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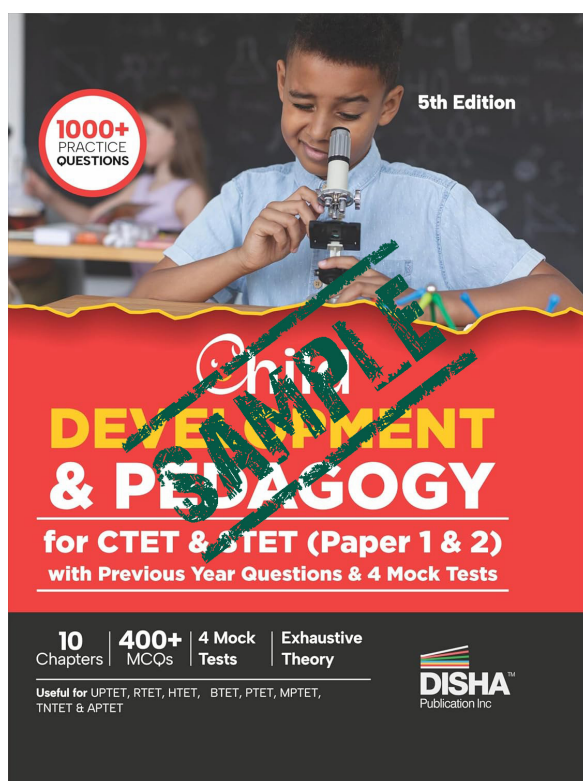
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Free Sample Contents

1. Child Growth and Development Concepts, Principles and Influences 1-28

This sample book is prepared from the book "Child Development & Pedagogy for CTET & STET (Paper 1 & 2) with Previous Year Questions & 4 Mock Tests 5th Edition".



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Child Growth and Development Concepts, Principles and Influences

INTRODUCTION

Humans are not static beings. During their lives, they change in size, appearance and psychological makeup. However, the way they change differs from individual to individual. But the fundamental patterns of growth and development remain more or less the same and take place in an orderly way. Each individual, with his unique heredity and environment determines the way he traverses the broad path of his life at his rate of progress. The knowledge of the pattern of human development helps teachers know what to expect of children. It also helps them to know approximately at what age behavioural changes take place, and when these patterns are generally replaced by more mature patterns. This is significant since, if too much is expected of children, they develop a feeling of inadequacy. On the other hand if too little is expected of them, they do not have an incentive to realize their potential.

Before understanding child development, it is imperative to understand the term 'growth'. The terms growth and development are often used interchangeably. But they are conceptually different and complement each other. Human growth deals with just the physical aspects of development whereas human development includes not only human growth but also takes into consideration the psycho-social aspects of development.

GROWTH

Growth is an increase in the size of the body as a whole or the size attained by different parts of the body by multiplication of cells during the period starting from fertilization to physical maturity. It is a fundamental characteristic of all living organisms. The physical size is measured in terms of centimeters and kilograms or metabolic balance that is retention of hydrogen and calcium in the body.

Stages of Growth

Table 1.0 : Stages of Development

Age groups	Stage of development	Schooling stage
Birth to 2 years	Infancy	
2 years to 6 years	Early childhood	Pre-primary
6 years to 12 years	Later childhood	Primary
12 years to 18 years	Adolescence	Secondary and senior secondary
18 years to 40 years	Young adulthood	
40 years to 65 years	Mature adulthood	
over 65 years	Aged adulthood	

The stages or phases of growth have been classified differently by different researchers.

1. **Prenatal Period :** The prenatal period comprises, on the average, about 9 calendar months or 40 weeks. A fertilized egg of a multi-cellular animal is transformed into an embryo by cell division, growth and differentiation. This formation into the embryo is called prenatal growth. In the prenatal period (before birth) the embryo is formed with rudiments of all organs and systems.

Prenatal growth has three distinct stages:

- the fertilized ovum (egg) (first 2 weeks)
- the embryo (from 2 to 8 weeks) and the
- the foetus (from 2 to 10 lunar months)

The human ovum during the first part of this period it is like a homogeneous mass. During the embryonic stage, though the rate of growth is slow, yet the differentiation process to form various regions which later on give rise to different parts like head, arm, leg, etc. begins. By the eighth week the embryo becomes child-like in appearance. During foetus stage the rate of growth in length as well as weight is quite high.

2. **Postnatal Period**

Postnatal growth is commonly divided into the following age periods.

- (a) **Infancy :** Infancy comprises the first year of life. This is a period of rapid growth in most bodily systems and dimensions and rapid development of the neuromuscular system. The growth is mostly by addition of more cells or increase in the protoplasm. The rate of growth increases after birth and there is an increase in size, shape and weight. In case of weight, the peak is reached at two months after birth. The cells become larger in size. The cervical and lumbar curvatures of the spine show up as the baby starts to straighten the head and tries to sit up and stand.
- (b) **Childhood :** Childhood spans from the end of infancy (the first birthday) to the start of adolescence. This period is often divided into early childhood, middle childhood and

late childhood. The early childhood is the period of eruption of milk teeth. The middle childhood (7 to 10 years) is the period of eruption of permanent teeth, though not all erupt. The late childhood starts from the pre-pubertal period and continues up to the time of puberty. Childhood is a period of relatively steady progress in growth and maturation and rapid progress in neuromuscular or development.

- (c) **Adolescence** : Adolescence follows childhood. In this period the hormonal influences play a leading role in order to attain sexual maturity. During this period there is a marked acceleration of the adolescence growth spurt. The adolescence spurt is a constant phenomenon and occurs in all children, though it varies in intensity and duration from one child to another. In boys it takes place, on an average from age 12 to 15. In girls the spurt begins about two years earlier than in boys. Differentiation in primary and secondary sexual characteristics marks the adolescence period. There are changes in the reproductive organs, in body size and shape, in the relative proportions of muscle, fat and bone and in a variety of physiological functions.
- (d) **Maturity or Adulthood** : The endocrine glands under the direction of pituitary hormones prepare the body for adulthood. An important sign of maturity is reproductive maturity. During adolescence, reproductive maturity begins but not completed. The active reproductive period extends up to 40 or 45 years of age in the human beings. The end of growth of height is also regarded as a sign of maturity.

DEVELOPMENT

The term development refers to certain changes that occur in human beings between birth and death. The term is not applied to all changes but rather to those that remain for a reasonably long period of time. A temporary change caused by a brief illness, for example, is not considered a part of development. Some developmental psychologists prefer to restrict the notion of development only to changes which lead to qualitative changes in the structure of behaviour, skill or ability. For example, Heinz Werner, a developmental psychologist believed that development consisted of two processes: **integration** and **differentiation**. According to him, development “proceeds from a state of relative lack of differentiation to a state of increasing differentiation and hierarchic integration” at all levels of the person.

Integration refers to the idea that development consists of the integration of more basic, previously acquired behaviours into new, higher level structures. For example, according to Piaget, the baby who learns to successfully reach for objects has learned to coordinate a variety of skills such as keeping an upright posture, moving the arm, visually coordinating the position of the hand and the object, and grasping the object under an integrated structure called a scheme. New developments build on and incorporate what has come before.

Differentiation is the idea that development also involves the progressive ability to make more distinctions among things, for example, learning to adjust one’s grasp to pick up small objects (which requires the use of the fingers) versus larger objects (which only require closing the hand

around the object and less motor control). Werner defined development as a combination of these two processes of integration and differentiation.

Human development can be divided into a number of different domains:

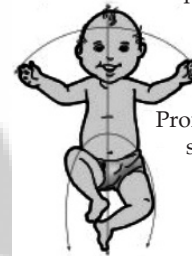
1. **Physical Domain** : Physical domain consists of development of body structure including muscles, bones and organ systems. It includes:
 - (a) Gross motor development using large muscles for example legs and arms.
 - (b) Fine motor development or precise use of muscles, for example hands and fingers.
 - (c) Sensory development which is development of vision, hearing, taste, smell and touch.

Physical domain also includes

- (a) **Cephalo-caudal** development which means that a child starts with development from head to toe. According to this principle, the child first gains control of the head, then the arms, then the legs. Infants gain control of head and face movements within the first two months after birth.

Cephalo-caudal development

- (b) **Proximo-distal** starts in the centre (like our chests) then moves to periphery. Accordingly, the spinal cord develops before other parts of the body. The child's arms develop before the hands, and the hands and feet develop before the fingers and toes. Fingers and toes are the last to develop.



