



# UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A' GRADE UNIVERSITY)  
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

Academic Section

Email: [academicsectionju14@gmail.com](mailto:academicsectionju14@gmail.com)

## NOTIFICATION (23/June/Adp./43 )

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the Syllabi and Courses of Studies in the subject of **Education of Semester IIIrd and IVth for Four Year Under Graduate Programme (FYUGP) under the Choice Based Credit System as per NEP-2020 (as given in the annexure)** for the examinations to be held in the years as per the details given below:

Subject	Semester	For the examinations to be held in the year
Education	Semester-III Semester-IV	December 2023, 2024 and 2025 May 2024, 2025 and 2026

The Syllabi of the courses is also available on the University website: [www.jammuuniversity.ac.in](http://www.jammuuniversity.ac.in).

Sd/-  
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/23/4128-4167  
Dated: 5-6-2023

### Copy for information and necessary action to:

1. Dean, Faculty of Education
2. Convener, Board of Studies in **Education**
3. Sr. P.A. to the Controller of Examinations
4. All members of the Board of Studies
5. Confidential Assistant to the Controller of Examinations
6. I/C Director, Computer Centre, University of Jammu
7. Deputy Registrar/Asst. Registrar (Conf. /Exams. UG)
- ✓ 8. Incharge, University Website for Uploading of the notification.

*Sumilashamo*  
Deputy Registrar (Academic)

*SS*  
05/06/23

*SS*  
5/6

## Semester – III

### In Case of Four Credits

S. No.	Course Type	Course No.	Course Title	Credits	Marks				Total Marks
					Theory		Practical/Tutorial		
1.	Major	301	Advanced Educational Psychology	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100
2.	Major	302	Education in Modern India	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100
3.	Minor	303	Psychology in Education	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100

### In Case of Three Credits

S. No.	Course Type	Course No.	Course Title	Credits	Marks		Total Marks
					Theory		
1.	Multidisciplinary	304	Introduction to Education	3	Mid semester: 15 marks	End Exam: 60 marks	75

### In Case of Two Credits

S.No.	Course Type	Course No.	Course Title	Credits	Marks		Total Marks
					Theory		
1.	Skill Enhancement	305	Methodology of Teaching Learning Process	2	Mid semester: 10 marks	End Exam: 40 marks	50

S.No.  
1.






# University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

## Semester – III

(Examination to be held in December 2023, 2024, 2025)

### Major Course

Course Code: UMJEDT-301

Credits: 4 (Theory 03, Tutorial 01)

Course Title: Advanced Educational Psychology

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

### LEARNING OUTCOMES

On completion of the course, learners will be able to:

- Describe the concept, objectives and nature of Educational Psychology.
- Apply Observation and Experimental method in studying behaviour.
- Illustrate the concept and types of Motivation.
- Infer the role of Physiological and Psychological Needs as well as primary & secondary Drives in Motivation.
- Apply techniques of enhancing Motivation in teaching learning process.
- Illustrate the concept and types of Personality.
- Apply Objective and Projective Techniques of Personality Assessment.
- Elaborate the concept of Mental Health and Hygiene, Adjustment, Maladjustment and Adjustment Mechanisms.
- Demonstrate the ability to compute the Measures of Variability.

### UNIT-I

#### EDUCATIONAL PSYCHOLOGY

- Concept of Educational Psychology
- Nature of Educational Psychology
- Objectives of studying Educational Psychology

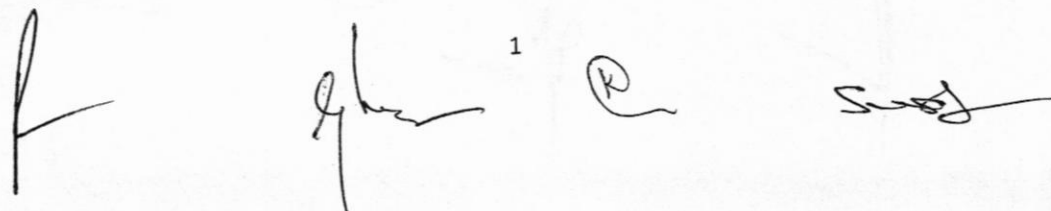
#### METHODS OF STUDYING HUMAN BEHAVIOUR

- **Observation Method:** Concept, types -controlled and uncontrolled, steps involved during observation, merits and limitations.
- **Experimental Method:** Concept, characteristics, steps involved in experimental method, merits and limitations.

