



**GOVERNMENT OF KARNATAKA
DEPARTMENT OF SCHOOL EDUCATION
(PRE-UNIVERSITY)
PSYCHOLOGY REVISED QUESTION BANK
2024-25
For First Year PUC
(ENGLISH VERSION)**

I and II PUC Psychology Question Bank Committee 2024-25

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Chapter: I – What is Psychology

I. Select the alternative from the choice given:

1. First laboratory of psychology was established in the year -----.

(a)1891 (b)**1879** (c)1888 (d)1867

2. -----emphasizes the role played by the mind in strengthening the immune system.

(a) **Psycho-immunology** (b) Psychoanalysis
(c) Functionalism (d) Behaviorism

3. _____ established the first psychological laboratory.

(a) Sigmund Freud (b) William James
(c) John B Watson (d) **Wilhelm Wundt**

4. William James published 'Principles of Psychology' in the year -----.

(a)1879 (b) 1895 (c) **1890** (d) 1900

5. _____ defined psychology as a study of behaviour or responses which can be measured and studied objectively.

(a) **John B Watson** (b) B.F. Skinner
(c) Ivan Pavlov (d) Kohler

6. _____ viewed human beings as motivated by conscious desire for gratification of pleasure.

(a) Behaviorism (b) Gestalt (c) **Psychoanalysis** (d) Humanistic

7. The first psychological laboratory was established in India in the year -----.

(a)**1915** (b) 1916 (c) 1922 (d) 1938

8. In the year ----- Gestalt Psychology was born in Germany.

(a)**1912** (b) 1905 (c) 1916 (d) 1922

9. Functionalist approach was developed by -----.

(a) Sigmund Freud (b) Skinner (c) Ivan Pavlov (d) **William James**

10. ----- focused on how behaviour enabled people to satisfy their needs.

(a) Behaviourism (b) **Humanitarian** (c) Functionalists (d) Gestalts

11. ----- studies the physical, social and psychological changes that occur at different ages and stages over a life-span, from conception to old age.

- (a) Cognitive Psychology (b) Community Psychology (c) Neuro Psychology
(d) **Developmental Psychology**

12. ----- focuses on the role of psychological factor in the development, prevention and treatment of illness.

- (a) **Health Psychology** (b) Political Psychology (c) Rural Psychology
(d) Social Psychology

13.----- deals with causes, treatment and prevention of different type of psychological disorders.

- (a) Gestalt Psychology (b) Biological Psychology (c) **Clinical Psychology**
(d) Cultural Psychology

14.----- studies how people of all ages learn.

- (a) **Educational Psychology** (b) Engineering Psychology (c) Industrial Psychology (d) Social Psychology

15. ----- applies psychological principles to improve sports performance by enhancing their motivation.

- (a) **Sports Psychology** (b) Industrial Psychology (c) Military Psychology
(d) Forensic Psychology

II. Fill in the blanks by choosing the appropriate word from those given in the brackets:

(Soul, Study, Stimulus&Response, Introspection, Sigmund Freud, Cognitive perspective, Functionalism, Gestalt, Psychoanalytical, John.B.Watson, Experience, Calcutta, Social psychology, Environmental psychology, Clinical psychology, Industrial Psychology(Organisational Psychology))

1. The meaning of the term psyche -----.

2. The meaning of the term logos -----.
3. Psychologists study behaviour as an association between -----.
4. ----- was a procedure in which individuals describe about their own mental processes or experiences.
5. -----founded psychoanalysis.
6. Gestalt approach and structuralism were combined and led to the development of the -----.
7. A very influential educational thinker during 19th century, Jhon Dewey used ----- to argue that human beings seek to function effectively by adapting to their environment.
8. ----- psychologists argued that when we look at the world our perceptual experiences is more than the sum of the components of the perception.
- 9.Sigmund Freud in his ----- perspective viewed human behaviour is a dynamic manifestation of unconscious desires and conflicts.
- 10.In 1924 ----- published 'Behaviourism' a book that led to the foundation of behaviourism.
11. ----- is holistic; it is Gestalt.
12. ----- university started the first department of psychology in India.
13. ----- explores how people are affected by their social environments, how people think about and influence others.
14. ----- studies the interaction of physical factors such as temperature, humidity, pollution, and natural disasters on human behaviour.
15. ----- deals with causes, treatment and prevention of different types of psychological disorders such as anxiety, depression, eating disorders etc..
16. ----- deals with workplace behaviour, focusing on both the workers and the organisations the employ them.

