

QUARKS T-TET PAPER-II COMPLETE GUIDE

Complete Edition — Child Development, Inclusive Education and Pedagogy

The Complete Guide, Revision & Question Bank, and Mock Tests — in one volume

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This book has been prepared strictly on the basis of the official **T-TET Paper-II Syllabus (Syllabus-2020)** and an analysis of previous years' question papers. While every care has been taken to ensure accuracy, the publisher and author shall not be liable for any loss arising from the use of this book. The previous year questions reproduced here have been transcribed and grammatically/OCR-corrected from official question booklets for study purposes; correct answers and explanations are the considered opinion of the author based on standard academic sources.

Edition: First Edition (Complete Edition) · **Examination:** Tripura Teacher Eligibility Test (T-TET), Paper-II — Part-I: Child Development and Pedagogy (30 MCQs).

About This Complete Edition

This single volume brings together the entire Quarks T-TET Paper-II preparation system in three parts:

- **Part One — The Complete Guide.** The full syllabus taught from scratch across 27 chapters, each with theory, classroom examples, solved previous year questions, 50

practice MCQs, a summary, and memory tricks — followed by an appendix of every available past paper (2015–2025), grammar- and OCR-corrected.

- **Part Two — Revision and Question Bank.** Chapter-wise quick-revision notes, over 600 most-important one-liners, the Top 100 PYQ-based MCQs, and a Top 500 expected-MCQ bank — for fast revision and heavy practice.
- **Part Three — Mock Tests.** Five full-length, exam-style papers (30 questions each) with detailed answers and explanations.

How to use it. Study Part One chapter by chapter. Once a section is done, drill it using the matching practice MCQs and the Part Two banks. In the final weeks, revise from Part Two's notes and one-liners, then test yourself under timed conditions with the Part Three mocks — reviewing every wrong answer back in Part One.

EXAM TIP — There is generally no negative marking in T-TET, so attempt all 30 questions in the real Part-I. Master the IQ formula — $\text{IQ} = (\text{Mental Age} \div \text{Chronological Age}) \times 100$ — and the theorist-to-theory tables; these are tested in every paper.

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PART ONE — The Complete Guide

Preface

The Tripura Teacher Eligibility Test (T-TET) is the gateway for aspiring teachers in Tripura. Paper-II is meant for candidates who wish to teach at the **upper primary level (Classes VI–VIII)**. Of all the parts in Paper-II, **Part-I — Child Development and Pedagogy** carries the strongest “scoring potential,” because the syllabus is finite, the concepts are stable, and — as the analysis in this book proves — the same ideas, theorists, and terms are tested again and again, year after year.

This book has a single promise: **a candidate who studies it thoroughly should not need any other book for the Child Development, Inclusive Education and Pedagogy portion of T-TET Paper-II**. Every line of the official syllabus has been expanded into clear theory, definitions, examples, tables, mnemonics, solved previous year questions (PYQs), and practice MCQs.

What makes this book different is that it is **driven by data**. We collected and cleaned every available previous year question paper (2015, 2016, 2017, 2018 First Session, 2018 Second Session, 2019, 2022, and 2025) and mapped all **240 Child Development and Pedagogy questions** to syllabus topics. The result is the PYQ Trend Analysis you will find a few pages ahead. It tells you exactly where the marks are — and we have allocated the depth of each chapter accordingly.

Prepare smart. Trust the trend. Revise the mnemonics. Solve every MCQ.

Wishing you success, **Sudip Laskar** for Quarks Institute

How to Use This Book

This book is organised into three sections that mirror the official syllabus, followed by a revision-and-test section.

- **Section I — Child Development** (Chapters 1–15)
- **Section II — Inclusive Education** (Chapters 16–18)
- **Section III — Learning and Pedagogy** (Chapters 19–27)

Every chapter follows the same predictable structure, so you always know where to look:

Component

Chapter Roadmap

Theory

Boxes

Solved PYQs

Practice MCQs

Summary

Memory Tricks

A suggested study cycle for each chapter: (1) Read the Roadmap. (2) Study the theory, pausing at every box. (3) Attempt the Solved PYQs *before* reading the explanation. (4) Test yourself on the 50 Practice MCQs. (5) The night before the exam, read only the Summary and Memory Tricks of each chapter.

EXAM TIP — Part-I has 30 questions. Treat the high-frequency chapters (Learning Theories, Intelligence, Personality, Piaget–Kohlberg–Vygotsky, and Inclusive Education) as “must-master.” Together they account for well over half of all questions ever asked.

Examination Strategy

Know the paper. T-TET Paper-II contains 150 questions in total. Part-I (Child Development and Pedagogy) has **30 multiple-choice questions**, each carrying one mark, and is **compulsory for every candidate**. The questions are bilingual (English and Bengali). There is generally **no negative marking** in T-TET, which means you should **attempt every single question** — never leave a blank.

Qualifying marks. A candidate must usually score **at least 60% overall** to qualify (relaxation is given to reserved categories as per the notification). Because Part-I is conceptual and repetitive, it is the safest place to build your 60%.

Time management. Aim to finish all 30 Part-I questions in about **20–22 minutes**, leaving more time for Language and the Mathematics/Science or Social Studies parts. A T-TET Child Development question is rarely a long comprehension; it is usually a one-line recall or a short application. Read fast, decide, mark, move on.

Smart guessing. With four options and frequent “None of the above” choices, eliminate the obviously wrong options first. Across the papers, “None of the above / None of them” is a *real* correct answer surprisingly often (for example, when a question lists three wrong theorists) — so never dismiss it automatically.

Three-pass method. Pass 1: answer everything you know instantly. Pass 2: return to the calculation/application items (IQ sums, matching theorist-to-theory). Pass 3: mark an answer for every remaining question — leave nothing blank.

EXAM TIP — Master the IQ formula cold: $\text{IQ} = (\text{Mental Age} \div \text{Chronological Age}) \times 100$. A direct IQ calculation has appeared in almost every paper (2015, 2017, 2018, 2019, 2022). These are guaranteed, free marks.

PYQ Trend Analysis (2015–2025)

We analysed **all 240 Child Development and Pedagogy questions** from eight official papers — 2015, 2016, 2017, 2018 (First Session), 2018 (Second Session), 2019, 2022, and 2025 (30 questions each). Each question was mapped to a syllabus topic. The table below shows the approximate number of questions per topic cluster across all eight papers, ranked by frequency. **This is the single most important page in the book** — it tells you where to invest your time.

Rank	Topic cluster	Approx. Qs (of 240)	Weight	Chapter(s)
1	Learning & Theories of Learning (Pavlov, Thorndike, Skinner, Gestalt)	~26	Very High	19, 20
2	Personality & its Measurement	~21	Very High	26, 27
3	Inclusive Education, CWSN & Learning Disabilities	~20	Very High	16, 17
4	Intelligence & IQ (concept, tests, calculation)	~19	Very High	10
5	Gifted, Talented & Creative Learners	~16	High	18
6	Growth, Development & Adolescence (stages)	~13	High	2
7	Piaget — Cognitive (& early moral) Development	~11	High	6
8	Emotion & Emotional Intelligence	~11	High	25

9	Kohlberg — Moral Development	~ 10	High	7
10	Heredity & Environment	~ 10	Medium	4
11	Concept of Development & Learning	~ 8	Medium	1
12	Language & Thought	~ 8	Medium	11
13	Motivation	~ 8	Medium	24
14	Vygotsky — Social Constructivism & ZPD	~ 7	Medium	8
15	Individual Differences	~ 5	Medium	13
16	Child-Centred Education & Pedagogy	~ 5	Medium	9
17	Questioning, Critical Thinking & Assessment	~ 5	Medium	14, 15
18	Cognition (thinking, perception, concept formation)	~ 4	Low-Med	22
19	Gender	~ 4	Low-Med	12
20	Socialization	~ 4	Low-Med	5
21	Principles of Development	~ 4	Low-Med	3
22	Memory	~ 3	Low	23
23	Reasoning & Problem Solving	~ 3	Low	23
24	Adjustment	~ 3	Low	27

What the trend tells us — five takeaways:

First, **learning theories dominate**. The names Pavlov (classical conditioning), Thorndike (trial-and-error, laws of learning, connectionism), and Skinner (operant conditioning) appear in *every* paper, often two or three times. If you confidently match each theorist to his theory, key experiment, and key term, you will pick up several marks effortlessly.