### UNIT-II

#### EDUCATION AND MOTIVATION

- Concept of Motivation
- Types of Motivation-intrinsic and extrinsic
- Physiological and Psychological Needs, Drives-primary & secondary
- Techniques of enhancing learner's motivation



**University of Jammu**  
Syllabi of Education at FYUP under CBCS as per NEP-2020  
**Semester – III**  
(Examination to be held in December 2023, 2024, 2025)  
**Major Course**

Course Code: UMJEDT-301  
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Advanced Educational Psychology  
No. of Contact Hours: Theory: 45 hours  
Practical/Tutorial: 15 hours

**Maximum Marks: 100**  
**Theory: 75**  
**Practical/Tutorial: 25**

**EDUCATION AND PERSONALITY**

- Concept of Personality
- Types of Personality

**Assessment of Personality**

- Objective Techniques- Interview and Rating Scales
- Projective Techniques-Thematic Apperception Test (TAT) and Rorschach Inkblot Test

**UNIT III**

**EDUCATION FOR MENTAL HEALTH AND HYGIENE**

- Concept of Mental Health and Hygiene
- Characteristics of Mentally Healthy person
- Need and Importance of Mental Health and Hygiene
- Role of Education in achieving good Mental Health

**EDUCATION AND ADJUSTMENT**

- Concept of Adjustment and Maladjustment in context of Education
- Characteristics of well-adjusted person/student
- Concept and types of adjustment mechanisms
- Role of Education in promoting adjustment

**UNIT-IV**

**STATISTICS IN EDUCATION**

**Measures of Variability**

Concept, Merits and Computation of following measures of Variability:

- Mean Deviation
- Standard Deviation
- Quartile Deviation



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Syllabi of Education at FYUP under CBCS as per NEP-2020

### Semester – III

(Examination to be held in December 2023, 2024, 2025)

### Major Course

Course Code: UMJEDT-301

Credits: 4 (Theory 03, Tutorial 01)

Course Title: Advanced Educational Psychology

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

### INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

#### THEORY (75 MARKS)

-Theory paper/course shall be of 75 marks.

-20% of which i.e. 15 marks shall be reserved for mid-term assessment test (internal assessment).

-80% of which i.e. 60 marks shall be reserved for external end semester university examination to be conducted by the University.

#### MID-TERM ASSESSMENT TEST (INTERNAL ASSESSMENT TEST): 15 MARKS

Mid-term assessment test shall be conducted by course coordinator as per following pattern.

The duration of the test shall be 1½ hours.

**SECTION -A:** Eight (08) short answer questions (**Five to be attempted**) covering 50% syllabus (two units) i.e. four questions from each unit. Each question shall be of 01 mark.

**SECTION-B:** Two (02) long answer questions (**One to be attempted**) covering 50% syllabus (two units) i.e. one question from each unit. Each question shall be of 10 marks.

The Mid Semester Assessment marks awarded to the students in the course shall be displayed on the notice board at least one week before the commencement of end semester examination.

#### EXTERNAL END SEMESTER UNIVERSITY EXAMINATION: 60 MARKS

The external end semester university examination in theory to be conducted by university shall consist of the following.

**SECTION A:** Four (4) short answer questions having one question from each unit. The students are required to attempt all questions. Each question shall be of 3 Marks.

**SECTION B:** Eight (8) long answer questions having two questions from each unit. The students are required to attempt one question from each unit. Each question shall be of 12 Marks.

The duration of the exam shall be 03 hours.