III. Match the following

| | |
|---------------------|-------------------------|
| 1) Mental processes | a) Solve problem |
| 2) Experiences | b) Subjective in nature |

| | |
|-------------------------------|--|
| 3)Yogi meditation | c) Esoteric experiences |
| 4) Behaviours | d) Responses or reaction |
| 5) Occipital lobe | e) Responsible for vision |
| 6) Gestalt psychology | f) Organization experience of perceptual |
| 7) Cognition | g) Process of knowing |
| 8) Durgananda Sinha | h) Psychology in a third world country, the Indian experience |
| 9) Constructivism | i) Exploration into the physical and social world |
| 10) Vygotsky | j) Constructivist theory of development of mind |
| 11) Cross-cultural Psychology | k) Role of culture in understanding behaviour, thought, and emotion. |
| 12) Healthy body | l) Healthy mind |
| 13) Music therapy | m) Ragas for curing certain physical ailments |

IV. Answer in one word or sentence:

1. When and where was the first psychological laboratory established?
2. Who developed the functionalist approach to the study of the human mind?
3. When and where was NIMHANS established?
4. Write the full form of NIMHANS.

V. Answer the following questions in 2 to 3 sentences each:

1. Define psychology
2. What is cognition?

VI. Answer the following questions in 10 to 12 sentences each

1. Write a note on cognitive psychology.
2. Discuss biological psychology.
3. Write a brief account on developmental psychology.

4. Differentiate between- a) a psychologist & a psychiatrist. b) a counsellor and a clinical psychologist.
5. Describe how understanding of psychology can be put to practice in everyday life.
6. How can knowledge of the field of environmental psychology be used to promote environment friendly behaviour?
7. Inters of helping solve an important social problem such as crime , which branch of psychology do you think is most suitable? Identify the field and discuss the concerns of the psychologists working in this field
8. Discuss how psychological principles contribute in the study of economic behaviour.
9. Analyze the importance of industrial psychology with an example concerned with workplace behaviour.
10. How is knowledge of educational psychology applied in school settings?
11. What is behaviour? Give examples of overt and covert behaviour.
12. Give a brief account of the evolution of psychology.

Chapter: II – Methods of Enquiry in Psychology

I. Select the alternative from the choice given:

1. In _____ tests, items are made of symbols or pictures.
(a) verbal (b) **Non-verbal** (c) Performance (d) Speed

2. Tests that evaluates the individual on the basis of time taken to answer the items accurately are called -----.
(a) Power test (b) Performance test
(c) Non-verbal Test (d) **Speed test**

3. When observations are done in a natural or real-life settings it is called -----
-----.

(a) Controlled observation (b) **Naturalistic observation** (c) Non-participant observation (d) Participant observation

4. When observations are controlled in a laboratory situation it is called -----
--.

(a) **Controlled observation** (b) Naturalistic observation (c) Non-participant observation (d) Participant observation

5. The observer may become the part of the group being observed it is called as -----
-----.

(a) Controlled observation (b) Naturalistic observation (c) Non-participant observation (d) **Participant observation**

6. ----- method emphasises understanding over explanation and prediction.

(a) Observation (b) Experimental (c) **Interpretive** (d) Survey

7. ----- information generally includes personal information like name, age, gender, birth order, education, occupation, marital status etc.

(a) Physical information (b) **Demographic information** (c) Psychological Information (d) Physiological data

8. ----- information includes information about ecological conditions, mode of economy, housing conditions etc.

(a) **Physical information** (b) Demographic information (c) Psychological Information (d) Physiological data

9. ----- information collected, may relate to such areas as intelligence, personality, interest, values, creativity, emotions, motivations.

