

(ආ) පන්තිකාමර ඉගෙනුම්-ඉගැන්වීම් ක්‍රියාවලියේ දී, ඉගැන්වීමේ උපායමාර්ගයක් ලෙස කමල් තුළ ඇති බුද්ධිය භාවිත කළ හැකි ආකාරය කෙටියෙන් ලියන්න.

.....

(ලකුණු 02යි)

02. නිර්මාපී බව කලාත්මක ප්‍රකාශනයට පමණක් සීමා නොවන අතර, එය විද්‍යාව, තාක්ෂණය, අධ්‍යාපනය, ව්‍යාපාර හෝ කර්මාන්ත යන ඕනෑ ම අංශයකට යොදා ගත හැකි ය.

(i) නිර්මාපී පුද්ගලයින් තුළ බොහෝ විට දැකිය හැකි පොදු ලක්ෂණ දෙකක් ලියන්න.

- (1)
- (2)

(ලකුණු 01යි)

(ii) ගුරුවරයෙකු වශයෙන් සිසුන්ගේ නිර්මාපී හැකියා හඳුනා ගැනීමට 'ඇගයීම සහ පරීක්ෂණය' යටතේ භාවිත කළ හැකි සම්මත පරීක්ෂණයක් ලියන්න.

.....

(ලකුණු 01යි)

(iii) නිර්මාපී බව පෞරුෂයේ කාර්යයක් ලෙස ප්‍රජානනයේ කාර්යයක් ලෙස සහ සමාජ මනෝවිද්‍යාත්මක පරිසරයේ කාර්යයක් ලෙස වැදගත් වන ආකාරය ප්‍රත්‍යාවේක්ෂණය කළ ගුරුවරයෙකු වශයෙන් ඔබ මේ එක් එක් අංශය සංවර්ධනය සඳහා යොදා ගන්නා උපායමාර්ගය බැගින් ලියන්න.

නිර්මාපී බවේ අංශය	සංවර්ධන උපායමාර්ගය
1. පෞරුෂයේ කාර්යයක් ලෙස	1.
2. ප්‍රජානනයේ කාර්යයක් ලෙස	2.
3. සමාජ මනෝවිද්‍යාත්මක පරිසරයේ කාර්යයක් ලෙස	3.

(ලකුණු 03යි)

සටහන :

- මෙම ප්‍රශ්න පත්‍රයේ I කොටස ඉහත ආකාරයේ ප්‍රශ්න අටකින් සමන්විත වේ.
- I කොටසෙහි **සියලු ම** ප්‍රශ්නවලට පිළිතුරු සැපයිය යුතු ය.
- සෑම ප්‍රශ්නයකට ම ලකුණු 05 බැගින් ප්‍රශ්න අට සඳහා ලකුණු 40ක් හිමි වේ.
 (ලකුණු 05 × 8 = ලකුණු 40යි)

* *

02. (i) අධ්‍යාපනික සන්දර්භය තුළ සිටින සිසුන්, විවිධ හැකියා, ඉගෙනුම් ශෛලීන්, රුචිකත්ව හා අත්දැකීම් සහිත වූවන් බව සහ ඔවුන් විවිධ සමාජ ආර්ථික පසුබිම් නියෝජනය කරන බව 'ශිෂ්‍ය විවිධත්වය' යන සංකල්පයෙන් නිරූපණය වේ.

(අ) ශිෂ්‍ය විවිධත්වය යන සංකල්පයේ ප්‍රධාන අංග දෙකක් විස්තර කරන්න. (ලකුණු 02යි)

(ආ) X නැමති පාසලේ 9 වන ශ්‍රේණියේ සිසුන්ගේ විවිධතා පිළිබඳ තොරතුරු පහත වගුවේ දැක්වේ. එම විවිධතාවලට ගැලපෙන පොදු ආකාර නම් කරන්න.

ශිෂ්‍ය විවිධත්වය	ශිෂ්‍ය විවිධත්වයේ පොදු ආකාරය
1. වෙනස් වූ ආගම්, භාෂා සහ සම්ප්‍රදාය සහිත සිසුන්	1.
2. විවිධ ආබාධ සහිත හෝ හැකියා සහිත සිසුන්	2.
3. දාය, ග්‍රව්‍ය, වාලක ඉගෙනුම්ලාභීන්	3.
4. පවුල් ව්‍යුහය, ජීවිත අත්දැකීම්, දක්ෂතා, රුචිකත්ව	4.