Second, **“who proposed what” is the favourite question type**. A huge share of questions simply ask which psychologist gave a particular theory, test, or term (e.g., “Operant conditioning was advocated by...”, “Three-ring conception of giftedness was proposed by...”, “OCEAN theory is a...”). This book provides a master *Theorist–Contribution* table for exactly this reason.

Third, **intelligence and the IQ formula are perennial**. Expect at least one direct IQ calculation and one “intelligence test/theorist” question every year.

Fourth, **inclusive education vocabulary is heavily tested** — dyslexia, dyscalculia, dyspraxia, Down syndrome/Trisomy-21, EMR, savant syndrome, accommodation types, and identification methods. These are pure-recall marks.

Fifth, **definitions and word-origins recur** — the Latin/Greek roots of *adolescence* (adolescere), *emotion* (emovere), *personality* (persona), and *motivation* (movere); and the meaning of terms like pedagogy, socialization, maturation, and ZPD.

IMPORTANT FACT — Across the eight papers, the four clusters *Learning Theories + Intelligence + Personality + Inclusive/Disabilities* alone account for roughly **86 of 240 questions (about 36%)**. Add the three developmental theorists (Piaget, Kohlberg, Vygotsky) and you cover well over half the paper from just seven chapters.

Expected focus for upcoming papers. Based on the trend, prepare with high priority: classical vs operant vs trial-and-error conditioning; theorist–theory matching; IQ calculation and intelligence tests (Binet, Stanford–Binet, Wechsler, Army Alpha/Beta); projective tests (Rorschach, TAT) and personality types/traits; learning disabilities terminology; gifted-education models (Renzulli’s three-ring and Schoolwide Enrichment, Gagné’s DMGT); Piaget’s four stages; Kohlberg’s three levels/six stages; Vygotsky’s ZPD and scaffolding; and the standard word-origins.

Detailed Syllabus Mapping

The official T-TET Paper-II syllabus for Part-I is reproduced here point-by-point and mapped to the chapter where it is covered in full.

(A) Child Development (Elementary School Child)

Official syllabus point	Covered in
Concept of development and its relation with learning	Chapter 1

Growth and development; stages — infancy, childhood, adolescence	Chapter 2
Principles of development of childhood	Chapter 3
Influence of heredity and environment; role of the teacher	Chapter 4
Socialization; social world and children; role of parents, peers, teachers	Chapter 5
Piaget — cognitive development theory & educational implications	Chapter 6
Kohlberg — moral development theory & educational implications	Chapter 7
Vygotsky — social constructivism & educational implications	Chapter 8
Child-centred and progressive education; role of teachers	Chapter 9
Construct of intelligence; multidimensional intelligence; Sternberg; IQ; tests	Chapter 10
Language and thought; stages of language development; role of teacher	Chapter 11
Gender as a social construct; gender roles, bias, equality	Chapter 12
Individual differences among learners (language, caste, gender, community, religion)	Chapter 13
Assessment for learning vs of learning; school-based assessment; CCE	Chapter 14
Formulating questions for assessing readiness, critical thinking, achievement	Chapter 15

(B) Inclusive Education and Children with Special Needs

Official syllabus point	Covered in
Addressing learners from diverse backgrounds, disadvantaged and deprived	Chapter 16
Addressing needs of children with learning difficulties, impairment, the “mentally retarded”, physically challenged, socially/culturally deprived — identification and remedial measures	Chapter 17
Addressing needs of exceptional children — talented, creative, specially abled	Chapter 18

(C) Learning and Pedagogy

Official syllabus point	Covered in
Basic process of teaching and learning; children's learning strategies; learning as a social activity	Chapter 19
Creative learning situations; modes of learning; social, cooperative & collaborative learning; group discussion	Chapter 21
Child as a problem solver and a scientific investigator	Chapter 23
Alternative conceptions of learning; children's errors as steps in learning	Chapter 19
Cognition — perception, concept formation, thinking, imagination, reasoning (inductive/deductive), problem solving, memory	Chapters 22, 23
Emotion — characteristics, emotional maturity, emotional intelligence, EQ	Chapter 25
Motivation — concept, types, importance, theories	Chapter 24
Theories of learning — Pavlov, Thorndike, Skinner, Piaget, Vygotsky	Chapter 20
Factors contributing to learning — personal and environmental	Chapter 19
Personality and adjustment — concepts, approaches, types, traits, measurement (projective & non-projective), adjustment mechanisms	Chapters 26, 27

SECTION I — Child Development

Chapters 1–15

This section builds the foundation of the entire paper. It covers how children grow and develop, the principles that govern development, the powerful roles of heredity, environment and socialization, the three great developmental theorists the examiners love — **Piaget, Kohlberg and Vygotsky** — and the practical themes of intelligence, language, gender, individual differences, assessment and classroom questioning.

Master this section first: the developmental theorists alone account for roughly **one in eight** of all questions ever asked, and the concepts here reappear throughout Sections II and III.

Chapter 1 — Concept of Development and Its Relation with Learning

Syllabus link: Child Development and Pedagogy — “Concept of development and its relationship with learning.”

Chapter Roadmap

This chapter explains what **development** really means and how it differs from the closely linked terms **growth**, **maturation** and **learning**. We will see that development is both quantitative and qualitative, that it is lifelong (from womb to tomb), and that it follows a predictable, orderly pattern. We then study the central exam topic — the relationship between development and learning — and finish with the characteristics of development and what they mean for the classroom teacher.

1.1 Meaning of Development

Development is the progressive series of orderly, meaningful changes that take a child from conception towards maturity. It is far more than “getting bigger.” A child does not only grow taller and heavier; the child also begins to think, reason, speak, feel and relate to others in new and more complex ways. Development therefore covers the whole person — the **physical, mental (cognitive), emotional, social, moral and language** sides of the child, all advancing together.

A simple way to fix the idea: a newborn cannot walk, talk or share a toy. A six-year-old can do all three. The distance the child has travelled between these two points — in body, mind, feelings and behaviour — is development.

IMPORTANT FACT — Development is “all-round” or holistic. When an exam asks “What is child development?”, the correct answer is the **overall development of the child**, not just the physical or the mental side.

1.2 The Four Key Terms — Growth, Maturation, Learning, Development

Beginners often mix these four words. The exam loves to test the difference, so define each one carefully.

- **Growth** means an increase in **bodily dimensions** — height, weight, length of bones, size of organs. It is **quantitative** (it can be measured in numbers) and it **stops at maturity**. We can say a child “grew 5 cm this year.”
- **Maturation** means the automatic, natural **unfolding of inborn (hereditary) potential**, without any special training or practice. A child’s legs become ready to walk because the nervous system and muscles ripen on a biological timetable. Maturation provides **readiness**.