(a) Physical information (b) Demographic information (c) **Psychological Information** (d) Physiological data

10. Data collected about height, weight, GSR, EEG, reaction time, duration of sleep etc.. are part of -----.

(a) Physical information (b) Demographic information (c) Psychological Information (d) **Physiological data**

II. Fill in the blanks by choosing the appropriate word from those given in the brackets:

(Verbal tests, Performance tests, Description, Prediction, Explanation, Control, Application, Objectivity, Data, Field experiment, Positive correlation, Negative correlation, Zero correlation, Survey research, Questionnaire survey, Reliability, Split-half reliability, Validity, Case studies, Performance tests)

1. Literacy is required for taking----- tests.
2. ----- tests require movement of objects for their respective places in a particular order.
3. ----- is one of the goals of psychological study where we attempt to describe a behaviour or a phenomenon as accurately as possible.
4. ----- is the second goal scientific enquiry is prediction of behaviour.
5. ----- is third of the goal of psychological enquiry is to know the casual factors or determinants of behaviour.
6. ----- is one of the goals of psychological study if you are ble to explain why a particular behaviour occurs, you can control that behaviour by making changes in its antecedent conditions.
7. ----- is the final goal of the scientific enquiry is to bring outpositive changes in the lives of people.
8. The ----- refers to the fact that if two or more persons independently study a particular event, both of them, to a great etent, should arrive at the same conclusion.
9. Psychologists collect a variety of information from different sources employing diverse methods. The information, also called -----.
10. If a researcher wants to have high generalisability or to conduct studies which are not possible in laboratory settings, She/he may go to the field or the natural setting where the particular phenomenon actually exists is called -----
.
11. A ----- indicates that as the value of one variable (X) increases, the value of other variable(Y) will also increase. Similarly when variable X decreases, a decrease in Y too takes place.
12. A ----- indicates that as the value of one variable (X) increases, the value of other variable(Y) will decreases.
13. Sometimes no correlation may exist between the two variables. This is called -----.

14. ----- came into existence to study opinions, attitudes, and social facts.
15. The ----- is the most common, simple, versatile, and low-cost self-report method of collecting information.
16. ----- of the test refers to the consistency of scores obtained by an individual on the same test on two different occasions.
17. ----- gives an indication about the degree of internal consistency of the test.
18. ----- refers to the question: “does the test measures what it claims to measure”?
19. -----provide detailed in-depth depictions of peoples’s lives.
20. -----tests require movement of objects for their respective places in a particular order.

III. Match the following

| | |
|----------|----------|
| 1) Quasi | a) As if |
| | |

IV. Answer in one word or sentence:

1. Name the two types of variables.
2. Name the steps or Procedure included in a scientific research.
3. Mention the two broad types of interview.
4. Identify the most appropriate method of enquiry for the following research problems.
 - Does noise influence the problem solving ability of the people?
 - Should there be a dress code for college students?
 - Studying the attitude of students, teachers, and parents towards homework.
 - Studying the behaviour of a student in a playgroup and in a classroom.
 - Tracing the major life events of your favourite leader.
 - Assessing the anxiety level of class XI students of your school.
5. Name any two limitations of psychological enquiry.

V. Answer the following questions in 2 to 3 sentences each:

1. Write the goals of psychological enquiry.
2. What are variables?
3. What is an experimental group?
4. What is a control group?
5. Name the different types of psychological tests.
6. What is a psychological testing?

VI. Answer the following questions in 10 to 12 sentences each

1. Explain the process of observation method.
2. Describe the limitations of psychological enquiry.
3. Describe the various steps involved in conducting a scientific enquiry.
4. Give two examples of the situations where survey method can be used.
What are the limitations of this method?

VII. Answer the following questions in 20 to 25 sentences each

1. Discuss the strengths and weaknesses of experimental method as a method of enquiry.
2. How do experimental and control group differ? Explain with the help of an example.
3. Dr.krishnan is going to observe & record children's play behaviour at a nursery school without attempting to influence or control the behaviour. Which method of research is involved? Explain the process & discuss its merits & demerits.
4. Give two examples of the situations where survey method can be used.
What are the limitations of this method?
5. What are the ethical guidelines that a psychologist needs to follow while conducting a psychological enquiry?
6. Explain case study method.
7. Differentiate between an interview and a questionnaire.
8. Describe the limitations of psychological enquiry.

