be continued as Elective in the third and four semesters. A student opting Major in Education has to study only Major courses in the fifth and sixth semesters.
- 3) Elective subjects offered under the BA programme includes: Assamese, Economics, Education, English, History, Journalism and Mass Communication, Mathematics, Philosophy, Political Science, Sanskrit and Sociology.

1.5.3 Credit Distribution: The Credit Distribution of the different courses of the BA programme in KKHSOU with Education as Major is as follows:

	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
Course	General English	MIL/Alternative English	Environmental Science	Spoken English	Education 7 (Major)	Education 11 (Major)
Credit	4	4	4	4	4	4
Course	Education 1 (Elective 1)	Education 2 (Elective 1)	Education 3 (Major)	Education 5 (Major)	Education 8 (Major)	Education 12 (Major)
Credit	4	4	4	4	4	4
Course	Elective 2	Elective 2	Education 4 (Major)	Education 6 (Major)	Education 9 (Major)	Education 13 (Major)
Credit	4	4	4	4	4	4
Course	Elective 3	Elective 3	Elective 2/3	Elective 2/3	Education	Education 14

					10 (Major)	(Major)
Credit	4	4	4	4	4	4
Credits per semester	16	16	16	16	16	16

The overall weightage of the BA programme with Education as Major subject is of 96 credits.

1.5.4 Definition of Credit Hours: The University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course is offered to the learners at their respective study centres.

1.5.5 Duration of the Programme: The duration of the BA programme of the university is divided into six semesters and it should be completed in a minimum period of 3 years. However, the maximum duration of the programme is 8 years as stated below:

- Minimum Duration : 6 semesters (3 years).
- Maximum Duration : 8 years.

In case, a learner is not able to qualify in a course in the first attempt, he/she shall have to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

1.5.6 Faculty and support staff requirement: There are 2 (two) full time Assistant Professors in the department of Education and 1 (One) HOD (in charge) who is a full time Associate Professor in Department of Teacher Education of the university.

1.5.7 Identification of media –print, audio or video, online, computer aided: All the learners are provided with Self Learning Materials, which is comprehensive in terms of contents of the syllabi. These learning resources are prepared with the help of resource persons across the country. Senior Professors from different Universities of the region are engaged as Editors of the SLMs.

Apart from the Print Self Learning Materials, audio and video materials on certain modules would also be offered to the learners. In addition, certain topics are also covered through community radio programmes broadcasted through the *90.4 FM Jnan Taranga* Community Service Station of the University.

Eklavya, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcasted by All India Radio Station, Dibrugarh, also covers topics on Education and personal enrichment.

Live Phone-in-programme is broadcasted by All India Radio, Guwahati each Thursday (9.15 am – 10.15 am). In this programme, learners get live support to their queries, while the general public in general can also interact with officials/faculty members of the University on varied issues.

Most of the Audio-Video programmes are also made available online through YouTube videos.

1.5.8 Learner Support Services: The student support services available in the BA programme in Education include the following:

- Self-Learning Materials covering the entire syllabi,
- Counselling sessions at study centres,
- Access to library services at study centres and the Central Library of the University as well,
- Audio-Video materials on selected modules, available at study centres,
- Community Radio programmes on selected topics.
- *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcasted by All India Radio Station, Dibrugarh.
- Live Phone-in-programme is broadcasted by All India Radio, Guwahati each Thursday (9.15 am – 10.15 am). In this programme, learners get live support to their queries, while the general public in general can also interact with officials/faculty members of the University on varied issues.
- Most of the Audio-Video programmes are also made available online through YouTube videos.
- Learners can also write emails to any officials/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. Queries raised through email to this email id are redressed by concerned official/faculty members of the University.
- A Facebook Account is also available where the learners can communicate with their issues. The System Analyst of the University has been assigned as the Administrator of the account.
- An Android App “KKHSOU” has also been designed. This Android App can be downloaded free of cost from Google Play Store. Through this App, the learners can get detailed information of academic programmes available, district-wise and course-wise list of study centres, contact information of the study centres, University etc. This Android App of the University has also been widely recognised and has received an Excellence Award from IGNOU.
- Learners can register for a free SMS service. This SMS service keeps the learners updated on the schedules of Examinations, Declaration of results, Admission schedules and other important events.

1.6 Procedure for admission, curriculum transaction and evaluation:

1.6.1 Procedure for Admission: Generally, for learners who want to get enrolled in the BA level in KKHSOU, the time for admission starts in the month of June-July of each year. Any person who has passed HS (10+2) can get admission in the programme of BA in Education.

1.6.2 Fee Structure

The fee structure of the BA programme with Education as Major is as follows:

Semester-wise Fee Structure

Semester	Fee (In Rupees)
First	2350.00
Second	2050.00
Third	2050.00
Fourth	2050.00
Fifth	2050.00
Sixth	2150.00
Total	12,700.00

The detail break-up of fee is made available in the Prospectus also.

1.6.3 Financial assistance:

The University offers free education to jail inmates and differently abled learners. The University also offers subsidized education to the learners living below the poverty line. On production of BPL certificate from competent authority, the University offers 50% discount on course fee.

