PART – A

Answer the following questions

1. a) What is adolescence? Discuss the problems and remedies of the adolescent children?

Synopsis:

➤ Introduction
➤ Conflict with parents
➤ Mood disruptions
➤ Risk behavior
➤ Problem of Gender disparity
➤ Problem of under nutrition
➤ Problem of social and cultural practices
➤ Problem of low socio economic status
➤ Problem of drug abuse
➤ Problem of depression leading to suicide
➤ Problem of emotional stress
➤ Problem of generation gap
➤ Problem of hero worship
➤ Conclusion

Introduction:

Adolescent period is a stress and storm period because of due to various social, cultural, and economic background need of the adolescence may be ignored by the parents, teachers and society in large. This leads to frustration so resulting in various behavioral problems among the adolescents in India.

Conflict with parents

➤ Conflict with parents. Adolescents have a tendency to be rebellious and to resist adult authority. In particular, adolescence is a time when conflict with parents is especially high.

Mood disruptions:

➤ Adolescents tend to be more volatile emotionally than either children or adults.
➤ They experience more extremes of mood and more swings of mood from one extreme to the other.
➤ They also experience more frequent episodes of depressed mood.

Risk behavior:

➢ Adolescents have higher rates of reckless, norm-breaking, and antisocial behavior than either children or adults.

➢ Adolescents are more likely to cause disruptions of the social order and to engage in behavior that carries the potential for harm to themselves and/or the people around them.

Problem of Gender disparity

Due to some religious and cultural practice that exist in Indian society, the disparity between male and female in home, school and society is there. This leads to frustration among the students particularly girl child.

Problem of Under nutrition:

The low economic status of the family, the parents are partial between the male and female child in providing nutrition.

Problem of social and cultural practices

Some social and cultural practices in India tries to celebrate the first puberty of their child without giving right knowledge of mensuration, reproductive health, sex education, children are prone to be victimized easily by the society.

Problem of low socio economic status

Children who are coming from low socio economic status may be misguided by wrong company friends and sometimes even by their parents too, to involve in sexual activity in-order to meet their basic needs.

Problem of drug abuse

Adolescent who are in frustrated state due to the conflict with their parents and others they are prone to take drugs which gives them temporary satisfaction.

Problem of depression leading to suicide

The reasons for their depression are:

• Lack of interest in school work
• Lack of proper study habits
• Lack of adjust in emotional disturbances
• Sex adjustment – not able to control their sexual urges
• Lack of adjustment with school discipline

Problem of emotional stress

Family pressure to study and show result among the adolescent cause emotional stress among teenagers. The present education is mark oriented rather than knowledge oriented.

Problem of generation gap

Adolescent who is staying far away from parents and teachers love and affection, observance, lack of understanding between parents and adolescent may turn to maladjusted personality very easily.

Problem of hero worship

Hero-worship is more prominent in this adolescent period. There is an unlimited admiration for some adults like (Film stars, Politicians) that he considers to be outstanding. This admiration makes the adolescents spoiling and misleading the behavior.

Conclusion

Adolescent stage is a critical stage; they have to be protected by parents and teachers to take care of to cross this Transitional period. If the adolescents are not guided properly they will be misguided by various social, cultural and economic background factors resulting into maladjusted individual.

1. b) **What is mean by Social Development? Explain Ecological system theory?**
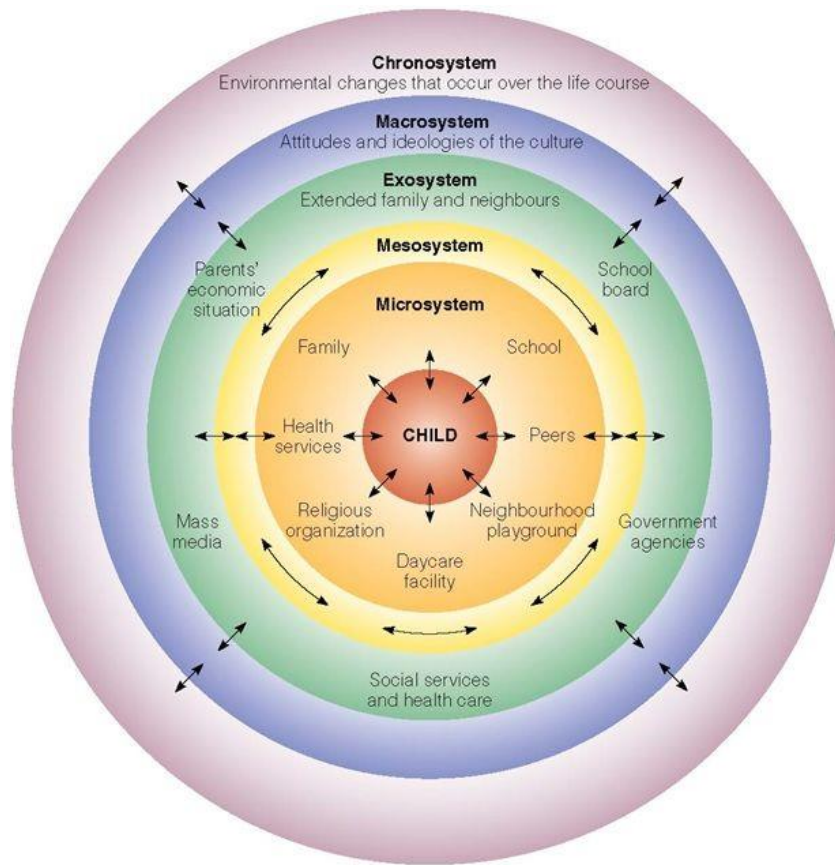
    ### Synopsis:

    - Meaning of social development
    - Introduction of Urie Bronfenbrenner's theory
    - The five Ecological systems
    - Microsystem
    - Mesosystem
    - Exosystem
    - Macrosystem
    - Chronosystem

Meaning of social development

Social development theory attempts to explain qualitative changes in the structure and framework of society that helps the society to better realize aims and objectives. Development can be defined in a manner applicable to all societies' at all historical periods as an upward ascending movement featuring greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, mastery, enjoyment and accomplishment.

Introduction of Urie Bronfenbrenner's theory

The Ecological Systems theory states that human development is influenced by the different types of environmental systems. Formulated by famous psychologist Urie Bronfenbrenner, this theory helps us understand why we may behave differently when we compare our behavior in the presence of our family and our behavior when we are in school or at work.

The Five Ecological Systems

Bronfenbrenner (1977) suggested that the environment of the child is a nested arrangement of structures, each contained within the next. He organized them in order of how much of an impact they have on a child. He named these structures the microsystem, mesosystem, exosystem, macrosystem and the chronosystem. Because the five systems are interrelated, the influence of one system on a child's development depends on its relationship with the others.

Microsystem

The microsystem is the first level of Bronfenbrenner's theory, and are the things that have direct contact with the child in their immediate environment, such as parents, siblings, teachers and school peers.

Relationships in a microsystem are bi-directional, meaning the child can be influenced by other people in their environment and is also capable of changing the beliefs and actions of other people too.

The interactions within microsystems are often very personal and are crucial for fostering and supporting the child's development.

If a child has a strong nurturing relationship with their parents, this is said to have a positive effect on the child. Whereas, distant and unaffectionate parents will have a negative effect on the child.

Mesosystem

The mesosystem encompasses the interactions between the child's microsystems, such as the interactions between the child's parents and teachers, or between school peers and siblings.

The mesosystem is where a person's individual microsystems do not function independently, but are interconnected and assert influence upon one another.

According to the ecological systems theory, if the child's parents and teachers get along and have a good relationship, this should have positive effects on the child's development, compared to negative effects on development if the teachers and parents do not get along.

Exosystem

It incorporates other formal and informal social structures, which do not themselves contain the child, but indirectly influence them as they affect one of the microsystems.

Examples of exosystems include the neighborhood, parent's workplaces, parent's friends and the mass media.

The parent may come home and have a short temper with the child as a result of something which happened in the workplace, resulting in a negative effect on development.

Macrosystem

The macrosystem is a component of Bronfenbrenner's ecological systems theory that focuses on how cultural elements affect a child's development, such as socioeconomic status, wealth, poverty, and ethnicity.

Thus, culture that individuals are immersed within may influence their beliefs and perceptions about events that transpire in life.

The macrosystem differs from the previous ecosystems as is does not refer to the specific environments of one developing child, but the already established society and culture which the child is developing in.

This can also include the socioeconomic status, ethnicity, geographic location and ideologies of the culture.

Chronosystem

The fifth and final level of Bronfenbrenner's ecological systems theory is known as the chronosystem.

This system consists of all of the environmental changes that occur over the lifetime which influence development, including major life transitions, and historical events.

These can include normal life transitions such as starting school but can also include non-normative life transitions such as parents getting a divorce or having to move to a new house.

2.a)) What do you mean by development? Enumerate the principles of Growth and Development?

Introduction:

The human being is never static. From the moment of conception to the time of death, the person undergoes continued and progressive changes. At every age, some of the developmental changes are just beginning, some are at the peak and others are in the process of decline. The changes brought about in the individual by the process of growth and development tends to show some well-defined principles.

Principle of continuity:

- The physical growth is a continuous process over a period of time and it is not reversible.
- Development is a continuous process, but never ceases.
- Ex: An individual starting its life from a tiny cell develops his body, mind and other aspects of his personality through a continuous stream of development.

Principle of individual difference

It exist a wide range of individual difference among children, with respect to growth and development; even they are put into same environment.

Ex: There is individual difference in height and weight among the same age group students (growth). There is individual difference in level of perception, even though the whole class is handled by the same teacher (development)

Principle of uniformity of pattern:

It is also called principle of general to specific which follows a definite sequence or pattern in all the children.

Ex: In all phases of growth, the new born baby initially exhibits purposeless movement upto 3 months and later they gain control over part of the body and exhibits purposeful movements (growth)

Ex: Development is seen in a child where the child tries to develop its basic cognitive structure to cognitive function seeing the environment.

