



APPENDIX

APPENDICES

LESSON PLANS (Traditional Approach)

Lesson-Plan 1.

General Description

Name of the Teacher –Sonal Trivedi

Date- 3-2-09

Class-B.Sc. B.Ed II year

College - Regional college,Bhopal.

Subject- Educational Psychology

Topic- Piaget's theory of Intellectual Development

Teaching method- Lecture method

Specific objectives-

1. To enable the students to understand the basic concepts of child Psychology given by Jean Piaget.
2. To provide an explanation of the thinking from infancy to adulthood.
3. To provide an elaborate account of development changes in cognitive abilities.

Teaching Aids- none

Previous knowledge- Students have an elementary knowledge

Of child Psychology, but they are being introduced to Piaget theory for the first time

Introduction-

Three early scholars J.Locke, Rouseau and Darwin offered theories of human behavior. The early pioneers of child Psychology were G.Stanley Hall, John B. Watson ,Sigmund Freud , Arnold Gesell ,Lev

Vygotsky and Jean Piaget. Piaget's Genetic epistemology was concerned with understanding the form of children's knowledge and the qualitative change it undergoes as they develop. The Cognitive development approach encompasses a number of related theories and kinds of research. Piaget's ideas provide an explanation of the development of thinking from infancy to adulthood.

People organize their thinking process into Psychological structures. These structures are our system for understanding and interacting with the world. Piaget named these structures as Schemas. All species inherit two basic Tendencies in thinking: Organization and Adaptation. Piaget said two processes are responsible for how children use and adopt their Schemas: Assimilation and Accommodation. Organizing, assimilating and accommodating can be viewed as a kind of Complex balancing act. Equilibration is the search for mental balance between cognitive Schemas and information from the environment.

No.	Teaching Point	Teacher pupil interaction	Blackboard work
1.	The pioneers of child Psychology	Teacher gave the lecture and students were listening to it.	Names of the scientists
2.	Jean Piaget and his work		
3.	Piaget's Theory of intellectual development		
4.	Basic Tendencies in thinking. Schema Organization Adaptation Assimilation Accommodation Equilibration		

Lesson-Plan 2.

General Description

Name of the Teacher --Sonal Trivedi

Date- 4-2-09

Class-B.Sc. B.Ed II year

College - Regional college,Bhopal.

Subject- Educational Psychology

Topic- Piagetian stages

Teaching method- Lecture method

Specific objectives-

1. To enable the students to understand the basic concepts of child Psychology given by Jean Piaget.
2. To provide an explanation that cognitive development Unfolds in a sequence of four stages
3. To provide an elaborate account of development changes in cognitive abilities.

Teaching Aids- none

Previous knowledge- Students have a basic idea of Piaget theory .

Introduction-

Through his observations, Piaget came to believe that cognitive development unfolds in a sequence of four stages. Each of the stages is age –related and consists thinking of distinctive ways of thinking. It is the different way of thinking that makes one stage discontinuous from and more advanced than another. The advance is qualitatively different. The first stage is the Sensorimotor stage. Which is from birth to two years of age. In this stage children learn about the world through their senses and body movements.

The stage after sensorimotor is called *Pre operational*

Because the child has not yet mastered these mental operations but is moving toward mastery. The ability to form and use symbols - words, gestures, signs, images, and so on.....is thus a major accomplishment of the Preoperational period and moves children closer to mastering the mental operations of the next stage .Preoperational thought can be subdivided into two substages*The Symbolic function substage* occurs roughly between 2 and 4 years of age .In this substage the young child gains the ability to represent mentally an object that is not present. This stretches the child’s mental world to new dimensions.

No.	Teaching Point	Teacher pupil interaction	Blackboard work
1.	The piagetian stages	Teacher gave the lecture and students were listening to it.	Names of the stages
2.	Sensorimotor stage		
3.	six substages of sensorimotor stage		
4.	Preoperational stage(symbolic function substage)		

Lesson-Plan 3.

General Description

Name of the Teacher –Sonal Trivedi

Date- 5-2-09

Class-B.Sc. B.Ed II year

College - Regional college,Bhopal.