1.6.4 Curriculum Transaction: In terms of curriculum transaction, firstly, the syllabus is prepared in consultation with the experts in the educational field and then the faculty members of the concerned department prepare the SLMs in printed form by following the convergence approach. The preparation of the SLMs for running the programme is a team effort. Secondly, after the preparation of the SLMs, the SLMs are sent to the study centres and learners are given the opportunity for attending counselling classes which are carried out by the counsellors of the study centres where they are enrolled. Apart from these, learners may gain relevant knowledge and access necessary information on their own with the help of various online and community radio programmes, which are developed by the University.

1.6.5 Evaluation: For assessing the performance of the learners as well as to get the feedback from the learners in terms of their course, the University follows some evaluation procedure. There are some procedures in the course duration by which a learner can make an assessment of himself or herself with the help of Self-Assessment Questions and Check Your Progress Questions which are put in the SLM and also there is a provision of the University to assess the learners by conducting examination which is known as Term End examination or Summative examination at the end of each year or each semester. For overall evaluation of a course, the University follows two types of evaluation:

Continuous Evaluation (Assignments)	: Weightage assigned 20%.
Term End Evaluation (Semester-end Examinations)	: Weightage assigned 80%.

1.7 Requirement of Laboratory Support and Library Resources: Departmental library and departmental psychological laboratory are required. For conducting the Major course in Education at the BA level, there is requirement of a psychological laboratory in the study centre. Therefore, only those study centres (mostly conventional university affiliated colleges) that have already had the experience of running this subject for the major students in conventional system and also who have good laboratory facilities are permitted to conduct the course of Education. Besides the University also provides the required instruments to the study centres in order for them to conduct practical by the learners in the 6th semester of the BA Major Programme in Education.

1.8 Cost Estimate of the Programme and the Provisions:

All financial records regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the co-ordinators of the study centres etc. are maintained by the office of the Finance Officer of KKHSOU. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government.

As regards, the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the BA Programme on Education (Major)

1.8.1 Programme Development Cost: Rs. 11, 65,500.00 in English and Rs. 11, 92,800.00 in Assamese.

The office of the Finance Officer of KKHSOU has worked out the following also.

a. SLM Development Cost for Under Graduate programme:

English medium per Unit Rs. 5,500/-

Assamese medium per Unit Rs. 5,680/-

b. Printing Cost per SLM Rs. 56/-

c. Cost of CD per unit Rs. 23/-

1.8.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centres located at far flung and remote areas. On an average, the University delivers about 15 kgs of study materials per student. The cost of delivery of 1 kg of such material is Rs.10. Accordingly, depending upon the number of candidates, the cost for the BA Programme in Education will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 150.00.

1.8.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meeting of Syllabus Revision Committee etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing

in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme.

The maintenance cost calculated by the office of Finance Officer as regards maintenance for Under Graduate Arts programmes per student is Rs.600.00

The figures as indicated above will be applicable for the BA Programme in Education of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

1.9 Quality Assurance Mechanism and Expected Programme Outcomes: The Department takes utmost care in developing SLMs as per approved Programme Design. For quality assurance mechanism in the University of KKHSOU, there is CIQA (Centre for Internal Quality Assurance) cell. Besides, the Feedback mechanisms would be adopted to collect necessary information from learners, counsellors, officials, educationist etc. to ensure quality and relevance of the programme.

The outcomes of the programme as envisaged are as follows

- Produce quality educational practitioners having sound knowledge of teaching-learning skills.
- Encouraging the learners for higher studies in the field of education such as MA in Education, B.Ed. degree etc.
- Produce efficient and effective leaders in the field of teaching and educational administration.
- Prepare the learners for competitive examinations etc.

Annexure-I

BA in Education (Major Course)

A. Structure of the Course:

Sl. No	Title of Course	Semester	Major	Pass	Credits
1	Principle and Theories of Education	I	M	P	4
2	Psychological Foundation of Education	II	M	P	4
3	Sociological Foundation of Education	III	M	P	4
4	Problems and Issues in Indian Education	III	M		4
5	Distance Education	IV	M	P	4
6	Educational Technology	IV	M		4
7	History of Education during Pre-Independence	V	M	P	4
8	Measurement and Statistics in Education	V	M		4
9	Economics of Education	V	M		4
10	Educational Management	V	M		4
11	History of Education during post-independence	VI	M	P	4
12	Environmental Education	VI	M		4
13	Population Education	VI	M		4
14	Psychological Practical	VI	M		4

Marks: Twenty percent marks are assigned for Home Assignment except the Paper 14 i.e. B.Ed M 14 which is purely a practical based paper. For other paper 80% marks are for Term End Examination. In paper 14, (B.Ed M 14) (Psychological Practical) 60 marks for experiments, 25 marks for Practical Note Book, 15 for Viva.

Annexure II

Detailed coursewise syllabus of BA in Education (Major) Programme

First Semester

Paper-I

Principles and Theories of Education

(B.Ed. M/P-01)

Total Marks 100

Objectives:

1. To enable the students to understand the basic principles of education.
2. To acquaint the students with the different types of education and its inter-related components.
3. To enable students to understand the different theories of education in the context of teaching

Course Contents

Unit 1: Meaning and Concept of Education

Meaning and Definitions of Education, Process of Education, Types of Education: Formal, Informal and Non-Formal-Its Importance and Relevance and Scope of Education.