Lack of uniformity in developmental ratio

This principle implies that the rate of growth and development is not uniform.

Ex: Physical growth is more rapid in early years of life and slows down in later years of infancy. Again at puberty there is a sudden rise in the speed of growth.

Ex: An individual might be weak upto 5th std. suddenly (he / she) start to study well from 6th std onwards, due to the self-interest, responsibility. Thus the rate of development is not uniform.

Principle of developmental direction

Development of children takes place in two directions namely:

1. **Cephalocaudal** – if the development proceeds from head to foot in longitudinal axis, it is called Cephalo-caudal path of development. Ex. First the child control his head and arms and then his legs so than he can stand.

2. **Proximal-distal** – if the development proceed to periphery it is called proximal distal Ex. Control over fingers comes after control over the arms and hand

Principle of integration

Growth and development is joined product of both Heredity and Environment.

Principle of inter-relation

Growth and development in various dimensions are physical, mental, emotional and social. They are inter-related and inter-dependent with each other.

Conclusion:

Human development is the basic fact of human existence and each person develops uniquely. It occurs in an orderly sequence, involving physical, cognitive and emotional development. Although there are universally accepted principles of development, but they occur with difference in the rate or timing of the change from one person to another. Growth and development are often used interchangeably in terminologies.

2 b) Explain the Emotional Development Theory?

Synopsis

➢ Introduction
➢ Key points of attachment theory
➢ Pre-attachment phase (0-3 months)
➢ Attachment – in- the making phase (3-6 months)
➢ Clear-cut attachment phase (6-12 months)
➢ Goal – corrected partnership phase (12-24 months)
➢ Conclusion

Introduction
       Attachment describes the deep, long-term bonds that form between two people. John Bowlby originated attachment theory to explain how these bonds form between an infant and a caregiver, and Mary Ainsworth later expanded on his ideas. Since it was initially introduced, attachment theory has become one of the most well-known and influential theories in the field of psychology.

Key points of Attachment Theory

• Attachment is a deep, emotional bond that forms between two people.

• According to psychologist John Bowlby, in the context of evolution, children's attachment behaviors evolved to make sure they could successfully remain under the protection of their caregivers in order to survive.

• Bowlby specified four phases of child-caregiver attachment development: 0-3 months, 3-6 months, 6 months to 3 years, and 3 years through the end of childhood.

• Expanding on Bowlby's ideas, Mary Ainsworth pointed to three attachment patterns: secure attachment, avoidant attachment, and resistant attachment. A fourth attachment style, disorganized attachment, was later added.

Pre-attachment phase (0-3 months)
During this stage

➢ The infant appears to be interested in anyone.
➢ The primary caregiver is not distinguished from others
➢ At this age of 2 or 3 months, the infant consistently, visually and auditorally discriminates the caregiver and other people.

Attachment – in- the making phase (3-6 months)
             ➢ At this phase a unique relationship is forming between the baby and the primary caregiver
             ➢ The infant smiles and vocalizes more frequently and intensively to the caregiver.
             ➢ The baby is able to discriminate the mother figure.

Clearcut attachment phase (6-12 months)

- ➤ The locomotor skills allow the infant to actively seek out and become physically close to his or her parent.
- ➤ During this stage infants develop person permanence (i.e.) infant keeps someone in mind even when that person is absent.
- ➤ When the mother and father leave the child or go out, the infant is likely to show signs of distress or to protest by crying. This reaction is called separation distress.
- ➤ A similar awareness is present when unfamiliar people approach or interact with the infant. This is called stranger anxiety.
- ➤ Infants during this stage develops a conceptual distinction between their caregiver and other people.

Goal corrected partnership phase (12 – 24 months)

- ➤ This is more complex interplay of cognitive, social and emotional behavior. The attachment is more complicated.
- ➤ The infant try to figure out the parents actions and influence his or her behavior.

Ex: the infant has learned that by crying or holding on to the father or mother, they may change their plans about leaving.

PART- B

3. Why Adolescent stage is a critical stage? Explain

It is called Transitional stage, because it is the period of changeover from childhood to maturity. During this transitional period, the individual's status is vague and there is a confusion about the roles the individual is expected to play. In this stage the adolescent feel the difficulties of insecurity, disorientation and anxiety.

This is a period of rapid physical, intellectual, emotional and social growth – a period of growing up.

- • Physically the boys and girls become adults, sex organs mature
- • Intellectual growth reaches its peak; more abstract and mature mode of thinking intelligence.
- • Emotionally the adolescent grows independent of parents and prepares himself for finding new relationships that are needed in marriage in work and in community.
- • Socially the adolescent wants to enjoy with their peers seeing for social recognition and approval by the members of the society.

The adolescent faces the biological changes and hormonal changes also. It leads to moods, confusion and worries of all types. This attitude makes him to have a conflict in mind regarding his status.