#### TUTORIAL (25 Marks)

Tutorial in Major/Minor course is an extension of the theory programme and is an inbuilt (3+1) credit course i.e. 3 credits of theory and 1 credit of tutorial. The purpose is individualized engagement to give students a space to engage more actively with the course content. In tutorials, students have to take part in *Group discussion, small group work, feedback, question and answer sessions, academic skills such as like- critical reading, critical writing, dialogue, debating, peer tutoring, oral presentations, demonstration, public speaking, brainstorming* and so on covering all the four units of theory part. Every student need to be an active contributor in the tutorial. There shall be continuous assessment and final examination based on the activities mentioned for *Tutorial* component in the course. The tutorial will be conducted by the *Course Coordinator*. Continuous assessment of 10 marks and final examination of 15 marks for tutorial component will be awarded by the *Course Coordinator* itself. The scheme of assessment in tutorial shall be as under:

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Syllabi of Education at FYUP under CBCS as per NEP-2020

### Semester – III

(Examination to be held in December 2023, 2024, 2025)

Major Course

Course Code: UMJEDT-301

Course Title: Advanced Educational Psychology

Credits: 4 (Theory 03, Tutorial 01)

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

### CONTINUOUS ASSESSMENT (10 MARKS):

In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

### FINAL EXAMINATION (15 MARKS):

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

### ESSENTIAL READINGS

1. Feldman, R. S., & Garrison, M. (1996). Understanding Psychology. New York: McGraw-Hill.
2. Feldman, R. S., Green, J., & Collins, J. E. D. (1997). Essentials of Understanding Psychology. New York, NY: McGraw-Hill.
3. Garrett, H. E. (1953). Statistics in Psychology and Education (4th ed.). Longmans, Green.
4. Garrett, H. E., & Woodworth, R. S. (1966). Statistics in Psychology and Education. New York: David
5. Guilford, J. P. (1950). Fundamental Statistics in Psychology and Education. (2nd ed.). New York, NY: McGraw-Hill.
6. Mangal, S. K. (2007). Essentials of Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.
7. Mayer, R. E. (1999). The Promise of Educational Psychology: Learning in the content areas (Vol. 1). Pearson Education.
8. McConnell, J. V. (1974). Understanding Human Behavior: An Introduction to Psychology. Holt, Rinehart & Winston.
9. Murphy, G., & Klüver, H. (1999). An historical introduction to modern psychology (Vol. 22). Psychology Press.
10. Bharti, R. (2020). A Comprehensive Text-book of Education. Jammu: Narendra Publishing House.

### SUGGESTED READINGS

1. Aggarwal, J. C. (2010). Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Chauhan, S. S. (2009). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
3. Howitt, D., & Cramer, D. (2008). Introduction to statistics in psychology. Pearson education.
4. King, B. M., & Minium, E. W. (2003). Statistical reasoning in psychology and education. New York: Wiley.

5. Kour, D. (2021). Psychological Foundations of Education. New Delhi: Wisdom Press.
6. Kuppaswamy, B. (1991). Advanced Educational Psychology. Noida: Sterling Publishers Pvt.Ltd.
7. Mangal, S. K. (2002). Advanced educational psychology. New Delhi: PHI Learning Pvt.Ltd..
8. Sharma, R. N. & Sharma, R. K. (2006). Advanced Educational Psychology. New Delhi: Atlantic Publishers &Dist.
9. Verma, L. K., & Sharma, N. R. (2011). Statistics in Education and Psychology. Jammu: Narendra Publishing House.
10. Sharma, R. A. (1996). Fundamentals of Educational Psychology. Meerut: Lal Bok Depot.
11. Bharti, R. and Sharma, A.K. (2019). Statistics in Education. Jammu: Narendra Publishing House.