Subject- Educational Psychology

Topic- The Intuitive thought substage and the Concrete operational stage

Teaching method- Lecture method

Specific objectives-

1. To enable the students to understand the basic concepts of child Psychology given by Jean Piaget.
2. To provide an explanation that cognitive development Unfolds in a sequence of four stages
3. To provide an elaborate account of development changes in cognitive abilities.

Teaching Aids- none

Previous knowledge- Students have a basic idea of Piaget theory .

Introduction-

The intuitive thought substage is the second substage of preoperational, thought(4-7 years of age) At this substage, children begin to use primitive reasoning and want to know the answers to all sorts of questions. In Piaget's view, failing the conservation of liquid task indicates that the child is at the preoperational stage of thinking. Passing the test suggests the child is at the concrete operational stage of thinking. Later elementary

to the middle school years: The Concrete operational stage . Piaget coined the term concrete operations to describe this stage of "hands - on" thinking Unlike the preoperational child ,the concrete-operational child can understand conservation, classification, seriation, reversibility

However, the concrete operational child Is not yet able to reason about hypothetical, abstract problems that involve the coordination of many factors at once.

No.	Teaching Point	Teacher pupil interaction	Blackboard work
1.	Preoperational stage(Intuitive thought substage)	Teacher gave the lecture and students were listening to it.	Names of the stages
2.	Syncretic reasoning Intuitive reasoning		
3.	Concrete operational stage Conservation, classification , Seriation, Reversibility		

Lesson-Plan 4.

General Description

Name of the Teacher –Sonal Trivedi

Date- 4-2-09

Class-B.Sc. B.Ed II year

College - Regional college,Bhopal.

Subject- Educational Psychology

Topic- Formal operational stage

Teaching method- Lecture method

Specific objectives-

1. To enable the students to understand the basic concepts of child Psychology given by Jean Piaget.
2. To provide an explanation that cognitive development unfolds in a sequence of four stages
3. To provide an elaborate account of development changes in cognitive abilities.

Teaching Aids- none

Previous knowledge- Students have a basic idea of Piaget theory .

Introduction-

Junior and senior high-Formal operations Some students remain at the concrete operational throughout their school years, even throughout life.

However new experiences, usually those take place in school, eventually present most students with problems that they cannot solve using concrete operations. What happens when a number of variables interact, then a mental system for controlling sets of variables and working through a set of possibilities is needed . These are the abilities Piaget called **formal operations**. Hypothetical deductive reasoning- Piaget's formal operational concept that adolescents can develop hypothesis to

solve problems and systematically (deduce) reach a conclusion. They test the hypothesis with judiciously chosen questions and tests.

Adolescent Egocentrism It is the heightened self-consciousness that is reflected in adolescents beliefs that others are as interested in them as they themselves are. It also includes a sense of personal uniqueness. It involves the desire to be noticed, visible and “on stage”. It is a normal adolescent occurrence, more common in the middle school than in high school years.

No.	Teaching Point	Teacher pupil interaction	Blackboard work
1.	The Formal operational stage	Teacher gave the lecture and students were listening to it.	Names of the stages
2.	Hypothetical deductive reasoning		
3.	Adolescent Egocentrism		

LESSON PLANS
(Multimedia Approach)

Lesson-Plan 1.

General Description

Date- 3-2-09

Class-B.Sc. B.Ed II year

College - Regional college,Bhopal.

Subject- Educational Psychology

Topic- Piaget's theory of Intellectual Development

Teaching method- Multimedia Approach

Specific objectives-

1. To enable the students to understand the basic concepts of child Psychology given by Jean Piaget.
2. To provide an explanation of the thinking from infancy to adulthood.
3. To provide an elaborate account of development changes in cognitive abilities.

Teaching Aids- Computer and Internet facility

Previous knowledge- Students have an elementary knowledge of child Psychology, but they are being introduced to Piaget theory for the first time

Content- Three early scholars J. Locke, Rouseau and Darwin offered theories of human behavior. The early pioneers of child Psychology were G.Stanley Hall, John B. Watson ,Sigmund Freud, Arnold Gesell, Lev Vygotsky and Jean Piaget. Piaget's Genetic epistemology was concerned with understanding the form of children's knowledge and

the qualitative change it undergoes as they develop. The Cognitive development approach encompasses a number of related theories and kinds of research. Piaget's ideas provide an explanation of the development of thinking from infancy to adulthood.