Unit 2: Aims of Education

The Classifications and Characteristics of Aims of Education, the Necessity of Aims in Education; Individual, Social, Liberal and Vocational aims, Aims of Education in a Democracy.

Unit 3: School and Community Relationship

Relationship of School and Community-Interdependence of School and Community, Functions of School, Home and School-their Relationship, School as a Miniature Society.

Our Educational Heritage, its Salient Features and Compositeness, Unity, Richness and Continuity.

Unit 4: Curriculum

Concept and Meaning of Curriculum, Different Types of Curriculum-Traditional, Activity-Based and Balanced. Defects of Curriculum, Basic Principles of Curriculum Construction for primary and Secondary level.

Unit 5: Education for National Integration

Needs of National Integration, Obstacles for national integration, Education as a way of National Integration.

Unit 6: Education for International Understanding

Needs of International Understanding, Obstacles for International Understanding, Education as a way of International Understanding.

Unit 7: Value Education

Objectives of Value education, Needs and Importance of Value education, Types and Value- oriented Activities and their Relative Advantages of Value education.

Unit 8: Idealism as a School of Philosophy

Relationship between Philosophy and Education, Idealism as a Major School of Philosophy.

Unit 9: Naturalism as a School of Philosophy

Naturalism as a school of philosophy, Naturalism and Education

Unit 10: Pragmatism as a School of Philosophy

Pragmatism as a major School of Philosophy, Education and Pragmatism

Unit 11: Existentialism as a School of Philosophy

Existentialism as a major school of philosophy, Education and Existentialism

UNIT 12: Gandhi and his Educational Thoughts

Aims of Education, Buniyadi Siksha, Curriculum, Method of teaching, free and compulsory education

UNIT 13: Swami Vivekananda and his Educational Thoughts

Vivekananda's Life history, Concept of Karma Yoga, Philosophical Thoughts, Vivekananda's contribution to Modern education

Unit 14: Montessori and her Educational Thoughts

Concepts and aims of education, Educational principles, working plan of the Montessori method, role of the teacher, merits and limitations of the Montessori methods

Unit 15: Frobel and his Educational Thoughts

Frobel's philosophy of education, theory and principles of education, Kindergarten system, Frobel's contribution to modern education.

References:

1. Safaya and Sahida: *Educational Theory and Practice*.
2. Baruah Jatin: *Shiksha Tatta Adhyan, Lawyers Book Stall, Guwahati*.
3. Das, Dr. Lakhyahira(2008): *Sampurna Shiksha*, Saraighat Photo Times, Udyugpam, Bamunimaidan.
4. Mukherjee, K.K- *Some Great Educators*.
5. Goswami, M.K- *Educational Thoughts and Essays*. New Delhi, Asian Book Pvt. Ltd

Second Semester
Paper - II
Psychological Foundation of Education
(B.Ed. M/P-02)

Total Marks-100

Objectives:

1. To enable students to understand the importance of Educational Psychology as a branch of applied psychology
2. To help the students to understand and appreciate the different mental processes relating to teaching and learning.
3. To enable students to deal with exceptional children and tackle problems of adjustment

Course Contents:

Unit 1: Educational Psychology

Meaning, nature and scope. Application of Educational Psychology in teaching learning process

Unit 2: Methods of Educational Psychology

Observation, interview, experimental and case study

Unit 3: Growth and Development

Meaning of Growth and Development, their relationship, principles of development

Unit 4: Early Childhood Stage

Meaning, nature and its characteristics

Unit 5: Later Childhood Stage

Meaning, characteristics, some guiding principles for the teachers and the parents

Unit 6: Adolescence Stage

Characteristics, significance of the study of Adolescence

Unit 7: Juvenile Delinquency

Characteristics, factors for delinquency, remedial measures

Unit 8: Education for Exceptional Children

Meaning, needs and objectives of exceptional children and classifications of exceptional children.

Unit 9: Learning

Meaning and nature, Laws and Methods of Learning.

Unit 10: Theories of Learning

Connectionism, Gestalt field Theory, Conditioning—Classical and Operant—their educational implications.

Unit 11: Memory and Forgetting

Factors of memory, methods of memorization. Forgetting –its causes

Unit 12: Intelligence

Definition and concept, types of intelligence tests. Intelligence and creativity

Unit 13: Personality

Definition, nature, genetic and cultural factors of personality

Unit 14: Theories of Personality

Trait theory and type theory with special reference to Freud, Adler, Jung and Rogers

Unit 15: Mental Health and Hygiene

Meaning, nature of mental health and mental hygiene. Adjustment Mechanisms—Causes of maladjustment

References:

1. Rastogi, K.G.: *Educational Psychology*
2. Dr. S.S. Mathur: *Educational Psychology*
3. C.L.Kundu; D.N. Tutoo: *Educational Psychology*
4. Bhatia, H.R: *Elements of Educational Psychology, Orient Longman*
5. B.C.Kar: *A Study of Educational Principles and Psychology*
6. Garrett, H.E: *Statistics in Psychology and Education*

Third Semester**Paper III****Sociological Foundation of Education****(B.Ed. M/P-03)****Total Marks-100****Course Objectives:**

1. To enable the students to understand about meaning and nature of educational Sociology and Social Organizations.
2. To become aware of social groups that influence education.
3. To acquaint the students about social change and their impact on education.