- **Learning** is a **relatively permanent change in behaviour brought about by experience or practice**. Reading, cycling and good manners are all learnt. Changes caused only by fatigue, illness, drugs or maturation are *not* counted as learning.
- **Development** is the **total, progressive change** in the child — physical, mental, emotional and social — produced by growth, maturation and learning acting together. It is both quantitative and qualitative, and it is lifelong.

Term	What it means	Key exam marker
Growth	Increase in body size (height, weight)	Quantitative only; stops at maturity
Maturation	Automatic unfolding of inborn potential	No practice needed; gives “readiness”
Learning	Lasting change in behaviour through experience	Needs experience/practice
Development	Overall progressive change in the whole child	Quantitative + qualitative; lifelong

COMMON CONFUSION — Growth vs Development. Growth is only a part of development. Growth is measurable and stops at maturity; development includes growth PLUS qualitative changes and continues throughout life.

The word **maturation** was first used in child psychology by **Arnold Gesell**, whose maturational theory said that development is guided mainly by an inner biological clock. His famous twin stair-climbing study showed that training a child before maturational readiness gives little lasting advantage — the un-trained twin caught up quickly once ready.

1.3 Standard Definitions You Must Know

The exam often lifts definitions almost word-for-word, so memorise these.

- **Elizabeth B. Hurlock:** Development is “a progressive series of orderly, coherent changes leading towards the goal of maturity.” Notice the load-bearing words — *progressive* (moving forward, towards maturity), *orderly* and *coherent* (not random; each change builds on the last), and *series* (continuous, step after step).
- **Crow and Crow:** Development is concerned with growth as well as those changes in behaviour which result from environmental stimulation.
- **B. F. Skinner:** “Development is a progressive and continuous change in the organism from birth to death.” Skinner’s wording underlines two facts the exam loves — development is **continuous** and it lasts **from birth to death**.

EXAM TIP — A question that reads “A series of progressive, orderly and meaningful changes leading to the goals of maturity may be called ___” is asking for **development** (Hurlock’s definition). It is NOT growth and NOT maturation.

1.4 Development is Both Quantitative AND Qualitative

This is one of the most repeated points in the whole syllabus.

- **Quantitative change** is change in **amount** — it can be counted or measured. Height rising from 50 cm to 110 cm, weight increasing, vocabulary growing from 10 words to 2,000 words.
- **Qualitative change** is change in **kind, structure or function** — it cannot simply be measured with a ruler. A child's *type* of thinking changes from concrete to abstract; emotional control matures; the child moves from babbling to grammatical speech.

Development includes both. A growing child is not just a “bigger baby”; the child is a *different kind* of thinker and feeler. So when an exam asks “Development refers to ___”, the best answer is **both quantitative and qualitative changes**.

MEMORY TRICK — “Q & Q” — Development = **Q**uantity (size, number) + **Q**uality (structure, function). Growth is only the first Q.

1.5 Development is Lifelong, Predictable and Orderly

Lifelong (womb to tomb). Old views said development stopped at adulthood. The modern **life-span view** holds that development **continues until death** — adults keep developing in personality, wisdom, emotion and social roles. So “Development continues up to ___” is answered by **death**, not adolescence or adulthood.

Predictable. Because development follows broadly the same sequence in all normal children, we can predict the general pattern — a baby sits before it stands, stands before it walks. Human development is therefore **predictable** in its pattern (even though the exact rate differs from child to child).

Orderly. Development proceeds in a fixed sequence and in fixed directions (head-to-toe and centre-to-outside, studied in Chapter 3). It is not random.

IMPORTANT FACT — Development is predictable in **PATTERN** but not identical in **RATE**. The sequence is the same for all; the speed differs from child to child.

1.6 Relationship Between Development and Learning

This is the heart of the chapter and the favourite examination angle.

1. They are positively correlated. Development and learning support each other and move in the same direction. The more a child develops, the greater the child's **capacity to learn**; and the more a child learns, the more learning, in turn, **aids further development**. They are **interdependent**. A child cannot learn to write before the finger muscles and eye-hand coordination have developed; once writing is learnt, it further sharpens cognitive and motor capacities. So the relationship is a **positive correlation**, never negative and never “no relation.”

2. Learning sometimes depends on cognitive development. Some learning needs a prior level of mental readiness. A child in the pre-operational stage cannot genuinely learn abstract algebra, however hard we teach — the cognitive readiness is not yet there. But not *all* learning waits on cognitive development: a young child can learn simple habits, motor skills and conditioned responses without advanced thinking. Because some learning needs prior cognitive development and some does not, the most accurate answer to “Learning depends on cognitive development” is **sometimes**.

COMMON CONFUSION — “Always” vs “Sometimes.” Higher, abstract learning clearly needs cognitive readiness, but plenty of simple learning (a baby learning to fear a loud sound, a toddler learning a word) does not need advanced cognitive development. Hence the safest exam answer is **sometimes**.

3. Development enables learning; learning aids development. Think of two ladders leaning on each other. Maturation and development raise the child to a level of *readiness*; the teacher then provides experiences, and learning lifts development higher still. Neither works alone.

4. Failure is part of learning too. In the learning process, failure is **as important as success**, because mistakes give the feedback on which correction and insight are built. A wise teacher treats errors as information, not as crimes.

EXAM TIP — Three “relation” facts answer almost every question here: (i) development and learning are **positively correlated**; (ii) maturation is NOT learning and not a product of learning; (iii) some learning needs prior cognitive readiness — so “learning depends on cognitive development” is best answered **sometimes**.

1.7 Characteristics of Development (Quick List)

1. **Continuous** — begins at conception, never fully stops while alive.
2. **Orderly and sequential** — follows a fixed order (sit → stand → walk).
3. **Predictable in pattern** — the general path can be foreseen.
4. **Both quantitative and qualitative** — size *and* structure/function change.
5. **Individual in rate** — every child develops at his or her own speed.
6. **Lifelong** — from womb to tomb.
7. **Multidimensional** — physical, cognitive, emotional, social, moral together.
8. **Joint product of heredity and environment** — nature and nurture interact.

1.8 Educational Implications for Teachers

- **Teach to readiness.** Match the lesson to the child’s developmental stage; teaching before readiness wastes effort and creates frustration.
- **Use the whole-child view.** Body, mind, emotions and social life are linked — a hungry or anxious child learns poorly.

- **Respect individual rates.** Give differentiated tasks; avoid comparing one child with another.
- **Provide a rich environment.** Since development is not maturation alone, varied experiences matter.
- **Treat errors as feedback,** not failure — mistakes are normal steps in learning.
- **Sequence content** from concrete to abstract and simple to complex, following the natural order of development.

Solved Previous Year Questions (PYQs)

Q1 [T-TET 2015, Q.1]. Which one of the following statements best summarizes the relationship between development and learning? (A) Development is positively correlated to learning (B) Development is independent of learning (C) Development is negatively correlated to learning (D) There is no relation between development and learning

Answer: (A) Development is positively correlated to learning. Development and learning support each other and move in the same direction — more development gives the child a greater capacity to learn, and learning, in turn, promotes further development. They are interdependent. *Why the others are wrong:* (B) and (D) deny the well-established mutual dependence between the two; (C) reverses the true direction by claiming they oppose each other.