People organize their thinking process into Psychological structures. These structures are our system for understanding and interacting with the world. Piaget named these structures as Schemas. All species inherit two basic Tendencies in thinking : Organization and Adaptation. Piaget said two processes are responsible for how children use and adopt their Schemas: Assimilation and Accommodation. Organizing , assimilating and accommodating can be viewed as a kind of Complex balancing act. Equilibration is the search for mental balance between cognitive Schemas and information from the environment.

Multimedia presentations-

They contained the PowerPoint presentations based on the above content and was prepared by the Researcher herself, after extensively investigating the well known and best available literature and some related Websites, Animations and videos .Students also interacted with each other. There was no Teacher in the Computer Lab , only the lab incharge who is an computer expert was present.

Validity of the Presentations-

As the presentations were prepared after extensive research by the investigator. They were shown to the group of experts for their suggestions. The Presentations were then finalized after incorporating their suggestions .

Lesson-Plan 2.

General Description

Date- 4-2-09

Class-B.Sc. B.Ed II year

College - Regional college, Bhopal.

Subject- Educational Psychology

Topic- Piagetian stages

Teaching method- Multimedia Approaches.

Prepared by – Sonal Trivedi.

Specific objectives-

1. To enable the students to understand the basic concepts of child Psychology given by Jean Piaget.
2. To provide an explanation that cognitive development Unfolds in a sequence of four stages
3. To provide an elaborate account of development changes in cognitive abilities.

Teaching Aids- Computer, Internet.

Previous knowledge - Students have a basic idea of Piaget theory .

Content- Through his observations, Piaget came to believe that cognitive development unfolds in a sequence of four stages. Each of the stages is age –related and consists thinking of distinctive ways of thinking. It is the different way of thinking that makes one stage discontinuous from and more advanced than another. The advance is qualitatively different. The first stage is the Sensorimotor stage. Which is from birth to two years of age. In this stage children learn about the world through their senses and body movements.

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Because the child has not yet mastered these mental operations but is moving toward mastery. The ability to form and use symbols - words, gestures, signs, images, and so on.....is thus a major accomplishment of the Preoperational period and moves children closer to mastering the mental operations of the next stage .Preoperational thought can be subdivided into two substages,*the Symbolic function substage* occurs roughly between 2 and 4 years of age .In this substage the young child gains the ability to represent mentally an object that is not present. This stretches the child's mental world to new dimensions.

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Lesson-Plan 3.

General Description

Date- 5-2-09

Class-B.Sc. B.Ed II year

College - Regional college,Bhopal.

Subject- Educational Psychology

Topic- The Intuitive thought substage and the Concrete operational stage

Teaching method- Multimedia teaching approach

Prepared by – Sonal Trivedi

Specific objectives-

1. To enable the students to understand the basic concepts of child Psychology given by Jean Piaget.
2. To provide an explanation that cognitive development
 - a. Unfolds in a sequence of four stages
3. To provide an elaborate account of development changes in cognitive abilities.

Teaching Aids- Computer, Internet facility.

Previous knowledge- Students have a basic idea of Piaget theory .

Content- The intuitive thought substage is the second substage of preoperational thought(4-7 years of age) At this substage, children begin to use primitive reasoning and want to know the answers to all sorts of questions. In Piaget's view, **failing** the conservation of liquid`task indicates that the child is at the preoperational stage of thinking.

Passing the test suggests the child is at the concrete operational stage of thinking. Later elementary to the middle school years: The Concrete operational stage . Piaget coined the term concrete operations to describe

this stage of "hands - on" thinking Unlike the preoperational child ,the concrete-operational child can understand Conservation, classification , Seriation, Reversibility

However, the concrete operational child Is not yet able to reason about hypothetical, abstract problems that involve the coordination of many factors at once.

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Validity of the Presentations-

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Lesson-Plan 4.

General Description

Date- 4-2-09

Class-B.Sc. B.Ed II year

College - Regional college, Bhopal.

Subject- Educational Psychology

Topic- Formal operational stage

Teaching method- Multimedia teaching approach.

Prepared by –Sonal Trivedi

Specific objectives-

1. To enable the students to understand the basic concepts of child Psychology given by Jean Piaget.
2. To provide an explanation that cognitive development
 - a. Unfolds in a sequence of four stages
3. To provide an elaborate account of development changes in cognitive abilities.