- Adjustment difficulties to satisfy their curiosity to know about sex-related topics.
- Adjustment difficulties about their status – conflict in mind occurs regarding his/her status (who am I? Am I a child or and adult and how should I react?
- Adjustment difficulties with parents – conflict occurs either to go along with parents' choice.
- Adjustment difficulties with financial aspects – either to abide the parent's instructions as they are financially dependent.
- Adjustment difficulties related to aspirations – either to choose their aspiration of becoming an engineer or to choose parental aspiration of becoming doctor.
- Adjustment difficulties with community – either to set life goal or work for it, which the society aspects or to enjoy life in a non-committed way which may be wish of the adolescent.

During this transitional stage, the changeover from child to adolescent, the individual experiences conflicts between himself and society and conflict with himself. That's why this period is called critical stage or crucial stage.

In this stage they where may be misguided by many external factor forces like T.V, social network, wrong peer-mates, bad companions. Playmates who might have bad habit like smoking, drinking, taking drugs, etc. so, if the adolescents are not properly guided during this critical period by parents and teachers they may exhibit many behavior problems. In this stage they needs dew attention by parents and teachers.

4. Write a note on present status of Girl Child in India?

Status of girl child

In India the girl children are facing lot of problems day by day in the family, society, etc.

- Girl child
- Backward class children
- Deprived girl child
- Orphan girl child
- Differently abled girl child

- The basic obstrude to girl child education have their roots in our social structure and reflects the discriminating attitude of our society to the girl child.
- Girls are neglected since their birth or even before due to patriarchal society that prefers on.
- Girls are kept in house for doing domestic work including care of the infants.
- Girls are denied education due to low socio economic status and non- availability of easy access to schools.
- Dalit girls are still ill-treated by the unhelpful attitude of some school teachers.
- Dalit girls also ill-treated because of they are dominated by the schoolmates who

belong to upper class

➢ Due to lack of monetary support, books, notes and other educational aids like the girl child are denied education.

➢ Lack of interest in studies due to lack of encouragement from parents and family members.

➢ Early marriage and child marriage also main reason for the girls are underprivileged in India.

➢ Girls are withdrawn from schools once they attain puberty.

This is the status of girl child in India and all these ill-treatments and superstitious beliefs against girls can be eliminated through girl / women in education, employment and on the basis of the concept of equality of sexes.

5. Explain Erikson's concept of Social Development theory?

Erickson stressed the importance and influence of cultural traditions and values on the way in which children are reared and on the quality of social interaction that affects personality development. Erickson theory stresses social and cultural influences on the ego the child at each of the eight stages.

Sl. No	Age	Stage	Focus
1	Birth to 15 months	A sense of trust vs Mistrust	Social support
2	1 – 3 yrs	Autonomy vs shame	Establish independence
3	3 – 6 yrs	Initiative vs guilt	Developing self care skills
4	6 – 12 yrs	Industry vs inferiority	Mastery of culturally relevant skills
5	12 – 18 yrs	Identity vs identity confusion	Definition of self
6	Young adulthood (19-40)	Intimacy vs isolation	Establishing meaningful relationship
7	Middle adulthood (40-65)	Generativity vs stagnation	Caring for others
8	Older adulthood (65 - till death)	Integrity vs despair	Life evaluation

Trust vs. Mistrust

This stage begins at birth continues to approximately 18 months of age. During this stage, the infant is uncertain about the world in which they live, and looks towards their primary caregiver for stability and consistency of care. If these needs are not consistently met, mistrust, suspicion, and anxiety may develop.

Autonomy vs. Shame and Doubt

Children at this stage are focused on developing a sense of personal control over physical skills and a sense of independence. Success in this stage will lead to the virtue of **will**. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive.

Initiative vs. Guilt

During the initiative versus guilt stage, children assert themselves more frequently through directing play and other social interaction. During this period the primary feature involves the child regularly interacting with other children at school. Central to this stage is play, as it provides children with the opportunity to explore their interpersonal skills through initiating activities.

Industry vs. Inferiority

Children are at the stage where they will be learning to read and write, to do sums, to do things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self-esteem. Success in this stage will lead to the virtue of **competence**.

Identity vs. Role Confusion

During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals.
During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in. Success in this stage will lead to the virtue of **fidelity**.

Intimacy vs. Isolation.

During this stage, we begin to share ourselves more intimately with others. We explore relationships leading toward longer-term commitments with someone other than a family member. Successful completion of this stage can result in happy relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression. Success in this stage will lead to the virtue of **love**.

Generativity vs. Stagnation

This stage takes place during middle adulthood (ages 40 to 65 yrs).
We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. Through generativity we develop a sense of being a part of the bigger picture. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world. By failing to find a way to contribute, we become stagnant and feel unproductive. These individuals may feel disconnected or uninvolved with their community and with society as a whole. Success in this stage will lead to the virtue of **care**.

Ego Integrity vs. Despair

Ego integrity versus despair is the eighth and final stage of Erik Erikson's stage theory of psychosocial development. This stage begins at approximately age 65 and ends at death. It is during this time that we contemplate our accomplishments and can develop integrity if we see ourselves as leading a successful life. Individuals who reflect on their life and regret not achieving their goals will experience feelings of bitterness and despair.

6. What do you know about Developmental Task?

There are eight main developmental tasks that adolescents must complete in order to establish an identity.