Proximodistal sequence

2. **Cognitive Domain** : Referred to as intellectual or mental development, includes thinking, perception, memory, reasoning, concept development, problem-solving and abstract thinking. Language is one of the most important and complicated cognitive activities. Understanding and formulating language is a complex cognitive activity. Speaking, however, is a motor activity. Language and speech are controlled by different parts of the brain. **Jean Piaget** was a significant influence in this domain because of his '**theory of cognitive development**'.
3. **Moral Domain** : Moral domain consists of development of character, right attitudes and behaviour towards other people in society, based on social and cultural norms, rules and laws. Understanding the difference between right and wrong is the essence of moral development. Piaget believed in two basic principles relating to moral education:
 - Children develop moral ideas in stages and
 - Children create their conceptions of the world.

According to Piaget, "the child is someone who constructs his own moral world view and forms ideas about right and wrong. Piaget believed that children made moral judgments based on their own observations of the world.

Kohlberg proposed a detailed sequence of stages of moral reasoning or judgments about right or wrong. He divided moral development into three levels:

- Pre conventional
 - Conventional
 - Post conventional
4. **Social and Emotional Domain : Social development** includes the child's interactions with other people and the child's involvement in social groups. It includes
- relationships with adults and peers,
 - social roles,
 - adoption of group values and norms,
 - adoption of a moral system, and
 - productive role in society

Learning to live with others in both our family and society is one of the most important tasks, the one in which family and friends play an important role. Socialization is all about learning to cope in the family and society we live in. The socialization process varies in different societies and from family to family.

- Primary socialization takes place within the family, in the first years of a child's life. It helps children to learn how to interact with others, sense of right and wrong, what is acceptable and what is not.
- Secondary socialization starts when children come into regular contact with people and settings outside their home. This includes playgroup, school and neighborhood and continues throughout life. Secondary socialization teaches children how to interact with adults, friends and others who are not family.

Emotional Development Includes

- the development of personal traits and characteristics, including a personal identity, self-esteem,
- ability to enter into reciprocal emotional relationships,
- feelings and emotions that are appropriate for one's age and situation.

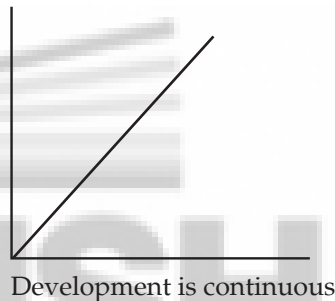
Important Aspects of Emotional Development are:

- (a) **Attachment and bonding**: The development of the deep bonds of attachment between parents or care givers and their children comes about through day to day interaction. This attachment is helped in the early months by a number of things including: skin contact, talks, parents' voices, feeding, bathing, play, eye-to-eye contact, etc. Children who develop close bonds with several important people will be far more secure than children who have not done so. If a child has a strong sense of security, he is less likely to face emotional traumas and turmoil in life.

- (b) **Self-concept and personal identity** : A child's self-concept and personal identity are closely linked to the quality of parenting in early years. Quite often, adults who harm others or carry out serious crimes have had very negative experiences as children and have a very poor self-concept.

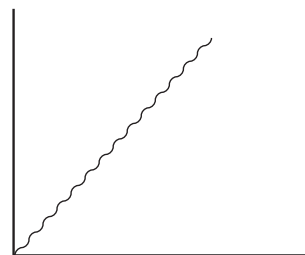
GENERAL PRINCIPLES OF DEVELOPMENT

1. **Development is an Ongoing Process** : Development begins before birth, since the genetic basis for any individual's development is present in the reproductive cells of that individual's parents, and development continues until death. Earlier theories suggested that all important developmental milestones were achieved before adulthood. But it is known now, that development is an ongoing process with important milestones and stages occurring throughout life.

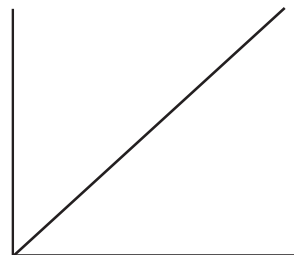


2. **People develop at different rates** : While the rate of growth may vary at different times in the life cycle and among individuals, it is always a continuous process. In your own classroom, you will have a whole range of examples of different developmental rates.

Development Rate



Child from disadvantage Home.



Child from affluent Home.

3. **Development is directional** : Development typically proceeds from simple to complex. For example, we all began as a single cell and developed into a complex organism with millions of cells that are highly differentiated by both structure and function. These cells are organized into more and more complex, interacting structures as development proceeds. The same

basic pattern is repeated in the progression of motor development. The rudimentary and uncoordinated motor movements of a newborn infant become increasingly complicated and efficient as the child grows.

4. **Development is relatively orderly and may involve stages :** At certain predictable times in the developmental process, particular tasks or activities emerge often referred to as “stages.” Stages represent a qualitative change in development, which results in the emergence of an ability or trait. After the emergence of a new skill or behaviour, there is usually a period of “leveling off,” when the new skills or abilities are practiced, mastered, and integrated into the child’s behaviour. For example, after an infant has learned to walk, he may spend several months perfecting balance, coordination, and stability. Stages represent the emergence of more complex behaviour patterns that often replace earlier, less effective ones. A four-year old with well developed language and good social skill is less likely to respond to frustration by having a tantrum than a two-year old in the same situation.
5. **Development is Cumulative :** Early developmental tasks form the foundation for the development of later, more complicated tasks. For example, the ability to engage in reciprocal interpersonal relationships is based on trust, a developmental milestone of the first year of life. A child who fails to master early tasks will have more difficulty mastering the demands of later stages, and without remedial intervention, the child’s development becomes more delayed, or shows increasingly abnormal patterns, over time. The negative effects of early developmental deficits increase as the child grows and as demands become more complex. A deficit such as the inability to recognize letters of the alphabet does not critically affect the life of a 6-year-old. However, an adult who cannot read faces serious difficulties in social and economic functioning.
6. **Development is Gradual :** Very rarely do changes appear overnight. A student who cannot manipulate a pencil or answer a hypothetical question may well develop this ability, but the change is likely to take time.
7. **Individual Differences in the Development Process:** Even though the pattern of development is similar for all children but the rate of development varies among children. Each child develops as per his abilities and perception of his environment. Children differ from each other both genetically and environmentally. So, both biological factor and environmental situations have their impact on individual’s development which leads to individual differences in development.
8. **Development is Predictable :** Development is predictable, which means that with the help of the uniformity of pattern and sequence of development. We can go to a great extent, forecast the general nature and behaviour of a child in one or more aspects or dimension at any particular stage of its growth and development. We can know the particular age at which children will learn to walk, speak and so on.



INFLUENCE OF HEREDITY & ENVIRONMENT

1. **Hereditary Factors :** Human beings have a common genetic structure that determines the course of their development. This means there are basic similarities in the structure and functions of their bodies and differences between humans and other species. Many traits are inherited, including eye color, hair color, body type, height, and skin color. These are genetically determined.

The pattern of physical development during the first year of life is largely genetically determined. A child will not be able to walk until his physical structure, bones, and muscles, have developed sufficiently to support upright body posture and to bear weight.

Infants in all cultures are biologically ready to walk somewhere between age 9- 15 months, however, environment can influence when a child actually begins to walk. A child carried on his mother's back for the first three years of life will not walk at a year. However, if that same child is allowed to roam freely on the ground, he would likely have walked around age one. Abilities that result from maturation do not have to be taught in the same way we teach a child to hold a paintbrush or to ride a bicycle. The child will have to practice a maturational skill to be proficient; however, the emergence of the skill is not dependent upon environmental factors.