Teaching Aids- Computer and Internet facility

Previous knowledge- Students have a basic idea of Piaget theory .

Introduction- Junior and senior high-Formal operations Some students remain at the concrete operational throughout their school years, even throughout life.

However new experiences, usually those take place in school, eventually present most students with problems that they cannot solve using concrete operations. What happens when a number of variables interact, then a mental system for controlling sets of variables and working through a set of possibilities is needed . These are the abilities Piaget

called **formal operations**. Hypothetical deductive reasoning- Piaget's formal operational concept that adolescents can develop hypothesis to solve problems and systematically (deduce) reach a conclusion. They test *the hypothesis* with judiciously chosen questions and tests.

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Rotter's Locus of Control Scale

1. a. Children get into trouble because their parents punish them too much.
1. b. *The trouble with most children nowadays is that their parents are too easy with them.*
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
2. b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
3. b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.
4. b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.
5. b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks, one cannot be an effective leader.
6. b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try, some people just don't like you.
7. b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.
8. b. *It is one's experiences in life which determine what they're like.*
9. a. I have often found that what is going to happen will happen.
9. b. Trusting fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely, if ever, such a thing as an unfair test.
10. b. Many times, exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
11. b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
12. b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.
13. b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
14. b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
15. b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
16. b. Getting people to do the right thing depends upon ability - Luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
17. b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
18. b. There really is no such thing as "luck."
19. a. One should always be willing to admit mistakes.
19. b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
20. b. How many friends you have depends upon how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.
21. b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
22. b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grades they give.
23. b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.
24. b. A good leader makes it clear to everybody what their jobs are.
25. a. Many times I feel that I have little influence over the things that happen to me.
25. b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
26. b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
27. b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.

28. b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.

29. b. In the long run the people are responsible for bad government on a national as well as on a local level.

Score one point for each of the following:

2. a, 3. b, 4. b, 5. b, 6. a, 7. a, 9. a, 10. b, 11. b, 12. b, 13. b, 15. b, 16. a, 17. a, 18. a, 20. a,

21. a, 22. b, 23. a, 25. a, 26. b, 28. b, 29. a.

A high score = External Locus of Control

A low score = Internal Locus of Control

Locus of Control

Locus of Control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high *internal locus of control* believe that events result primarily from their own behaviour and actions. Those with a high *external locus of control* believe that powerful others, fate, or chance primarily determine events. Those with a high *internal locus of control* have better control of their behaviour and tend to exhibit more political behaviours than *externals* and are more likely to attempt to influence other people; they are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situation than do *externals*. The propensity to engage in political behaviour is stronger for individuals who have a high *internal locus of control* than for those who have a high *external locus of control*.

EDUCATION PSYCHOLOGY ATTITUDE SCALE

Given below are some statements about Education psychology. Some of these statements describe how you might feel about Education psychology. We are interested in knowing your valuable opinion about Education psychology as a subject of study. You may agree with some of the statements and you may disagree with others. After you have read a statement carefully, decide whether or not you agree with it

If you agree strongly with a statement put a circle(0) around the category S A (Strongly agree), If you agree put a circle around A (Agree), If you are un decided put a circle around U (Undecided) If you disagree put a circle around D(Disagree) and if you strongly disagree put a circle around SD (strongly disagree)

You are requested to give your free and frank opinion.

Statements	Ratings
1. Study of Education Psychology is rather a dull affair.	SA A U D SD
2. Education Psychology subject is very difficult to study.	SA A U D SD
3. Researches and studies in Educational Psychology are more useful to the society than in other fields.	SA A U D SD
4. Education Psychology is a very interesting subject.	SA A U D SD
5. Education Psychology is applicable to real life problems and miseries.	SA A U D SD
6. Knowledge of Education Psychology alone cannot solve a man's life.	SA A U D SD
7. Education Psychology sharpens our reasoning power and logical thinking.	SA A U D SD
8. Education Psychology fails to solve all our problems.	SA A U D SD
9. Education Psychology subject is useful for getting a success in the competitive exams.	SA A U D SD
10. Too much emphasis on education Psychology would bring down our moral standards	SA A U D SD
11. Education Psychology alone is responsible for our academic progress and advancement.	SA A U D SD
12. A student gets discouraged when he fails to answer certain questions in Education Psychology	SA A U D SD
13. Working in Education Psychology brings more fame.	SA A U D SD
14. Education Psychology can be studied and better understood by females only.	SA A U D SD
15. Education Psychology subject opens up many avenues of development.	SA A U D SD
16. Education Psychology turns the impossibilities into possibilities.	SA A U D SD
17. Knowledge of Education Psychology helps Teachers to understand their students better.	SA A U D SD
18. Education psychology explains the behavioral problems of adolescents.	SA A U D SD

