QP CODE: D3BPS2402	**(Pages: 2)**	**Reg. No**	**: .....**
		Name	**: .....**

THIRD SEMESTER FYUGP EXAMINATION, NOVEMBER 2025

Discipline Specific Core (DSC) Courses - Major

PSY3CJ202 : Individual Differences

(Credits: 4)

Time: 2 Hours **Maximum Marks: 70**

Section A

Answer the following questions. Each carries 3 marks (Ceiling: 24 marks)

1.	Define the term "drive" in the context of motivation.	BL1	CO1
2.	Define the term facial feedback hypothesis.	BL1	CO1
3.	State two major roles of heredity in intelligence.	BL1	CO1
4.	Define personality.	BL1	CO1
5.	Explain how rewards affect extrinsic motivation.	BL2	CO1
6.	Explain the nature of emotion in your own words.	BL2	CO1
7.	In what ways is AI applied in modern intelligence assessments? List any three.	BL3	CO4
8.	How can projective tests help uncover unconscious traits?	BL2	CO2
9.	Write any two differences between biological and sociogenic motives.	BL2	CO2
10.	Differentiate between positive and negative emotions with examples.	BL2	CO1

Section B

Answer the following questions. Each carries 6 marks (Ceiling: 36 Marks)

11.	Define motivation. Explain its main features and importance in understanding human behavior.	BL1	CO1
12.	How can emotional awareness improve interpersonal relationships in daily life?	BL3	CO2
13.	Define emotion and explain its three main components: cognitive, physiological, and behavioral. Provide examples for each.	BL2	CO1
14.	Discuss how emotional intelligence can influence academic performance.	BL2	CO4

(PTO)

15.	Explain Allport's types of traits with suitable examples.	BL2	CO1
16.	List the classifications of IQ scores with standard categories.	BL1	CO1
17.	Discuss Bandura's concept of self-efficacy with an example.	BL2	CO1
18.	Explain the importance of intelligence assessment in educational settings.	BL2	CO4
	Section C		
	Answer any one question. Each carries 10 marks (1 x 10 = 10 Marks)		
19.	Analyze the roles of heredity and environment in the development of intelligence.	BL4	CO2
20.	Define personality. Compare Freud's and Erikson's theories of personality development.	BL2	CO1
	CO : Course Outcome		
	BL : Bloom's Taxonomy Levels (1 – Remember, 2 – Understand, 3 – Apply, 4 – Analyse, 5 – Evaluate, 6 – Create)		