



*Rambal*

## Avinashilingam Institute for Home Science and Higher Education for Women

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)

Re-accredited with A++ Grade by NAAC. CGPA 3.65 /4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

### Master of Education Degree Examination – November 2025 I Semester

Class : I M.Ed.

Time : 3 Hours  
Max. Marks : 100

#### 25MEDC02 Advanced Educational Psychology

##### Course Outcomes:

CO1: Understand the Science of Psychology and Educational Psychology

CO2: Interpret the aspects of human development

CO3: Compare and interpret the theories of cognitive, personality and psychosocial development

CO4: Equip the necessary skills for identification of children with learning disabilities

CO5: Design a checklist/teacher made tool to administer a personality test

##### Part A

10 x 1 = 10

##### Choose the Correct Answer

1. Introspection method in psychology was first used by CO1 K1  
a. Watson      b. Wundt      c. Skinner      d. Freud
2. The scientific characteristic of psychology is CO1 K1  
a. subjectivity      b. faith-based study  
c. experience based study      d. objectivity
3. Chomsky is best known for his contributions to \_\_\_\_\_ development. CO2 K1  
a. Language      b. Social learning theory  
c. Emotional      d. Intelligence testing
4. Erikson's theory deals with \_\_\_\_\_ development. CO2 K1  
a. Cognitive      b. Psychosocial      c. Behavioural      d. Biological
5. Gagné proposed the CO3 K1  
a. Eight stages of psychosocial development      b. Stages of cognitive development  
c. Hierarchy of learning conditions      d. Classical conditioning theory
6. The term cognitive mapping was introduced by CO3 K1  
a. Tolman      b. Skinner      c. Gagné      d. Vygotsky
7. The affective correlate of intelligence that reflects capacity to acquire skills in a particular area is called CO4 K1  
a. Attitude      b. Aptitude      c. Interest      d. Creativity
8. Guiding creative children in the classroom mainly involves CO4 K1  
a. imposing strict rules  
b. limiting problem-solving tasks  
c. providing opportunities for exploration and original expression  
d. avoiding divergent thinking
9. Eysenck classified personality mainly on the basis of CO5 K1  
a. Introversion–Extroversion and Neuroticism–Stability  
b. Libido and unconscious drives  
c. Hierarchy of needs  
d. Social learning theory
10. The humanistic approach to personality was emphasized by CO5 K1  
a. Allport and Eysenck      b. Freud and Erikson  
c. Miller and Dollard      d. Maslow and Rogers

**Part B**

**5 x 6 = 30**

**Answer ALL questions**

**Each answer should not exceed 400 words or two pages**

- 11.a. Analyze the scope of educational psychology in classroom teaching and learning. **CO1 K3**  
(or)
- 11.b. As a teacher educator, prepare a practicum plan to assess teacher behaviour using any two methods of psychology. **CO1 K3**
- 12.a. Explain any three factors influencing development with examples. **CO2 K3**  
(or)
- 12.b. Write a short note on the general characteristics of adolescence. **CO2 K3**
- 13.a. Discuss how teacher characteristics influence the social-emotional climate of the classroom. **CO3 K3**  
(or)
- 13.b. Write short notes on cognitive mapping and its educational implications. **CO3 K3**
- 14.a. Explain Spearman's Two-Factor Theory of intelligence. **CO4 K3**  
(or)
- 14.b. Describe the nature and process of creativity. **CO4 K3**
- 15.a. Briefly discuss Allport's trait theory of personality. **CO5 K3**  
(or)
- 15.b. Distinguish between neurosis and psychosis with examples. **CO5 K3**

**Part C**

**5 x 12 = 60**

**Answer ALL questions**

**Each answer should not exceed 800 words or four pages**

- 16.a. Analyze the implications of educational psychology for effective teaching and learning at the school level. **CO1 K4**  
(or)
- 16.b. Compare and contrast different methods of psychology. **CO1 K4**
- 17.a. Critically evaluate Piaget's theory of cognitive development and highlight its implications for classroom teaching. **CO2 K4**  
(or)
- 17.b. Analyze Erikson's psychosocial stages of development and their educational implications. **CO2 K4**
- 18.a. Explain in detail Gagné's hierarchy of learning conditions and its classroom applications. **CO3 K4**  
(or)
- 18.b. As a teacher educator, design a practicum plan to identify learning difficulties in any subject area through a diagnostic test and propose remedial measures. **CO3 K4**
- 19.a. Examine Guilford's Structure of Intellect model. What are its implications for teaching? **CO4 K4**  
(or)
- 19.b. Analyze Gardner's theory of multiple intelligences and discuss its applications in curriculum design. **CO4 K4**
- 20.a. Examine the psychoanalytic approach of Freud and Erikson in understanding personality. **CO5 K4**  
(or)
- 20.b. As a teacher educator, suggest strategies for identifying and guiding students with personality difficulties in schools. **CO5 K4**

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