Achievement Test I

1. Who gave sociocultural theory of cognitive development

Ans. a.) Lev Vygotsky b.) Jean Piaget c.) Stanley Hall d.) None of the above

2. G. Stanley Hall is also referred to as

Ans. a.) Father of child Psychology b.) father of Genetics
c.) Father of Human evolution d.) None of the above

3. During the past half-century, Swiss Psychologist who devised a model describing explanation of the development of thinking from infancy to adulthood.

Ans. a.) Jean Piaget b.) Lev Stanley hall c.) Charles Darwin d.) None of the above

4. Piaget said that two processes are responsible for how children use and adopt their schemas.

Ans. a.) assimilation and accommodation b.) Equilibration
c.) conservation and classification d.) Serriation and classification

5. Piaget believed in

Ans. a.) The child's personal discovery of ideas b.) The child's social discovery of ideas
c.) None of the above d.) both a and b

6. In Piaget's theory as the brain develops and children experiences expand, they move through these following stages.

Ans. a.) Sensoriator , Preoperational ,concrete operational. formal operational
b.) Concrete operational, Preoperational, sensorimotor
c.) Formal operational ,sensorimotor ,concrete operational, Preoperational
d.) Pre operational, sensorimotor, formal operational, concreete operational.

7. Piaget's theory can be applied to children's education by adopting teaching strategies such as .

Ans.a.) Take a constructivism approach

b.) turn the classroom into a setting of exploration and discovery. c.) Facilitate rather than direct learning
d.) all the above

8. The first piagetion stage which lasts from birth to about two years of age is .

Ans. a.) Preoperational b.) Concrete operational c.) Sensorimotor d.) Formal operational

9. In this stage children learn about the world through their senses and body movements

Ans. a.) Preoperational b.) Concrete operational c.) sensorimotor d.) Formal operational

10. Important cognitive accomplishment in infancy is

Ans. a.) Object permanence b.) Conservation c.) Serriation d.) classification

11. Children can think in abstract way's and understand loyalty and freedom in

Ans. a.) Concrete operational stage b.) Formal operational stage

c.) Sensorimotor stage d.) None of the above

12. Given 12 objects of assorted colors and shapes. Which child can easily pick the ones of same shape.

Ans. a.) Concrete operational student b.) Preoperational student

c.) both a and b d.) None of the above

13. According to piaget's classification, formal operational stage belongs to .

Ans. a.) Infancy b.) Childhood c.) adolescence d.) adulthood

14. The piagetion stage of the majority of children of 6th 7th and 8th grades.

Ans. a.) They are in process of moving from concrete to abstract formal stage

b.) Sensoimotor stage c.) Preoperational d.) None of the above

15. The child which can easily classify the members of four generations of families, like a father can be a grandson , brother, son at a sometime, is a

Ans. a.) The concrete operational child b.) The Sensorimotor child

c.) The Preoperational child d.) Infant

16. If $A > B$, $B > C$, then automatically $A > C$, in Piaget's Theory, which child will be able to understand this

Ans. a.) The concrete operational child b.) The Preoperational child

c.) The Sensoimotor child d.) Infant

17. In Piaget's scheme, concrete operational stage is associated with .

- Ans. a.) Primary School Stage b.) Upper primary school stage
c.) Secondary Stage d.) Senior secondary stage

18. The concept of conservation of number, length, weight, volume are all achieved over the

- Ans. a.) The concrete operational period b.) The formal operational period
c.) The Sensorimotor stage d.) None of the above

19. The second Piagetion stage, ranging approximately from 2-7 year's of age is

- Ans. a.) The Preoprational Stage b.) The sensorimotor stage
c.) The concrete operational d.) None of the above