Q2 [T-TET 2015, Q.2]. What is the meaning of child development? (A) Development in physical aspect (B) Social development (C) Overall development of the child (D) Physical and mental development

Answer: (C) Overall development of the child. Child development is all-round and holistic — it covers the physical, mental, social, emotional and moral sides of the child together, not just one of them. *Why the others are wrong:* (A), (B) and (D) each name only a part of development; development is the whole, not a single dimension.

Q3 [T-TET 2016, Q.1]. Development continues up to (A) adolescence (B) adulthood (C) death (D) None of the above

Answer: (C) death. According to the modern life-span view, development is lifelong — it begins at conception and continues until death, as adults keep developing in personality, emotion, wisdom and social roles. *Why the others are wrong:* (A) adolescence and (B) adulthood both stop development too early; development does not halt at these stages.

Q4 [T-TET 2017, Q.2]. Learning depends on cognitive development (A) always (B) sometimes (C) never (D) None of the above

Answer: (B) sometimes. Some learning needs a prior level of cognitive readiness (for example, abstract reasoning), but a great deal of simple learning — habits, conditioned responses, basic motor skills — does not require advanced cognitive development. Because it is true in some cases and not in others, “sometimes” is the most accurate answer. *Why the others are wrong:* (A) “always” is too strong, since simple learning can occur without

advanced thinking; (C) “never” is plainly false, as higher learning clearly does depend on cognitive readiness.

Q5 [T-TET 2018, Session-1, Q.5]. Human development is (A) quantitative (B) qualitative (C) Both (A) and (B) (D) None of the above

Answer: (C) Both (A) and (B). Development includes quantitative change (increase in size, such as height and weight) and qualitative change (change in structure and function, such as the type of thinking and emotional control). *Why the others are wrong:* (A) names only the measurable side and (B) only the structural side; development is both together, so neither alone is complete.

Q6 [T-TET 2022, Q.2]. Human development is (A) uncertain (B) unpredictable (C) predictable (D) None of the above

Answer: (C) predictable. Because development follows broadly the same orderly sequence in all normal children, its general pattern can be predicted (a baby sits before it stands, stands before it walks). *Why the others are wrong:* (A) “uncertain” and (B) “unpredictable” contradict the orderly, sequential nature of development.

Q7 [T-TET 2022, Q.29]. A series of progressive, orderly and meaningful changes leading to the goals of maturity may be called as (A) maturation (B) growth (C) development (D) None of the above

Answer: (C) development. This is Hurlock’s definition almost word-for-word — progressive, orderly, meaningful changes leading towards maturity describe development. *Why the others are wrong:* (A) maturation is only the inner unfolding of inborn potential, not the whole series of changes; (B) growth is only the quantitative increase in body size.

Q8 [T-TET 2025, Q.1]. Development refers to (A) qualitative changes (B) quantitative changes (C) both quantitative and qualitative changes (D) None of the above

Answer: (C) both quantitative and qualitative changes. Development covers the increase in size (quantitative) and the transformation in structure and function (qualitative) together. *Why the others are wrong:* (A) and (B) each capture only one half of development; choosing either alone leaves out the other essential type of change.

Practice MCQs

1. “Development is a progressive series of orderly, coherent changes leading towards the goal of maturity.” This definition was given by
(A) Crow and Crow (B) Hurlock (C) Gesell (D) Skinner
2. The term ‘growth’ indicates an increase in
(A) bodily dimensions (B) intelligence of a person (C) moral values (D) social responsibility
3. The automatic unfolding of inborn potential without practice is called
(A) maturation (B) growth (C) adjustment (D) learning
4. Development refers to

- (A) both quantitative and qualitative change (B) only qualitative change (C) only quantitative change (D) none of these
5. Development continues up to
(A) puberty (B) adulthood (C) death (D) adolescence
6. The relationship between development and learning is
(A) inversely related (B) negatively correlated (C) no relation (D) positively correlated
7. Which of the following is a quantitative change?
(A) Moral reasoning (B) Change in type of thinking (C) Increase in height (D) Emotional maturity
8. The word 'maturation' was first used in child psychology by
(A) Crow and Crow (B) Skinner (C) Arnold Gesell (D) Hurlock
9. Learning is best defined as
(A) any change in behaviour (B) change due to maturation (C) change due to fatigue (D) a relatively permanent change in behaviour through experience
10. Which of the following is NOT a characteristic of development?
(A) It follows a uniform rate for every child (B) It is lifelong (C) It is orderly (D) It is continuous
11. "Learning depends on cognitive development" is best answered as
(A) sometimes (B) cannot be said (C) always (D) never
12. Child development means
(A) mental development only (B) social development only (C) overall development of the child (D) physical development only
13. Development is predictable in its
(A) cost (B) reward (C) pattern (D) rate
14. Which one is a product of learning?
(A) Maturation (B) Reflex action (C) Eye colour (D) Skill
15. Gesell's twin stair-climbing study mainly demonstrated the importance of
(A) reinforcement (B) imitation (C) maturational readiness (D) punishment
16. In the learning process, failure is
(A) not important (B) to be ignored (C) harmful always (D) as important as success
17. Changes caused by fatigue, illness or drugs are NOT counted as learning because learning must be
(A) school-based (B) rewarded (C) relatively permanent and experience-based (D) quick
18. Which pair is correctly matched?
(A) Maturation — needs practice (B) Development — quantitative + qualitative (C) Growth — qualitative only (D) Learning — automatic unfolding
19. According to B. F. Skinner, development is a progressive and continuous change from
(A) birth to death (B) birth to adolescence (C) conception to puberty (D) birth to adulthood
20. The capacity to learn generally increases as the child's
(A) environment shrinks (B) development advances (C) development stops (D) growth stops

21. Development is best described as
(A) only physical (B) multidimensional (C) only emotional (D) unidimensional
22. A baby sits before it stands and stands before it walks. This shows development is
(A) uniform in rate (B) random (C) reversible (D) orderly and sequential
23. Two children of the same age differ in ability. This is because development is
(A) not orderly (B) uniform in rate (C) individual in rate (D) not predictable
24. Which of these is mainly a qualitative change?
(A) Increase in number of teeth (B) Increase in height (C) Change from concrete to abstract thinking (D) Increase in weight
25. Development is the joint product of
(A) school only (B) heredity and environment (C) environment only (D) heredity only
26. "Make learned" or "change in behaviour by experience" — which best defines learning?
(A) Score high marks (B) Make learned (C) Stay active (D) Change in behaviour by experience
27. The most accurate statement about the rate of development is that it is
(A) the same for all children (B) always slow (C) uneven and varies between children (D) fixed by the school
28. Which statement is FALSE?
(A) Development is lifelong (B) Development is orderly (C) Development is predictable in pattern (D) Development is only quantitative
29. Maturation mainly provides the child with
(A) experience (B) punishment (C) marks (D) readiness
30. Development and learning are best described as
(A) interdependent (B) unrelated (C) opposed (D) independent
31. According to Crow and Crow, development is concerned with growth as well as those changes in behaviour which result from
(A) environmental stimulation (B) heredity alone (C) reward and punishment (D) physical maturity
32. "Development is a progressive and continuous change in the organism from birth to death." This view belongs to
(A) Crow and Crow (B) Gesell (C) Skinner (D) Hurlock
33. Gesell's maturational theory holds that development is guided mainly by
(A) the teacher's effort (B) the social environment (C) reward and punishment (D) an inner biological clock
34. Which of the following best describes a child of six compared with a newborn, in terms of body, mind, feelings and behaviour?
(A) Only mentally sharper (B) The whole distance travelled is development (C) No real change has occurred (D) Only physically bigger
35. The view that development continues throughout life and does not stop at adulthood is known as the
(A) maturational view (B) life-span view (C) hereditarian view (D) behaviourist view