2. **Environmental Factors :** While children are born with different potentials, the capacity for each child to develop healthily is dependent on a nurturing and supportive environment provided to that child. Multiple environments can positively influence the potential for healthy development.
 - Prenatal environment: It includes the chemical balance of mother's body, and the presence of substances or conditions that can enhance or hinder developmental processes (for example, a nutritious diet and vitamins, or conversely, the mother's use of alcohol or drugs during pregnancy.)
 - Physical environment: It includes the quality of air the child breathes, the food the child eats, and exposure to conditions that can cause disease or injury including child abuse and neglect.
 - Learning environment: It includes the degree and type of stimulation available to the child.
 - Social and cultural environment: This comprises the norms, belief system, values, and standards of behaviour that positively regulate a child's life. These codes of conduct regulate more or less all aspects of social life including parenting, family life, interacting with outsiders and authority figures and expectations regarding children's' development and conduct.
 - Emotional Environment: The emotional environment comprises of the child's interpersonal relationships and the extent of nurturance provided to them. Human relationships are the building blocks of healthy development. Children grow and thrive

in close and dependable relationships that provide love and nurturance, developmentally appropriate discipline, security, and encouragement for exploration. The emotional environment shapes personality and affects self-esteem, trust, social responsibility, and resilience.

MATURATION VERSUS EXPERIENCE IN DEVELOPMENT: THE NATURE–NURTURE DEBATE

In developmental psychology's past, extreme positions have been taken on the nature-nurture debate. Arnold Gesell (1928) was a strong advocate of the position that the course of our development was largely dictated by genetic factors. Our genetic heritage specifies the set of biological processes which determine the patterns of growth that we observe, which Gesell referred to as **maturation**. Simply put, maturation is the sequence of growth which is specified and controlled by our genes. Gesell used studies of identical twins to study how experience and maturation lead to development

In contrast to Gesell's maturationist position, John B. Watson (1928) argued for the dominance of the environment on children's development. Watson believed that genetic factors placed no limits on how environments could shape the course of children's development.

The positions and arguments held by Gesell and Watson regarding the relative roles of maturation and environment on development are essentially extremist positions which are no longer supported in light of current research on child development. Today, most developmental psychologists recognise that nature and nurture both play an important role in development. Rather than discussing nature versus nurture, we commonly talk about the interaction between nature and nurture. Given the widespread recognition that both nature and nurture play crucial roles in shaping development, the challenge which lies before us now is to examine the interplay between biological and environmental factors, figuring out how they interact to produce developmental change. The interaction between nature and nurture, referred to as *epigenesis*, has been characterised as being less of an answer to the nature-nurture debate than as a starting point for the study of development. Elman et al. (1996) point out that the interactionist position is certainly the correct position to take on the nature-nurture debate.

One way we can approach the interaction between nature and nurture is through an examination of the extent to which our biological programming can be altered by environmental influences. The biologist C.H. Waddington (1975) used the term *canalization* to refer to this phenomenon. In other words, is the genetic influence on a particular development robust across varied environments or does it show susceptibility to change? Highly canalized behaviours are relatively unaltered by changes in the environment. For example, the tendency to acquire a language is a highly canalized development in that it occurs across a wide degree of environmental variation. In contrast, some behaviours are easily modified by environmental factors and are less canalized. Intelligence is a trait which is dramatically altered by environmental variations.

Exercise 1 : Previous Year Questions of CTET & STET

1. In which of the following stages do children become active members of their peer group?
[CTET-2011-I]
(a) Adolescence (b) Adulthood
(c) Early childhood (d) Childhood
2. "Development is a never ending process." This idea is associated with [CTET-2011-I]
(a) Principle of inter-relation
(b) Principle of continuity
(c) Principle of integration
(d) Principle of interaction
3. 'Toy age' refers to [RTET-2011-I]
(a) Early childhood
(b) Late childhood
(c) Babyhood
(d) All of these
4. Which of the following is not a characteristic of early childhood?
[RTET-2011-I]
(a) Pre-gang age
(b) Imitative age
(c) Questioning age
(d) Play age
5. In late childhood period children understand the conversion of which physical entity(ies)?
[RTET-2011-I]
(a) Mass
(b) Mass and number
(c) Number
(d) Mass, number and area
6. Which of the following development tasks is not appropriate to the late childhood ? [RTET-2011-I]
(a) Learning physical skills necessary for ordinary games
(b) Achieving a masculine or feminine social role
(c) Achieving personal independence
(d) Learning to get along with age-mates.
7. The current view of childhood assumes that [UPTET-2011-I]
(a) children are similar to adults in many ways
(b) children are best treated as young adults
(c) childhood is basically a 'waiting period'
(d) childhood is a unique period of growth and change.
8. The best method to study growth and development of the child is: [PTET-2011-I]
(a) Psychoanalytic Method
(b) Comparative Method
(c) Developmental Method
(d) Statistical Method
9. Term PSRN in development implies: [PTET-2011-I]
(a) Problem solving, reasoning & numeracy
(b) Problem solving relationship & numeracy
(c) Perceptual skill, reasoning & numeracy
(d) Perceptual skill, relationship & numbers
10. The concept of developmental task was first used by [TNTET-2011-I]
(a) Herbart
(b) Bruner
(c) Hull
(d) Havighurst
11. Development of concepts is primarily a part of [CTET-2011-II]
(a) emotional development
(b) intellectual development
(c) physical development
(d) social development
12. Heredity is considered as a social structure. [CTET-2011-II]
(a) primary (b) secondary
(c) dynamic (d) static
13. Human development is based on certain principles. Which of the following is not a principle of human development? [CTET-2011-II]
(a) Continuity
(b) Sequentiality
(c) General to Specific
(d) Reversible
14. Human development is the product of joint contribution of both [RTET-2011-II]
(a) parents and teachers
(b) sociological and cultural factors
(c) heredity and environment
(d) none of these

Child Growth and Development Concepts, Principles and Influences

15. Character is developed by [UPTET-2011-II] (a) will power (b) conduct and behaviour (c) morality (d) all of these
16. Child development is defined as a field of study that [UPTET-2011-II] (a) examines change in human abilities (b) seeks to explain behaviour across lifespan (c) compares children to adults to senior citizens (d) accounts for the gradual evolution of a child's cognitive, social and other capacities
17. The part of the brain which is induced by Emotional stimuli is [TNTET-2011-II] (a) Hypthalamus (b) Pons (c) Medulla oblongata (d) Cerebellum
18. Human personality is the result of [CTET-2012-II] (a) interaction between heredity and environment (b) only environment (c) only heredity (d) upbringing and education
19. Which of the following is a principle of development? [CTET-2012-II] (a) Development is always linear (b) It is a discontinuous process (c) All processes of development are not inter-connected (d) It does not proceed at the same pace for all
20. Which of the following is predominantly heredity related factor? [CTET-2012-II] (a) Participation in social activities (b) Attitude towards peer group (c) Thinking pattern (d) Colour of the eyes
21. Environmental factors that shape development include all of the following except [CTET-2012-II] (a) culture (b) quality of education (c) physique (d) quality of nutrition
22. Physical growth and development is called [UPTET-2014-I] (a) Readiness (b) Maturation (c) Mobility (d) Heredity
23. The central focus of Child Psychology is [UPTET-2014-I] (a) Good teacher (b) Child (c) Teaching process (d) School
24. In Child Development- [UPTET-2014-I] (a) Emphasis is on process (b) Emphasis is on the role of environment and experience (c) It is study from conception to adolescence (d) All of the above
25. Scope of study of Child Development is [UPTET-2014-I] (a) Study of different stages of Child development (b) Study of effects of environment on Child development (c) Study of individual differences (d) All of the above
26. Survival of the fittest is the principle of [UPTET-2014-I] (a) Lamarck (b) Harrison (c) Darwin (d) McDougall
27. Factors influencing the emotional development are [UPTET-2014-I] (a) Physical health (b) Mental abilities (c) Fatigue (d) All of the above
28. The type of personality of a person expressing his Libido outward is [UPTET-2014-I] (a) Cognitive Personality (b) Aesthetic Personality (c) Extrovert Personality (d) Religious Personality
29. Who has central place in Education according to Child Psychology? [UPTET-2014-II] (a) The Child (b) The Teacher (c) The Guardian (d) The Administrator