4. To inculcate the knowledge of culture and its relevance in the education system.
5. To acquaint the learners with current social issues and their relationship with education.

Course Contents:

Unit 1: Educational Sociology

Meaning, nature, scope of educational sociology, relation between sociology of education and educational sociology, need and importance of educational sociology

Unit 2: Education and society

Society: its origin and factors and their influence on education. Education as a social system, as a socialization process.

Unit 3: Process of Socialization

Meaning of socialization. Process of socialization- co-operation, competition, conflict, accommodation, assimilation, role of education in the development of a new social order.

Unit 4: Education and Social Change

Meaning and nature of social change, causes of social change, agencies of social change, education as a factor of social change.

Unit 5: Social Change in India

Modernization, westernization and globalization with special reference to Indian Society.

Unit 6: Social Organization and Social Disorganization

Social organization-its concept, characteristics, factors influencing social organization-folkways, mores, and its educational implications. Meaning, causes and types of social disorganization, role of education in prevention of social disorganization.

Unit 7: Social Group

Meaning, definition, characteristics and types of social group, social interactions-meaning, characteristics and factors and their educational implications.

Unit 8: Social Stratification

Meaning, nature and aspects of social stratification, education and social stratification.

Unit 9: Social Mobility and Education

Meaning and nature of social mobility, types of social mobility, factors affecting social mobility, education and mobility.

Unit 10: Education and Community

Meaning and characteristics of community, school–community relationship, role of the community school and the society.

Unit 11: Education and Culture

Meaning and nature of culture, types of culture, role of education in cultural context, education and cultural change.

Unit 12: Education for Disadvantaged Sections of Society

Education for the socially and economically disadvantaged sections of the society with special reference to SC, ST, Women and Rural population.

Unit 13: Equalization of Educational Opportunity

Concept and need of equalization of educational opportunities, problems concerning equality of opportunities in education.

Unit 14: Education and Democracy

Meaning of democracy, education for democracy, role of formal and informal agencies for democratic education, fundamental principles for success of democracy.

Unit 15: Social Control

Meaning, definition and nature of social control, types of social control, agencies of social control, role of education in social control.

Reference:

- 1) Shankar Rao- Sociology
- 2) Mathur, S- A Sociological Approach Of Indian Education
- 3) Bhatia and Bhatia- Philosophical and Sociological Foundations of Education.

Paper-IV**Problems and Issues in Indian Education**

Total Marks 100

(B.Ed. M-07)

Total Marks-100

Course Objectives:

To help the learners to develop an understanding about the

1. Various issues and problems, faced by Modern Indian Education system.
2. Constitutional provisions for education.
3. Policy perspectives and emerging trends in education.
4. Women empowerment through education.

Course Contents:**Unit 1: Educational Provisions of the Indian Constitution**

Various clauses and lists of education in Indian Constitution and their implications.

Unit 2: Primary Education

Problems related to primary education-Universalisation of primary education

Unit 3: Wastage and Stagnation

Concept of wastage and stagnation, causes of school dropouts.

Unit 4: Human Rights and Indian Constitution

Importance of Human rights in national development, role of educational institutions in promoting human rights.

Unit 5: Education and Human Rights

Universal Declaration of Human Rights by UN, Right to Education (RTE 2009)

Unit 6: Secondary Education

Problems of Secondary education, vocationalization of secondary education.

Unit 7: Higher Education

Emerging trends, reforms in Higher Education in India, Educational autonomy, economic reforms in higher education, various problems in higher education.

Unit 8: Liberalization, Privatization and Globalization (LPG)

Meaning, nature and its impact on higher education.

Unit 9: Teachers Education

Meaning, objectives, importance, problems and its prospects.

Unit 10: Training for Teachers

Primary, secondary and higher education

Unit 11: Gender and Education

Meaning of gender, role of education for women empowerment.

Unit 12: Education for Rural Development

Concept of rural development, ways and challenges

Unit 13: Life skills and Soft Skills of Education:

Meaning of life skills, recommendations and implications of National Skill Qualification Framework (NSQF) in education

Unit 14: Student Indiscipline:

Concept, needs, problems and remedies.

Unit 15: Student Unrest and Education:

Meaning, need of education for reducing student's unrest

References:

1. Kocher, S.K.: *Pivotal Issues in Indian Education*, Sterline Publishers, ND. 1981.
2. Kohil, V.K. *Current Problems of Indian Education*, Krishna Bros Jalandhar
3. Safaya, R.N.: *Development Planning and Problems of Indian Education*, Krishna Bros Jalandhar.

Fourth Semester**Paper-V****Distance Education****(B.Ed. M/P-04)****Total Marks 100****Course Objectives:**

1. To orient the learners with the nature and need of Distance Education in the present day Indian society.
2. To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. To help the learners understand various modes of student support service(SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Course Contents:**Unit 1: Distance Education**

Growth of distance education, distance education in India.

Unit 2: Learner-Support Service

Role of study centre, counselling classes, self-learning materials, different audio-visual aids and other electronic devices

Unit 3: Self Learning Material

Need of Self Study Materials in distance education, designing and preparing self-learning material, Planning and development of Study materials, modification and up-gradation of Study Materials.