36. Which of the following is a qualitative change in development?
(A) Increase in body weight (B) Growth of vocabulary from 10 to 2,000 words (C) Shift from concrete to abstract thinking (D) Rise in height from 50 cm to 110 cm
37. In Hurlock's definition, the words "orderly and coherent" mainly stress that the changes are
(A) caused only by heredity (B) random and sudden (C) not random, each building on the last (D) limited to infancy
38. Maturation differs from learning chiefly because maturation
(A) needs constant practice (B) is caused by fatigue (C) depends on rewards (D) requires no special training or practice
39. Which statement about the rate and pattern of development is correct?
(A) The rate is the same, but the pattern differs (B) Both rate and pattern are identical for all children (C) Neither pattern nor rate can be predicted (D) The pattern is the same for all, but the rate differs
40. A child cannot learn to write before the finger muscles and eye-hand coordination have developed. This best shows that
(A) development enables learning (B) learning is independent of development (C) learning is harmful before maturity (D) writing needs no coordination
41. Which of the following is NOT a product of learning?
(A) Good manners (B) Eye colour (C) Reading (D) Cycling
42. A wise teacher treats a learner's errors as
(A) crimes to be punished (B) reasons to fail the child (C) information and feedback (D) signs of low intelligence
43. Development being "multidimensional" means it covers
(A) only the social and moral sides (B) only the physical side (C) physical, cognitive, emotional, social and moral sides together (D) only the cognitive side
44. The statement "Growth stops, but development never stops till death" highlights that growth is
(A) wider than development (B) lifelong like development (C) the same as development (D) only a part of development that ends at maturity
45. Sequencing lesson content from concrete to abstract and simple to complex follows the natural
(A) punishment cycle (B) order of development (C) reward schedule (D) examination pattern
46. Which of the following correctly pairs a term with its key marker?
(A) Development — quantitative only (B) Learning — automatic unfolding (C) Maturation — needs experience (D) Growth — quantitative only, stops at maturity
47. The idea that development is a "joint product of heredity and environment" means the two factors
(A) cancel each other out (B) work in isolation (C) interact together (nature and nurture) (D) are unrelated to development
48. To "teach to readiness" means a teacher should

- (A) teach all topics regardless of stage (B) wait until adulthood to teach anything (C) teach the hardest topics first (D) match the lesson to the child's developmental stage
49. The capacity to learn generally becomes greater as the child's development
(A) stops (B) advances (C) reverses (D) becomes uniform
50. Which one of the following is the MOST complete description of development?
(A) The overall progressive change in the whole child towards maturity (B) A relatively permanent change in behaviour through experience only (C) The automatic unfolding of inborn potential only (D) An increase in height and weight only

Answer Key: 1-(B), 2-(A), 3-(A), 4-(A), 5-(C), 6-(D), 7-(C), 8-(C), 9-(D), 10-(A), 11-(A), 12-(C), 13-(C), 14-(D), 15-(C), 16-(D), 17-(C), 18-(B), 19-(A), 20-(B), 21-(B), 22-(D), 23-(C), 24-(C), 25-(B), 26-(D), 27-(C), 28-(D), 29-(D), 30-(A), 31-(A), 32-(C), 33-(D), 34-(B), 35-(B), 36-(C), 37-(C), 38-(D), 39-(D), 40-(A), 41-(B), 42-(C), 43-(C), 44-(D), 45-(B), 46-(D), 47-(C), 48-(D), 49-(B), 50-(A)

Chapter Summary

Development is the progressive, orderly series of changes that move a child towards maturity. It must be kept apart from three related terms: **growth** (quantitative increase in body size; stops at maturity), **maturation** (automatic unfolding of inborn potential, giving readiness — the term first used by **Arnold Gesell**), and **learning** (a relatively permanent change in behaviour through experience). Development is the biggest of these — it includes growth, maturation and learning, and it is **both quantitative and qualitative, lifelong (womb to tomb), orderly and predictable in pattern** though individual in rate. Its definitions by **Hurlock, Crow and Crow** and **Skinner** all stress progressive, continuous change. The exam centre-piece is the **development-learning relationship**: the two are **positively correlated and interdependent** — development enables learning and learning aids development — while learning depends on cognitive development only **sometimes**.

Key points to revise:

- Development = overall (physical + mental + emotional + social + moral) change towards maturity.
- Growth = quantitative; Development = quantitative + qualitative.
- Development continues till **death**; it is **predictable** in pattern.
- Development and learning are **positively correlated**.
- “Learning depends on cognitive development” — **sometimes**.
- Maturation gives readiness and is **not** a product of learning.

Memory Tricks & Mnemonics

MEMORY TRICK — “G-M-L-D ladder”: Growth (body) → Maturation (readiness) → Learning (experience) → Development (the whole). Each higher rung includes the lower ones.

MEMORY TRICK — Hurlock’s definition as “POM” — Progressive, Orderly changes towards Maturity.

MEMORY TRICK — Development = “**Q + Q + L**” — Quantitative + Qualitative + Lifelong.

- One-liner: *Growth stops, development never stops (till death).*
- One-liner: *Development and learning are friends, not rivals — they are positively correlated.*
- One-liner: *Maturation = “ready”; Learning = “practised.”*

Chapter 2 — Growth and Development: Stages of Development

Syllabus link: Child Development and Pedagogy — “Growth and development; stages of development.”

Chapter Roadmap

This chapter first draws a clear line between **growth** and **development**, then walks through the main **stages of development** from the prenatal period to adulthood, listing the chief characteristics of each. We give special attention to **adolescence** — the “period of storm and stress” — and to the theories that shape the exam: **G. Stanley Hall** on storm and stress, **Hurlock** on the characteristics of adolescence, **Erikson’s eight psychosocial stages**, and the idea of **developmental tasks**. We also fix two facts the exam loves to trick on — the Latin origin of the word “adolescence” and the average size of a newborn.

2.1 Growth versus Development

Growth and development are linked but not the same. Growth is one part of the larger process of development.

- **Growth** is the **quantitative**, measurable increase in body size — height, weight, length of limbs, size of organs. It can be expressed in numbers, and it **stops once maturity is reached**.
- **Development** is the wider process. It is **both quantitative and qualitative** — it covers the increase in size *and* the change in structure and function (the way a child thinks, feels and behaves). It is **continuous and lifelong**.

Point	Growth	Development
Nature	Quantitative (measurable)	Quantitative + qualitative
Measurement	Can be measured in numbers	Cannot be fully measured by numbers
Duration	Stops at maturity	Continuous, lifelong
Scope	Only physical/bodily	Whole child — physical, mental, emotional, social
Example	Height rises from 50 cm to 110 cm	Thinking changes from concrete to abstract

COMMON CONFUSION — All growth is part of development, but not all development is growth. A child can keep developing (in reasoning, emotion, morality) long after physical growth has stopped.

The principle of “**spiral versus linear advancement**” is associated with **growth and development**. It means progress is not a straight line; the child revisits earlier abilities at higher levels, like a spiral, rather than advancing in a single straight (linear) line.

2.2 The Stages of Development

Human development is usually divided into the following stages. The age limits are approximate and vary slightly between textbooks, but the order is fixed.