(ලකුණු 02යි)

(ඉ) ඔබේ පන්තිකාමරයේ සිටින සිසුන්ගේ විවිධත්වය හඳුනා ගැනීම සඳහා ඔබට භාවිත කළ හැකි උපායමාර්ග දෙකක් ලියන්න. (ලකුණු 02යි)

(ඊ) ඉහත (ඉ) හි සඳහන් කළ එක් උපායමාර්ගයක් ක්‍රියාත්මක කිරීම සඳහා ක්‍රියාකාරකම් සැලසුමක් සකස් කරන්න. ක්‍රියාකාරකම් සැලැස්මේ පහත කරුණු ඇතුළත් විය යුතු ය.

ශ්‍රේණිය :
 හැඳින්වීම :
 අරමුණ :
 ක්‍රියාකාරකම් සැලැස්ම :

උපාය මාර්ගය	ක්‍රියාත්මක කරන ආකාරය

(ලකුණු 03යි)

(ii) (අ) විශේෂ අවශ්‍යතා සහිත සිසුන් සම්බන්ධ ව නවක ගුරුවරුන් දැනුවත් කිරීමේ දේශනයක් පැවැත්වීම ඔබට පැවරී ඇතැයි සිතන්න. එම දේශනයට ඇතුළත් කරන විෂය කරුණු සහිත පෙර සූදානම් සටහන අඳින්න. (ලකුණු 02යි)

(ආ) ඔබ උගන්වන ශ්‍රේණියේ සිසුන් ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලියට සම්බන්ධ වන ආකාරය සිහිපත් කරන්න. පන්තියේ අනෙක් සිසුන් හා සසඳන විට සුවිශේෂී හැකියා සහිත, ඉහළ ප්‍රජානන හැකියා ඇති සිසුන් ඔබ හඳුන්වා දෙන්නේ කෙසේ ද? (ලකුණු 01යි)

(ඉ) ඉහත (ආ) සඳහා ඔබ සඳහන් කළ සිසුන් සඳහා, කේවල ඉගෙනුම් සැලසුමක් සකස් කරන්න. (ලකුණු 03යි)

සටහන :

- මෙම පත්‍රයේ II කොටස ඉහත ආකාරයේ ප්‍රශ්න හයකින් සමන්විත වේ.
- II කොටසින් ප්‍රශ්න හතරකට පමණක් පිළිතුරු සැපයිය යුතු ය.
- සෑම ප්‍රශ්නයක් සඳහා ම ලකුණු 15 බැගින් හිමි වේ.
- II කොටස සඳහා එක් ප්‍රශ්නයකට ලකුණු 15 බැගින් ප්‍රශ්න හතරක් සඳහා ලකුණු 60ක් හිමි වේ (ලකුණු 15 × 4 = ලකුණු 60යි).

* * *

(ஆ) கமலன் இடத்தே காணப்படும் அந்நுண்மதியை வகுப்பறைக் கற்றல் - கற்பித்தற் செயன்முறையின்போது ஒரு கற்பித்தல் உபாய வழியாகப் பயன்படுத்தத்தக்க விதத்தைச் சுருக்கமாக எழுதுக.

.....

(02 புள்ளிகள்)

02. ஆக்கத்திறன் என்பது, கலைத்துவமான வெளிப்பாடுகளுக்கு மாத்திரம் வரையறைப்பட்டதல்ல; அதனை விஞ்ஞானம். தொழினுட்பம், கல்வி, வணிகம், கைத்தொழில் போன்ற எந்த ஒரு துறைக்காகவும் பயன்படுத்தலாம்.

(i) ஆக்கத்திறன் மிக்க ஒருவரிடத்தே பெருமளவுக்குக் காணப்பட்டத்தக்க பொதுப்பண்புகள் **இரண்டை** எழுதுக.

(1)

(2)

(01 புள்ளி)

(ii) ஓர் ஆசிரியர் என்ற வகையில், மாணவரது ஆக்கத்திறன்களை இனங்காண்பதற்காக 'மதிப்பீடும் சோதனையும்' எனும் விடயத்தின்கீழ் பயன்படுத்தத்தக்க நியமமான ஒரு சோதனையைப் பெயரிடுக.

.....

(01 புள்ளி)

(iii) ஆக்கத்திறனானது ஆளுமையினது ஒரு பணி என்ற வகையிலும் அறிவாற்றலின் ஒரு பணி என்ற வகையிலும் சமூக உளவியல் சூழலின் ஒரு பணி என்ற வகையிலும் முக்கித்துவம் பெறும் விதத்தைப் பிரதிபலிப்புச் செய்த ஓர் ஆசிரியர் என்ற வகையில் நீங்கள் அவ்வொவ்வொரு கூறினதும் விருத்திக்காகவும் பயன்படுத்தும் ஒவ்வொரு உபாய வழி வீதம் எழுதுக.

