Program: BScTE (1st Semester)
Semester: Winter

Date: 3rd April 2026, Friday
Time: 2:30 pm to 4:30 pm

ISLAMIC UNIVERSITY OF TECHNOLOGY (IUT)
ORGANISATION OF ISLAMIC COOPERATION (OIC)
DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION (TVE)

Examination: Semester Final
Course No: TVE 4103
Course Title: Educational Psychology

Academic Year: 2024-2025
Full Marks: 120
Time: 2:00 hours

There are 4 (four) questions. Answer all of them.
Figures in the right margin indicate marks of the questions.

1.	(a) Define the concept of a schema. How do schemas evolve from infancy to childhood?	(10)	CO2
	(b) Differentiate between assimilation and accommodation with examples.	(10)	
	(c) What is object permanence? Why is it considered a major achievement in the sensorimotor stage?	(10)	
2.	(a) What is egocentrism? How did Piaget study it using the three-mountains task?	(10)	CO2
	(b) Explain centration and conservation with examples.	(10)	
	(c) Why do preoperational children fail conservation tasks?	(10)	
3.	(a) Define the two components of Spearman's two-factor theory of intelligence. A student performs well in language tasks but poorly in spatial reasoning. Which component of Spearman's theory explains this difference, and why?	(10)	CO3
	(b) Define fluid intelligence and crystallized intelligence, highlighting one key difference between them. Identify whether each of the following tasks involves fluid intelligence or crystallized intelligence: (i) Solving a new logical puzzle (ii) Explaining the meaning of a word (iii) Identifying patterns in a sequence	(10)	
	(c) A student can generate original ideas but struggles with exam-based problem solving. Identify which type of intelligence is strong and which is weak. Justify your answer using Sternberg's triarchic theory of intelligence.	(10)	
4.	(a) Explain the concept of locus of causality. Differentiate among the different types of extrinsic motivation with examples.	(10)	CO3
	(b) Distinguish between trait motivation and state motivation. How does each influence student behaviour in learning environments?	(10)	
	(c) In Maslow's Hierarchy, deficiency needs decrease motivation once met, while being needs increase it. Analyse this idea using the example of a developing teacher.	(10)	