Chapter : 3 – Human Development

I. Select the alternative from the choice given:

1. _____ has presented an ecological model for understanding the development of children in Indian context.
- (a) Urie Bronfenbrenner (b) Harlow
(c) **Durganand Sinha** (d) Jean Piaget

2. Turning the head and opening the mouth when touched on the cheek is a description of ----- reflex.

(a) **Rooting** (b) Moro (c) Grasp (d) Babinski

3. If there is a loud noise, the baby will throw her/his arms outward while arching her/his back, and then bring the arms together as if grasping something is a description of ----- reflex.

(a) Rooting (b) **Moro** (c) Grasp (d) Babinski

4. When a finger or some other object is pressed against the baby's palm, the baby's fingers close around it is a description of ----- reflex.

(a) Rooting (b) Moro (c) **Grasp** (d) Babinski

5. When the bottom of the baby's foot is stroked, the toes fan out and the curl is a description of ----- reflex.

(a) Rooting (b) Moro (c) Grasp (d) **Babinski**

6. Infant explores the world by coordinating sensory experiences with physical actions at ----- stage of Piaget's cognitive development.

(a) **Sensorymotor** (b) Preoperational (c) Concrete operational (d) Formal operational

7. Symbolic thought develops; object permanence is established; the child cannot coordinate different physical attributes of an object at ----- stage of Piaget's cognitive development.

(a) Sensorymotor (b) **Preoperational** (c) Concrete operational (d) Formal operational

8. The child can reason logically about concrete events and classify objects into different sets, is able to perform reversible mental operations on representations of objects at ----- stage of Piaget's cognitive development.

(a) Sensorymotor (b) Preoperational (c) **Concrete operational** (d) Formal operational

9. The adolescent can apply logic more abstractly; hypothetical thinking develops at ----- stage of Piaget's cognitive development.

(a) Sensorymotor (b) Preoperational (c) Concrete operational (d) **Formal operational**

10. Growth proceeds from the centre of the body and moves towards the extremities or more distal regions – this process is called -----.

(a) Cephalocaudally (b) **Proximodistal** (c) Concrete operational (d) Pre operational

11. The ----- is the immediate environment/setting in which the individuals lives.

- (a) **Microsystem** (b) Mesosystem (c) Exosystem (d) Macrosystem

12. The ----- consists of relations between these contexts where the child directly interacts with the social agents – family, peers, teachers and neighbourhood.

- (a) Chronosystem (b) **Mesosystem** (c) Exosystem (d) Macrosystem

13. The ----- includes events in social settings where the child does not participate directly, but they influence the child's experiences in the immediate context.

- (a) Microsystem (b) Chronosystem (c) **Exosystem** (d) Macrosystem

14. -----includes the culture in which the individual lives.

- (a) Microsystem (b) Mesosystem (c) Chronosystem (d) **Macrosystem**

15.----- involves events in the individual's life course, and social-historical circumstances of the time such as, divorce of parents' economic setback, and their effect on the child.

- (a) Microsystem (b) Mesosystem (c) Exosystem (d) **Chronosystem**

II. Fill in the blanks by choosing the appropriate word from those given in the brackets:

(Growth, Maturation, Urie bronfenbrenner, Teratogens, Development is lifelong, Reflexes, Attachment, Egocentrism, Animis, Centration, Identity)

1. ----- refers to an increase in the size of body parts of the organism as a whole.

2. ----- refers to the changes that follow an orderly sequence and are largely dictated by the genetic blueprint which produces commonalities in our growth and development.

3. ----- contextual view of development emphasizes the role of environmental factors in the development of an individual.

4. ----- are the environmental agents that cause deviations in normal development that can lead to serious abnormalities or death.

5. ----- is one of the life span perspective.

