



Chhatrapati Shahu Ji Maharaj  
University, Kanpur

**Answer Script Details**  
**Barcode** 10528542

**Roll No.** 25117004485  
**Total Mark** 58/75.00

**Exam** BACHELOR OF EDUCATION B.ED\_ODD-EXAM-DEC-24  
**Subject** BED103 - PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

**Question wise Mark Summary**

**Q.No Mark Q.No Mark Q.No Mark Q.No Mark**

1A 4/5

1B 4/5

1C 4/5

1D 4/5

1E 4/5

1F 4/5

1G 4/5

1H 4/5

1I 4/5

2 11/15

3 NA/15

4 NA/15

5 NA/15

6 11/15

7 NA/15

8 NA/15

9 NA/15

# Chhatrapati Shahu Ji Maharaj University Kanpur, Uttar Pradesh

## PART-II

### MARKS OBTAINED

Q.	1	2	3	4	5	6	7	8	9	10
(a)										
(b)										
(c)										
(d)										
(e)										
(f)										
(g)										
(h)										
(i)										
(j)										
Total										
Total Marks in Figure										Max. Marks
Total Marks in Words										



B E D 1 0 3

Paper Code

Signature of Evaluator

Date of Exam : 13-02-25 Shift : 1st  
 Room No. : C-7h-1  
 Paper Code : BED103  
 Year/Sem : 1st  
 Subject : Psychological Perspectives of Education  
 Name of Candidate : Vidhi Bhadouria

Roll No. : 25117004485

Signature of Candidate  
  
 Signature of Investigator  
  
 COE Facilitator

Course : BED  
 Session : 2024-25 Year/Semester : 1st  
 Subject : Psychological Perspectives of Education  
 Paper Code : B E D 1 0 3  
 Exam Date : 1 3 0 2 2 0 2 5  
 Name of Candidate : V I D H I B H A D O U R I A  
 Father's Name : S A R V E S H S I N G H B H A D O U R J A

कॉलेज का कोड  
College Code : K N I 8

A	A	0	0	0
E	B	1	1	1
F	D	2	2	2
H	J	3	3	3
K	4	4	4	4
L	L	5	5	5
R	M	6	6	6
S	7	7	7	7
U	8	8	8	8
9	9	9	9	9

परीक्षा केंद्र का कोड  
Exam Centre Code : K N I 8

A	A	0	0	0
E	B	1	1	1
F	D	2	2	2
H	J	3	3	3
K	4	4	4	4
L	L	5	5	5
R	M	6	6	6
S	7	7	7	7
U	8	8	8	8
9	9	9	9	9

परीक्षा का प्रकार  
Type of Exam :  Regular  Ex. Student  
 Private  Back paper Exam  
 ANSWER BOOKLET NO. : 10528542  
 Paper Code : B E D 1 0 3



संलग्नक संख्या  
Enrollment Number : C S J M A 2 4 0 0 0 1 6 9 7 7 8

परीक्षार्थी अनुसूचक संख्या Candidate's Roll Number : 2 5 1 1 7 0 0 4 4 8 5

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

पेपर कोड Paper Code : 1 0 3

A	0	0	0	0	0	N
B	1	1	1	1	1	P
C	2	2	2	2	2	R
E	3	3	3	3	3	T
F	4	4	4	4	4	
G	5	5	5	5	5	
Z	6	6	6	6	6	
W	7	7	7	7	7	
Q	8	8	8	8	8	
9	9	9	9	9	9	

Signature of Candidate  
  
 Signature of Investigator  
 C S Facsimile  
 COE Facsimile

नोट : 1. परीक्षार्थी को निर्दिष्टित किताब जानना है कि आवरण पाने से पूर्व क्या पर अधिन लगी निर्देशों को सावधानीपूर्वक पढ़ें।  
 2. कोड में गरी जाने वाली प्रतिलिपि वाली त्रुटि से पूर्व की जायें। 3. सौंदा को कलम से नीचे आलेख से भरा जायें।

### INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-I

1. Read the instructions carefully given on the answer script and admit card.
2. Write Date of Exam, Shift, Paper Code & Name of Subject Correctly.
3. Write Name & Roll No. Correctly.
4. Write Semester & Branch Correctly.

### INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-III

1. Use blue or black ball point pen for writing alphabets & numerals in  Boxes.
2. Carefully study the example before you start marking.
3. As shown in the example below blacken the circles completely.