30. "Child is a book which the teacher has to learn from page to page." Who has stated the above? [UPTET-2014-II]
- Plato
 - Aristotle
 - Rousseau
 - Ross
31. Emotion is originated through _____. [UPTET-2014-II]
- habits
 - instincts
 - physical development
 - formation of concepts
32. Which of the following statements is not true? [UPTET-2014-II]
- "Heredity is the transmission of traits from parents to offspring".
 - "Development is the product of the interaction for the organism and its environment."
 - "Heredity is the sublimation of inborn individual traits."
 - "Heredity is the transmission from parents to offspring of physical and mental characteristics".
33. The best method to growth and development of the child is: [PTET-2014-I]
- Psychoanalytic Method
 - Comparative Method
 - Developmental Method
 - Statistical Method
34. Which one of the following is the true statement corresponding to Cephalocaudal Principle of Child's Development: [PTET-2014-I]
- Development is from head to foot
 - Development is from foot to head
 - Development is from middle to periphery
 - None of these
35. The transmission of traits from parents to offspring is called: [PTET-2014-II]
- environment
 - genes
 - heredity
 - homeostasis
36. A process by which a parent assumes that his child's traits are all positive because one trait is positive is termed as: [PTET-2014-II]
- halo effect
 - hawthorne effect
 - law of effect
 - reverse halo effect
37. In which stage is the Physical growth is rapid [TNTET-2014-I]
- Early childhood
 - Infancy
 - Adolescence
 - School age
38. Excessive secretion of Growth Hormone by the Pituitary Gland leads to _____. [TNTET-2014-I]
- Dwarfism
 - Cretinism
 - Gigantism
 - Goitre
39. The book titled 'Dream Analysis' was published by [TNTET-2014-II]
- John Dewey
 - William James
 - Edward Tichenes
 - Sigmund Freud
40. During fertilization the chromosome received from the male partner is [TNTET-2014-II]
- Y
 - X
 - XY
 - XX
41. Adolescence is a period of storm and stress – said by [TNTET-2014-II]
- Brickson
 - Cole
 - Stanley Hall
 - William McDougall
42. The main ductless gland that regulates the physiological and psychological functioning of a person is _____. [TNTET-2014-II]
- The pituitary gland
 - Thyroid gland
 - Para thyroid gland
 - Adrenal gland
43. The transfer of physiological and genetic characters from parents to offspring through generations is called [TNTET-2014-II]
- Evolution
 - Transfer to next generation
 - Biological heredity
 - None of the above

44. Personality traits such as introvertism and extrovertism personality was explained by
[TNTET-2014-II]
- Cattell
 - Eysenck
 - Kemp
 - Yung
45. Understanding Human Growth and Development enables a teacher to
[CTET-July-2013-I]
- gain control of learners' emotions while teaching.
 - be clear about teaching diverse learners.
 - tell students how they can improve their lives.
 - practice her teaching in an unbiased way.
46. Which one of the following is true about the role of heredity and environment in the development of a child?
[CTET-July-2013-I]
- The relative contributions of peers and genes are not additive.
 - Heredity and environment do not operate together.
 - Propensity is related to environment while actual development requires heredity.
 - Both heredity and environment contribute 50% each in the development of a child.
47. A child coming to pre-school for the first time cries profusely. After two years when the same child goes to the primary school for the first time, he does not express his tension by crying rather his shoulder and neck muscles become tense. This change in his behaviour can be explained on the basis of which of the following principles?
[CTET-Feb.-2014-I]
- Development proceeds in a sequential manner
 - Development is gradual
 - Development is different in different people
 - Development is characterized by differential and integration
48. A teacher found that a student is facing difficulty in drawing a square. He/She assumes that this student would also find it difficult to draw a diamond. He/She applies which of the following principles to arrive at his/her assumption?
[CTET-Feb.-2014-II]
- Development tends to follow an orderly sequence
 - Development is saltatory
 - Development is gradual
 - Development is different for different people
49. Which one of the following statements is true regarding the role of heredity and environment in human development?
[CTET-Feb.-2014-II]
- The role of environment is almost fixed, whereas the impact of heredity can be altered
 - The theories based on the 'behaviourism' are largely based on the role of 'nature' in human development
 - The relative effects of heredity and environment vary in different areas of development
 - The policy of compensatory discrimination of the Government of India is based on the role of 'nature' in human development
50. The nature-nurture debate refers to
[CTET-Sept.-2014-I]
- genetics and environment
 - behaviour and environment
 - environment and biology
 - environment and upbringing
51. Which of the following facts has been least discussed in the psychology of emotion ?
[CTET-Sept.-2014-II]
- Emotion is a subjective feeling and varies from person to person
 - Emotions may not occur within individual students, but also also within the entire class
 - Emotions are a complex pattern of arousal and cognitive interpretation
 - Emotional process involves physiological as well as psychological reactions
52. 'Which one of the following is best suited for emotional development of children ?
[CTET-Feb.-2015-I]
- Democratic classroom environment
 - No involvement of the teachers as it is the task of the parents
 - Controlled classroom environment
 - Authoritarian classroom environment

53. "Anyone can become angry - that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way - that is not easy." This is related to [CTET-Feb.-2015-I]
- Emotional development
 - Social development
 - Cognitive development
 - Physical development
54. In the context of 'nature - nurture' debate, which one of the following statements seems appropriate to you? [CTET-Feb.-2015-III]
- Children are genetically predisposed to what they would be like irrespective of whatever environment they grow up in.
 - A child is like a blank slate whose character can be moulded by the environment into any shape.
 - Environmental influences only have a little value in shaping up a child's behaviour which is primarily genetically determined.
 - Heredity and environment are inseparably interwoven and both influence development.
55. Which one of these is a principle of child development? [CTET-Feb.-2015-II]
- Development can accurately predict the pace of each individual child.
 - Development occurs due to interaction between maturation and experience.
 - Experience is the sole determinant of development.
 - Development is determined by reinforcement and punishment.
56. The pace of development varies from one individual to another, but it follows pattern. [CTET-Feb.-2016-I]
- a toe-to-head
 - a haphazard
 - an unpredictable
 - a sequential and orderly
57. Which one of the following is correct about development? [CTET-Feb.-2016-I]
- Development begins and ends at birth.
 - 'Sociocultural context' plays an important role in development.
 - Development is unidimensional.
 - Development is discrete.
58. Early childhood is period for language development. [CTET-Feb.-2016-I]
- a not-so-significant
 - an unimportant
 - a sensitive
 - a neutral
59. Which of the following statements about children are correct? [CTET-Sept.-2016-I]
- Children are passive recipients of knowledge.
 - Children are problem solvers.
 - Children are scientific investigators.
 - Children are active explorers of the environment.
- A, B and D
 - B, C and D
 - A, B, C and D
 - A, B and C
60. Which of the following is the most effective method to encourage conceptual development in students? [CTET-Sept.-2016-I]
- New concepts need to be understood on their own without any reference to the old ones.
 - Replace the students' incorrect ideas with correct ones by asking them to memorize.
 - Give students multiple examples and encourage them to use reasoning.
 - Use punishment till students have made the required conceptual changes.
61. The cephalocaudal principle of development explains how development proceeds from : [CTET-Sept.-2016-I]
- general to specific functions
 - differentiated to integrated functions
 - head to toe
 - rural to urban areas

62. A 6-year-old girl shows exceptional sporting ability. Both of her parents are sportspersons, send her for coaching everyday and train her on weekends. Her capabilities are most likely to be the result of an interaction between :

[CTET-Sept.-2016-I]

- (a) heredity and environment
- (b) growth and development
- (c) health and training
- (d) discipline and nutrition

63. Which one of the following statements about development is correct? [CTET-Feb.-2016-II]

- (a) Developmental changes go forward in a straight line.
- (b) Development proceeds from birth to adolescence in a forward manner and then it goes backwards.
- (c) Development occurs at a different rate among different Individuals.
- (d) Development occurs at a very fast pace from birth till adolescence and then it stops.

64. "Environmental factors do not play any role in shaping an individual, since growth of each individual is determined by his genetic makeup." This statement is [CTET-Feb.-2016-II]

- (a) correct, since genetic makeup of an individual is very strong.
- (b) incorrect, since there have been several researches to prove that environment can have a major influence on development.
- (c) correct, since there have been several researches to prove that genetic material alone predicts an individual's development.
- (d) incorrect, since environmental factors contribute little in an individual's growth and development.

65. Which of the following statements about principles of development is incorrect?

[CTET-Sept.-2016-II]

- (a) Development is a quantitative process which can be measured precisely.
- (b) Development depends on maturation and learning.

(c) Development takes place due to a constant interaction between heredity and environment.

(d) Every child goes through stages of development, yet there are wide individual differences among children.