6. The newborn's movements are governed by -----.
7. The close emotional bond of affection that develops between infants and their parents (caregivers) is called -----.
8. A salient feature of preoperational thought is -----.
9. Children because of egocentrism, engage in -----thinking that all things are living, like oneself.
10. -----is a tendency for children focusing on a single characteristic or feature for understanding an event during preoperational stage
11. -----is who you are and what your values, commitments and beliefs are.

III. Match the following

| Chapter.III – Human Development | |
|--|--|
| 1) Evolution | a) Species-specific changes |
| 2) Microsystem | b) Immediate environment in which individuals live |
| 3) Macrosystem | c) Self-focus consists of relations between family, peers, neighbourhood |

| | |
|--------------------|---|
| 4) Pre-natal stage | d) Period from conception to birth |
| 5) Reflexes | e) Automatic built-in responses to stimuli |
| 6) Cephalocaudally | f) Development proceeds from head region to tail region |
| 7) Egocentrism | g) Sailable feature of preoperational thought |
| 8) Menarche | h) On set of maturation |
| 9) Proximodistal | i) Control over torso |

IV. Answer in one word or sentence:

1. What is genotype?
2. What is phenotype?
3. What is an attachment?
4. Define adolescence.
5. Name the components of adolescent's egocentrism
6. What is identity?
7. Name the two types of eating disorders.
8. Name the two components of adolescents' egocentrism.

V. Answer the following questions in 2 to 3 sentences each:

1. What is development? Define.
2. Mention the gross motor skills developed at age of 3 years.
3. Mention the gross motor skills developed at age of 4 years.
4. Mention the gross motor skills developed at age of 5 years.
5. Mention the fine motor skills developed at age of 3 years.
6. Mention the fine motor skills developed at age of 4 years.
7. Mention the fine motor skills developed at age of 5 years.

VI. Answer the following questions in 10 to 12 sentences each

1. Describe the main features of life span perspective on development.
2. Environment of the child has a major role in the development of the child. Support your answer with examples.
3. How do socio-cultural factors influence development?
4. What are the challenges of adolescence? Explain.
5. Attachment bonds formed in childhood years have long-term effects. Explain taking examples from daily life.
6. What are the challenges faced by individuals on entry to adulthood?

Chapter : 4 – Sensory, Attentional and Perceptual processes

I. Select the alternative from the choice given:

1. _____ refers to consistent way of dealing with our environment.
(a) **Cognitive styles** (b) Perceptual Set
(c) Motivation (d) Cultural background and experiences

2. According to -----we perceive different stimuli not as discrete elements but as an organised “whole”.

- (a) Cognitive Psychologists (b) Environmental Psychologists
(c) **Gestalt Psychologists** (d) Behavioural Psychologists

3. The visual field or surface in which things exist, move or can be placed is called

- .
(a) Depth (b) Distance (c) Closure (d) **Space**

4. Perception of the objects as relatively stable in spite of changes in the stimulation of sensory receptors is called -----.

- (a) **Perceptual constancy** (b) size constancy
(c) Shape constancy (d) Brightness constancy

5. The tendency for the perceived size of objects to remain relatively unchanged with changes in their distance from the observer and the size of the retinal image is called -----.

- (a) Perceptual constancy (b) **Size constancy**
(c) Shape constancy (d) Brightness constancy

6. A dinner plate looks the same shape whether the image that it casts on the retina is a circle or an ellipse or roughly a short line it is called

- .
(a) Perceptual constancy (b) Size constancy
(c) **Shape constancy** (d) Brightness constancy

7. The tendency to maintain apparent brightness constant under different amount of illumination is called -----.

- (a) Perceptual constancy (b) Size constancy
(c) Shape constancy (d) **Brightness constancy**

8. Misperception resulting from misinterpretation of information received by our sensory organs are generally known as -----.

- (a) **Illusion** (b) Hallucination (c) Perception (d) Phi-Phenomenon

9. The illusion is experienced when some motionless pictures are projected one after another at an appropriate rate, this illusion is referred to as -----.