4. Make no Stray marks on this sheet.
5. DO NOT WRITE OR MARK ON THE BAR CODE.

### IN ORDER TO AVOID UFM (UNFAIR MEANS):

1. The Roll No. and Answer Book no. found elsewhere or any other symbol found in the answer book will be treated as unfair means.
2. Any tempering of Bar Code and Booklet no shall be treated as Unfair Means.
3. Do Not bring the materials like slip of paper/mobile/digital diaries/ study material/ revision notes in examination hall. Possession of the mobiles/ digital diaries/ electronic watch and any other electronic gadget except memory less scientific calculator shall be considered as UFM case.
4. Do not keep or paste currency note in answer script it shall be consider as UFM.

### अनुचित साधन से बचने हेतु:

1. उत्तर पुस्तिका के निर्देशित स्थान को छोड़कर अनुक्रमांक एवं उत्तरपुस्तिका का क्रमांक कहीं और न लिखें तथा कोई भी चिन्ह न बनानें क्योंकि यह अनुचित साधन प्रयोग की परिधि में आता है।
2. उत्तर पुस्तिका के बारकोड अथवा उत्तर पुस्तिका संख्या पर छेद करने पर अनुचित साधन प्रयोग माना जायेगा।
3. परीक्षा कक्ष में निम्न वस्तुएं साधन न लाये, जैसे लिखे हुए कागज के टुकड़े, मोबाइल, डिजिटल डायरी, कोपी, पुस्तक यह सभी वस्तुएं जो अनुचित साधन के अन्तर्गत आती हैं। केवल सम्बंधित प्रश्नपत्र में ही मेमोरी लेस साइट्रिक कंजुलेटर ले जाने की अनुमति होगी।
4. उत्तर पुस्तिकाओं में कपड़े न रखें न ही उत्तर पुस्तिका में विपकाये। ऐसा करना अनुचित साधन प्रयोग की परिधि में आता है।

### परीक्षार्थी के लिए निर्देश

1. प्रवेश पत्र एवं उत्तर पुस्तिका पर दिये गये निर्देशों को ध्यान से पढ़ें।
2. कवर पृष्ठ के दूसरी तरफ कुछ न लिखें।
3. उत्तर पुस्तिका के पृष्ठों पर दोनों तरफ लिखें।
4. प्रश्न पत्र पर अपने अनुक्रमांक के अतिरिक्त कुछ न लिखें।
5. प्रश्न पत्र कोड एवं प्रश्न पत्र कोड सावधानी पूर्वक लिखें।
6. अपनी स्थिति स्पष्ट लिखें।
7. उत्तर पुस्तिका के पृष्ठों की संख्या देखें। अगर उत्तर पुस्तिका में पृष्ठ (1-24) से कम है या फटे हुए हैं, तो परीक्षा शुरू होने के पूर्व दूसरी उत्तर पुस्तिका ले लें।
8. प्रश्नपत्र को देख, यदि प्रश्नपत्र के विषय कोड, विषय का नाम तथा प्रश्न में कोई त्रुटि है तो उसके परीक्षा शुरू होने के 30 मिनट के अन्दर व निरीक्षक को तत्काल सूचित करें, उसके बाद विश्वविद्यालय द्वारा केंद्र कार्यवाही नहीं की जायेगी।
9. प्रश्नों के उत्तर लिखने के लिये पेंसिल का प्रयोग न करें।
10. B कोपी या अतिरिक्त ग्राफ नहीं दिया जायेगा।

### INSTRUCTIONS TO THE CANDIDATE

1. Read the instructions carefully given on the Question Paper, Admit Card & Answer Script.
2. Do not write anything on back side of the cover page.
3. Write on both sides of pages of answer book.
4. Do not write anything on question paper except Roll Number.
5. Write Paper Code & Question Paper Id carefully.
6. CHECK the number of pages (1-32) or any other kind of damage in your answer script, if found than change the answer script immediately before the commencement of examination.
7. CHECK the Question Paper for any kind of discrepancy e.g. Subject Code, Subject Name and Question of the Question Paper during first THIRTY MINUTES of the commencement of the exam, so that it can be corrected in TIME. After that no corrections shall be entertained by the university.
8. Do not use pencil for answering the question.
9. Write status correctly e.g. those appearing in carry over paper should fill in status as Carry Over. Those appearing as External Students should fill in status as ex.
10. No supplementary answer book & graph paper will be provided.

### INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-IV

1. Use blue or black ball point pen for writing alphabets & numerals in  Boxes.
2. Use blue or black ball point pen for filling the circles.

	1	8	1	5	4	3	2	1	6	9
0	0	0	0	0	0	0	0	0	0	0
1	●	1	●	1	1	1	●	1	1	1
2	2	2	2	2	2	2	●	2	2	2
3	3	3	3	3	3	●	3	3	3	3
4	4	4	4	4	●	4	4	4	4	4
5	5	5	5	●	5	5	5	5	5	5
6	6	6	6	6	6	6	6	●	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	●	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	●	9

Note - if your Roll No. is of 10 digits. Please leave first three columns



## Section - A

### ANSWER NO- 1 (A)

#### Educational Psychology

Educational Psychology is applied science of one of the branch of psychology that studies the human behaviour in relation to educational settings.