ஆக்கத்திறன்கூறு	விருத்திக்கான உபாய வழி
1. ஆளுமையின் பணி என்ற வகையில்	1.
2. அறிவாற்றலின் பணி என்ற வகையில்	2.
3. சமூக-உளவியற் சூழலின் பணி என்ற வகையில்	3.

(03 புள்ளிகள்)

குறிப்பு :

- இவ்வினாப்பத்திரத்தின் பகுதி I ஆனது மேற்காட்டியவாறான 08 (எட்டு) வினாக்களைக் கொண்டது.
- பகுதி I இன் எல்லா வினாக்களுக்கும் விடையளித்தல் வேண்டும்.
- ஒரு வினாவுக்கு 05 புள்ளிகள் வீதம் எட்டு வினாக்களுக்கும் 40 புள்ளிகள் உரித்தாகும். (05 புள்ளிகள் x 8 = 40 புள்ளிகள்)

* *

(v) (அ) கல்வி உளவியலின்கீழ், நிஜ வாழ்க்கைச் சூழமைவில், சிக்கலான தோற்றப்பாடுகளை ஆய்வு செய்வதற்கும் விளங்கிக் கொள்வதற்குமாக நீங்கள் பயன்படுத்தத்தக்க ஆராய்ச்சி முறை ஒன்றினை பெயரிடுக.

(ஆ) மேலே (v) (அ) இல் நீங்கள் எழுதிய முறையின் விசேடமான பயன் யாது?

(இ) உங்களது பாடசாலையில் மேற்படி (v) (அ) இல் நீங்கள் குறிப்பிட்ட முறையைப் பயன்படுத்துவதாயின் அதற்காகப் பின்பற்றும் படிமுறைகள் யாவை எனச் சுருக்கமாக விளக்குக. (05 புள்ளிகள்)

02. (i) கல்விச் சூழமைவில் இருக்கும் மாணவர்கள் பல்வேறு திறன்கள், கற்றல் பாங்குகள், விருப்பார்வங்கள், அனுபவங்கள் போன்றவற்றைக் கொண்டவர்கள் என்பதும் அவர்கள் வெவ்வேறு சமூக பொருளாதாரப் பின்னணிகளைப் பிரதிநிதித்துவப்படுத்துவர் என்பதும் மாணவரது பல்வகைமை எனும் எண்ணக்கருவினால் காட்டப்படுகின்றது.

(அ) 'மாணவரது பல்வகைமை' எனும் எண்ணக்கருவினது பிரதானமான இரண்டு கூறுகளை விவரிக்குக. (02 புள்ளிகள்)

(ஆ) X எனும் பாடசாலையில் 9 ஆந் தர மாணவர்களது பல்வகைமை தொடர்பான தகவல்கள் கீழே அட்டவணையில் தரப்பட்டுள்ளன. அந்தந்தப் பல்வகைமைக்குப் பொருத்தமான பொதுமைப்பாட்டைப் பெயரிடுக.

மாணவர் பல்வகைமை	மாணவர் பல்வகைமையின் பொதுமைப்பாடு
1. வெவ்வேறு சமயங்கள், மொழிகள், சம்பிரதாயங்களைக் கொண்ட மாணவர்கள்	1.
2. வெவ்வேறு இயலாமைகள் உள்ள அல்லது திறமைகள் உள்ள மாணவர்கள்	2.
3. கட்புலன், செவிப்புலன், உடலியக்கம் மூலம் கற்கும் மாணவர்கள்	3.
4. குடும்ப அமைப்பு, வாழ்க்கை அனுபவங்கள், திறமைகள், விருப்பார்வங்கள்	4.

(02 புள்ளிகள்)

(இ) உங்களது வகுப்பறையில் இருக்கும் மாணவரின் பல்வகைமையை இனங்காண்பதற்காக நீங்கள் பயன்படுத்தத்தக்க உபாயவழிகள் இரண்டை எழுதுக. (02 புள்ளிகள்)

(ஈ) மேலே (இ) எழுதிய ஓர் உபாயவழியை நடைமுறைப்படுத்துவதற்காக, செயற்பாட்டுத்திட்டமொன்று தயாரிக்குக. உங்களது செயற்பாட்டுத்திட்டத்தில் பின்வரும் விடயங்கள் அடங்கியிருத்தல் வேண்டும்.