1. **Achieving new and more mature relations with others, both boys and girls, in one's age group.**

Adolescents learn through interacting with others in more adult ways. Physical maturity plays an important role in peer relations. Adolescents who mature at a slower or faster rate than others will be dropped from one peer group and generally will enter a peer group of similar maturity..

Parental monitoring can be a useful boundary-setting tool during the accomplishment of this developmental task because it allows parents to place limits on adolescents' outside activities.

2. Achieving a masculine or feminine social role.

Each adolescent develops his or her own definition of what it means to be male or female. Most adolescents conform to the sex roles of our cultural view of male (assertive) and female (passive) characteristics. As adults, we need to provide opportunities for adolescents to test and develop their masculine and feminine social roles

3. Accepting one's physique.

The time of the onset of puberty and the rate of body changes for adolescents vary greatly. How easily adolescents deal with these changes will partly depend on how closely their bodies match the well-defined stereotypes of the "perfect" body for young women and young men. Adolescents whose bodies do not match the stereotypes may need extra support from adults to improve their feelings of comfort and self-worth regarding their physiques.

4. Achieving emotional independence from parents and other adults.

Children derive strength from internalizing their parents' values and attitudes. Adolescents, however, must redefine their sources of personal strength and move toward self-reliance. This change is smoother if adolescents and parents can agree on some level of independence that increases over time.

5. Preparing for marriage and family life.

Sexual maturation is the basis for this developmental task. Achievement of this developmental task is difficult because adolescents often confuse sexual feelings with genuine intimacy. The best way for parents to help is to set aside time to talk to their early and middle adolescents about sex and relationships.

6. Preparing for an economic career.

This task has become more difficult now than in the past because the job market demands increased education and skills. Today, this developmental task is generally not achieved until late adolescence or young adulthood, after the individual completes his/her education and gains some entry-level work experience.

7. Acquiring a set of values and an ethical system as a guide to behavior; developing an ideology.

Adolescents gain the ability to think abstractly and to visualize possible situations. With these changes in thinking, the adolescent is able to develop his or her own set of values and beliefs.

8. Desiring and achieving socially responsible behavior.

The family is where children learn to define themselves and their world. Adolescents must learn to define themselves and their world in the context of their new social roles.

Conclusion

The many developmental tasks facing adolescents are challenging, but they are achievable. Adolescents are getting their first taste of independence, yet they are not, and do not want to be, totally independent. Parents and adults need to provide a supportive environment in which adolescents may discover and explore their identities.

7. What is mental Development? Explain Piaget's Cognitive Development?

Synopsis:

Introduction
  a) Sensorimotor state (0- 2 yrs)
  b) Pre-operational stage (2 – 7 yrs)
  c) Concrete operational stage (7 – 11 yrs)
  d) Formal operational stage   (11 years above)
Conclusion

Introduction:
      The cognitive development of children follows a predetermined order of stages. According to Piaget"s Theory of Cognitive Development, children are not capable of performing certain tasks or understanding certain concepts until they reach a particular Piaget"s stage.

Stages of Cognitive development

      The cognitive development is a process or construction of a mental model of the world. Development is biological and as the child matures, changes occur in cognitive understanding.

Sensori motor stage (0- 2 yrs)
      ☐ The main achievement during this stage is **Object Permanence** - knowing that an

object still exists, even if it is hidden.

- It requires the ability to form a mental representation of the object.
- According to Piaget, the stage allows people to learn objects are distinct entities, with an existence out of the individual's perception.

Pre-operational stage (2 - 7 yrs)

- During this stage, young children can think about things symbolically. This is the ability to make one thing - a word or an object - stand for something other than itself.
- Thinking is still **egocentric,** and the infant has difficulty taking the viewpoint of others.
- Children start to develop imagination and things can start having more meaning.
- Example: If you split water into two jugs, one wider and the other taller, the child might think the taller one has more water inside it.

Concrete operational stage (7 – 11 yrs)

- Things start heating up during the concrete operational stage
- Piaget considered the concrete stage a major turning point in the child's cognitive development because it marks the beginning of logical or **operational thought.**
- This means the child can work things out internally in their head (rather than physically try things out in the real world).
- Example: Such as pouring the water back him- or herself, the child begins to think things through internally.
- While the developmental stage sees more logic in thinking, the thought patterns continue to be rigid.
- Another important aspect is the diminishing of egocentric thinking.
- Children begin to understand their thoughts, feelings and ideas are unique and other's might think and feel differently.

Formal operational stage (11 years above)

- The formal operational stage begins at approximately age eleven and lasts into adulthood.
- The final stage for Piaget was about the ability to increase logical thinking, using deductive reasoning and understanding abstract ideas.
- During this time, people develop the ability to think about abstract concepts, and logically **test hypotheses.**
- This stage doesn't really end, as we continue to gain new knowledge and experience long into adulthood.

Conclusion

Piaget's theory of cognitive development is a valuable and helpful guide to teacher in order to use in classrooms. Using this theory in a classroom, teachers and students can get benefit in several ways. Such as this theory helps teacher to assess the current level of the students and guide them in order to gain the new information.