Unit 4: Study Skills

Study skills in distance education, strategies for developing study skills

Unit 5: Curriculum

Concept, curriculum development process-major approaches

Unit 6: Curriculum and Evaluation

Need for curriculum evaluation, aspects of curriculum evaluation

Unit 7: Assignment

Need and importance of Assignment in distance education, types and designing assignments

Unit 8: Distance Education and Community Development

Technical, professional, vocational and entrepreneurship courses

Unit 9: Role of Distance Education

Distance education for rural development, Distance education for women empowerment

Unit 10: Distance Education and Training

Role of Distance Education in teacher training programme.

Unit 11: Quality assurance in Distance Education

Quality enhancement, monitoring, feedback and evaluation.

Unit 12: Assessment in Distance Education

An overview on assessment, purposes of assessment, assessment in open and distance learning

Unit 13: Intervention Strategies

Information and communication technologies and their application in distance education.

Unit 14: New interventions in Open and Distance Learning

MOOCs and Open Educational Resources and its application for opening knowledge movement in India

Unit 15: Challenges in Distance Education

Prospects, problems and barriers in Distance Education.

References:

1. Aggarwal, D.D. *Future of Distance Education*, Sarup & Sons, New Delhi, 2007
2. Bansal, Aarti: *Distance Education in 21st Century*, Sublime Publications, Jaipur, 2004
3. Rao, V.K.: *Distance Education*, APH Publishing Corporation, New Delhi, 2007
4. Siddiqui, Mujibul Hasan: *Distance Education, Theory and Research*, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007
5. Shardindu: *Open and Dual Mode University System in India*, Vani Prakasan, New Delhi, 2008

Paper-VI
Educational Technology
(B.Ed. M-08)

Total Marks 100

Objectives:

1. To enable the students to understand the nature, scope and theoretical base of educational technology.
2. To enable the students to understand the role and relevance of educational technology.
3. To acquaint the students with different approaches of educational technology towards teaching learning process

Course Contents:

Unit 1: Educational Technology

Meaning, nature and scope, Types and Objectives

Unit 2: Principles of Teaching

General principles and maxims of teaching

Unit 3: Teaching Strategies

Meaning, nature and objectives and types of teaching

Unit 4: Stage of Teaching

Pre-active and Post-active teaching, Models of teaching

Unit 5: Improvisation of Teaching Learning Materials

Improving the teaching learning materials in education for classroom teaching

Unit 6: Role of Mass Media in Education

Broadcasting Radio, TV and SITE (Satellite Instructional Television Experiment)

Unit 7: Teleconferencing

EDUSAT, Tele conferencing Programme in Education.

Unit 8: Systems Approach in Educational Technology

Definition of a system, components of an instructional system

Unit 9: Audio-Visual Techniques

Concept, need of audio-visual techniques in teaching and its importance.

Unit 10: Communication

Meaning, nature, ways of communication

Unit 11: Communication and Teaching

Need of communication in the classroom teaching

Unit 12: Evaluation

Meaning, nature, teaching learning and evaluation

Unit 13: Types of Evaluation

Formative evaluation and summative evaluation

Unit 14: Micro Teaching

Educational technology for teachers: micro teaching and its use.

Unit 15: Computer assisted instruction

Concept of C.A.I. and its use.

References:

1. Dr. A.K. Sarma: *Educational Techonology*
2. S.K. Kochar: *Methods and Techniques of Teaching.*
3. J.C.Aggarwal: *Essentials of Educational Technology*
4. K.Sampath etal : *Introduction to Educational technology*
5. D.P. Sankhala: *Educational Technology*

Fifth Semester**Paper VII****History of Education during Pre-independence Period**

(B.Ed. M/P-05)

Total Marks 100

Objectives:

1. To acquaint the students with the recommendation of different education Commissions and Committees and its implications in Indian education system.
2. To enable the students to understand the background and historical trends of Indian education during British rule and in independent India.

Course Contents:**Unit 1: Vedic System of Education in India**

Nature, aims of education, methodology of teaching

Unit 2: Buddhist System of Education in India

Nature, aims of education, methodology of teaching

Unit 3: Islamic System of Education in India

Nature, aims of education, methodology of teaching

Unit 4: Role of Christian Missionaries

Educational Activities of Christian Missionaries and East India Company.

Unit 5: Charter Act of 1813

Controversies between Anglicist and Classicist, Macaulay's Minute and its significance, Bentinck's Resolution

Unit 6: Wood's Despatch of 1854

Recommendations and its effect on Indian education

Unit 7: Hunter Commission of 1882

Recommendations on Primary education

Unit 8: Hunter Commission

Recommendations on Secondary education

Unit 9: Lord Curzon's Educational Policy

Recommendations on Primary Education, Lord Curzon's Educational Policy on Secondary and University education.