- .
(a) Muller-Lyer illusion (b) **Phi-Phenomenon**
(c) Vertical-Horizontal Illusion (d) Accommodation

10. ----- cues allow us to perceive depth with just one eye.
 (a) Binocular (b) Closure (c) Relative Size (d) **Monocular**
11. The process of organising visual field into meaningful wholes is known as -----.
 (a) Figure-ground segregation (b) Cognitive styles (c) Good figure (d) **Form perception**
12. The Gestalt psychologists also indicate that our cerebral processes are always oriented towards the perception of a -----.
 (a) Depth perception (b) Principle of smallness (c) **Good figure/Pragnanz**
 (d) Form perception
13. Both the eyes are required to perceive depth it is called -----.
 (a) Depth perception (b) Monocular cues (c) **Binocular cues**
 (d) Form perception
14. The process of viewing the world in three dimensions is called -----
 ---.
 -----.
 (a) Relative size (b) Linear perspective (c) Overlapping (d) **Depth perception**

II. Fill in the blanks by choosing the appropriate word from those given in the brackets:

(Psychophysics, Absolute threshold (Absolute limen), Difference threshold (difference limen), Monocular cues, Motivation, Cognitive style, Relative size, Aerialperspective, Relative height, Texture gradient, Motion parallax, Universal illusions)

1. The relationship between stimuli and the sensations they evoke has been studied in a discipline called -----.

2. The minimum value of a stimulus required to activate a given sensory system is called -----.
3. The smallest difference in the value of two stimuli that is necessary to notice them as different is called -----.
4. Linear perspective is an example of -----.
5. The needs and desires of a perceiver strongly influence her/his perception is called -----.
6. ----- refers to a consistent way of dealing with our environment.
7. The size of retinal image allows us to judge distance based on or past and present experience with similar objects is called -----.
8. The air contains microscopic particles of dust and moisture that make distant object look hazy and blurry is called -----.
9. Larger objects are perceived as being closer to the viewer and smaller objects as being farther away this phenomenon is called -----.
10. ----- represents phenomenon by which the visual field having more density of elements is seen farther away.
11. ----- is a kinetic monocular cue, it occurs when objects at different distances move at a different relative speed.
12. The rail tracks appear to be converging to all of us these illusions are called -----.
13. Some illusions seem to vary froindividual to individual; these illusions are called -----.

III. Match the following

| | |
|----------------------------|-----------------------|
| 1) Filter Theory | a) Broadbent |
| 2) Filter-Attention theory | b) Triesman |
| 3) Multimode theory | c) Johnston and Heinz |

IV. Answer in one word or sentence:

1. Name the five sense organs.
2. Name the two types of attention.
3. Mention two types of cognitive style.
4. What is field dependent cognitive style.
5. What is field independent cognitive style.

V. Answer the following questions in 2 to 3 sentences each:

1. Define sensation.
2. What is attention? Define.
3. What is selective attention?
4. What is sustained attention?
5. What is perception?
6. What is bottom-up processing?
7. What is top-down processing?

VI. Answer the following questions in 10 to 12 sentences each

1. How do socio-cultural factors influence our perception?
2. Explain the functional limitations of sense organs.
3. Explain the factors affecting selective attention.
4. How do socio-cultural factors influence our perception.

VII. Answer the following questions in 20 to 25 sentences each

1. State the determinants of selective attention. How does selective attention differ from sustained attention?
2. Define attention. Explain its properties.
3. Explain the principles of perceptual organization.

Chapter: VI – Learning

I. Select the alternative from the choice given:

1. A form of learning takes place by observing others is _____ Learning.
a) Social (b) Imitation (c) Modeling (d) Skill
2. Human beings learn social behaviours by observing others is sometimes called _____ learning.
a) Imitation (b) social (c) behaviour (d) modeling

3. Observing others and emulate their behaviour, this form of learnings is called _____.
 a. social b. modeling c. imitation d. skill
4. A _____ is defined as the ability to perform some complex task smoothly and efficiently.
 a. Learning b. Skill c. Motivation d. Social
5. _____ is a mental as well as a physiological state, which arouses an organism to act for fulfilling the current need.
 a. skill b. learning c. motivation d. behaviour

II. Fill in the blanks by choosing the appropriate word from those given in the brackets:

(Performance, Learning, Imitation, Reinforcer)

1. _____ may be defined as “any relatively permanent change in behaviour or behavioural potential produced by experience.
2. _____ is a person’s observed behaviour or response or action.
3. _____ are those behaviours which are emitted by animals and human.
- 4.A _____ is defined as any stimulus/ event , which increases the probability of the occurrence of a desired response.