Stage	Approximate age	Key feature
Prenatal	Conception to birth	Most rapid growth of all; formation of body
Infancy	Birth to 2 years	Shortest stage; rapid physical and motor growth
Early childhood (babyhood)	2 to 6 years	Self-conscious emotions (pride, shame); fast language growth
Later childhood	6 to 11/12 years	“Gang age”; concrete thinking; school skills
Adolescence	Puberty to 18/19 years	Storm and stress; search for identity
Adulthood	18/19 years onward	Maturity; work, family, social roles

Prenatal period (conception to birth)

This is the period inside the womb. It shows the **most rapid growth of the entire life span** — from a single cell to a fully formed baby in about nine months. Heredity and the mother’s health strongly shape this stage.

Infancy (birth to 2 years)

Infancy is the **shortest** of all the developmental stages. Growth is very fast: the baby learns to sit, crawl, stand and walk, and begins to speak first words. Emotions at this stage are **intense but short-lived (momentary)** — a baby cries hard one moment and laughs the next.

Early childhood / babyhood (about 2 to 6 years)

Language grows rapidly. The child develops **self-conscious emotions** such as **pride and shame** — feelings that need an awareness of oneself in relation to others. This is also when children begin to pick up **gender stereotypes**.

Later childhood (about 6 to 11/12 years)

Often called the “gang age” because children love same-sex groups and friends (peers). Thinking is concrete and practical; the child masters reading, writing and number skills at school.

Adolescence (puberty to 18/19 years)

The bridge between childhood and adulthood, marked by puberty and rapid change. It deserves its own section below.

Adulthood (18/19 years onward)

Physical growth is complete. Development now shows mainly in personality, work, family and social responsibility — and, in the life-span view, continues until death.

EXAM TIP — Two quick facts are tested again and again: **infancy is the shortest stage**, and **prenatal is the period of fastest growth**. Do not confuse the two.

2.3 Adolescence — The Period of Storm and Stress

Adolescence comes from the **Latin word ‘adolescere’**, meaning “to grow up” or “to grow to maturity.” (It is Latin — not Greek and not German. The exam often plants this trap.)

The psychologist **G. Stanley Hall** called adolescence the “**period of storm and stress**” (in German, *Sturm und Drang*). He meant that adolescence is a time of emotional turbulence, conflict and mood swings caused by rapid physical and hormonal change.

IMPORTANT FACT — The word ‘adolescence’ is from the **Latin ‘adolescere’** (to grow up). G. Stanley Hall described adolescence as the period of **storm and stress**.

Hurlock’s characteristics of adolescence

Elizabeth Hurlock described several characteristics of adolescence. The exam-important ones are:

- **A dreaded age** — adults and the adolescents themselves often view this stage with anxiety and worry.
- **A time of unrealism** — adolescents tend to see themselves and the world through idealistic, sometimes unrealistic, expectations.
- **A search for identity** — the adolescent tries to discover “who am I?” and to form a stable self.

A further important point: **the rate of change in attitude and behaviour during adolescence parallels the rate of physical change**. When physical change is rapid, attitudes and behaviour also change rapidly; when physical change slows, behavioural change slows too.

Closely linked is the pattern of **intellectual growth**: it is very rapid and reaches its **highest point around adolescence**, after which it tends to level off into a **static condition** (a plateau). Mental ability does not keep rising forever at the same speed.

MEMORY TRICK — Hurlock's adolescence = “**D-U-I**”: a **D**readed age, a time of **U**nrealism, a search for **I**dentify.

2.4 Erikson's Eight Psychosocial Stages

Erik H. Erikson described development across the *whole life span* in **eight psychosocial stages**. At each stage the person faces a “crisis” — a conflict between two opposite tendencies. Solving it well builds a healthy personality.

Stage

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

IMPORTANT FACT — Erikson gave **eight (8)** psychosocial stages, covering the entire life from birth to old age. The adolescent stage is **Identity vs Role Confusion**.

2.5 Developmental Tasks

A **developmental task** is a skill or achievement that a person is expected to master at a particular stage of life — for example, learning to walk in infancy, learning to read in childhood, and forming an identity in adolescence. The idea (developed in detail by Robert Havighurst) is that tasks completed successfully at the right time lead to happiness and to success with later tasks, while failure brings difficulty later. This idea links closely with Erikson's stage crises.

2.6 Average Size of the Newborn

For the exam you must know the **standard average measurements of a newborn baby**:

- **Average length (height): about 50 cm** (roughly 20 inches).
- **Average weight: about 3.4 kg** (roughly 7.5 pounds).

These are textbook averages; healthy babies vary around them. Be careful — exam options often list slightly different ranges (such as 40–45 cm with 2–3 kg, or 50–60 cm with 4–5 kg). If none of the given ranges matches the true average of about 50 cm and 3.4 kg, the correct choice is “**None of the above.**”

EXAM TIP — Remember the simple anchor: a newborn is about **half a metre (50 cm)** long and weighs about **three-and-a-half kilograms (3.4 kg)**.

2.7 Educational Implications for Teachers

- **Know the stage characteristics.** A teacher who knows what is normal for each age can spot real problems and avoid worrying over normal behaviour.
- **Handle adolescence with patience.** Storm and stress, mood swings and the search for identity are normal; give adolescents respect, choices and a stable, democratic environment.
- **Match tasks to developmental tasks.** Set work the child is developmentally ready to master.
- **Support identity and self-esteem,** especially in adolescence, when peers strongly influence behaviour.

Solved Previous Year Questions (PYQs)

Q1 [T-TET 2016, Q.3]. The word ‘adolescence’ comes from the Latin word (A) Adolescent (B) Adolescea (C) Adlescere (D) None of the above

Answer: (C) Adlescere. The word ‘adolescence’ is derived from the Latin word *adlescere*, meaning “to grow up” or “to grow to maturity.” *Why the others are wrong:* (A) ‘adolescent’ and (B) ‘adolescea’ are not the Latin root; they are distractor spellings, not the actual source word.

Q2 [T-TET 2017, Q.12]. The principle of ‘spiral versus linear advancement’ is associated with (A) personality and attitude (B) reading and writing (C) growth and development (D) None of the above

Answer: (C) growth and development. The spiral-versus-linear principle describes how growth and development advance — not in a straight (linear) line but in a spiral, revisiting earlier abilities at higher levels. *Why the others are wrong:* (A) personality and attitude and (B) reading and writing are not what this principle describes; it is specifically a principle of growth and development.

Q3 [T-TET 2018, Session-1, Q.4]. The feeling of shame and pride develops in ___ stage. (A) infancy (B) childhood (C) adolescence (D) None of the above

Answer: (B) childhood. Self-conscious emotions such as pride and shame appear in early childhood, because they require the child to be aware of itself in relation to others and to social standards. *Why the others are wrong:* (A) infancy is too early — the infant lacks the self-awareness these emotions need; (C) adolescence is too late, as these feelings are already present well before then.

Q4 [T-TET 2018, Session-2, Q.18]. The shortest period of all the developmental stages of an individual is (A) infancy (B) childhood (C) adolescence (D) None of the above

Answer: (A) infancy. Infancy, covering only about the first two years from birth, is the shortest of all the developmental stages. *Why the others are wrong:* (B) childhood and (C) adolescence each span several years and are far longer than infancy.

