2. What do you mean **E**'S O'S opment? Discuss the different principles of development. 2+8=10

(FYUGP)

10 January (1st Semester)

EDUCATION

(minor)

Paper Code: EDN M-1

(Psychological Bases of Education)

Full Marks: 75

Pass Marks: 40%

4. Explain, in briesruod 81: amiTy of insightful

learning and mention its educational implies (i aviTqiRSC = B—DESCRIPTIVE) 6+4=10

(Marks: 50)

The figures in the margin indicate full marks for the questions

1. What is educational psychology? Discuss how the knowledge of educational psychology helps a teacher in understanding the behaviour of his students. 3+7=10

personality and its edioational implications.

Discuss the differential method in studying human behaviour in the field of psychology. 10

24L/355a

(Turn Over)

2. What do you mean by development? Discuss the different principles of development. 2+8=10

Enumerate and explain the concept of 'individual differences' and its importance in education. MOTTADUGE 10

3. What is intelligence? Explain Thurstone's theory of intelligence. 2+8=10

Explain the meaning and characteristics 3+7=10 of intelligence.

4. Explain, in brief, Gestalt theory of insightful learning and mention its educational 01=4+6 (PART : B-DESCRIPT.snoilgmi

(Mark 30 50)

What is transfer of learning? Explain the factors affecting learning.

5. Give the meaning of personality. Differentiate between extroversion and introversion. 2+8=10

helps a teacher in understanding the

Discuss Sigmund Freud's theory of personality and its educational implications.

7+3=10 iscuss the differential method in studying

human behaviour in the field of psychology.

24L-3000/355a

Ba/EDN M-1

| | | term 'psychology' & \$2,0;\$4 from a/an | 2. The |
|-------------|--------|--|-----------------|
| | | (FYUGP) | |
| | | Darty chart (1st Semester) | (a) |
| | | Sanskrit word () | (q) |
| | | EDUCATION | |
| | | Late adolescenc (Minor) | (0) |
| | | Paper Code: EDN M-1 | |
| | . WI | (Psychological Bases of Education) | ineil 3. The |
| | | (PART : A—OBJECTIVE) | |
| | | (Marks : 25) | |
| erst. | ~ | introspection method()()boardbadC | |
| The | e figu | ures in the margin indicate full marks for the quality but the page of the pag | uestions |
| | | SECTION—I | M |
| | | differential method () boothubA | (b) |
| | | (Marks : 15) | |
| Put brac | a T | rick (/) mark against the correct answer in provided: | ×15=15 |
| 1. | Log | gus' means knowledge and 'psyche' means | |
| | (a) | environment () () bitarafluos | (a) |
| | (b) | consciousness () | (a) |
| | (c) | behaviour () () grimsel | (0) |
| | (d) | heredity () bnim | (b) |
| /355 | | | |
| , 000 | | <i>(</i> -1/355 | Ba/EDN N |
| | | 가는 내 전문을 가는 사람들이 되었다. 그는 사람들은 사람들은 사람들은 사람들이 가는 사람들이 되었다. 그렇게 하는 것이 없는 것이 없다면 살아 없었다면 살아 없다면 살아요니다면 | |

| 2. | The | term 'psychology' is derived from a/an |
|-------|---------|---|
| | (a) | Arabic word (FYUGP) brow sidarA |
| | (b) | Sanskrit word () |
| | (c) | Greek word () |
| | (d) | Latin word () brown intal |
| 3. | The | other term used for clinical method is |
| | (a) | experimental method () |
| | (b) | introspection method () |
| 2,110 | (c) | The figures in the margin indicate full marks for the q () case study method () |
| | (d) | differential method () |
| 4. | Dev | Put a Trok (v) mark against the correct answer in elopment is the result of interaction between uration and |
| | (a) | 나는 이번에 집안된 네트워 하는데 나가 그리고 말하는 아래에서 하나 때에 하지 않는다. 그는 그는 그는 그는 그리고 하는데 나를 하는데 그리고 있다면 내용하다 그 사람이 없다. |
| | (b) | nutrition (()) notification |
| | (c) | learning () () runiversed (5) |
| | (d) | heredity () brian (b) |
| 00/1 | א זאכוי | / 1/255 |

| 5. | Wh | ich is 'why' age? |
|------|------|---|
| | (a) | Late childhood () boodbildhood |
| | (b) | Early childhood (()) |
| | (c) | Puberty () nodeoube (c) |
| | (d) | Late adolescence () sgs (b) |
| 6. | Whi | ch period of human development is called eriod of 'storm and stress'? |
| | (a) | Infancy () ellsW (D) |
| | (b) | Childhood () () asmroT (d) |
| | (c) | Adolescence () () () () () |
| | (d) | Adulthood (()) · mails mailliw (b) |
| 7. | The | last stage of creative thinking is any brow adT .01 |
| | (a) | verification ()() otni slool (n) |
| | (b) | preparation () traces (d) |
| | (c) | evaluation () () nontraported (c) |
| | (d) | incubation (grange (and) standard or (b) |
| Ba/E | DN M | FB/RDN M-1/355 |