8. Differentiate Growth from Development?

Growth: It refers to enlargement of cells, fibres, muscles, longation of bones, enlargement of body parts and internal organ system which is caused by biological process.

Development: It refers to the overall change in shape, form or structure in functional aspect.

Growth	Development
Growth refers to increase in size, weight and height of an organism	Development refers to overall change in shape, form or structure resulting in improved functioning of body part
It is the process by which an individual attains maturity	It is the result of growth, maturity and learning
It is purely confined to quantitative aspect	It deals with quantitative aspect
It is observable and measureable	Development cannot be measured directly, though they can be assessed in behavioral situations.
Growth is one part of development	Development is a comprehensive word which includes growth, maturity and learning.
Growth is not a continuous process	Development is a continuous process
Growth may or may not lead to development	Development is possible without growth
Growth refers to the changes which takes place in particular part of the body	Development refers to the changes in the organism / individual as a whole.\
Growth is a biological growth of an organism which is a natural process	Development is influenced by heredity and environment.
Ex: Growth of Body Growth of Brain Growth of Heart	**Ex:** Development of Immunity power Development of Intelligence Development of Emotions

9. Explain the multiple intelligence theory?

Multiple Intelligences

The *Multiple Intelligences Theory* states that it is to the benefit of both the student and the instructor if the student's intelligence can be identified. Identifying a student's intelligence allows the instructor to select appropriate activities for the student in the classroom and guide their learning journey more effectively.

1. Bodily-Kinesthetic Intelligence

The ability to manipulate both the body and objects with a keen sense of timing is known as bodily-kinesthetic intelligence. For example, athletes and dancers, or in precision and steady movement, such as surgeons and crafts people.

2. Existential Intelligence

The ability to be able to have deep discussions about the meaning of life and human existence is known as existential intelligence. People with this intelligence are sensitive but can rationally address difficult questions, for example, how we got here and why everyone eventually dies.

3. Interpersonal Intelligence

While the ability to communicate effectively with others is common knowledge on the basis of interpersonal intelligence, it is not merely limited to verbal interactions. People with developed interpersonal intelligence are also able to read the moods of others.

4. Intrapersonal Intelligence

The ability to understand one's own thoughts is known as intrapersonal intelligence. Individuals who demonstrate intrapersonal intelligence are acutely aware of their feelings and can show an appreciation for themselves and other humans.

5. Verbal-Linguistic Intelligence

The ability to express oneself using words and language is known as verbal-linguistic intelligence. This intelligence is unique because it is the most commonly shared human ability. It allows us to apply meaning to words and express appreciation for complex phrases. Through reading, writing and sharing stories orally, we are able to marvel at our use of language. We see examples of this skill in journalists, poets, and public speakers.

6. Logical-Mathematical Intelligence

Sometimes misconstrued as simply the ability to calculate mathematical equations, logical-mathematical intelligence is much more than that. Individuals with this developed intelligence demonstrate excellent reasoning skills, abstract thought, and the ability to infer based on patterns. They are able to make connections based on their prior knowledge and are drawn to categorization, patterning, and relationships between ideas.

7. Musical Intelligence

The ability to acutely reflect on sounds is demonstrated by those who possess musical intelligence. These people are able to distinguish between specific pitches, tones and rhythms that other may miss. Someone with musical intelligence is often a sensitive listener, and can reflect or reproduce music quite accurately. Musicians, conductors, composers, and vocalists all demonstrate keen musical intelligence.

8. Spatial Intelligence

Visually artistic people are known to demonstrate spatial intelligence. These abilities include manipulating images, graphic skills. They may be daydreamers or like to draw in their spare time, but also show an interest in puzzles or mazes. Careers directly linked to spatial intelligence include many artistic vocations, for example, painters, architects or sculptors, as well as careers that require the ability to visualize, such as pilots or sailors.

10. Explain Motor Development of the Childhood and Adolescence?

Childhood Motor Development

> **Gross (Large) Motor Skills**
> - Runs stiffly.
> - Jumps off the ground with both feet.
> - Bends at the waist to pick up an object.
> - Walks up and down steps, one step at a time.
> - Throws objects overhead. Kicks a large ball.
> - Climbs onto low objects.
> - Kicks backward and forward Stands on a balance beam
> - Walks up stairs with help
> - Runs well Enjoys riding small wheeled riding toys
>
> **Fine (Small) Motor Skills**
> - Manages spoon.
> - Makes vertical marks and circles with crayon (pencil).
> - Turns doorknobs.
> - Pulls down zippers.
> - Shows hand preference, but switches hands often.
> - Assists in dressing and undressing self.
> - Can draw scribbles
> - Drink from straws

Adolescence Motor Development

- Rapid growth period Secondary sexual characteristics appear: grow body hair, increase perspiration and oil production in hair and skin
- Girls – breast and hip development, the onset of menstruation

- Boys – growth in testicles and penis, wet dreams, deepening of voice Tremendous physical growth: gain height and weight
- Preoccupation with physical changes and critical of appearance
- Anxieties about secondary sexual characteristic changes
- Peers used as a standard for normal appearance (comparison of self to peers) Secondary sexual characteristics advanced
- 95% of adult height reached
- Puberty is completed
- Physical growth slows for girls, continues for boys
- Body Image Less concern about physical changes but increased interest in personal attractiveness
- Excessive physical activity alternating with lethargy.

