

M. Sc. DEGREE END SEMESTER EXAMINATION - APRIL 2026**SEMESTER 2: PSYCHOLOGY****COURSE: 24P2PSYT05 - PSYCHOLOGY OF INTELLIGENCE, LEARNING AND MOTIVATION***(For Regular 2025 Admission)*

Time : Three Hours

Max. Weights : 30

PART A**Answer any 8 questions****Weight: 1**

1. Define intelligence according to David Wechsler. (R, CO5)
2. What is meant by emotional regulation? (U, CO8)
3. What does the Yerkes–Dodson law explain? (U, CO4)
4. What is achievement motivation according to Atkinson? (U, CO4)
5. Define hedonism in the context of motivation. (U, CO4)
6. What is meant by process theories of motivation? (R, CO4)
7. Define Arousal–Interpretation Theory. (U, CO7)
8. Describe discovery learning. (U, CO1)
9. What is cognitive map? (U, CO1)
10. What is meant by Hebbian learning? (U, CO1)

(1 × 8 = 8)**PART B****Answer any 6 questions****Weight: 2**

11. Analyze how emotional intelligence contributes to effective interpersonal relationships in everyday life. (An, CO6)
12. Differentiate between hygiene factors and motivators in Herzberg's theory with examples. (An, CO4)
13. Explain how the PASS model of intelligence can help teachers understand learning difficulties among students. (An, CO6)

14. Explain how attribution of success and failure can influence motivation with Reference to the ideas of Weiner. (An, CO2)
 15. Explain how reinforcement can be used to increase desirable behaviour in students based on the principles of B. F. Skinner's S-R theory. (Ap, CO4)
 16. Describe Kohler's concept of insight learning and explain how it differs from trial-and-error learning. (An, CO3)
 17. Explain Bandura's concept of modelling and analyse its application in educational settings. (An, CO2)
 18. Explain Thorndike's laws of learning and discuss their significance in the development of associationism. (An, CO2)
- (2 × 6 = 12)**

PART C

Answer any 2 questions

Weight: 5

19. "Traditional psychometric theories fail to capture the complexity of human intelligence." Discuss this statement with reference to modern theories of intelligence. (E, CO5)
 20. Compare Maslow's hierarchy of needs with Alderfer's ERG theory and discuss their implications for understanding human motivation. (E, CO4)
 21. Evaluate the contribution of drive theory in explaining motivated behaviour with reference to the work of Hull and Spence. (E, CO4)
 22. Critically evaluate the strengths and limitations of Piaget's theory in explaining learning processes in contemporary education. (E, CO3)
- (5 × 2 = 10)**