Q5 [T-TET 2018, Session-2, Q.30]. The ___ period is called the period of storm and stress. (A) childhood (B) adolescence (C) adulthood (D) None of the above

Answer: (B) adolescence. G. Stanley Hall described adolescence as the “period of storm and stress” because of the emotional turbulence and conflict that accompany rapid physical and hormonal change. *Why the others are wrong:* (A) childhood and (C) adulthood are comparatively stable; the storm-and-stress label belongs specifically to adolescence.

Q6 [T-TET 2019, Q.1]. The word ‘Maturation’ was first used in child psychology by (A) William McDougall (B) J. B. Watson (C) A. Gesell (D) None of them

Answer: (C) A. Gesell. The term “maturation” was first used in child psychology by **Arnold Gesell**, whose maturational theory held that development is guided chiefly by an inner biological timetable. *Why the others are wrong:* (A) McDougall is linked to instinct theory and (B) Watson to behaviourism; neither introduced the term “maturation” in child psychology.

Q7 [T-TET 2019, Q.2]. He was the first who tried to divide human development into different stages. (A) Rousseau (B) Plato (C) Aristotle (D) None of them

Answer: (A) Rousseau. **Jean-Jacques Rousseau**, in his book *Émile*, was the first to divide human development into distinct stages, laying the ground for later stage theories. *Why the others are wrong:* (B) Plato and (C) Aristotle wrote about education and the human soul but did not give the first formal stage theory of child development.

Q8 [T-TET 2022, Q.3]. On an average, at birth a human baby measures about (A) 30 to 35 cm in height and 3 to 6 kg in weight (B) 40 to 45 cm in height and 2 to 3 kg in weight (C) 50 to 60 cm in height and 4 to 5 kg in weight (D) None of the above

Answer: (D) None of the above. The textbook average newborn is about **50 cm** in length and about **3.4 kg** in weight. None of the three listed pairs matches both of these true averages, so the correct choice is “None of the above.” *Why the others are wrong:* (A) 30–35 cm is far too short; (B) 40–45 cm is still below the 50 cm average; (C) 50–60 cm with 4–5 kg overstates the typical weight. None gives the correct pairing of about 50 cm and 3.4 kg.

Q9 [T-TET 2022, Q.22]. The word ‘adolescence’ comes from the (A) Greek word ‘adolescere’ (B) German word ‘adoloscere’ (C) French word ‘adolescere’ (D) None of the above

Answer: (D) None of the above. The word ‘adolescence’ comes from the **Latin** word *adolescere* (to grow up). It is not Greek, German or French, so each listed option names the wrong language and the correct answer is “None of the above.” *Why the others are wrong:* (A) calls it Greek, (B) calls it a German word with a wrong spelling, and (C) calls it French — all three misidentify the language. The true source is Latin.

Q10 [T-TET 2025, Q.6]. The rate of change in attitude and behaviour during adolescence parallels (A) the rate of physical change (B) the rate of intelligence (C) the rate of impairment (D) None of the above

Answer: (A) the rate of physical change. During adolescence, changes in attitude and behaviour rise and fall together with the rate of physical (bodily and hormonal) change — rapid physical change is matched by rapid behavioural change. *Why the others are wrong:* (B) the rate of intelligence and (C) the rate of impairment do not match behavioural change in the way physical change does.

Q11 [T-TET 2025, Q.7]. Which one of the following options is correct? (A) Adolescence is a dreaded age (B) Adolescence is a time of unrealism (C) Both (A) and (B) (D) None of the above

Answer: (C) Both (A) and (B). Hurlock listed adolescence as both a **dreaded age** and a **time of unrealism**, so both statements are correct together. *Why the others are wrong:* (A) and (B) are each true but incomplete on their own; since both are correct, the combined option (C) is the right answer, and (D) is wrong.

Q12 [T-TET 2025, Q.11]. The rate of intellectual growth and development is very rapid and highest during adolescence, followed by a period of (A) gradual increase (B) gradual decrease (C) static condition (D) None of the above

Answer: (C) static condition. Intellectual growth peaks around adolescence and is then followed by a **static condition** — a levelling off or plateau rather than continued rapid rise. *Why the others are wrong:* (A) a gradual increase contradicts the idea of a peak; (B) a gradual decrease overstates the change, as the standard description is a plateau (static), not a decline.

Q13 [T-TET 2025, Q.13]. According to E. H. Erikson, the number of stages of psycho-social development is (A) eight (8) (B) six (6) (C) four (4) (D) None of the above

Answer: (A) eight (8). Erik H. Erikson described **eight** psychosocial stages, each centred on a conflict, covering the whole life span from infancy to old age. *Why the others are wrong:* (B) six and (C) four understate the number; Erikson's well-known model has exactly eight stages.

Practice MCQs

- The word 'adolescence' is derived from the Latin word
(A) adolescere (B) adolescentia only in Greek (C) adolescent (D) adoloscere
- Which is the shortest stage of development?
(A) Childhood (B) Infancy (C) Prenatal (D) Adolescence
- Growth is best described as
(A) qualitative change (B) lifelong change (C) quantitative increase in body size (D) change in thinking
- Adolescence was called the "period of storm and stress" by
(A) Erikson (B) Rousseau (C) Hurlock (D) G. Stanley Hall

5. The feeling of pride and shame first develops in
(A) adulthood (B) early childhood (C) adolescence (D) infancy
6. Erikson's theory contains how many stages?
(A) Ten (B) Six (C) Eight (D) Four
7. The principle of 'spiral versus linear advancement' is associated with
(A) growth and development (B) reading and writing (C) motivation (D) personality
8. The first person to divide human development into stages was
(A) Aristotle (B) Plato (C) Watson (D) Rousseau
9. On average, a newborn baby is about
(A) 30 cm and 2 kg (B) 50 cm and 3.4 kg (C) 45 cm and 4 kg (D) 60 cm and 5 kg
10. The term 'maturation' was first used in child psychology by
(A) Watson (B) McDougall (C) Hall (D) Arnold Gesell
11. Erikson's crisis in adolescence is
(A) Industry vs Inferiority (B) Intimacy vs Isolation (C) Identity vs Role Confusion (D) Trust vs Mistrust
12. Which stage shows the most rapid growth of the whole life span?
(A) Infancy (B) Adulthood (C) Prenatal (D) Adolescence
13. According to Hurlock, adolescence is
(A) a stage of decline (B) a dreaded age and a time of unrealism (C) a stress-free age (D) the same as adulthood
14. The rate of change in attitude and behaviour during adolescence parallels
(A) the rate of intelligence (B) the rate of physical change (C) family income (D) school grades
15. Emotions in infancy are generally
(A) absent (B) stable (C) intense and momentary (D) low and long-lasting
16. Development differs from growth because development is
(A) measurable in numbers only (B) only physical (C) stops at maturity (D) both quantitative and qualitative
17. The "gang age," when children prefer same-sex peer groups, falls in
(A) later childhood (B) adolescence (C) adulthood (D) infancy
18. After its peak in adolescence, intellectual growth enters a
(A) reversal (B) rapid rise (C) static condition (D) sharp fall
19. Children begin to acquire gender stereotypes in
(A) adulthood (B) puberty (C) early childhood (D) adolescence
20. A skill expected to be mastered at a particular life stage is called a
(A) reflex (B) developmental task (C) instinct (D) maturation
21. Which language gives the root of the word 'adolescence'?
(A) German (B) Latin (C) French (D) Greek
22. Erikson's stage 1 (infancy) involves the crisis of
(A) Trust vs Mistrust (B) Industry vs Inferiority (C) Initiative vs Guilt (D) Autonomy vs Shame