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Syllabi of Education at FYUP under CBCS as per NEP-2020  
**Semester – III**  
(Examination to be held December 2023, 2024, 2025)

**Major Course**

Course Code: UMJEDT-302  
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Education in Modern India  
No. of Contact Hours: Theory: 45 hours  
Practical/Tutorial: 15 hours

Maximum Marks: 100  
Theory: 75  
Practical/Tutorial: 25

**LEARNING OUTCOMES:**

**On completion of the course, learners will be able to:**

- Describe the concept, structure, objectives and main features of Higher Education as per NEP 2020.
- Illustrate the concept, types, importance and main features of Professional Education as per NEP 2020.
- Predict need and remedial measures for the promotion of Women Education to minimise problems of Women Education
- Infer the consequences of Overpopulation and role of media in controlling Overpopulation.
- Illustrate need and importance of Environmental Education as per the recommendations of NEP 2020.
- Evaluate the need and importance of promoting Indian Value system as per NEP 2020 in present context.
- Describe the concept, scope, need and importance and features of Adult Education and Lifelong Learning as per NEP 2020.
- Evaluate the scope of Distance and Open Learning in the light of recommendations of NEP 2020.

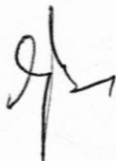
**UNIT-I**

**HIGHER EDUCATION AS PER NEP -2020**

- Concept of Higher Education
- Structure of Higher Education
- Objectives of Higher Education
- Main Features of Higher Education as per NEP-2020

**PROFESSIONAL EDUCATIONAL AS PER NEP-2020**

- Concept of Professional Education
- Types of Professional Education
- Importance of Professional Education
- Main Features of Professional Education as per NEP- 2020



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**Semester – III**  
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Course Title: Education in Modern India  
No. of Contact Hours: Theory: 45 hours  
Practical/Tutorial: 15 hours

**Maximum Marks: 100**  
**Theory: 75**  
**Practical/Tutorial: 25**

#### UNIT-II

##### WOMEN EDUCATION

- Concept of Women Education
- Need and importance for prioritizing Women Education
- Problems of Women Education and role of Education in Empowering Women
- Remedial measures for the promotion of Women Education

##### POPULATION EDUCATION

- Concept of Population Education
- Need and importance of Population Education
- Consequences of Overpopulation in India
- Role of Education in controlling Overpopulation

#### UNIT-III

##### ENVIRONMENTAL EDUCATION

- Concept of Environmental Education
- Objectives of Environmental Education
- Need and Importance of Environmental Education
- Recommendations of NEP -2020 for Environmental Education

##### VALUE EDUCATION

- Concept of Value Education
- Types of Values-social, moral and religious
- Need and importance of Value Education in present context
- Promotion of Indian Value System as per NEP 2020

#### UNIT-IV

##### ADULT EDUCATION AND LIFELONG LEARNING

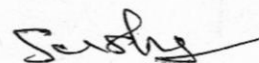
- Concept of Adult Education and Lifelong Learning
- Need and Importance of Adult Education and Lifelong Learning
- Scope of Adult Education and Lifelong Learning
- Features of Adult Educations and Lifelong Learning as per NEP -2020

##### OPEN AND DISTANCE LEARNING (ODL)

- Concept of Open and Distance Learning
- Modes of Open and Distance Learning
- Scope of Open and Distance Learning
- Recommendations of NEP- 2020 regarding Open and Distance Learning



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**University of Jammu**  
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**Semester – III**  
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**INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES**  
**THEORY (75 MARKS)**

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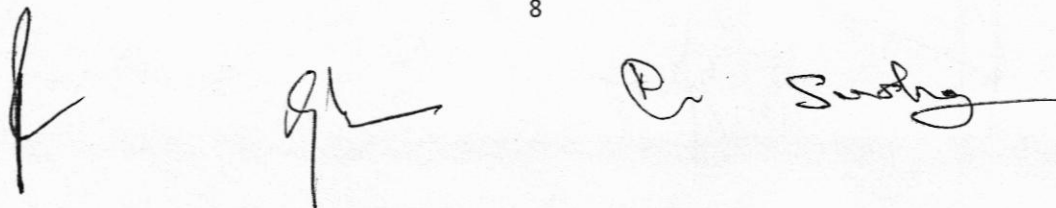
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**Semester – III**