Unit 10: Gokhale's Bill on Primary Education

Recommendations and its significance to introducing free educational policy in India at primary level

Unit 11: Gokhale's Resolution of 1913

Resolution of Gokhale's on primary education in India

Unit 12: Sadler Committee of Education in 1917

Recommendations, Calcutta University Commission 1917-1919

Unit 13: Hartog Committee in 1929

Historical background, recommendations and its effect on Education

Unit 14: Wardha Scheme of Education-1937

Meaning and philosophy of basic education, main features and recommendations, merits and demerits of the basic education

Unit 15: Sargent Plan 1944-45

Major proposal of the committee, suggestions of the plan on primary, secondary, university and technical or vocational, and its effect on Education

References:

1. S.N. Mukherjee: *History of Education in India*
2. Nurullah and Naik: *A Students History of Education*
3. Jatin Baruah: *Education in Assam*
4. P.L. Rawat: *History of Education in India*

Paper-VIII**Measurement and Statistics in Education****(B.Ed. M-09)****Total Marks 100****Objectives:**

1. To acquaint the learners with the concept of measurement in education and its various tests
2. To make the learners understand the basic concept of statistics and its application in education
3. To help the learners understand the different techniques of educational statistics in the teaching learning process.

Course Contents**Unit 1: Educational Measurement**

Concept and nature of Educational Measurement

Unit 2: Evaluation

Concept and nature of Evaluation, importance and types of Evaluation in Education

Unit 3: Scales and Errors of Measurement

Meaning, nature, types and errors of measurement.

Unit 4: Psychological Test

Meaning and characteristics of a good psychological test, meaning of validity, reliability, objectivity and norms.

Unit 5: Test Construction

Meaning, Nature, Principles and Methods.

Unit 6: Standardization

Meaning and Nature, Principles and Methods.

Unit 7: Teacher-Made Test

Concept, its advantages and shortcomings

Unit 8: Aptitude Test

Meaning, definitions of aptitude, nature and measurements of aptitudes

Unit 9: Attitude Test

Nature and measurement of attitude and interest.

Unit 10: Nature of Projective Techniques

Meaning, nature, reliability and validity of projective techniques

Unit 11: Statistics

Meaning and importance of Statistics, data analysis, Preparations of frequency distribution table and its importance.

Unit 12: Graphical Representation of the Data

Characteristics and importance of graphical representation of polygon and histogram.

Unit 13: Measures of Central Tendency

Mean, Median and Mode, and its merits and limitations

Unit 14: Measures of Variability

Concepts, types, uses, merits and demerits, Quartile deviation, Measures of Average Deviation, Measures of Standard Deviation

Unit 15: Correlation

Meaning of correlation, types of correlation: rank difference method.

References:

1. Asthana, B.: *Measurement and Evaluation in Psychology and Education*. Vinod Pustak Mandir, Agra-2
2. Henry E, Garret: *Statistics in Psychology and Education*, Cosmo Publication.2006.
3. Srivastava, A.B.L. and Sarma, K.K. (1985): *Elementary Statistics in Psychology and Education*, Sterling Publishers Pvt. Ltd., New Delhi.
4. Mangal, S.K. (2007): *Essentials of Educational Psychology*, Prentice Hall of India Private Limited.

Paper- IX
Economics of Education
(B.Ed. M-10)

Total Marks-100

Course Objectives:

To make the learners aware about:

1. The meaning, importance and scope of economics of education
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. The concept and relationship between input and output of education
4. The financial resource management.

Course Contents:

Unit 1: Economics of Education

Concept, scope and significance.

Unit 2: Education and Economic Development

Concept, relationship between education and economic development

Unit 3: Economics of Education Policy

Nature of economic policy, education as a Public Good

Unit 4: Human Capital Formation

Concept, Human capital Approaches to education, Education and Manpower planning.

Unit 5: Education and Employment

Meaning, need of education of employment, campus placement.

Unit 6: Employment Issues and Policies

Concept of employment, various issues of employment, present policy for employment

Unit 7: Health Policies

Education and Health: need of health policy for human development and economic development.

Unit 8: Financing in Elementary Education

Pattern of financing, need of financing, financial policy for primary education in India

Unit 9: Financing in Secondary Education

Pattern of financing, need of financing, financial policy for secondary education in India

Unit 10: Financing in Higher Education and Technical Education

Pattern of financing, need of financing, financial policy for higher and technical education in India

Unit 11: Public Subsidies in Education

Concept of subsidies, need of public subsidies in education in India

Unit 12: Labour Market

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

Unit 13: Brain Drain

Concept, factors for brain drain, out-migration of the skilled personnel

Unit 14: Access and Equity in Education

Meaning of equity, improving access in education and reservation policy in education in India.

Unit 15: Self-financing

Fund mobilization in the educational institution.

References:

1. Hunter, W.W.: *Economic History of India*, Vols.2, Cosmo Publication, 2008
2. Habison & Myers: *Education, Manpower and Economic Growth*
3. Peer, M.: *Higher Education and Employment*, Rawat Publications, 2007-08
4. Rao, P.: *Economics of Primary Education*, Rawat Publication, 1998.
5. Rajaiiah, B: *Economics of Education*
6. Singh, R.P.: *Educational Finance and the Planning Challenge*, Eastern Book House, 2008
7. Shuukla, P.D.: *New Education Policy in India*.
8. Psachupouls, Y: *Economics of Education*

Paper-X

Educational Management

(B.Ed. M-11)

Total Mark-100

Objectives:

1. To enable students understand the basic concepts of educational management.
2. To acquaint the students with the process of-
 - a) Financial management
 - b) Institutional management.
 - c) Personnel management.