According to Kolesnik, Educational Psychology is the application of findings and theories of psychology in educational problems.

#### NATURE AND CHARACTERISTICS

- 1) Educational Psychology is applied science of pure psychology in which the theories of psychology studies.
- 2) As psychology deals only the human behaviour in every aspects of life. Similarly educational psychology delimits only the deal of change of human behaviour in educational settings.

{ Natural science, Developmental science, educational science, social science, applied science, practical science }

DO NOT write anything in this portion



3. It is scientific method and scientific approach research for the study of the human behaviour from birth to old age. so it is scientific approach.

4. It is not theoretic, rather than it is practical.

5. In educational psychology, the learner knows their duty and the teacher knows how to teach (teaching methods).

6) It helps in guiding and counselling approach.

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Do Not Write anything in this Portion

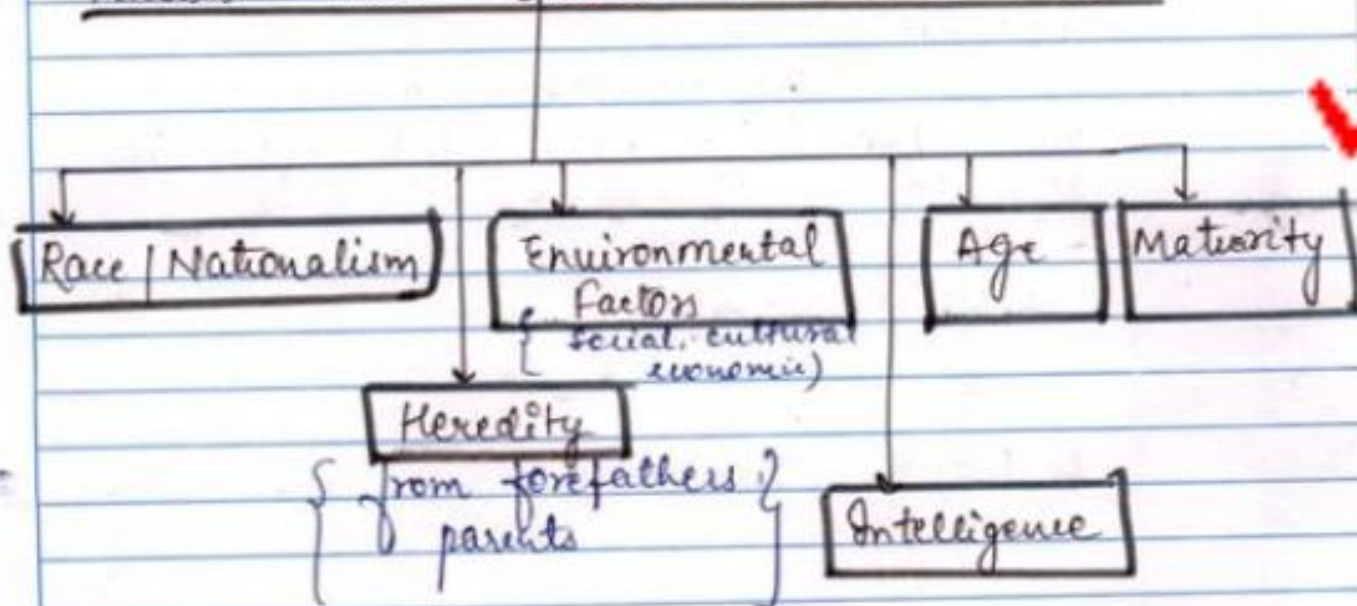


## ANSWER NO- 1(B)

### Individual Differences

Individual refers to the change or variation of human trait in context of any particular trait. We can easily see variation in measurable traits (height, weight, anxiety, habits, attitudes).

### Factors that causes Individual Differences



1. Race / Nationalism :- It is one of the major factor that causes the individual differences. People who are black & white. People who born in hot condition (place) are less eager to work while in cold they are more hardworker according to research.




Do Not Write anything in this Portion

2. Heredity : Heredity is also one of the causes. Genetics and those diseases which transferred from genes mainly we can the differences.

3. Environmental factors :

Social factor { Environment of family  
Environment of school  
Environment of society etc

4. Intelligence :  
More Intelligence acquire or gain  
gain knowledge early but who have  
less IQ require  times.

5. Age | Maturity

Age is also one of the  
cause of differences in individual  
Maturity arises as the age increases.

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## ANSWER NO-1 (C)

Human Growth: Growth refers to measurable change in body of any individual (height increases, weight increases) etc.