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**Major Course**

Course Code: UMJEDT-302  
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Education in Modern India  
No. of Contact Hours: Theory: 45 hours  
Practical/Tutorial: 15 hours

**Maximum Marks: 100**  
**Theory: 75**  
**Practical/Tutorial: 25**

**CONTINUOUS ASSESSMENT (10 MARKS):**

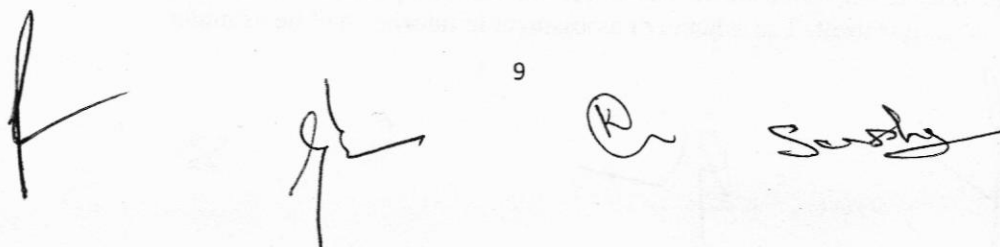
In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

**FINAL EXAMINATION (15 MARKS):**

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

**ESSENTIAL READINGS**

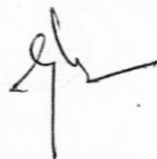
1. Bhargava, S.K. (2017). A Text-book of Distance Education. New Delhi: Wisdom Press.
2. Hall. C.M. (1992). Women and Empowerment. London: Hemisphere Publishing Corporation.
3. Kumar. L.L. (1996). Educational Technology. New Delhi: New Age International Pvt. Ltd. Publishers.
4. Pradeep K., Sinha, P.K. and Sinha, P. (2016). Information Technology: Theory and Practice. New Delhi: PHI Learning Private Limited.
5. Ramaswamy, B. and Sethi, D. (2020). Source Book of National Education Policy 2020: A Comprehensive Overview. New Delhi: Kanishka Publishers, Distributors.
6. Reddy K. P. and Reddy D.N. (2002). Environmental Education. New Delhi: Neel Kamal Publications Pvt. Ltd.
7. Sahay, S. (1980). Women and Empowerment: Approaches and Strategies. New Delhi: Discovery Publishing House.
8. UGC, New Delhi (n.d.). Salient features of NEP 2020: Higher education [https://www.ugc.ac.in/pdfnews/5294663\\_Salient-Featuresofnep-Eng-merged.pdf](https://www.ugc.ac.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf).
9. UGC, New New Delhi (July, 2021). Guidelines for Internationalisation of Higher Education. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_docume nt/int\\_he.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_docume nt/int_he.pdf).
10. UGC, New New Delhi (July, 2021). Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions <https://www.ugc.ac.in/e-book/GL%20Multiple%20Entry%20Exit/mobile/index.html>
11. UGC, New New Delhi (March, 2022). Draft Guidelines for Transforming Higher Education Institutions (HEIs) into Multidisciplinary Institutions. [https://www.ugc.ac.in/pdfnews/4885262\\_Draft-Guidelines-for-Transforming-HEIs-multidisciplinary-Institutions.pdf](https://www.ugc.ac.in/pdfnews/4885262_Draft-Guidelines-for-Transforming-HEIs-multidisciplinary-Institutions.pdf)



## SUGGESTED READINGS

1. Aggarwal J.C. (1987). Modern Indian Education and its Problem. New Delhi: Arya Book Depot.
2. Bhatnagar, S. and Saxena A. (2002). Modern Indian Education and its Problem. Meerut : R. Lall Book Depot.
3. Bhatia R. L and Ahuja B.N. (2000). Modern Indian Education and its Problem. New Delhi: Surjeet Publications.
4. Chauhan C.P.S (2004). Modern Indian Education: Policies, Progress and Problem New Delhi :Kanishka Publisher, Distributors.
5. Mohanty, J. (2000). Current Trends in Higher Education. New Delhi: Deep and Deep Publications Pvt. Ltd.
6. Nayak A.K. and Roa V.K. (2002). Primary Education. New Delhi: APH Publishing Corporation.
7. Singha H.S. (1991). School Education in India: Contemporary Issues and Trends New Delhi : Sterling Publishers Pvt. Ltd.
8. Shrivastava K.K. (2004). Environmental Education: Principles, Concepts and Management. New Delhi :Kaniska Publishers, Distributors.'
9. Sharma R.A. (2001). Technological Foundation of Education: Theory, Practice and Research. Meerut : R. Lall Book Depot.
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## University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