III. Match the following

| | |
|------------------------------|--|
| | |
| Chapter VI – Learning | |

| | |
|---------------------------|------------------|
| 1) Classical Conditioning | a) Bandura |
| 2) Observational learning | b) Kohler |
| 3) Operant Conditioning | c) Dyslexia |
| 4) Insight learning | d) Ivan P Pavlov |
| 5) Learning Disability | e) B F Skinner |

IV. Answer in one word or sentence:

1. What is learning?
2. What is the meaning of conditioning?
3. What is verbal learning?
4. What is skill?
5. Write any one symptom of learning disability.

V. Answer the following questions in 2 to 3 sentences each:

1. What is reinforcement? Give an e.g.
2. What is the difference between primary and secondary reinforcement?
3. What is Latent learning?
4. What is learning disability?
5. What is Dyslexia?

VI. Answer the following questions in 10 to 12 sentences each

- 1) What is learning? Explain its features.

- 2) Define operant conditioning. Explain the factors that influence the course of operant conditioning.

- 3) Explain the procedures for studying verbal learning.
- 4) Distinguish between generalization and discrimination.\
- 5) Explain the importance of motivation in learning.

VII. Answer the following questions in 16 to 18 sentences each

1. Explain classical conditioning experiment demonstrating learning by association.
2. Explain different forms of cognitive learning.
3. How can we identify students with learning disability?

Chapter: VII – Memory

I. Select the alternative from the choice given:

1. The incoming information first enters the _____ memory.
a. STM b. LTM c. Sensory d. Episodic
2. _____ is a permanent storehouse of all information.

a. Sensory b.Short term memory c. Long term memory d. Procedural memory.

3. There are a number of strategies for improving memory called _____.

a. Images b. Organisation c. Mnemonics d. Loci

II. Fill in the blanks by choosing the appropriate word from those given in the brackets:

(Sensory, Atkinson and Shiffrin, memory, stage, procedural, episodic, forgetting, semantic)

1. _____ refers to retaining and recalling information over a period of time.
2. _____ is the first stage which refers to a process by which information is recorded and registered.
3. _____ refers to bringing the stored information to her/ his awareness.
4. The first model of memory, proposed by _____ and _____.
5. The first model of memory was known as _____ model.
6. _____ memory contains biographical details of our lives.
7. _____ memory refers to memories relating to procedures for accomplishing various tasks.
8. _____ memory is the memory of general awareness and knowledge.
9. _____ refers to loss of memory over a period of time.

III. Match the following

| | |
|----------------------|---|
| 1) Sensory Memory | a) Permanent store capacity duration less than 30 secs. |
| 2) Short-term Memory | b) Pertaining to facts, names, dates. |

| | |
|-----------------------|------------------------------------|
| 3) Long-term Memory | c) Iconic, Echoic and other senses |
| 4) Declarative Memory | d) Contains biographical details |
| 5) Procedural Memory | e) Concepts, ideas and rules |
| 6) Episodic Memory | f) Memories relating to procedures |
| 7) Semantic | |

IV. Answer in one word or sentence:

1. What is the meaning of the term encoding?
2. Define Mnemonics.
3. Who proposed the first model of memory?
4. What is memory?
5. What is forgetting?

V. Answer the following questions in 2 to 3 sentences each:

1. Differentiate between declarative and procedural memories.
2. Write about sensory memory.
3. What is chunking?
4. Mention any two techniques used to enhance memory.

VI. Answer the following questions in 10 to 12 sentences each

1. How is information processed through sensory, short term and long-term memory systems?
2. How are maintenance rehearsals differ from elaborate rehearsals?
3. Why does forgetting takes place?
4. Explain the causes of forgetting?
5. How is retrieval related forgetting different from forgetting due to interference?