Human Development:

Human development deals with all aspects of development (physical, mental, emotional etc.)  
Growth comes under in development.

Human Growth	Human Development
1) It is <u>quantitative</u> .	It is <u>both quantitative and qualitative</u> . (as the growth comes under it)
2. upto at certain age (maturity) Growth <u>stops</u> .	2. <u>Life long</u> process or continuous process (colum to tomb)
3. <u>Biological</u> process	<u>Organizational</u> process
4) Measurable quantity	unmeasurable quantity.



Do Not Write anything in this Portion

- |   |  |
|---|--|
| 5. It has no relation with development. | 5) Development Includes Growth.                            |
| 6) Without Development it not occurs.   | 6) Development occurs along growth.                        |
| 7) It is <u>fixed in direction</u> .    | 7. It is <u>not fixed</u> rather <u>progressive</u> .      |
| 8). Physical aspects                    | 8). Includes all (physical, mental emotional) development. |

Here, we can differentiate human growth and human development by following above points.



## ANSWER 1(D).

### Sociometry Method or Introspection Method

- First propounded by J.B. Titchner.
- It is also known as Subjective Method / Sociometry method / Introspection method.
- Introspection is derived from word 'intro' means (inside) and 'spere' means "to look".
- It is the method of analyzing of inner self feelings. One can analyze their behaviour in particular task.

### Characteristics :-

- It is one of the oldest method of psychology
- No other person is needed.
- One can know better self (attitudes, behaviours, emotions, analyzing).

### Demerit of Introspection Method:-

- Less Reliable
- Not scientific
- Not valid for analyzing the behaviour of the animals.



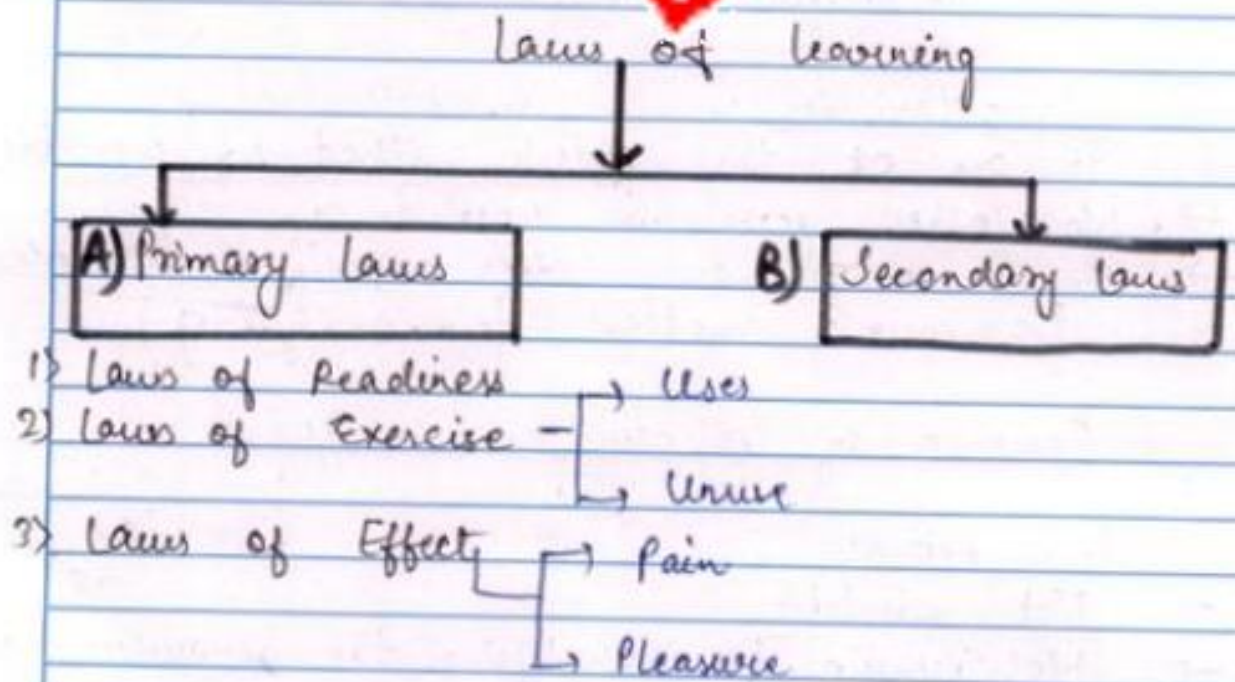
## ANSWER - 1(E).

Edward Lee Thorndike proposed Trial and Error theory in 1898. later in his thesis.

"Animal Intelligence"  
published in 1913.

He proposed laws of learning by defining that there is connection between stimulus and Response.