| 8. | Crea | ativity increases with | . 'why' age? a a \s mod bevirel | 5. Which is |
|------|-------|--|---|---------------|
| | (a) | experience (|) boodblide | |
| | (b) | practice () | ly childhood | (b) Hari |
| | (c) | education (| erty () (| (c) Pub |
| | (d) | age () | adolescence (| (d) Late |
| 9. | "Into | elligence is the abilitation." This definition | y to adjust onese n was given by | lf to new |
| | (a) | Walls () | ncy ()) | (a) Infa |
| | (b) | Terman () | dhood / /() | (b) Chil |
| | (c) | Merrill (the) | escence () | (c) Ado |
| | (d) | William Stern | ($ \vec{i}$)) boodsl | (d) Adu |
| 10. | The | word 'gestalt' means | stagenel ordativen | 7. The last |
| | (a) | look into () | ication () | (a) veril |
| | (b) | a part () | aration (| (b) prep |
| | (c) | perception (| astion ((| (c) eval. |
| | (d) | an organized whole | bation ()() | (d) incu |
| Ba/I | EDN M | I-1 /355 | 15 | Ba/EDN M-1/35 |

| 11. | Who | Superego? |
|------|------|---|
| | (a) | Eysenck V // (of) a following 2×5=10 |
| | (b) | Freud () Skinner () Freud () |
| | (c) | Crystal () () rearred (d) |
| | (d) | Krebs () |
| | | (c) Pavlov () |
| 12. | R. E | 3. Cattell made a personality test known as |
| | (a) | (d) Thoradike () TAT |
| | (α) | TAT () |
| | (b) | WAT () |
| | (c) | () FI Tung classified human being into |
| | (d) | CAVD () |
| | | (a) choleric and melancholic () |
| 13. | Bila | teral transfer is also called |
| | (a) | negative transfer (italy bas pinyly (d) |
| | (b) | cross-education () (a) (b) (c) extrovert and mesomorphic |
| | (c) | positive transfer () |
| | (d) | training programme revert (to b) a prevental (b) |
| Ba/E | DN M | EDN M-1/355 28\1-N |

| 14. | The view that 'learning instead of being reinforced should be self-rewarding' was expressed by | | | | |
|------|--|---|--|--|--|
| | | (a) Eysenck (a) et alors (| | | |
| | | Skinner () bust (d) | | | |
| | | Bruner () () latevio (o) | | | |
| | Λ., | (d) Krebs () | | | |
| | (c) | Pavlov () | | | |
| | | 12. R. B. Cattell made a personality test known as Thorndike () | | | |
| | (00) | (a) TAT (b) | | | |
| | e) | Tennan () (A) | | | |
| 15. | Jung classified human being into | | | | |
| | | William Stem () () () (b) | | | |
| | (a) | choleric and melancholic () | | | |
| | The | 13. Bilateral transfer is also called in this spin or | | | |
| | (b) | (a) negative trained | | | |
| | (c) | extrovert and mesomorphic () | | | |
| | | (c) positive transfer (()) and queen | | | |
| | (d) | introvert and extrovert (2010) gniniari (b) | | | |
| Ba/E | EDN N | Ba/EDN M-1/355 225/1-M | | | |

2. Meaning of growth II—norroad meaning of gridents.

(Marks : 10)

Write short notes on any *five* of the following: $2\times5=10$

1. Concept of psychology

| 2. Meaning of growth II—Morroda Land | | | g goinfosped 1 by |
|--------------------------------------|----|----------------------------------|------------------------|
| | 10 | any fine of the following : 2×5= | Write short notes on a |
| | | | 1. Concept of psycho |
| | | Braner () | |
| | | Parlov () | |
| | | Thorndike () | |
| | | | |
| | | or classified human being lets | |
| | | | |
| | | | |
| | | extrovers and mesomorphic (| |
| | | introvert and extravert | |
| | В | Ba/EDN M-1/355 | Ba/EDN M-1 /355 |



3. Intelligence quotient gainteel to exute A. Role of home in personality development

Ba/EDN M-1/355

4. Nature of learning the transfer of learning the state of learni

5. Role of home in personality development

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6. Some characteristics of creativity and amond to alon a

7. Positive transfer of learning

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To be filled in by the Candidate

BA / BS4 / BCom / BBA / BCA

ist Semester End Term

Stammation, 2023 (FYUOF)

Roll No.

Regn. No.

Subject

Paper

DESCRIPTIVE TYPE

Booklet No B

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