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Name.....

Reg. No.....

**SECOND SEMESTER M.Ed. (2017 SCHEME) DEGREE EXAMINATION
JULY 2024**

M.Ed.

MED 06—PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Time : Three Hours

Maximum : 80 Marks

Part A

Answer all questions.

Each question carries 2 marks.

1. Define Aptitude
2. How will you categorize exceptional learners ?
3. List out the characteristics of gifted learners.
4. What do you understand by projective techniques ?
5. What is sensory modality preference ?

(5 × 2 = 10 marks)

Part B

Answer any eight questions.

Each question carries 5 marks.

6. Enumerate the concerns of a teacher to address individual differences in an inclusive classroom.
7. What measures are proposed by National Education Policy 2020 to address the academic backwardness in children ?
8. Critically examine the challenges of teachers while implementing an activity-based curriculum.
9. Analyse the classroom implication of Psychoanalytic theory by Sigmund Freud ?
10. How will multiple intelligence theory be beneficial for identifying the learning preferences of learners ?
11. Why is vocational guidance significant for career planning ?

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12. Suggest effective interventions for learners with specific learning disorders.
13. Differentiate wholistic and serialist cognitive styles with illustrations.
14. Define Emotional Intelligence. Suggest strategies to develop EI among learners..
15. What are the problems associated with the measurement of Intelligence ?
16. Explain the role of a teacher in managing social and emotional difficulties of a child with a learning disability ?
17. Briefly explain the causes of individual differences

(8 × 5 = 40 marks)

Part C

Answer any two questions.

Each question carries 15 marks.

18. Trace out how the Neuro-linguistic programme (NLP) and Transactional Analysis (TA) benefit students in educational counseling.
19. Discuss different Styles of Learning Preferences
20. Who are educationally backward children ? Analyse the causes of the educational backwardness of a child.
21. Discuss various types of specific learning disabilities. How can teaching-learning practices be made effective for these groups ?

(2 × 15 = 30 marks)