66. The unique interaction of ___ and ___ can result in different paths and outcomes of development.

[CTET-Sept.-2016-II]

- (a) exploration; nutrition
- (b) challenges; limitations
- (c) heredity; environment
- (d) stability; change

67. Match the following principles of development with their correct descriptions:

[CTET-Sept.-2016-II]

Principle	Description
(A) Proximodistal trend	(i) Different children develop at different rates
(B) Cephalocaudal trend	(ii) Head to toe sequence
(C) Interindividual differences	(iii) In a single child, the rate of development can vary from one domain of development to the other
(D) Intraindividual differences	(iv) From the centre of body to outwards
	(v) Progression from simple to complex

	A	B	C	D
(a)	(v)	(ii)	(i)	(iii)
(b)	(v)	(ii)	(i)	(iii)
(c)	(ii)	(iv)	(i)	(iii)
(d)	(ii)	(iv)	(iii)	(i)

68. In a normal zygote, the number of chromosomes in pair is [UPTET-2017-I]
 (a) 22
 (b) 23
 (c) 24
 (d) none of the above
69. Whose name is associated with 'Father of the Eugenics'? [UPTET-2017-I]
 (a) Crow and Crow
 (b) Galton
 (c) Ross
 (d) Woodworth
70. One of the following statements is true [APTET-May.-2018-I]
 (a) Development is a short term process
 (b) There are no individual differences in development
 (c) Development is not uniform in all the developmental stages
 (d) Development is not predictable
71. The study that supports the influence of Heredity on development of an individual [APTET-May.-2018-I]
 (a) Pearson – Darwin's family
 (b) Freeman – Miltred Rooth
 (c) Skodak – Foster children
 (d) Gordon – Gipsy children
72. A child without have proper mental development lags behind in his social development also. The development principle here is [APTET-May.-2018-II]
 (a) Development is the process of interaction
 (b) Developments proceed with interrelation
 (c) Development proceeds from general to specific
 (d) Development is cumulative
73. Physical factor that affects learners learning is [APTET-May.-2018-II]
 (a) Interest (b) Attitude
 (c) Intelligence (d) Maturity
74. Growth of a child is mainly related to [UPTET-2019]
 (a) Physical Development
 (b) Social Development
 (c) Emotional Development
 (d) Moral Development
75. Human development starts from [UPTET-2019]
 (a) Pre-natal stage
 (b) Pre-childhood stage
 (c) Post-childhood stage
 (d) Stage of infancy
76. "Adolescence is the period of great stress, strain, storm and strike" is the statement of [UPTET-2019]
 (a) Jersield
 (b) Stanley Hall
 (c) Simpson
 (d) Crow & Crow
77. Which of the following stages of development is called as "A unique stage of emotional development" by Cole and Bruce? [UPTET-2019]
 (1) Infancy
 (2) Childhood
 (3) Adulthood
 (4) Adolescence
78. The most critical period of acquisition and development of language is [CTET-Dec.-2019-I]
 (a) pre-natal period
 (b) early childhood
 (c) middle childhood
 (d) adolescence
79. Which of the following is a stage of moral development proposed by Lawrence Kohlberg? [CTET-Dec.-2019-I]
 (a) Latency Stage
 (b) The social contract orientation
 (c) Concrete operational stage
 (d) Industry vs. Inferiority stage
80. Which of the following behaviours characterize the 'concrete operational stage' as proposed by Jean Piaget? [CTET-Dec.-2019-I]
 (a) Hypothetico-deduction reasoning; propositional though
 (b) Conservation; class inclusion
 (c) Deferred imitation; object permanence
 (d) Make-believe play; irreversibility of thought
81. Which of the following is a Piagetian construct in the context of cognitive development of children? [CTET-Dec.-2019-I]
 (a) Schemas
 (b) Observational learning
 (c) Conditioning
 (d) Reinforcement

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82. Child-centered pedagogy promotes
[CTET-Dec.-2019-I]
- (a) exclusive reliance on text books
 - (b) giving primary to children's experiences
 - (c) rote memorisation
 - (d) labelling and categorization of students base on ability
83. In which of the following periods does physical growth and development occur at a rapid pace?
[CTET-Dec.-2019-I]
- (a) Infancy and early childhood
 - (b) Early childhood and middle childhood
 - (c) Middle childhood and adolescence
 - (d) Adolescence and adulthood
84. The concept of childhood is
[CTET-Dec.-2019-II]
- (a) universally the same across different cultural contexts
 - (b) a social construction according to contemporary socio-constructivist theorists
 - (c) that children are born evil and have to be civilized
 - (d) that children begin with nothing at all and their characteristics are shaped entirely by environment
85. Which of the following characterize the period of 'middle childhood'?
[CTET-Dec.-2019-II]
- (a) Physical growth and development occur at a very rapid pace
 - (b) Ability to think abstractly and use of scientific reasoning develops
 - (c) Children begin to think logically but concretely
 - (d) Learning occurs primary through sensory and motor activities
86. Play has a significant role in development of young children for the following reasons, except-
[CTET-Dec.-2018-I]
- (a) it stimulates their senses
 - (b) it is just a pleasant way to spend time
 - (c) they acquire new skills and learn when to use them
 - (d) they gain mastery over their body
87. The concept of object permanence is attained during Piaget's ___ stage of development.
[CTET-Dec.-2018-II]
- (a) preoperational
 - (b) concrete operational
 - (c) formal operational
 - (d) sensorimotor
88. Between ___ months of age, most children begin to combine words into short sentences while speaking.
[CTET-Dec.-2018-II]
- (a) 18 and 24
 - (b) 24 and 30
 - (c) 30 and 36
 - (d) 12 and 18
89. In which stage of development, the sexual changes that occur in the child's body starts to appear?
[HTE-TGT-2020-II]
- (a) Early childhood
 - (b) Later Adolescence
 - (c) Adulthood
 - (d) Puberty
90. According to Jean Piaget in which stage child is able to understand Hypothesis and getting thinking ability on the basis of logical statement?
[HTE-TGT-2020-II]
- (a) 0 to 2 years
 - (b) 2 to 6 years
 - (c) 6 to 11 years
 - (d) 11 to 15 years
91. Which of the following is example of Innate Motive?
[HTE-TGT-2020-II]
- (a) Award
 - (b) Hunger
 - (c) Punishment
 - (d) Incentives
92. Which of the following is not the type of personality given by Kretschmer ?
[HTE-TGT-2020-II]
- (a) Athletic
 - (b) Aesthetic
 - (c) Asthenic
 - (d) Pyknic
93. What is age group given by Erikson for the stage "industry vs inferiority" ?
[HTE-TGT-2020-II]
- (a) 6 to 11 years
 - (b) 12 to 20 years
 - (c) 3 to 6 years
 - (d) 18 months to 3 years

94. Which of the following Psychologist is not supporter of views about "Psychology as a Science of Soul" ? [HTE-TGT-2020-II]
- Plato
 - Aristotle
 - Descartes
 - Wundt
95. In which stage of development, interest/ friendship develops towards same sexual groups? [HTE-TGT-2020-II]
- 12 to 14 years
 - 15 to 18 years
 - 10 to 12 years
 - 19 to 21 years
96. What is the age group for the moral development stage "Heteronomy Reciprocity" given by Jean Piaget? [HTE-TGT-2020-II]
- 0 to 5 years
 - 13 to 18 years
 - 5 to 8 years
 - 11 to 13 years
97. After observing that students are struggling to proceed further on an ongoing activity, a teacher decides to provide cues and hints in form of what, why, how. According to Lev Vygotsky's theory, this strategy of teacher will [CTET-Jan.-2021-I]
- cause withdrawal tendency among students.
 - be meaningless in process of learning.
 - demotivate the children to learn.
 - act as a scaffold for learning.
98. According to Lawrence Kohlberg's theory, "Performing an act and doing something because others approves it", represents _____ stage of morality. [CTET-Jan.-2021-I]
- Post-conventional
 - Formal conventional
 - Pre-conventional
 - Conventional
99. Pre-operational stage in Jean Piaget's theory of cognitive development characterizes _____. [CTET-Jan.-2021-I]
- Hypothetico deductive thinking
 - Ability to conserve and seriate objects
 - Development of abstract thinking
 - Centration in thought
100. Which of the following statement is correct in context of development? [CTET-Jan.-2021-I]
- Development occurs only during the period of childhood.
 - Development is multi-dimensional.
 - Development has the same rate of growth across cultures for everyone.
 - Development occurs only through learning that takes place in school.
101. Sequence of development among children from birth to adolescence is [CTET-Jan.-2021-I]
- Concrete, abstract, sensory.
 - Abstract, concrete, sensory.
 - Sensory, concrete, abstract.
 - Abstract, sensory, concrete.
102. Which of the following theorists proposed that children's thinking is qualitatively different from that of adults? [CTET-Jan.-2021-II]
- Howard Gardner
 - Lawrence Kohlberg
 - Jean Piaget
 - Lev Vygotsky
103. Which of the following statements about development is correct?
- Development occurs in a neat, orderly set of stages predetermined by genetic factors.
 - Development is simple and unidimensional.
 - There is a lot of cultural diversity in the development of children.
 - Children across the world follow the same sequence and exact time of development.
104. Which of the following is a major hallmark of the period of middle childhood? [CTET-Jan.-2021-II]
- Rapid development of motor skills and overall physical growth.
 - Development of scientific reasoning and ability to think abstractly.
 - Emergency of make-believe play.
 - Development of logical thought that is concrete in nature.