### Semester – III

(Examination to be held December 2023, 2024, 2025)

### Minor Course

Course Code: UMIEDT-303  
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Psychology in Education  
No. of Contact Hours: Theory: 45 hours  
Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

### LEARNING OUTCOMES

On completion of the course, learners will be able to:

- Describe the concept, objectives and nature of Educational Psychology.
- Apply Observation and Experimental method in studying behaviour.
- Elaborate the concept of Mental Health and Hygiene, Adjustment, Maladjustment and Adjustment Mechanisms.
- Illustrate the concept and types of Motivation.
- Infer the role of Physiological and Psychological Needs as well as primary & secondary Drives in Motivation.
- Apply techniques of enhancing Motivation in teaching learning process.
- Illustrate the concept and types of Personality.
- Apply Objective and Projective techniques of Personality Assessment.
- Demonstrate the ability to compute the Measures of Variability.

### UNIT-I

#### EDUCATIONAL PSYCHOLOGY

- Concept of Educational Psychology
- Nature of Educational Psychology
- Objectives of studying Educational Psychology

#### METHODS OF STUDYING HUMAN BEHAVIOUR

- Observation - Meaning and definitions, types -controlled and uncontrolled, steps involved during observation, merits and limitations.
- Experimental - Meaning and definitions, characteristics, steps involved in experimental

### UNIT-II

#### EDUCATION FOR MENTAL HEALTH AND HYGIENE

- Concept of Mental Health and Hygiene
- Characteristics of Mentally Healthy person
- Need and Importance of Mental Health and Hygiene for students
- Role of Education in achieving good Mental Health

#### EDUCATION AND ADJUSTMENT

- Concept of adjustment
- Concept of Maladjustment
- Characteristics of well Adjusted person/student and role of Education
- Concept and types of Adjustment Mechanisms

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**Semester – III**  
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**Minor Course**

Course Code: UMIEDT-303                      Course Title: Psychology in Education  
Credits: 4 (Theory 03, Tutorial 01)              No. of Contact Hours: Theory: 45 hours  
Practical/Tutorial: 15 hours

**Maximum Marks: 100**

**Theory: 75**

**Practical/Tutorial: 25**

**UNIT-III**

**EDUCATION AND MOTIVATION**

- Concept of Motivation
- Types of Motivation-intrinsic and extrinsic
- Physiological and Psychological Needs, Drives-primary & secondary
- Techniques of enhancing learner's Motivation

**EDUCATION AND PERSONALITY**

- Concept of Personality
- Types of Personality

**Assessment of Personality**

- Objective Techniques-Interview and Rating Scales
- Projective Techniques-Thematic Apperception Test (TAT) and Rorschach Inkblot Test

**UNIT-IV**

**STATISTICS IN EDUCATION**

**Measures of Variability**

Concept, Merits, Computation and implications of following measures of Variability:

- Mean Deviation
- Standard Deviation
- Quartile Deviation

**INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES**

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-Theory paper/course shall be of 75 marks.

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Syllabi of Education at FYUP under CBCS as per NEP-2020  
**Semester – III**  
(Examination to be held December 2023, 2024, 2025)

**Minor Course**

Course Code: UMIEDT-303                      Course Title: Psychology in Education  
Credits: 4 (Theory 03, Tutorial 01)              No. of Contact Hours: Theory: 45 hours  
Practical/Tutorial: 15 hours

**Maximum Marks: 100**  
**Theory: 75**  
**Practical/Tutorial: 25**

**EXTERNAL END SEMESTER UNIVERSITY EXAMINATION: 60 MARKS**

The external end semester university examination in theory to be conducted by university shall consist of the following.