தரம் :

அறிமுகம் :

குறிக்கோள் :

செயற்பாட்டுத்திட்டம் :

உபாயவழி	நடைமுறைப்படுத்தும் விதம்

(03 புள்ளிகள்)

- (ii) (அ) 'விசேட தேவைகள் உள்ள பிள்ளைகள்' தொடர்பாக புதுமுக ஆசிரியர்களுக்கு அறிவூட்டம் செய்வதற்காக ஒரு விரிவுரை நடத்தும் பொறுப்பு உங்களிடம் ஒப்படைக்கப்பட்டுள்ளதாகக் கருதுங்கள். உங்களது விரிவுரையில் உள்ளடக்கும் பாடவிடயங்களை உட்படுத்தி நீங்கள் தயாரிக்கும் முன்னாயத்த அட்டவணையை வரைந்து காட்டுக. (02 புள்ளிகள்)
- (ஆ) நீங்கள் கற்பிக்கும் தரத்தைச் சேர்ந்த மாணவர்கள் வகுப்பறையில் கற்றல் - கற்பித்தற் செயன்முறையுடன் தொடர்புபடும் விதத்தை நினைவு கூருங்கள். வகுப்பில் உள்ள ஏனைய மாணவர்களுடன் ஒப்பிடும்போது விசேட திறமைகள் உள்ள, உயரிய அறிவாற்றல்களைக் கொண்ட மாணவர்களை நீங்கள் எப்பெயர் கொண்டு அழைப்பீர்கள்? (01 புள்ளி)
- (இ) மேற்படி (ஆ) இல் நீங்கள் பெயரிட்ட மாணவர்க்காக தனியாள் கற்றல் திட்டமொன்று தயாரிக்குக. (03 புள்ளிகள்)

குறிப்பு

- இவ்வினாப்பத்திரத்தின் பகுதி II ஆனது மேற்காட்டியவாறான 06 (ஆறு) வினாக்களைக் கொண்டது.
- பகுதி II இன் நான்கு வினாக்களுக்கு விடையளித்தல் வேண்டும்.
- ஒவ்வொரு வினாவுக்கும் 15 புள்ளிகள் வழங்கப்படும்.
- பகுதி II இன் ஒரு வினாவுக்கு 15 புள்ளிகள் வீதம் நான்கு வினாக்களுக்கும் 60 புள்ளிகள் உரித்தாகும். (15 புள்ளிகள் x 4 = 60 புள்ளிகள்)

* * *

ජාතික අධ්‍යාපන ආයතනය
විභාග දෙපාර්තමේන්තුව
தேசிய கல்வி நிறுவகம்
பரீட்சைகள் துறை
National Institute of Education
DEPARTMENT OF EXAMINATIONS
National Institute of Education
Bachelor of Education (Honours) Degree Programme – 2022/2025
Level I Semester I Examination – 2024

BD0120	Psychology of Learning
---------------	-------------------------------

Prototype Question Paper **Time : 03 hrs**

Instructions: -

- Answer **all** questions in Part I in this paper itself.
- Answer only **four** questions from Part II.
- Attach the answer script of Part I, to the answer script of Part II and hand over.
- Begin the answer for every question in Part II on a new page.
- Write legibly.

Index No. :
Part I

- Answer **all** questions.
01. (i) In educational psychology, various definitions have been presented on ‘intelligence’ from diverse viewpoints. Write briefly what ‘intelligence’ is according to following viewpoints.
- (a) Psychological viewpoint
.....
.....
- (b) Computer viewpoint
.....
.....
- (02 marks)
- (ii) Kamal who often breaks free from classroom activities and runs to the playground becomes a hero of the school during the inter-house sports meet period. He is clever at doing extra - curricular activities assigned by the teachers. Kamal has an inborn ability to run, jump and also to do work.
- (a) According to the Howard Gardner’s theory of multiple intelligence, what is the conspicuous intelligence that has developed in Kamal ?
..... (01 mark)

(b) Write briefly, how the intelligence in Kamal can be used as a teaching strategy in the classroom learning teaching process.

.....
.....
.....

(02 marks)

02. Creativity is not limited only to artistic expressions. It can be applied for any sector including science, technology, education, business and industry.

(i) Write **two** common features that can be seen often in creative individuals.

(1)

(2)

(01 mark)

(ii) Write a standard test that can be used under ‘evaluation and testing’ in order to identify students’ creative abilities as a teacher.

.....

(01 mark)

(iii) As a teacher who has reflected on how creativity becomes important as an aspect in personality, an aspect in cognition and an aspect in socio-psychological environment, write a strategy which you can use to develop each of these sectors.

Sector in creativity	Strategy for development
1. as an aspect in personality	1.
2. as an aspect in cognition	2.
3. as an aspect in psychological environment	3.