23. Which sequence of stages is correct?
(A) Childhood → Infancy → Adolescence (B) Adolescence → Childhood → Infancy (C) Prenatal → Infancy → Childhood → Adolescence (D) Infancy → Prenatal → Childhood
24. The average weight of a newborn is about
(A) 3.4 kg (B) 5 kg (C) 1.5 kg (D) 6 kg
25. The search for identity is a key feature of
(A) adulthood (B) later childhood (C) infancy (D) adolescence
26. Which statement is TRUE?
(A) Development stops at maturity (B) All development is growth (C) Growth is lifelong (D) All growth is part of development
27. Concrete thinking and mastery of school skills mark
(A) later childhood (B) infancy (C) adolescence (D) old age
28. Erikson's late-adulthood crisis is
(A) Intimacy vs Isolation (B) Identity vs Role Confusion (C) Generativity vs Stagnation (D) Ego Integrity vs Despair
29. The word 'adolescere' means
(A) to grow up / grow to maturity (B) to fear (C) to play (D) to rest
30. Which of the following is the WIDEST process?
(A) Growth (B) Maturation (C) Learning (D) Development
31. The Latin word 'adolescere', the root of 'adolescence', means
(A) to rest (B) to fear (C) to play (D) to grow up / grow to maturity
32. In which stage is physical growth complete, with development showing mainly in personality, work and social responsibility?
(A) Later childhood (B) Adolescence (C) Infancy (D) Adulthood
33. The German phrase 'Sturm und Drang', used by G. Stanley Hall for adolescence, means
(A) storm and stress (B) play and rest (C) growth and maturity (D) trust and doubt
34. Which stage is marked by the most rapid growth of the entire life span, from a single cell to a fully formed baby?
(A) Prenatal (B) Infancy (C) Early childhood (D) Adolescence
35. Erikson's psychosocial crisis at the school age (about 6–11 years) is
(A) Industry vs Inferiority (B) Identity vs Role Confusion (C) Trust vs Mistrust (D) Initiative vs Guilt
36. The idea of 'developmental tasks' was developed in detail by
(A) Robert Havighurst (B) G. Stanley Hall (C) Erikson (D) Rousseau
37. In Erikson's theory, the crisis of young adulthood is
(A) Autonomy vs Shame and Doubt (B) Generativity vs Stagnation (C) Intimacy vs Isolation (D) Ego Integrity vs Despair
38. Emotions in infancy are best described as
(A) intense but short-lived (B) absent altogether (C) weak and long-lasting (D) calm and stable
39. According to Hurlock, the adolescent's effort to discover "who am I?" is called

- (A) a static condition (B) a dreaded age (C) a search for identity (D) a time of unrealism
40. The approximate average length (height) of a newborn baby is about
(A) 40 cm (B) 60 cm (C) 30 cm (D) 50 cm
41. The “gang age”, when children prefer same-sex peer groups, occurs during
(A) later childhood (B) adolescence (C) infancy (D) early childhood
42. According to Erikson, the crisis faced in middle adulthood is
(A) Intimacy vs Isolation (B) Ego Integrity vs Despair (C) Identity vs Role Confusion (D) Generativity vs Stagnation
43. The principle of ‘spiral versus linear advancement’ means that progress in development is
(A) always backward (B) completely random (C) a single straight line (D) not a straight line but a spiral, revisiting abilities at higher levels
44. Which of the following statements about growth and development is TRUE?
(A) Development stops at maturity (B) All development is growth (C) Growth is lifelong (D) All growth is part of development
45. Self-conscious emotions such as pride and shame require the child to be
(A) older than adolescence (B) physically tall (C) free of all emotion (D) aware of itself in relation to others
46. The first thinker to divide human development into distinct stages, in his book *Émile*, was
(A) Watson (B) Rousseau (C) Aristotle (D) Plato
47. After its peak around adolescence, intellectual growth is typically followed by
(A) a continued rapid rise (B) a static condition / plateau (C) a complete reversal (D) a sharp decline
48. The average weight of a newborn baby is about
(A) 3.4 kg (B) 1.5 kg (C) 5 kg (D) 6.5 kg
49. Which one of the following correctly states the order of developmental stages?
(A) Prenatal → Infancy → Childhood → Adolescence → Adulthood (B) Childhood → Infancy → Adolescence → Adulthood (C) Infancy → Prenatal → Childhood → Adolescence (D) Adolescence → Childhood → Infancy → Prenatal
50. In Erikson’s theory, the crisis of the play age (about 3–6 years) is
(A) Initiative vs Guilt (B) Industry vs Inferiority (C) Autonomy vs Shame and Doubt (D) Trust vs Mistrust

Answer Key: 1-(A), 2-(B), 3-(C), 4-(D), 5-(B), 6-(C), 7-(A), 8-(D), 9-(B), 10-(D), 11-(C), 12-(C), 13-(B), 14-(B), 15-(C), 16-(D), 17-(A), 18-(C), 19-(C), 20-(B), 21-(B), 22-(A), 23-(C), 24-(A), 25-(D), 26-(D), 27-(A), 28-(D), 29-(A), 30-(D), 31-(D), 32-(D), 33-(A), 34-(A), 35-(A), 36-(A), 37-(C), 38-(A), 39-(C), 40-(D), 41-(A), 42-(D), 43-(D), 44-(D), 45-(D), 46-(B), 47-(B), 48-(A), 49-(A), 50-(A)

Chapter Summary

Growth is the **quantitative** increase in body size that stops at maturity; **development** is the wider, **lifelong** process that is both quantitative and qualitative. Human development

passes through fixed stages — **prenatal** (fastest growth of all), **infancy** (the shortest stage, birth to 2 years), **early childhood** (pride and shame appear; gender stereotypes begin), **later childhood** (gang age, concrete thinking), **adolescence** (puberty to 18/19), and **adulthood**. **Adolescence** is the key exam topic: the word comes from the **Latin** ‘adolescere’ (to grow up); **G. Stanley Hall** named it the **period of storm and stress**; **Hurlock** called it a **dreaded age**, a **time of unrealism** and a **search for identity**; behaviour change parallels physical change; and intellectual growth peaks then becomes **static**. **Erikson** mapped the whole life into **eight** psychosocial stages. The newborn averages about **50 cm** and **3.4 kg**.

Key points to revise:

- Growth = quantitative, stops at maturity; Development = qualitative + quantitative, lifelong.
- Infancy = **shortest** stage; Prenatal = **fastest** growth.
- ‘Adolescence’ is from the **Latin** ‘adolescere’ (NOT Greek/German/French).
- Adolescence = period of **storm and stress** (G. Stanley Hall).
- Hurlock: adolescence is a **dreaded age + time of unrealism + search for identity**.
- Erikson = **8** psychosocial stages.
- Newborn ≈ **50 cm, 3.4 kg**.

Memory Tricks & Mnemonics

MEMORY TRICK — Stage order — “**P-I-C-A-A**”: Prenatal → Infancy → Childhood (early and later) → Adolescence → Adulthood.

MEMORY TRICK — Hurlock’s adolescence = “**D-U-I**”: Dreaded age, Unrealism, Identity search.

MEMORY TRICK — Erikson = “**8 ages of man**” — count on your fingers: Trust, Autonomy, Initiative, Industry, Identity, Intimacy, Generativity, Integrity.

- One-liner: *Adolescere is Latin, not Greek — beware the trap.*
- One-liner: *Newborn = half a metre long, three-and-a-half kilos heavy.*
- One-liner: *Infancy is the shortest stage; the womb (prenatal) grows the fastest.*