105. According to Jean Piaget, children in formal operational stage [CTET-Jan.-2021-II]
 (a) cannot conserve, classify and seriate.
 (b) begin to engage in make-believe and symbolic play.
 (c) are capable of hypothetico-deductive reasoning and propositional thought.
 (d) are bound by centration and irreversibly of thought.
106. At which stage of Lawrence Kohlberg’s theory of moral development do individuals believe that actively maintaining the current social system ensures positive human relationships and societal order? [CTET-Jan.-2021-II]
 (a) The instrumental purpose orientation
 (b) The universal ethical principle orientation
 (c) The punishment and obedience orientation
 (d) The social-order maintaining orientation
107. During the period of childhood, development - [CTET-Jan.-2021-II]
 (a) consists only of quantitative changes.
 (b) is disorderly and disjointed.
 (c) is slow and cannot be measured.
 (d) is multi-layered and complex.
108. ‘Zone of proximal development’ is [CTET-Jan.-2021-II]
 (a) the process where two individuals who begin with different understandings arrive at a shared understanding.
 (b) the process in which children learn to perform tasks as set by the elder members in a society.
 (c) the area between a child’s current level of independent performance and the level of performance that the child could achieve with the help of adults and more skilled peers.
 (d) a range of tasks that the child should be able to do as per her age but cannot.

Answer Key															
1.	(a)	15.	(d)	29	(a)	43.	(c)	57.	(b)	71.	(a)	85.	(c)	99.	(d)
2.	(b)	16.	(d)	30.	(c)	44.	(d)	58.	(c)	72.	(b)	86.	(b)	100.	(b)
3.	(a)	17.	(a)	31.	(b)	45.	(b)	59.	(b)	73.	(d)	87.	(d)	101.	(c)
4.	(d)	18.	(b)	32.	(c)	46.	(a)	60.	(c)	74.	(a)	88.	(a)	102.	(c)
5.	(d)	19.	(a)	33.	(c)	47.	(d)	61.	(c)	75.	(a)	89.	(d)	103.	(c)
6.	(b)	20.	(d)	34.	(a)	48.	(a)	62.	(a)	76.	(b)	90.	(d)	104.	(d)
7.	(d)	21.	(c)	35.	(c)	49.	(c)	63.	(c)	77.	(a)	91.	(b)	105.	(c)
8.	(c)	22.	(b)	36.	(d)	50.	(a)	64.	(b)	78.	(b)	92.	(b)	106.	(d)
9.	(a)	23.	(b)	37.	(b)	51.	(b)	65.	(a)	79.	(b)	93.	(a)	107.	(d)
10.	(d)	24.	(d)	38.	(c)	52.	(a)	66.	(c)	80.	(b)	94.	(d)	108.	(c)
11.	(b)	25.	(d)	39.	(b)	53.	(a)	67.	(b)	81.	(a)	95.	(c)		
12.	(d)	26.	(c)	40.	(c)	54.	(d)	68.	(b)	82.	(b)	96.	(c)		
13.	(d)	27.	(d)	41.	(c)	55.	(b)	69.	(b)	83.	(a)	97.	(d)		
14.	(c)	28.	(c)	42.	(a)	56.	(d)	70.	(c)	84.	(b)	98.	(d)		

45. (b) When a teacher know about the growth and development of children enables him to be clear about teaching diverse learners.
47. (d) Human development involves changes. Development is a product of maturity and learning. A child reacts differently the same situation due to maturity and learning and integrates himself.
48. (a) The process of development takes place in an orderly manner. Development proceeds from general to specific. In all areas of development general activity always precedes specific activity.
49. (c) All that we inherit from our parents and forefathers is called heredity and the environment is every thing that affects the individual except the gens. Both have a very important role in development. In physical development, heredity is more important than environment, while in social development environment is more important.
56. (d) The speed of development is different from one person to another but it follows a chronological and systematic pattern. As you see the growth in the first year of a child follows cephalocaudal and proximodistal pattern i.e the patter it follows in terms of height and weight in childhood and other stages.
57. (b) Development is a constant process like learning". The development of a person is related to one's environment, social life, etc. Hence, 'socio-cultural context' plays an important role in development.
58. (c) Early childhood stage of a child is accompanied with language acquisition. As a child reaches the age 5, he becomes familiar with sounds and grammar of he mother tongue. Subsequently he acquires the vocabulary of that language.
62. (a) Heredity and environment both are the enhancing features to make the child develop his personality. Thus a child learns from home and society both.
68. (b) In humans, each cell normally contains 23 pairs of chromosomes, for a total of 46. Twenty-two of these pairs, called autosomes, look the same in both males and females. The 23rd pair, the sex chromosomes, differ between males and females.
70. (c) Development is not same in all developmental stages according to the stages given by Piaget and other psychologists. Therefore it is a true statement saying that Development is not uniform in all development stages.
71. (a) Darwin's family, is the theory given by Pearson the study that supports the influence of Heredity on development of an individual
78. (b) The most critical period of acquisition and development of language **Early childhood** because the first few years of life constitute the time during which language develops readily and after which (sometime between age 5 and puberty) language acquisition is much more difficult and ultimately less successful.
79. (b) Cognitive in nature, **Kohlberg's theory** focuses on the thinking process that occurs when one decides whether a behaviour is right or wrong. Thus, the theoretical emphasis is on how one decides to respond to a moral dilemma, not what one decides or what one actually does.
80. (b) The **concrete operational stage** is the third stage in Piaget's theory of cognitive development. This period spans the time of middle childhood—it begins around age 7 and continues until approximately age 11—and is characterized by the development of logical thought.
81. (a) • **Piaget's stage theory** describes the cognitive development of children. Cognitive development involves changes in cognitive process and abilities.
- **In Piaget's view**, early cognitive development involves processes based upon actions and later progresses to changes in mental operations.
82. (b) A **child-centered approach** encourages children to take learning into their own hands, as opposed to being directed or prompted by a teacher. Children take responsibility for making choices about what they will learn and explore.
83. (a) **PHYSICAL DEVELOPMENT AND GROWTH.** An infant's physical development begins at the head, then moves to other parts of the body. For example, sucking comes before sitting, which comes before walking. Newborn to 2 months: Can lift and turn their head when lying on their back.
84. (b) The concept of childhood is a social construction according to contemporary

socio-constructivists theorists because it is a theory of knowledge in sociology and communication which evaluates the development of the child on the basis of assumptions about reality.

- 85. (c) Children begin to think logically but concretely in middle childhood stage, this stage is also known as CONCRETE OPERATIONAL STAGE given by Jean Piaget.
- 86. (b) Play is not just a pleasant way to spend time. It is the source of energy and rejuvenation for a child. His mind develops and feels fresh after playing the games of his interests.
- 87. (d) Sensory Motor is the stage where a child attains object permanence. Jean Piaget gave the theory of sensorimotor where a child behaves according to the environment and surroundings and recognizes the objects around.
- 88. (a) between 18 and 24 months most of the children start making sentence using the words they are recognized with. It is the stage of learning by observing or copying. They copy the family members and try to speak the sentence using the words they know or they learn by listening to others.
- 97. (d) Scaffolding for learning implies that Instructional scaffolding is a procedure through which a teacher adds supports for students in order to improve learning and aid in the mastery of tasks. The teacher does this by methodically building on students' experiences and knowledge as they are learning new skills.
- 98. (d) Conventional stage of morality states that it is exemplified by an acceptance of society's conventions concerning right and wrong. At this stage a person obeys rules and follows society's norms even when there are no consequences for respect or disrespect.
- 99. (d) Pre-operational stage of Jean Piaget's theory of cognitive development characterize centration in thought. According to Piaget, this stage occurs from the age of 2 to 7 years. In the preoperational stage, children use signs to represent words, images, and ideas, which is why children in this stage connect in pretend play.
- 100. (b) Development is multi-dimensional is the right option. According to the theory of development, it depends upon various

aspects to reach the perfect developmental stage of a child to an adult.