According to him, laws of learning classified as:-






## B) Secondary laws:-

- 1) Law of multiple responses
- 2) Law of mental set or attitude
- 3) Law of analogy
- 4) Law of Partial Activity
- 5) Law of Animation of Shifting

1) Law of Readiness :- learner when eager to learn, learning proceed more effectively.

2) Law of Exercises :- By  practicing again and again practice and recalling, it strengthens the learning.

3) Law of Effects :- It refers to result of the learning from which we get pleasure we repeat again and again and that gives pain don't want to repeat.

B) Law of multiple Responses - (many responses can be done for sampling the correct response to stimulus.

2) Law of mental set :- mental set is necessary for doing and activity or learning.

3) Law of Analogy :- we can use learning in other situations as well.




- 4) Law of Partial Activity :- Learning can be done partial so can we easily realize our aims.
- 5) Law of Assimilation Shifting :- Learning received from one situation is generalized or used in other situation or problem as well.

### ANSWER - I (F)

Intelligent Quotient :-

It refers to the level of intellectual or capabilities or abilities as compared to other individual of same group.

It is also known as  IQ.

In 1908, Stern gave term of MA (Mental Age) and CA (Chronological Age)


1912, The term IQ introduced.

$$IQ = \frac{MA \times 100}{CA}$$

- Louis Terman



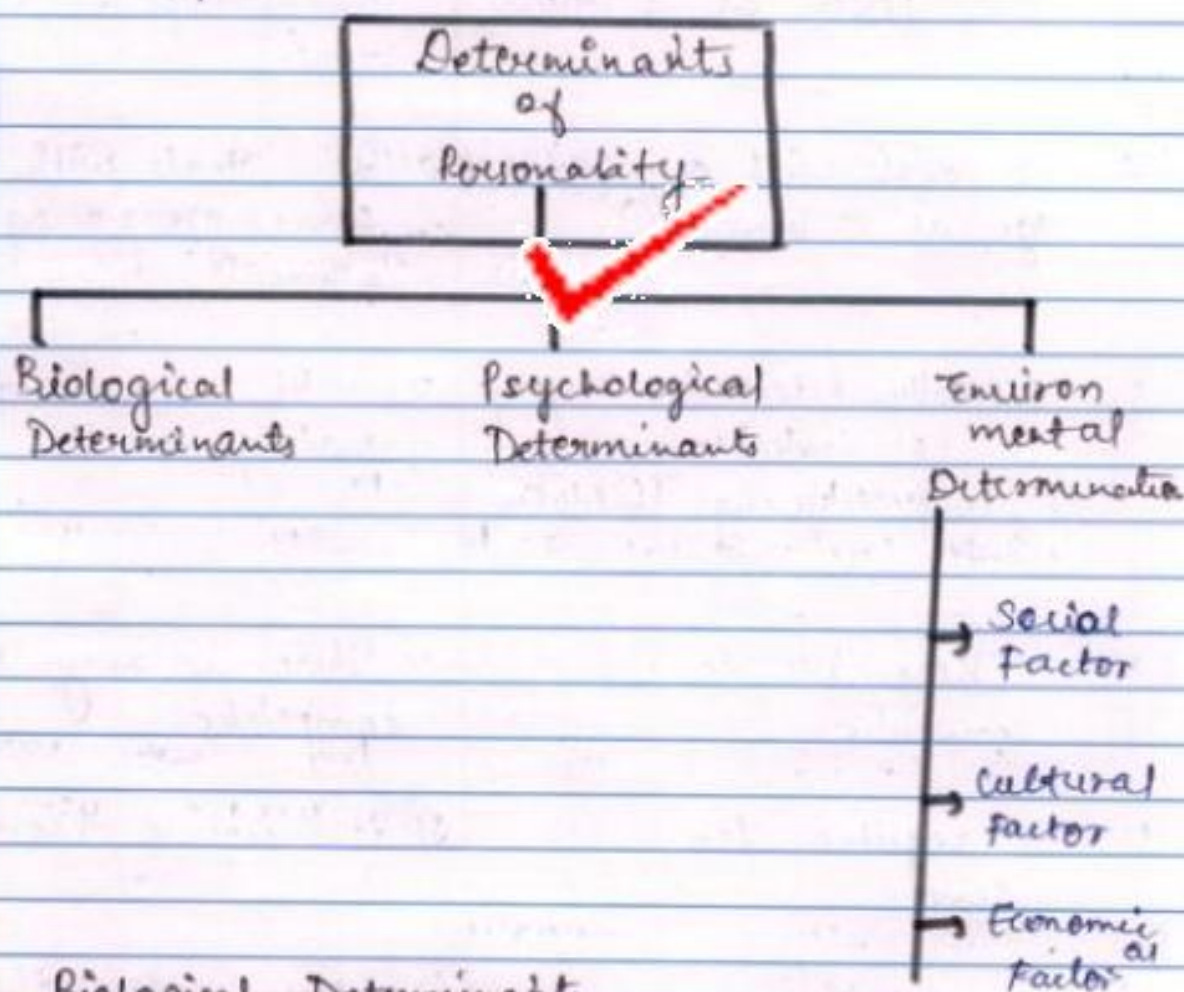
## Difference between Individual test & Group Test

