

KARTET 2021

PRACTICE PAPER 06

Child Development & Pedagogy (CDP)

30 X 1 = 30 Marks

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1. The cognitive ability that comes in the pre-operational period is
 - (a) ability for abstract thinking
 - (b) hypothetic-deductive thinking
 - (c) ability of goal-directed behaviour
 - (d) ability to take other's perspective

2. In a constructivist classroom as envisioned by Piaget and Vygotsky, learning
 - (a) is constructed by the students themselves who play an active role
 - (b) is offering of reinforcement by the teacher
 - (c) is dictated by the teacher and the students are passive recipients of the same
 - (d) happen by pairing of a stimulus and a response.

3. In the context of envisioned by language development, which of the following areas are underestimated by Piaget?
 - (a) Heredity
 - (b) Social Interaction
 - (c) Egocentric speech
 - (d) Active construction by the child

4. At which of the following ages would you expect clock-time concepts to be mastered initially by a child?

(a) Two years	(c) Four years
(b) Three years	(d) Between five and six years

5. During the third to the eighth week of pregnancy, the developing child can be accurately referred to as the—

(a) Prenate	(c) Embryo
(b) Zygote	(d) Foetus



6. Which is the correct sequence of Piaget's stages of cognitive development?
- (a) Sensori-motor, concrete operational, formal operational, post-operational
 - (b) Pre-operational, concrete operational, formal operational, sensori-motor
 - (c) Sensori-motor, pre-operational, concrete operational, formal operational
 - (d) Pre-operational, informal operational, formal operational, post-operational
7. During the formal operations stage, children begin to
- (a) Accurately use concepts of time, space and number
 - (b) Think primarily about concrete objects or situations
 - (c) Develop the concept of object permanency
 - (d) Think in terms of abstract principles and hypothetical situations
8. A child is largely nonverbal, is learning to coordinate purposeful movements with sense information, and is developing the concept of object permanence. The child is in Piaget's stage.
- (a) Sensori-motor
 - (b) Preoperational
 - (c) Concrete-operational
 - (d) Formal operations
9. According to Piaget, adaptation is the process of adjusting schemes in response to the environment by means of Assimilation and
- (a) Schemes
 - (b) Disequilibrium
 - (c) Constructivism
 - (d) Accommodation
10. According to Vygotsky, young children use what mechanism to turn shared knowledge into their personal knowledge?
- (a) Conservation of energy
 - (b) Private speech
 - (c) Autonomous morality
 - (d) Sensori-motor behaviour
11. _____ is one of the best methods to study the growth and development of the child.
- (a) Psychoanalytic methods
 - (b) Comparative methods
 - (c) Developmental method
 - (d) Statistical method
12. Developmental task is a concept, first used by _____.
- (a) Herbart
 - (b) Bruner
 - (c) Havighurst
 - (d) Hurlock
13. Children in pre-primary get satisfaction from being allowed to discover. They become distressed, when they are discouraged. They do so due to their motivation to
- (a) reduce their ignorance
 - (b) affiliate with the class
 - (c) create disorder in the class
 - (d) exercise their power
14. Which of the following is not related to the infancy period ?
- (a) Growth occurs from bilateral to unilateral trend in motor organs
 - (b) Growth occurs from general to specific trend in motor organs
 - (c) Emotional and social development that is not a part of motor development
 - (d) Steady mental growth

15. Identify the incorrect statement about growth and development.

- (a) Growth denotes to quantitative changes, while development refers to qualitative changes.
 - (b) Growth is a function of the environment.
 - (c) Growth is possible without development.
 - (d) Growth is governed by intrinsic and genetic factors.



16. In _____ stage of development, a child appears self-centered.

17. Who said, "Development is not limited to growing layer. Instead it consists of a progressive series of changes towards the goal of maturity."

- (a) Erikson (c) Piaget
(b) Jersild, Telford and Sawrey (d) Hurlock

18. Developmental perspective of teaching demands teachers to

- (a) be strict disciplinarians as children experiment quite frequently
 - (b) adapt instructional strategies based on the knowledge of developmental factors
 - (c) treat children in different developmental stages in an equitable manner
 - (d) provide learning that results in the development of only the cognitive domain

19. Which one of the following statements about development is correct ?

- (a) Developmental changes go forward in a straight line.
 - (b) Development proceeds from birth to adolescence in a forward manner and then it goes backward.
 - (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.

20. Which of the following theorists would be of the opinion that students study hard for their personal growth and development ?

- (a) Bandura (c) Skinner
(b) Maslow (d) Piaget

21. The Social Learning theory proposed by Miller and Dollard said that

11. The social learning theory proposed by Milner and Perner states that

 - (a) people learn by watching what others do
 - (b) human thought processes are central to understanding personality
 - (c) Both (a) and (b)
 - (d) Neither (a) nor (b)

22. Naresh and Mukesh are in the same age group. They show differences in social and mental development. It is due to which of the following?

- (a) Principle of Modifiability
 - (b) Principle of Definite and Predictable Pattern
 - (c) Principle of Individuality
 - (d) Principle of Uniform Pattern

23. Which one of the following is a true statement corresponding to Cephalo-caudal Principle of child's development?

- (a) Development is from head to foot
- (b) Development is from foot to head
- (c) Development is from middle to periphery
- (d) None of the above

24. Which of the following is an external factor of development?

- (a) Economic conditions
- (b) Social condition
- (c) Life experiences
- (d) All of the above

25. "Development is a never ending process" with which principle of child development can this thought be associated?

- (a) Development is correlated
- (b) Development is continuous
- (c) Development follows a pattern
- (d) Development involves change



26. A mother observes that one her twins has learnt to walk faster than the other. This difference in learning is related to which principle of development?

- (a) Development proceeds from head to toe
- (b) Development proceeds stage by stage
- (c) Development proceeds at different place for different people
- (d) Development proceeds from general to specific

27. Why is it important for the teachers to know about the various stages of child development?

- A. To produce a comfortable environment for teaching and learning process.
- B. To know and understand the problems faced by a child.
- C. To establish an effective communication with the child.
- (a) Only A
- (b) Only B
- (c) Both A and C
- (d) All of these

28. Understanding the principles of development of a child helps a teacher in

- (a) identifying the economic background of the learner
- (b) rationalizing why the learner ought to be taught
- (c) effectively catering to the different learning styles of learners
- (d) identifying the social status of the learner

29. The statement: "An important precondition for the proper development of a child is ensuring her/his healthy physical development"

- (a) may be incorrect as development varies from individual to individual
- (b) is true because physical development occupies the topmost place in the sequence of development
- (c) is true because physical development is interrelated with other domains of development
- (d) is untrue as physical development does not affect other domains of development in any way

30. Match the following principles of development with their correct descriptions

Principle

- A. Proximodistal trend
- B. Cephalocaudal trend
- C. Inter-individual differences
- D. Intra-individual differences

Description

- 1. Different children develop at different rates
- 2. Head to toe sequence
- 3. In a single child, the rate of development can vary from one domain of development to other
- 4. From the centre of the body to outwards
- 5. Progression from simple to complex

Codes

- A B C D
- (a) 2 4 1 3
 - (b) 4 2 1 3
 - (c) 2 4 3 1
 - (d) 4 2 1 5

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