Course Contents

Unit 1: Educational Management

Concept of educational management, meaning, nature and scope, importance of Educational Management and its basic Principles

Unit 2: Approaches of Educational Management

Social demand approach, Manpower requirement approach, Rate of return approach.

Unit 3: Institutional Planning

Its need and importance, types of institutional planning

Unit 4: Teacher as a Manager

Management of the School or Institution and management of classroom teaching.

Unit 5: Educational Leadership

Meaning of Educational Leadership, importance and measurement of Educational leadership.

Unit 6: Lesson Planning

Importance, principles of Lesson Planning, types and steps in preparation of Effective Lesson Plan.

Unit 7: Organization

Functions of the Organization, improving Organizational Effectiveness.

Unit 8: Inter-personal Conflict

Concept of inter-personal conflict. Management of inter-personal conflicts, Stress management.

Unit 9: Management Process in Education

Planning, Organizing, Directing and Controlling

Unit 10: Quality Education

Concept of Quality Education, Total Quality Management in Education (TQM)

Unit 11: Administration

Distinction between Educational Administration and other kinds of Administration, Status of Educational Administration, Importance of Educational Administration

Unit 12: Supervision

Meaning of Educational Supervision, Characteristics of Supervision, Need for Supervision, Functions of Educational Supervision.

Unit 13: Co-curricular Activities

Advantage of Co-curricular Activities, Principles of Good Co-Curricular Activities, Guiding Principles for Organizing Activities.

Unit 14: Management and Resources

Human Resource and Material Resource.

Unit 15: Classroom Management

Concept, need, approaches and time management.

References:

1. Dennison, Bill Ken and Shentorn(1987): Challenges in EducationManagement-Principles and Practce. Croom Helm
- 2.J.C.Agarwal: School Organisation, Administration and Management.
- 3.Mohanty, J.: Educational Management, Supervision and School Management, New Delhi. Deep and Deep publication
3. Naik,J. P. : Educational Planning in India. Allied Publishers, New Delhi

Sixth Semester

Paper-XI

History of Education during Post-Independence

(B.Ed. M/P-06)

Total Marks.100

Objectives:

1. To acquaint the learners with the recommendations of different education Commissions and Committees and its implications in Indian education system.
2. To make the learners understand the background and historical trends of Indian education in independent India.

Course Contents:

Unit 1: The University Education Commission of 1948

Background of the commission, its recommendations on aims and objectives of Higher Education

Unit 2: Secondary Education Commission of 1952-53

Its recommendations on the aims of Secondary Education, principles of curriculum construction.

Unit 3: Education Commission of 1964-66

Objectives and Educational Structure and its recommendations.

Unit 4: National Policy on Education 1968

Objectives of Education, resolution adopted on NPE.

Unit 5: National Policy on Education 1986 and Programme of Action, 1992

Objectives, recommendation on Elementary, Secondary and University education.

Unit 6: Mission in Elementary Education

DPEP, Sarva Shiksha Abhiyan, and its attempt for Universalization of Elementary Education in India and Assam.

Unit 7: National Knowledge Commission

Its recommendations on education system in India

Unit 8: Yashpal Committee Report

Its recommendations on higher education and research

Unit 9: Development of Primary Education in Assam

Development of primary education during Ancient and British period, development of primary education in post independence

Unit 10: Development of Secondary Education in Assam

Development of secondary education in Assam after independence, effect of recommendations of the Secondary Education Commission in Assam, problems of secondary education

Unit 11: Development of Higher Education in Assam

Development of higher education after independence, development of higher education through open and distance learning.

Unit 12: Development of Women Education in Assam

Importance of women education, growth and development of women education in Assam.

Unit 13: Rashtriya Madhyamik Siksha Abhiyan

Various approaches of RMSA for universalization of secondary education in India and Assam

Unit 14: RUSA and Higher Education

Various approaches for making equity in higher education

Unit 15: New Education Policy

Recommendations on education system in India, recommendation for both regular and ODL mode.

References:

- 1.S.N. Mukherjee: *History of Education in India*
2. Nurullah and Naik: *A Students History of Education*
3. Jatin Baruah: *Education in Assam*
4. P.L. Rawat: *History of Education in India*

Paper-XII
Environmental Education
(B.Ed. M-12)

Total Marks 100

Course Objectives:

1. To make the learners aware of environmental problems and to familiarize the students with the concept and importance of environmental education.
2. To make the learners aware of the various mechanisms of environmental protection and promotion.

Course Content:

Unit 1: Environmental Education

Meaning, nature, importance, scope, goals and objectives of Environmental Education.

Unit 2: Methods of Environmental Education

Observation, Field trips, Project method, co-curricular activities, dramatization, discussion, problem-solving method.

Unit 3: Environmental Movements in India

Appiko Movement, the Silent Valley Movement, Chipko Movement, the Chilika Bachao Andolan, Narmada Bachao Andolan.

Unit 4: Media of Environmental Education

Concept of Instructional media, magazine, seminar, workshop, exhibitions, models, audio-visual aids.