<u>Individual Test</u>	<u>Group Test</u>
1) It can be done for one person at a time	1) It can be done more than one person at a time
2) It deals with any range of age at a time	2) It deals with same group or age at a time
3) Mentally Retarded category can be tested. Mainly young children tested.	3) It is used for mainly adults.
4) There is no competition	4) There is may be competition
5) It requires less time	5)  requires more time
6) less costly	6) More costly than comparison



## ANSWER - 1(G)

for personality development there are mainly three determinants of factors that affect personality development :-



### 1) Biological Determinants

- 1) Brain
- 2) Endocrine glands
- 3) Sex glands

(Heredity, /Genetic, brain, glands →)



( pituitary glands , adrenal glands , sex glands have effect on development of personality.

## 2. Psychological Determinants

we deal here — Adjustment  
love, affection, harmony etc.

## 3. Environmental Determinants

1) Social — } → Family environment  
                          } → School environment  
                          } → Society environment

2) Cultural Factor → specific form of life style, custom, habits, folk, traditions, personality development.   
✓ *Factors* have adverse effects on

3) Economical Factor ∴ People who are from weaker sections, remote areas, poor economic conditions have difference in personality development.

Do Not Write anything in this Portion



## ANSWER - 1(H)

### Characteristics of Mentally Healthy Persons

- 1). Individual have good physical development  
those who are good in mental health their physical development also good.  
They correlate.
- 2). Good in Emotional  
Mentally Healthy Persons are free from emotions (anger, desire).
- 3). Decisiveness ::  
These who are mentally healthy know what to do or what not.
- 4). Adjustable ::  
Mentally Healthy persons are easily adjustable and adapted in their environment.
- 5). Personality Development :: They have good development of personality (mentally, emotionally).

Do Not Write anything in this Portion



## ANSWER - I (I)

There are many types of <sup>transfer</sup> learning but here we discuss only major ones :-

### Types of Transfer Learning

1) Positive Learning of Transfer :-

Here learning acquired in one situation help in another situation.

2) Negative Transfer Learning

Here learning hinders the another learning (situation condition)

3) Zero Transfer of Learning

Learning acquired is of no use in other situation

4) Bilateral Transfer of Learning

Learning transfer from one organ of body to another organ within body.

5) Lateral Transfer Learning

Learning occurs common concept.

6) Horizontal Learning

Learning transfers in same identical situation.



7) Vertical Transfer of learning :

Transfer occurs from one situation to another situation which is more complex (higher)

8) Near / far Transfer of learning :

ex | transfer of learning of how to ride a bike  
it transfer to riding of scooter).

## Section - B

### ANSWER - 2

Educational Psychology :-

It is comprised of Education & Psychology

Education deals with development (holistic) of human behaviour

Psychology deals with change in human behaviour

They co-relate each other.

Education Psychology is a applied science one of the branch of the pure psychology that deals with change in human behaviour in educational settings.



According to Kolesnik :-

Educational Psychology refers to the application of findings and theories of psychology in educational problems.

According to Peel

Educational Psychology is the science of the education.

According to Crow and Crow

Educational Psychology refers to use of application of psychology in the individual from birth till age.

Thus, educational psychology deals with educational problems and their solution with the help of psychology theories. It aims the holistic development and improvement in teaching methods, learning experiences situations and their evaluation.

Functions of Education Psychology.

- 1) It tells us that how learn behave & in learning experiences.