11. Explain Bruner's Concept Formation theory?

Synopsis
- Introduction
- Enactive mode (motor movement)
- Iconic mode (eye contact)
- Symbolic mode (symbols)
- Conclusion

Introduction

Concept refers to an idea or a pattern of idea, which enables the students (individual) to get a complete idea of the concept.

Enactive mode of thinking and teaching

In this mode of thinking, the individual represents objects or events through motor actions and movements. **Eg:** Learning to ride a bicycle. Enactive mode of **teaching** is appropriate at pre-school stage, since their mode of representation is **through actions**.

Iconic mode of thinking and teaching

In this mode of thinking children **conceive objects or events through sensory** images of the objects / mental pictures of the objects or events.
Eg: A map permits the child to follow a route from one place to another place.

Thus the child thinks in terms of figures or the images of the objects. This stage is known as Iconic. Iconic mode of **teaching** is appropriate at childhood stage, since their mode of representation is through sensory images or mental pictures (i.e. teaching through Audio-

visual aids)

Symbolic mode of thinking and teaching

In this node of thinking the children conceive objects or events through words, symbols and formula. Thus the child thinks in terms of mental representations through language. **Eg:** Perimeter of a square = 4a

Symbolic mode of teaching is appropriate at adolescence stage. Since their mode of representation is through language, words, symbols & formula etc. (i.e. teaching through symbols)

Conclusion

The concept formation theory helps teacher and student in an active way to promote their individual ideas to thinking and problem solving. In this formation theory it helps the teacher, developing one's ability to solve problems systematically.

12. Mention the importance of mental health of child?

Childhood stage is considered as a period of high protection and struggle, as they are school going children, and if the conditions in the school does not satisfy their fundamental needs like emotional, social, intellectual and psychological needs, they will experience difficulty in adjusting to their physical and social environment and may grow in to problematic.

Sense of belongingness:

In order to feel the sense of belonging, the teacher should be affectionate to all free from favoritism and comparison. The child should feel that they belongs to the school and school belongs to them.

Strengthen the physical development:

The teacher should provide opportunities to the students to exercise his muscle and refine his motor co-ordination. By conduction many outdoor games & indoor games, drill and exercise, aerobics, yoga, meditation, organizing NCC and NSS camps etc.

Sense of security:

The child goes to the school from the protective environment of home to a new place called school. The teacher can build a sense of security in school atmosphere by being sympathetic, understanding and encouraging attitudes towards the child.

Recognition of individual difference:

No two individual is alike in native endowment. So, the teacher should respect to individual difference, considering their talents. Otherwise the student will be frustrate & discourages which leads to dislike of school and classroom cultures.

Provision for self-expression:

Provision in the schools for emotional and self-expression of the student is a must. The teacher by conducting activities such as dance, drama, art and craft, n=music, karate, drawing and painting, SUPW, pays ways for students self-expression.

Training in art of living together:

Teacher and parents should realize the importance of friendship in this period (childhood). Students have their own groups and gangs and this group formation may come in conflicts with the loyalties to the home and school.

Development of self-concept:

The teacher should let children to be occupied with activities which give him a feeling of worthwhileness and sense of achievement and success.

These are some of the ways, by which the teacher can help students belonging to childhood stage, to have good mental health.

13. Explain the Moral development of Adolescence?

- Moral development consists of progressive individual concern about social norms and social values.
- It comprises two aspects: a conceptual level including moral judgments and norms representation, and a pragmatic level regarding moral actions and commitment.

Adolescence is a critical period of:

(a) Increasing social experience;
(b) Claiming personal thought;
(c) Elaborating identity choices especially about ideology; and
(d) Constructing abstract cognitive skills.

It follows that deep transformations and inter-individual differentiations should be commonly observed in moral domains that individuals may operate among social norms. During adolescence, it is important, first, to consider individual differences in moral development, particularly with respect to issues such as sex differences and delinquency.

Moral development deals with the evolution of moral sense, moral value, value pattern, ethical needs, moral codes and ability of an individual to discriminate right and wrong, good and bad. Which helps to mould the character of an individual (i.e. good character of building).

14. Describe the Vygotsky Social developmental theory?

In this theory Vygotsky explains that socialization affects the learning process in an individual. Thus social development theory includes 3 major concepts.