- 101. (c) Sensory, concrete, abstract, is an apt sequence of development among children from childhood to adolescence. Piaget's has given four stages of development :

Stage	Age	Goal
Sensorimotor	Birth to 18-24 months old	Object permanence
Preoperational	2 to 7 years old	Symbolic thought
Concrete operational	7 to 11 years old	Operational thought
Formal operational	Adolescence to adulthood	Abstract concepts

- 102. (c) Jean Piaget proposed that children's thinking is qualitatively different from that of adults. The behavior changes as they grow old. It was observed closely by Jean Piaget during his observations and finally developed thinking that there is diversity in behavior in all the age groups yet same in the human race.
- 103. (c) There is a lot of cultural diversity in the development of children. Research recommends that adults who connect children in culturally responsive educational experiences assist to: Build young children's self-possession and skills. Increase children's consciousness, appreciation, and addition of diverse beliefs and cultures. Maximize children's educational achievement and instructive success.
- 104. (d) The major hallmark of the period of middle childhood is the development of logical thought that is concrete. According to the development theory this period spans the time of middle childhood—it begins at the age of 7 and continues till the age of 11. It is distinguished by the development of logical thought. Thinking still be inclined to be very tangible, children become much more logical and complicated in their thinking during this stage of development.
- 105. (c) According to Jean Piaget children in formal operational stage are capable of hypothetico-deductive reasoning and propositional thought. In this stage , teens develop competent thinking about conceptual and imaginary ideas. The formal operational theory states that teacher should explore

- hypothetical situations. It may be related to current events or social issues. It also broadens concepts whenever possible. For example, if we are talking about the Civil War, discuss other issues that have separated the country since that time.
106. (d) The social order maintaining orientation is the stage of Lawrence Kohlberg's theory of moral development which states to actively maintain the current social system ensures positive human relationship and social structure. It is the fourth stage which relates to maintain the law and order orientation where moral decision making becomes more important. The child believes that rules and laws need to be maintained to have social order.
107. (d) During the period of childhood, development is multi-layered and complex. In this stage, children can process complex ideas such as addition and subtraction. Although there are five stages of development since childhood these are:
- Five Stages of Child Development
- 1) Newborn. During the first month of life, newborns exhibit automatic responses to external stimuli.
 - 2) Infant. Infants develop new abilities quickly in the first year of life. ...
 - 3) Toddler.
 - 4) Preschool.
 - 5) School age
 - 6) After crossing these stages the child becomes a perfect human being to combat the complexities of life.
108. (c) Zone of proximal development is the area between a child's current level of independent performance and the level of performance that the child could achieve with the help of adults and more skilled peers. It is so because the zone of proximal development (ZPD or Zoped) is defined as the difference between a child's "actual developmental level as determined by independent problem solving" and the child's "potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"

Exercise 2 : Test Yourself

1. One of the three stages during the prenatal growth is
 - (a) Embryo
 - (b) Infancy
 - (c) Puberty
 - (d) Multi-cellular growth
2. Early childhood is a period of
 - (a) Eruption of milk teeth
 - (b) Straightening of head
 - (c) Progress in neuromuscular development
 - (d) Rapid growth of bodily systems
3. Heinz Werner explained the concept of
 - (a) Simulation and Organization
 - (b) Assimilation & Accommodation
 - (c) Integration and Differentiation
 - (d) Perception and Judgment
4. The detailed sequence of stages of moral reasoning or judgments about right or wrong was proposed by
 - (a) Kohlberg
 - (b) Erikson
 - (c) Piaget
 - (d) Vygotsky
5. The pattern of physical development which is genetically determined is
 - (a) Habitual
 - (b) Environmental
 - (c) Situational
 - (d) Hereditary
6. Development is directional means
 - (a) There is an emergence of a new skill or behaviour
 - (b) Development typically proceeds from simple to complex
 - (c) All important developmental milestones were achieved before adulthood
 - (d) Development continues until death
7. Physical growth and development is called
 - (a) Readiness
 - (b) Maturation
 - (c) Mobility
 - (d) Heredity
8. Development is not
 - (a) A change in desirable direction
 - (b) A multi-sphere change
 - (c) A spontaneous change
 - (d) A planned change
9. Development is a never ending process." This idea is associated with
 - (a) Principle of integration
 - (b) Principle of interaction
 - (c) Principle of interrelation
 - (d) Principle of continuity
10. The development that proceeds in the direction of the longitudinal axis i.e., head to foot is termed as
 - (a) Cephalo-caudal development
 - (b) Proximo distal
 - (c) Interrelation
 - (d) Integrative
11. The development that proceeds from the centre to the periphery is termed as:
 - (a) Spiral development
 - (b) Linear development
 - (c) Proximo-distal
 - (d) None of the above
12. Environmental factors that shape development include all of the following except
 - (a) Quality of learning
 - (b) Intelligence
 - (c) Nutrition
 - (d) Culture
13. Another name for a newborn baby is
 - (a) Embryo
 - (b) Neonate
 - (c) Zygote
 - (d) Fetus
14. A normal child of 12 years of age is most likely to
 - (a) Have difficulty with gross motor coordination
 - (b) Have feelings of anxiety about pleasing adults
 - (c) Confine his/her interests to here and now
 - (d) Be eager for peer approval

15. The current view of childhood assumes that
- Children are similar to adults in most ways
 - Children are best treated as young adults.
 - Childhood is basically a "waiting period."
 - Childhood is a unique period of growth and change.
16. The key difference between evolutionary and cultural change is that evolutionary change alters _____ whereas cultural change alters _____.
- Reproduction; environment
 - Heredity; environment
 - Environment; behaviour
 - Development; learning
17. Development of concepts is primarily a part of
- Emotional development
 - Intellectual development
 - Physical development
 - Social development
18. Lower classes, play-way method of teaching is based on
- theory of physical education programs
 - principles of methods of teaching
 - psychological principles of development and growth
 - sociological principles of teaching
19. Human development is based on certain principles. Which of the following is not a principle of human development?
- Continuity
 - Sequentiality
 - General to specific
 - Reversible
20. Developmental psychology postulates one regulative principle of development; which is
- an orthogenetic principle
 - a psycho-social principle
 - A Cognitive principle
 - A differentiation principle
21. In comparative physical growth curves, female
- Develop more slowly than males
 - Develop more rapidly than males
 - Develop at the same rate as males
 - Develop more rapidly than males during the first six years and more slowly thereafter
22. Physical growth & development is called
- readiness
 - maturation
 - mobility
 - heredity
23. Adoloscence is a period of 'storm and stress', was said by
- G. Stanelly hall
 - B.F. Skinner
 - Jean Piaget
 - None of these
24. The meaning of development is
- progressive series of changes
 - progressive series of changes as a result of motivation
 - progressive series of changes as a result of motivation and experience
 - series of changes as a result of maturation and experience.
25. Which of the following statements is not correct about development ?
- Each phase of the development has hazards
 - Development is not aided by stimulation
 - Development is affected by cultural changes
 - Each phase of the development has characteristic behaviour.
26. Which one of the following is the true statement corresponding to Cephalocaudal Principle of Child's Development:
- Development is from head to foot
 - Development is from foot to head
 - Development is from middle to periphery
 - None of these
27. Development of human values which are universal in nature means
- indoctrination
 - adoption
 - imitation
 - manifestation
28. Which one of the following is not an internal factor on the growth and development of children
- Biological factor
 - Intelligence
 - Emotional factor
 - Environment in the womb of the mother