6. Define Mnemonics? Suggest a plan to improve your own memory.

Chapter : VIII – Thinking

I. Select the alternative from the choice given:

1. _____ thinking abilities generally include fluency, flexibility, originality and elaboration
 - A. Convergent
 - B. Divergent
 - C. Inductive
 - D. Deductive

2. _____ is the ability to produce many ideas for a given task or a problem.

A. Divergent B. Fluency C. Convergent D. Flexibility

II. Fill in the blanks by choosing the appropriate word from those given in the brackets:

(Analogy, image, thinking, creative)

1. An _____ is a mental representation of a sensory experience.

2. _____ is a complex mental process through which we manipulate information.

3. _____ thinking involves production of something new and original.

4. _____ is another form of reasoning.

III. Match the following

| | |
|-----------------------|-----------------------------------|
| 1)Image | a)Judgement |
| 2)Concepts | b)Mental Representation |
| 3)Decision | c)Only one correct answer |
| 4)Convergent thinking | d)Categorizing objects and events |
| 5)Divergent thinking | e)Open-ended thinking |

IV. Answer in one word or sentence:

1.Name any one type of creativity.

2. What is the meaning of a concept?

3. What is thinking?

V. Answer the following questions in 2 to 3 sentences each:

1. Name two types of reasoning.
2. Names two types of creative thinking.
3. Mention any two strategies for creative thinking.
4. What is brainstorming?

VI. Answer the following questions in 10 to 12 sentences each

1. Explain the nature of thinking?
2. Explain the role of concept in thinking.
3. Explain about the obstacles that hinders problem solving.
4. How does reasoning helps in problem solving.
5. Why is Divergent thinking important in Creative thinking process?
6. Are judgement and decision-making interrelated processes? Explain.
7. Discuss the role of language in thinking process.

V. Answer the following questions in 16 to 18 sentences each:

1. How can creative thinking be enhanced?
2. How is language acquired in human beings?

Chapter : IX – Motivation and Emotion

I. Select the alternative from the choice given:

1. A _____ is lack or deficit of some necessity.
A. motive B. need C. drive D. arouse
2. Need for _____ is an ability of a person to produce intended effects on the behaviour and emotions of another person.
A. Power B. Affiliation C. Hunger D. Thirst
3. _____ is expressed through verbal and non verbal channels.

A. Hunger B. Thirst. C. Emotions D. Motives

II. Fill in the blanks by choosing the appropriate word from those given in the brackets:

(Psychosocial, Emotions, Movere, Social, Biological)

2. The term motivation is derived from the Latin word _____.
3. The two types of motives are biological and _____.
4. _____ motives are mostly learned or acquired.
5. _____ are a complex pattern of arousal, subjective feeling and cognitive interpretation.
6. _____ motives are also known as physiological motives.

III. Match the following

| | |
|--------------------------------------|------------------------------------|
| 1)Biological Needs | a)Abraham Maslow |
| 2)Psycho-social motives | b)Verbal and non-verbal expression |
| 3)Hierarchy of Needs | c)Hunger, Thirst |
| 4)Temporal Characteristics of Speech | d)Learned/ acquired |
| 4)Emotions | e)Para language |

IV. Answer in one word or sentence:

1. What is the meaning of the term motive?
2. Name the types of motives.
3. Give an e.g for biological motive.
4. Give an e.g for psychosocial motives.
5. Who gave the theory the hierarchy of needs?
6. Name any one basic emotion.

V. Answer the following questions in 2 to 3 sentences each:

1. Write the difference between a need and a drive.
2. What is the difference between a biological and psychosocial motives?
3. Mention two ways to manage negative emotions.

VI. Answer the following questions in 10 to 12 sentences each

1. Explain the biological bases of hunger and thirst needs.
2. How do the need for affiliation, achievement, and power influence the behaviour.
3. Explain Maslow's hierarchy of needs.
4. How does culture influence the expression of emotions?
5. Why it is important to manage negative emotions? Suggest ways to manage negative emotions.