1. Role of social interaction in cognitive development
2. More knowledgeable to others
3. Zone of proximal development.
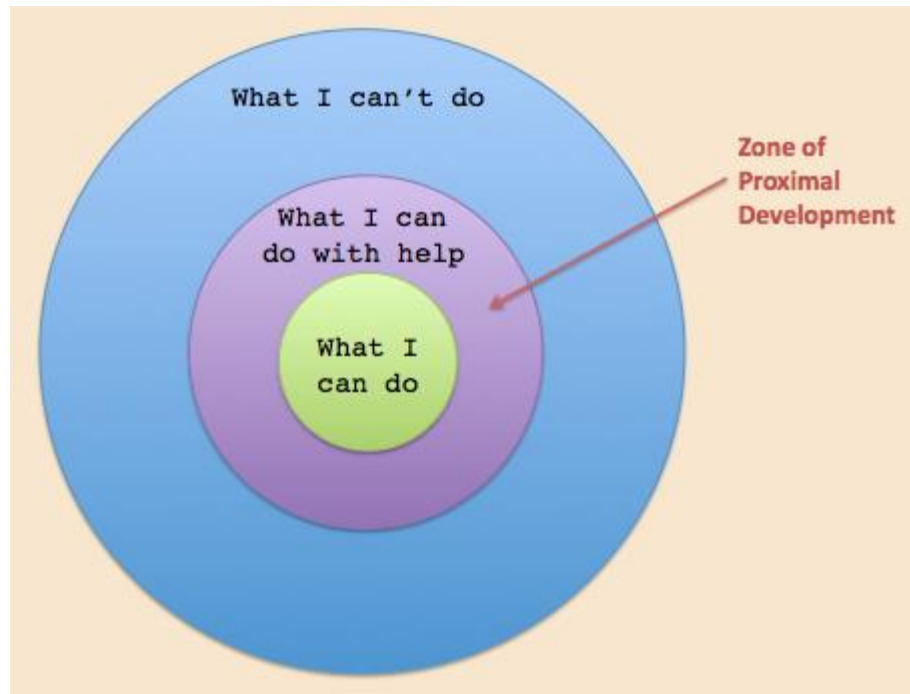
Role of social interaction in cognitive development:

According to Vygotsky, he states that social interaction plays a fundamental role in the development of child cognition. He states that cognitive development stems from social interaction from guided learning within the zone of proximal development as children and parent co-construct knowledge.

The more knowledgeable others (MKO):

The MKO is any person who has a higher level of ability or understating them the learner in terms of the task. Normally when we think of an MKO, we refer to an older adult, teacher, an expert and tutor, etc.

The zone of proximal development (ZPD):

The ZPD is the distance between what is known? and what is unknown? By the learner. It is the difference between the ability of learner to perform a specific task under the guidance of his MKO and the learner's ability to do that task independently.

PART - C

Answer all the questions:

15. What is mean by Developmental Task?

A developmental task is a task that arises at or about a certain period in life, unsuccessful achievement of which leads to inability to perform tasks associated with the next period or stage in life.

16. Define Individual difference of Adolescent?

The individual difference in adolescence leads to dissimilarity of adolescence.

- Differences in physique
- Differences in health
- Differences in intelligence
- Differences in motor ability
- Sex difference
- Personality difference
- Difference with respect to development.

17. What do you know about Gender Bias?

Gender bias is basically originated due to the belief or attitude that one sex is of higher power than the other sex (i.e. boys are superior to the girls) which is a social construct that has existed form generation after generation.

18. What is mean by Transitional stage?

Adolescent stage is called transitional stage, because it is the period of changeover from childhood to maturity. This is a period of rapid physical, intellectual, emotional and social growth – a period of growing up.

19. Discuss the problems of Exploitation of Child in Urban Slum?

A run down area of a city or town inhibited by very poor people is called slum. In the slum are, the children are treated in a unfair way for their unfit living situation.

- Drug and alcohol abuse
- Child labor
- Malnutrition
- Transmission of disease
- Insufficient financial resources
- Sexual exploitation
- Child trafficking.

20. Define Creativity? Give Example.

Creativity refers to the capacity of an individual to do express something new, novel and unique relevant to the situation (something unusual).

- Creativity means finding our new solution to the old problems.
- Finding out the new solution to recent problems
- Ideal way of creating new things
- To make something new & original

21. What are the needs of Adolescent?

The needs of the adolescent are

- Psychological needs – look for tasty food, dress smart to attract others, mirror view.
- Emotional needs - self-respect, to loved and to be loved, want to independent
- Intellectual needs – show the best, don't like interference, criticize, experimental.
- Social needs – fond of intimate relationship, accepted by others, hero worship.

22. Define Sex role Stereotypes?

Sex-role stereotypes are patterns of behavior for members of the two sexes (male & female) that are approved and accepted by the group with which the individual is identified.

23. Discuss the Characteristics of Growth and Development?
Characteristics of growth:

- Growth is a quantitative aspect, which indicates increase in size, weight, and height
- Growth could be objectively observed and measured
- Growth does not continue throughout life span
- Growth stops when maturation attains

Characteristics of development:

- Development deals with qualitative aspect
- Development indicates changes in the quality, character, rather than the quantitative aspect
- Development cannot measured directly
- Development is a continuous process
- Rate of development is also not uniform.

24. Define social development? Give examples.

Social development is the change over time in an individual's understanding of, attitudes concerning, and behavior toward others; for **example**, a **developmental** change in how people behave with members of the other gender or their understanding of what friendship entails.