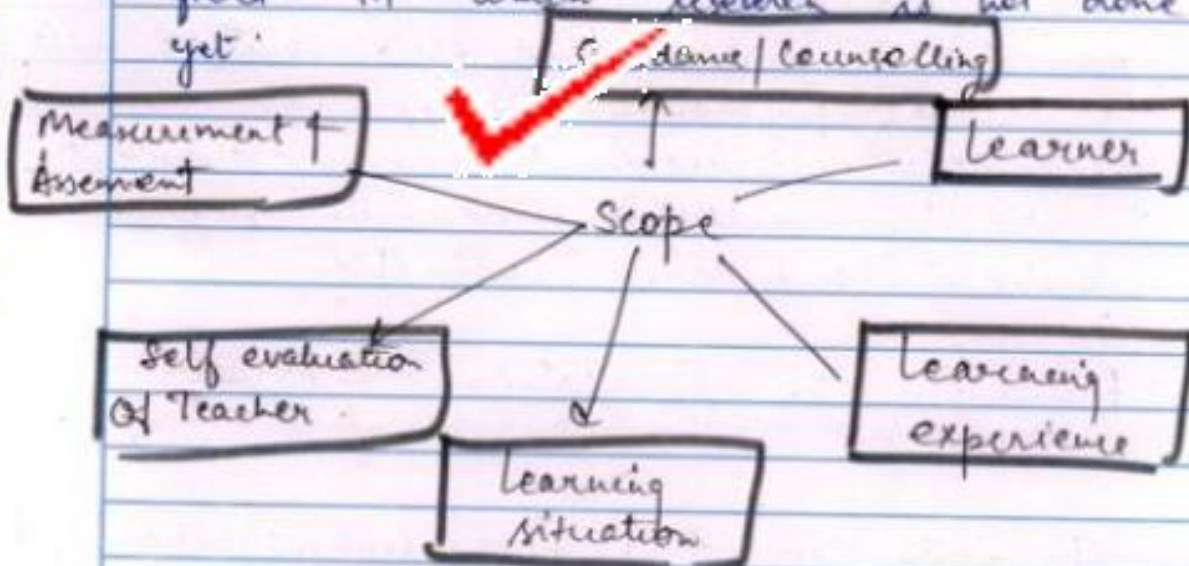




- 2). It helps how teachers taught their lessons with best learning.
- 3). It helps and give knowledge of role of educational administrators, curriculum planners, educational policy makers.
- 4). It helps in guiding and counselling research.
- 5). It helps in knowledge of learning experiences, situations etc.

### Scope of Educational Psychology

There are so many areas, field in which research is not done yet.



Do Not Write anything in this Portion



### Need and Utility :-

- 1) To know learners
- 2) To self evaluation of teacher itself.
- 3) To analyze the change in behaviour of human in educational settings so to realize their holistic development
- 4) All round development of personality
- 5) To solve the problems education (in curriculum, aims, teaching methods etc).





## Section - C

### Answer no-6

Intelligence.

Intelligence defined as

- Intelligence as an ability to "learn / think"
- Intelligence as an ability to "abstract reasoning"
- Intelligence as an ability to "adjust"

ability to "think"

(**Buckingham** ✓, Calvin)

It is an ability to learn

— Calvin.

ability to "adjust"

(**Mc Dougall**, Stanford Binet, James)

According to Cruz. Intelligence is an ability to adjust.


ability to abstract thinking

(**Alfred Binet** ...)

An ability to think well, comprehend well and use concepts.



## Characteristics of Intelligence

- An aggregate of all concepts, abstract thinking
- for solving problems with the help of past experience
- Intelligence helps in  all round development.
- It helps in to adjust, think, well.
- Mathematical reasoning, verbal ability, spatial ability, comprehend, will.
- It helps to solve problems.