Unit 5: Programme of Environmental Education

Programme for primary level, Secondary level and higher level.

Unit 6: Environmental Awareness through Education

Meaning of Environmental Awareness, awareness through formal education, non-formal education, and informal education.

Unit 7: Environmental Degradation

Concept of Environmental degradation, types, causes and prevention of environmental degradation.

Unit 8: Environmental Pollution

Meaning of Environmental Pollution, types of Environmental Pollution- air, water, land or soil, solid-waste, noise, and radio-active pollution.

Unit 9: Atmospheric Environment

Depletion of ozone layer, green house effect and acid rain.

Unit 10: Environmental Stressors

Meaning of environmental stressors, causes of environmental stressors, types of environmental stressors- natural and man-made stressors.

Unit 11: Conservation and Protection of Environment

Meaning of conservation and protection of Environment, need and importance of conservation and protection of environment, role of individual and society towards conservation and protection of Environment.

Unit 12: Environment and Legal Provisions

Legal and Constitutional Provisions for Conservation and Protection of Environment.

Unit 13: Sustainable Development

Concept of Sustainable development, characteristics and education for sustainable development.

Unit 14: Conservation of Natural Resources

Meaning of resources, types of resources, need and methods of conservation of resources (Soil, Forest, Water Resources).

Unit 15: Environmental Education

Its problems and prospects with special reference to Assam

References:

1. R. C. Sarma: Environmental Education, Surya Publication, Meerat, 1997.
2. R.A Sharma: Environmental Education, Metro Politory Book Co. Pvt,Ltd, New Delhi.
3. Mahapatra D: Environmental Education.

Paper-XIII**Population Education****(B.Ed. M-13)****Total Marks 100****Course Objectives:**

1. To enable the students to understand the basic concept of population education and the consequences and effects of population growth.
2. To enable the students to enrich their knowledge about the population theories.

3. To learn about the latest policies of population education and agencies working towards their achievement.
4. To understand the concept of prosperous family.
5. To make students aware about the various strategies of population control.

Course Contents:**Unit 1: Population Education**

Meaning, nature, scope, source, need and importance of population education.

Unit 2: Dynamics of Population Growth

Determination and measurement of population growth, trend of population growth in India,

Unit 3: Population Explosion

Concept and characteristics of population explosion, causative factors and problems of population explosion in India, steps for checking population explosion.

Unit 4: Population and Quality of life

Meaning and nature of Quality of life, its relation to population growth, factors affecting quality of life, population education for quality life.

Unit 5: Small Family Norms

Meaning, nature and its advantages for population control.

Unit 6: Population Education Curriculum at Primary Level

Its aims and objectives at primary stage.

Unit 7: Population Education Curriculum at Secondary Level

Its aims and objectives at secondary stage, need of population curriculum.

Unit 8: Population Education Curriculum at Higher Stage

Its aims and objectives at higher stage, need of population curriculum.

Unit 9: Instructional Materials

Teaching aids in population control-concept of instructional materials, types and use of teaching aids in population education.

Unit 10: Role of Mass-media in Population Control

Importance of mass media, types of mass media (newspaper, radio, TV, and audio-visual aids)

Unit 11: Methods of Population Education

Observation, self-study, discussion, lecture, project method, assignment, field study.

Unit 12: Population Policies in India

Need and significance of population policy in India

Unit 13: Family Welfare Programmes in India

Need and significance of population policy in India

Unit 14: Population Growth and Educational Development

Quality of Education, Adult Education, Vocational Education, Normal formal Education and Population Education.

Unit 15: Population Education

Role of teachers in creating awareness towards population problem.

References:

1. Rao, D.G.: *Population Education, Sterling,*
2. Kuppaswami, B: *Population Education, Asia Publishing,*
3. Baladev, K.P: *Population Crisis in India.*

Paper- XIV**Psychological Practical****(B.Ed. M-14)****Total Marks: 100****Course Objectives:**

To enable the learners to develop an understanding about the

1. Practical utility of the various psychological testing.
2. Designing the apparatus of various psychological testing.

The mark distribution of Practical Examination will be as under-

(i) Practical Note Book =	Total 25 Marks
4 Experiments with Apparatus carries	4X3=12Marks
3 Experiments without Apparatus carries	3X2=6 Marks
3 Physiological Experiments carries a total of	7Marks
(ii) Psychological Experiments during Examination	20X3=60 Marks
3 experiments are to be performed in Examination	
(One experiment with apparatus, one without apparatus and one physiological)	
(iii) Viva Voce	= Total 15 Marks

Course Contents:

- Unit 1: Learning: Mirror Learning
- Unit 2: Maze Learning
- Unit 3: Part and whole learning
- Unit 4: Memory: recall-recognition
- Unit 5: Immediate memory span
- Unit 6: Free Word association and Controlled Association
- Unit 7: Attention: span of attention
- Unit 8: Span of apprehension
- Unit 9: Division of attention
- Unit 10: Personality: inkblot test
- Unit 11: Thematic Apperception test (TAT)
- Unit 12: Physiological drawing of brain
- Unit 13: Physiological drawing of Eye
- Unit 14: Physiological drawing of Ear

References:

1. R.S. Woodworth: Experimental Psychology
2. S M Mohsin: Experiments in Psychology