29. The literal meaning of Emotion is
- aggression and fear
 - affection and love
 - excitement or disturbance in feelings
 - None of these
30. First stage to learn skill is
- Reality
 - Imagination
 - Co-ordination
 - Imitation
31. What is the principal psychological characteristic of childhood?
- Dependence on others
 - Feeling of gregariousness
 - Religious feeling
 - Lack of tendency of imitation
32. Cognitive Development means :
- Development of intelligence
 - Development of child
 - Development of Physical Skills
 - Development of individual
33. A development perspective involves concern with changes occurring over time in:
- form
 - rate
 - sequence
 - all of these
34. In the above figure the line 'A' is perceived to be shorter than the line 'B'. This is due to
-
- Poyendoffs illusion
 - Horizontal – Vertical line illusion
 - Zollener's illusion
 - Muller-Lyer illusion
35. The most apt method of evaluating a person's personality is through
- Autobiography
 - Self rating
 - Questionnaire
 - Attitude scale
36. Super ego stage occurs at the age of
- 1-3
 - 3-6
 - 6-9
 - 9-12
37. Which one of the following is correctly matched?
- Physical Development–Environment
 - Cognitive Development–Maturation
 - Social Development– Environment
 - Emotional Development–Maturation
38. All the following facts indicate that a child is emotionally and socially fit in a class except
- develop good relationships with peers
 - concentrate on and persist with challenging tasks
 - manage both anger and joy effectively
 - concentrate persistently on competition with peers
39. Which of the following statements support role of environment in the development of a child ?
- Some students quickly process information while others in the same class do not.
 - There has been a steady increase in students' average performance on IQ tests in last few decades.
 - Correlation between IQs of identical twins raised in different homes is as high as 0.75.
 - Physically fit children are often found to be morally good.
40. Which of the following statements is true?
- Genetic makeup impacts responsiveness of an individual to qualities of the environment
 - Adoptive children possess same IQs as their adoptive siblings
 - Experience does not influence brain development
 - Intelligence remains unaffected by the schooling
41. Cognitive development is supported by
- conducting relevant and well-designed tests as frequently as possible
 - presenting activities that reinforce traditional methods
 - providing a rich and varied environment
 - focusing more on individual activities in comparison to collaboration
42. Human development is
- quantitative
 - qualitative
 - unmeasurable to a certain extent
 - both quantitative and qualitative

43. Piaget proposes that preoperational children are unable to conserve. Which of the following factors attributes this inability?
- Inability of hypothetic-deductive reasoning
 - Irreversibility of thought
 - Lack of high-level abstract reasoning
 - None of the above
44. Development starts from the
- stage of infancy
 - pre-natal stage
 - pre-childhood stage
 - post-childhood stage
45. What age do children grasp objects?
- Four Years old
 - Three to Five Years old
 - Two Months
 - Four months
46. What age do children sit and crawl?
- One Years old
 - Five Years old
 - 6-7 months
 - 6-7 years old
47. What age do children babble sounds?
- Three months
 - Two months
 - Four years old
 - Twelve months
 - Three to Four years old
48. What is the age for understanding words for children?
- 7-8 months
 - 8-10 months
 - 1 years old
 - 3 years old
49. What is the age for understanding to four word sentences?
- 3 months
 - 2 months
 - 1 year old
 - 3 years old
50. Which child can work in groups of two or three?
- 4 years old
 - 2 years old
 - 5 years old
 - 2 months
51. When do the permanent teeth appear?
- 5 years old
 - 6 years old
 - 3 years old
 - 2 months
52. Around what age should a child be able to build a tower of three building blocks?
- 21 months
 - 12 months
 - 18 months
 - 15 months
53. At what age should a child be referred to a paediatrician if they have not begun to walk?
- 18 months
 - 9 months
 - 12 months
 - 15 months
54. In normal fine motor development, which of the following should occur first?
- Copying a cross
 - Copying a triangle
 - Drawing a square
 - Copying a circle
55. Which of the following statements is TRUE?
- hearing infants of deaf parents never babble, they only use hand signals
 - hearing infants of deaf parents' babies do continue to babble, but with hand signals instead
 - hearing infants of deaf parents mix babbling and hand signals throughout infancy
 - hearing infants of deaf parents babble and do not use hand signals until much later
56. Skinner (1957) suggested that children learn language because of
- reinforcement from adults
 - experimenting with sounds
 - simply imitating others
 - an innate skill to develop language
57. Harris (1973) criticized Piaget's claims about infants' abilities to distinguish between objects and their own actions because
- infants have a short attention span
 - infants have a fragile short-term memory
 - infants have reduced cognition
 - infants get distracted by shiny things

58. What is prosody?
- tone, pitch and rhythm of speech
 - pitch, intonation and depth of speech
 - tone, depth and stress of speech
 - rhythm, stress and intonation of speech
59. What are proto conversations?
- interactions between infants of a similar age
 - the monologues infants use to reinforce the words they have learned
 - early turn-taking behaviour between adults and infants
 - adults labelling the objects in the infant's environment
60. What are the three stages of Ainsworth et al.'s (1978) 'strange situation'?
- interaction, separation, reunion
 - play, stranger introduction, parent abandonment
 - isolation, reunion, play
 - interaction, alienation, stranger introduction
61. Which of the four attachment types was added at a later date?
- disorganized
 - secure
 - insecure
 - ambivalent/resistant
62. Insecurely attached or maltreated children are more likely to
- have learning difficulties
 - develop emotional disorders
 - break the law
 - develop obsessive compulsive disorder
63. Which of the following words best fit the following statement?
During the _____ year of life, children's relationships with their peers are characterized by _____ behaviour, but as infants approach their _____ birthday, they will begin to engage in _____ behaviour.
- second, antisocial, second, prosocial
 - first, shy, first, confident
 - first, prosocial, first, aggressive
 - second, confident, second, antisocial
64. During the first year of life, infants begin to develop a sense of self-awareness. This involves the development of the subjective self and the objective self. What is the subjective self?
- the recognition that the individual is separate from others
 - the recognition that the self is something that is an object with properties
 - the recognition that the individual is a part of the group
 - the recognition that the self is the same as others
65. What are the processes that a child must go through in order to develop gender categorization?
- gender identity, gender stability, gender consistency
 - gender stereotype, gender identity, gender distinction
 - gender stability, gender distinction, gender consistency,
 - gender discrimination, gender stability, gender stereotype
66. Infants use imitation to
- increase the bond with their primary caregiver
 - communicate
 - make sense of information provided by the average face
 - get what they want
67. The 'visual cliff' experiment was used to demonstrate that an infant has
- distance perception
 - depth perception
 - space perception
 - volume perception
68. What did Quinn (2006) hypothesize we have in place to allow the categorization of objects in the first 6 months of life?
- neural architecture
 - hormone triggers
 - spatial awareness
 - none of these
69. In which stage did Piaget say that infants are essentially limited in their thinking and show a primitive understanding of objects in their environment?
- the concrete operational stage
 - the formal operational stage
 - the sensorimotor stage
 - preoperational stage

70. What is egocentric thinking?
- (a) thinking that takes into account other people
 - (b) thinking that is focussed on the feelings of others
 - (c) thinking that has little regard for others
 - (d) thinking that is a mix of the three
71. An internal cognitive map of stimuli is also called a
- (a) road map
 - (b) internal map
 - (c) mental representation
 - (d) wiring map

Answer Key									
1.	(a)	16.	(b)	31.	(b)	46.	(c)	61.	(a)
2.	(a)	17.	(b)	32.	(a)	47.	(a)	62.	(b)
3.	(c)	18.	(c)	33.	(d)	48.	(b)	63.	(c)
4.	(a)	19.	(d)	34.	(d)	49.	(d)	64.	(a)
5.	(d)	20.	(a)	35.	(c)	50.	(a)	65.	(a)
6.	(b)	21.	(b)	36.	(b)	51.	(b)	66.	(c)
7.	(b)	22.	(b)	37.	(c)	52.	(c)	67.	(b)
8.	(c)	23.	(a)	38.	(d)	53.	(a)	68.	(a)
9.	(d)	24.	(c)	39.	(b)	54.	(d)	69.	(c)
10.	(a)	25.	(b)	40.	(a)	55.	(b)	70.	(c)
11.	(c)	26.	(a)	41.	(c)	56.	(a)	71.	(c)
12.	(b)	27.	(b)	42.	(d)	57.	(b)		
13.	(b)	28.	(a)	43.	(b)	58.	(d)		
14.	(d)	29.	(c)	44.	(b)	59.	(c)		
15.	(d)	30.	(d)	45.	(d)	60.	(a)		