(03 marks)



Note :

- Part I of this question paper consists of eight questions of the above type.
- All the questions in part I should be answered.
- Each question is given 05 marks and eight questions carry 40 marks.
(05 marks × 8 = 40 marks)

* *

ජාතික අධ්‍යාපන ආයතනය National Institute of Education ජාතික අධ්‍යාපන ආයතනය National Institute of Education
ජාතික අධ්‍යාපන ආයතනය National Institute of Education ජාතික අධ්‍යාපන ආයතනය National Institute of Education
ජාතික අධ්‍යාපන ආයතනය National Institute of Education ජාතික අධ්‍යාපන ආයතනය National Institute of Education
ජාතික අධ්‍යාපන ආයතනය National Institute of Education ජාතික අධ්‍යාපන ආයතනය National Institute of Education
ජාතික අධ්‍යාපන ආයතනය National Institute of Education ජාතික අධ්‍යාපන ආයතනය National Institute of Education
ජාතික අධ්‍යාපන ආයතනය National Institute of Education ජාතික අධ්‍යාපන ආයතනය National Institute of Education
ජාතික අධ්‍යාපන ආයතනය National Institute of Education ජාතික අධ්‍යාපන ආයතනය National Institute of Education
ජාතික අධ්‍යාපන ආයතනය National Institute of Education ජාතික අධ්‍යාපන ආයතනය National Institute of Education

ජාතික අධ්‍යාපන ආයතනය
විභාග දෙපාර්තමේන්තුව
தேசிய கல்வி நிறுவகம்
பரீட்சைகள் துறை
NATIONAL INSTITUTE OF EDUCATION
DEPARTMENT OF EXAMINATIONS



Bachelor of Education (Honours) Degree Programme - 2022/2025
Level I Semester I Examination - 2024

BD0120 | Psychology of Learning

Prototype Question Paper

Part II

- Answer **four** questions only.
01. The novice graduate teacher Gayana went to the classroom very happily. She has been assigned learning-teaching activities in grade 9 and the accepted notion in the school was that the children in that class are unruly. Through she entered the classroom and attempted to start the class, the boys in the back seats interrupted her. In spite of the students in the front seats participated for the lesson, many children were involved in some other works. Some students yawned and showed that they were sleepy. Gayana reported this situation to a senior teacher of the staff.
- (i) If that senior teacher were you, write briefly **two** facts which you present to Gayana to convince her the need of studying educational psychology (02 marks)
 - (ii) Describe briefly the nature of psychology under following aspects.
(a) empiricism (b) pluralism
(c) dynamism (d) pragmatism (04 marks)
 - (iii) Describe in **two** facts the nature of educational psychology. (02 marks)
 - (iv) Assume that you need to make a study about the students in the classroom that was stated in the above case. Name **two** methods of study which you propose for it and generalize them. (02 marks)
 - (v) (a) Write research methodology which you can use in education psychology to investigate and understand complex phenomena in a real-life context.
(b) What is the special use of the method you wrote in (v) (a) above ?
(c) If you use the method you stated in part (v) (a) above in your school, explain briefly the steps you follow. (05 marks)

02. (i) The concept of ‘student diversity’ depicts that the students in the educational context are equipped with various abilities, learning styles, interests and experiences and they represent different socio- economic backgrounds.

(a) Describe **two** major aspects of the concept ‘student diversity. (02 marks)

(b) The following table gives information on the diversity of grade 9 students in school X. Name the common forms appropriate for those diversities.

Student diversity	Common form of student diversity
1. Students with different languages, religions and traditions	1.
2. Students with various disabilities or abilities	2.
3. Visual, audio and motor learners	3.
4. Family structure, life experiences, talents, interests	4.

(02 marks)

(c) Write **two** strategies which you can use to identify the diversity of the students in your classroom. (02 marks)

(d) Prepare an action plan to implement one of the strategies stated in above (c). The action plan shall include the following facts.

Grade :

Introduction :

Objective :

Action plan :

Strategy	How implemented

(03 marks)

(ii) (a) Suppose you have been assigned to deliver a lecture to newly recruited teachers to raise their awareness on students with special needs. Draw the pre-preparation note with the subject matter that should be addressed in the lecture. (02 marks)

(b) Recall how the students in the grade you teach get involved in the learning teaching process. How do you introduce students with special abilities and high cognitive abilities in comparison to other students in the class? (01 mark)

(c) Prepare an individual learning plan for the students you stated in (b) above.

(03 marks)

Note :

- Part II of this question paper consists of six questions of the above type.
- Only four questions should be answered from part II.
- Every question is given 15 marks.
- In part II, each question carries 15 marks and 60 marks are awarded for four questions.
(15 marks \times 4 = 60 marks)

* * *