## Guilford Model of Intellect

or

### SOI Model of Intellect

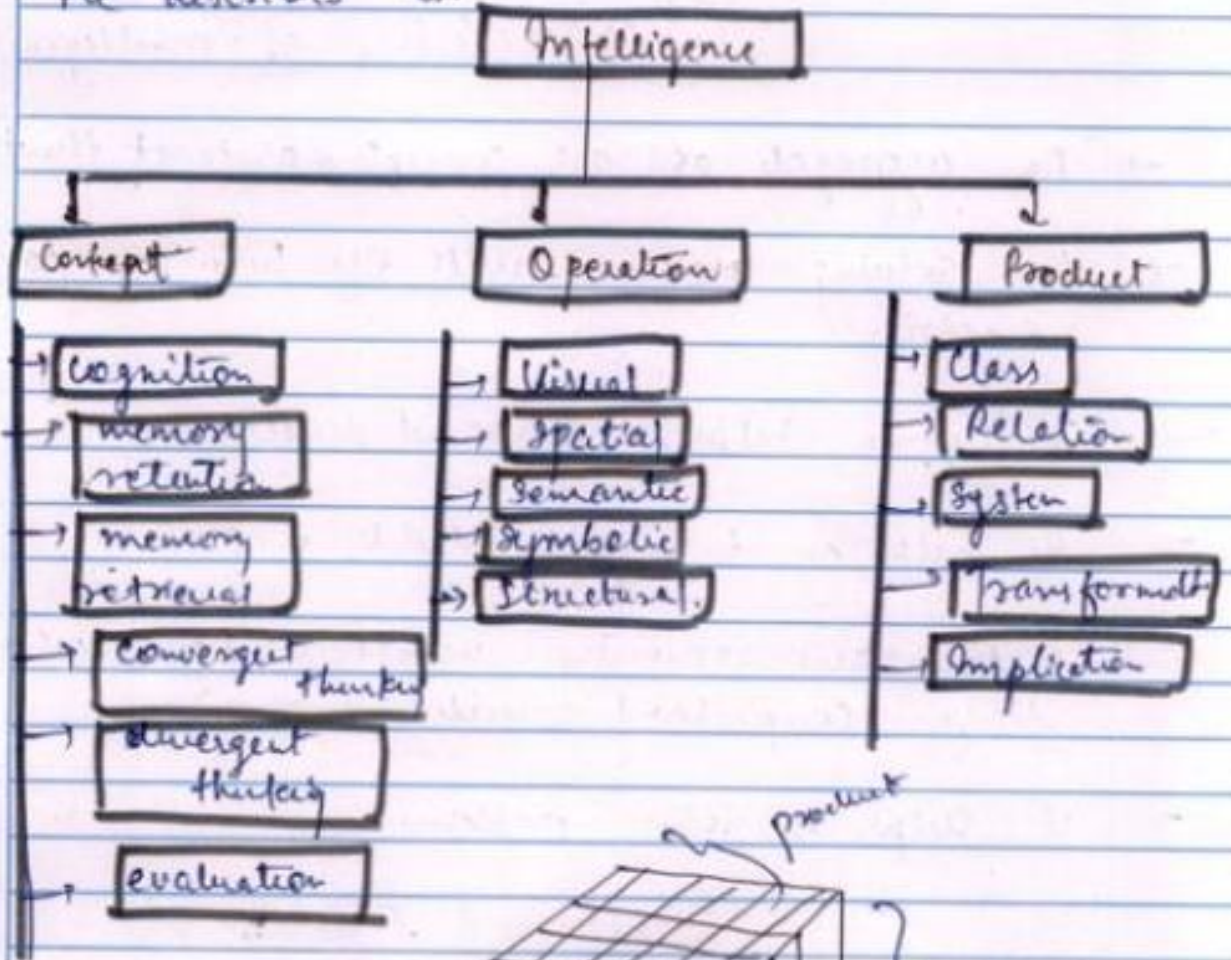
or

### 3-D Model of Intellect

J. P. Guilford proposed structure of  
intellect model f  3D model of Intellect



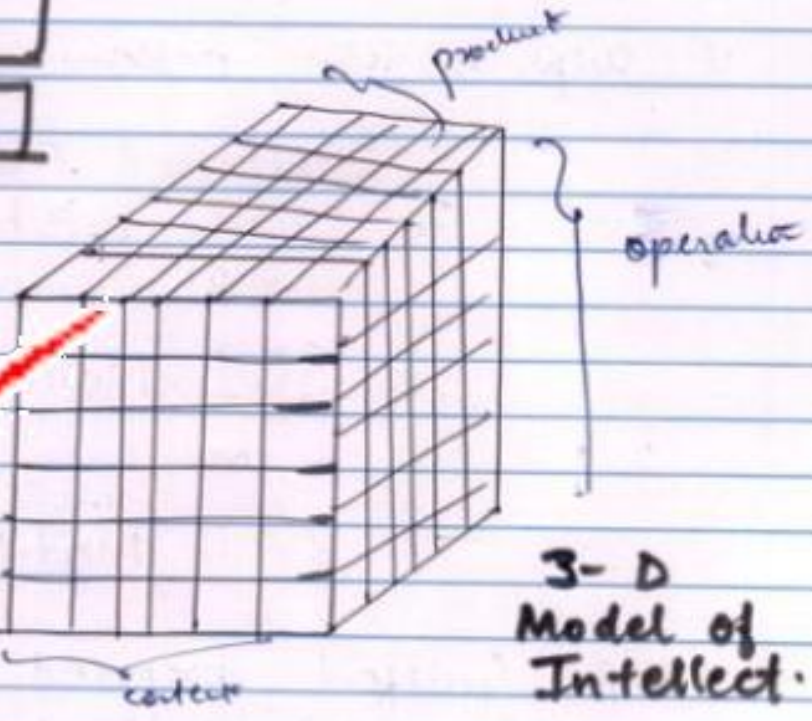
He describes as.



Do Not Write anything in this Portion

Firstly  $5 \times 6$   
 $= 150$

But after  
 more implications




**3-D Model of Intellect.**

$6 \times 5 \times 6 = 180$  product



## Educational Implications

- 1) Give specific knowledge.
  - 2) Improve <sup>teaching</sup> methods
  - 3) Assessment of each attributes of learner learning in school.
  - 4) Give also brief know of Intelligence of individual
  - 5) Helps in diagnosis of test (intelligence test).
- 



Paper Code

B E D 1 0 3



24

Do Not Write anything in this Portion

X