**SECTION A:** Four (4) short answer questions having one question from each unit. The students are required to attempt all questions. Each question shall be of 3 Marks.

**SECTION B:** Eight (8) long answer questions having two questions from each unit. The students are required to attempt one question from each unit. Each question shall be of 12 Marks.

The duration of the exam shall be 03 hours.

**TUTORIAL (25 Marks)**

Tutorial in Major/Minor course is an extension of the theory programme and is an inbuilt (3+1) credit course i.e. 3 credits of theory and 1 credit of tutorial. The purpose is individualized engagement to give students a space to engage more actively with the course content. In tutorials, students have to take part in *Group discussion, small group work, feedback, question and answer sessions, academic skills such as like- critical reading, critical writing, dialogue, debating, peer tutoring, oral presentations, demonstration, public speaking, brainstorming* and so on covering all the four units of theory part. Every student need to be an active contributor in the tutorial. There shall be continuous assessment and final examination based on the activities mentioned for Tutorial component in the course. The tutorial will be conducted by the *Course Coordinator*. Continuous assessment of 10 marks and final examination of 15 marks for tutorial component will be awarded by the *Course Coordinator* itself. The scheme of assessment in tutorial shall be as under:

**CONTINUOUS ASSESSMENT (10 MARKS):**

In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

**FINAL EXAMINATION (15 MARKS):**

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

**ESSENTIAL READINGS**

1. Feldman, R. S., & Garrison, M. (1996). *Understanding Psychology*. New York: McGraw-Hill.
2. Feldman, R. S., Green, J., & Collins, J. E. D. (1997). *Essentials of Understanding Psychology*. New York, NY: McGraw-Hill.

3. Garrett, H. E. (1953). Statistics in Psychology and Education (4th ed.). Longmans, Green.
4. Garrett, H. E., & Woodworth, R. S. (1966). Statistics in Psychology and Education. New York: David
5. Guilford, J. P. (1950). Fundamental Statistics in Psychology and Education. (2nd ed.). New York, NY: McGraw-Hill.
6. Mangal, S. K. (2007). Essentials of Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.
7. Mayer, R. E. (1999). The Promise of Educational Psychology: Learning in the content areas (Vol. 1). Pearson Education.
8. McConnell, J. V. (1974). Understanding Human Behavior: An Introduction to Psychology. Holt, Rinehart & Winston.
9. Murphy, G., & Klüver, H. (1999). An historical introduction to modern psychology (Vol. 22). Psychology Press.
10. Bharti, R. (2020). A Comprehensive Text-book of Education. Jammu: Narendra Publishing House.

#### SUGGESTED READINGS

1. Aggarwal, J. C. (2010). Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Chauhan, S. S. (2009). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
3. Howitt, D., & Cramer, D. (2008). Introduction to statistics in psychology. Pearson education.
4. King, B. M., & Minium, E. W. (2003). Statistical reasoning in psychology and education. New York: Wiley.
5. Kour, D. (2021). Psychological Foundations of Education. New Delhi: Wisdom Press.
6. Kuppaswamy, B. (1991). Advanced Educational Psychology. Noida: Sterling Publishers Pvt.Ltd.
7. Mangal, S. K. (2002). Advanced educational psychology. New Delhi: PHI Learning Pvt.Ltd..
8. Sharma, R. N. & Sharma, R. K. (2006). Advanced Educational Psychology. New Delhi: Atlantic Publishers & Dist.
9. Verma, L. K., & Sharma, N. R. (2011). Statistics in Education and Psychology. Jammu: Narendra Publishing House.
10. Sharma, R. A. (1996). Fundamentals of Educational Psychology. Meerut: Lal Bok Depot.
11. Bharti, R. and Sharma, A.K. (2019). Statistics in Education. Jammu: Narendra Publishing House.

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