



Jambal

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

Bachelor's Degree Examination – November 2025

V Semester

Class : III UG

Major : Psychology

Time: 3 Hours

Max. Marks: 100

23BPSDE1 Educational Psychology

Course Outcomes:

CO1: Understanding the meaning and processes of education at individual and social plains in the Indian context.

CO2: Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.

CO3: Developing insights into the facilitators of learning such as intelligence, emotion, creativity and self-processes.

CO4: Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

Part A

10 x 1 = 10

Choose the Correct Answer

- Which of the following best describes the scope of educational psychology? CO1 K2
 - Child development
 - Teaching methods
 - Learning process
 - All of these
- Which value was central to Indian perspectives of education in both ancient and modern times? CO2 K3
 - Holistic development
 - Materialism
 - Standardization
 - Competition
- In India, equating intelligence solely with high exam marks may lead to CO3 K4
 - Rote learning
 - Creativity
 - Balanced skills
 - EQ growth
- Which philosopher's idea is most closely linked with transformative education? CO1 K2
 - Ivan Pavlov
 - B.F. Skinner
 - Jack Mezirow
 - Sigmund Freud
- The process of providing temporary support to learners until they can perform independently is called CO2 K2
 - Modeling
 - Scaffolding
 - Reinforcement
 - Conditioning
- In Indian perspectives, mindfulness in learning primarily develops CO4 K2
 - Competitive spirit
 - Concentration and self-awareness
 - External validation
 - Achievement motivation only
- A teacher believes a student is highly capable and gives them more attention. Later, the student performs better. This illustrates CO3 K4
 - Placebo Effect
 - Self-fulfilling
 - Hawthorne Effect
 - Pygmalion Effect
- A student reading a story for enjoyment best illustrates _____ motivation CO3 K3
 - Extrinsic
 - Achievement
 - Intrinsic
 - Curiosity
- A teacher writing about what worked and what didn't in a lesson is engaging in CO1 K3
 - Reflection on action
 - Reflection in action
 - Classroom observation
 - Journaling

Part B

5 x 6 = 30

Answer ALL questions

Each answer should not exceed 400 words or two pages

- 11.a. Explain the ways in which a teacher could address diversity in classroom. CO1 K3
(or)
- 11.b. Examine how education influences individual and social change in India. CO1 K4
- 12.a. State two ways in which teachers can apply social constructivism in classrooms. CO2 K3
(or)
- 12.b. Describe the role of deep contemplation and purified perception in achieving true knowledge according to Indian thought. CO2 K2
- 13.a. Explain the process and importance of creativity in learning. CO3 K2
(or)
- 13.b. Outline classroom strategies that encourage students to express themselves freely, with examples. CO3 K3
- 14.a. Depict the impact of parental and peer pressure on learner stress with examples. CO4 K2
(or)
- 14.b. Suggest some strategies teachers can adopt to enhance the mental health of learners. CO4 K3
15. a. Illustrate how intelligence is traditionally linked with achievement in Indian society. CO3 K4
(or)
- 15.b. Give the main idea of observational learning with suitable examples. CO3 K3

Part C

5 x 12 = 60

Answer ALL questions

Each answer should not exceed 800 words or four pages

- 16.a. Discuss the aims of education for self, society, and education in contemporary India. CO1 K2
(or)
- 16.b. In a class where students face economic and social differences, how would you use educational activities to promote inclusion and equity? CO1 K4
- 17.a. Highlight the key principles of Piaget's individual constructivism with examples on how each stage influence a child's learning. CO2 K4
(or)
- 17.b. Elaborate on the psychological and academic benefits of mindfulness techniques in learning with appropriate illustrations. CO2 K3
- 18.a. Discuss the different learning styles commonly observed among students and evaluate the benefits and challenges of adapting instructional methods to accommodate them. CO3 K5
(or)
- 18.b. Critically analyze major motivational theories of education and their applications in Indian context. CO3 K4
- 19.a. Evaluate the role of technology in enhancing the role of well-being in learners and teachers in contemporary India. CO4 K4
(or)
- 19.b. Describe the classroom strategies teachers can adopt to enhance students mental well-being. CO4 K4
- 20.a. Examine how transformative education addresses societal issues while shaping individual values. CO3 K5
(or)
- 20.b. Compare classical conditioning and operant conditioning in terms of learning outcomes. CO2 K4