20. The stage which is more symbolic then sensorimotor but does not involve operational thought is the

- Ans. a.) The Preoperational Stage b.) The concrete operational stage
c.) The Formal operational stage d.) None of the above

21. Child is more egocentric and intuitive rather then logical in

- Ans. a.) The concrete operational stage b.) The Preoperational stage
c.) both a, b d.) None of the above

22. The inability to distinguish between one's own perspective and someone else's perspective is known as

- Ans. a.) Animlsm b.) Egocentrism c.) Equillibrium d.) None of the above

23. A belief that inanimate objects have life-like qualities and are capable of action which also characterizes preoperational thought, is known as

- Ans. a.) Animlsm b.) Egocentrism c.) Both a, b d.) None of the above

24. Failing the conservation of lic uid task indicates that the child is at the

- Ans. a.) The Preoperational Stage of thinking b.) The concrete operational stage of thinking
c.) The Formal operational stage for walking d.) None of the above

25. Select the teaching strategy for working with preoperational thinkers

Ans. a.) Have children manipulate group of object b.) To reduce egocentrism involve children in social interaction

c.) Ask children to make comparisons of objects d.) All the above

26. The third Peagation stage of cognitive development lasting from 7-11 years of age is the

Ans. a.) The Preoperational Stage b.) concrete operational stage

c.) Formal operational staged. d) None of the above

27. The Piagetion concept that will help in Understanding and teaching children of preoperational level of thinking is .

Ans. a.) Egocentrism .) Animism

c.) Failing to understand conservation of liquid task d.) All the above

28. Egocentrism is again seen in adolescents as adolescent egocentrism in

Ans. a.) Formal operational stage b.) Sensorimotor stage

c.) concrete operational stage d.) None of the above

29. The major quality that distinguishes formal operational stage from previous stage is

Ans. a.) The ability to categorize object .) The inability to solve conservation problem

c.) To reason abstractly d.) The ability to solve mathematical word problems

30. The ability to focus on a single characteristic of object in a set and group the objects in to set and group the objects according to that characteristic, mastered during the concrete stage is

Ans. a.) Conservation b.) Classification \c.) Assimilation d.) Adaptation

31. When the pre-school teacher asked Naman why he continuously removed his gum from his month and learner answered, I stretch it big like that then I have more gum " Naman's comment would indicate that he probably does not have the ability to understand .

Ans. a.) Accommodation b.) Object Permanence c.) Assimilation d. Conservation

32. When teacher notice that their student are able to apply a variety of hypothesis to attack one problem, the children have probably entered which stage .

Ans. a.) Sensory motor b.) Formal operations c.) Preoperational d.) Concrete operations

Achievement Test II

1. Who gave theory of Intellectual development

Ans. a.) Lev Vygotsky b.) Jean Piaget c.) Stantley Hall d.) None of the above

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3. During the past half-century, Swiss Psychologist who devised a model describing explanation of the development of thinking from infancy to adulthood.

Ans. a.) Jean Piaget b.) Lev Stanley hall c.) Charles Darwin d.) None of the above

4. Piaget said that two processer are responsible for how children use and adopt their schemas.

Ans. a.) assimilation and accommodation b.) Equilibration
c.) conservation and classification d.) Serriation and classification

5. Piaget believed in

Ans. a.) The child's personal discovery of ideas b.) The child's social discovery of ideas
c.) None of the above d.) both a and b

6. In Piaget's theory as the brain develops and children experiences expand, they move through these following stages.

Ans. a.) Sensorinator , Preoperational ,concrete operational, formal operational
b.) Concrete operational, Preoperational, sensorimotor
c.) Formal operational ,sensorimotor ,concrete operational, Preoperational
d.) Pre operational, sensorimotor, formal operational, concreete operational.

7. Piaget's theory can be applied to children's education by adopting teaching stratigies such as .

Ans.a.) Take a constructivism approach

b.) turn the classroom into a setting of exploration and discovery. c.) Facilitate rather than direct learning d.) all the above

8. The second piagetion stage which lasts from two to seven years of age is .

Ans. a.) Preoperational b.) Concrete operational c.) Sensorimotor d.) Formal operational

9. In this stage children learn about the world through their senses and body movements

Ans. a.) Preoperational b.) Concrete operational c.) sensorimotor d.) Formal operational

10. Important cognitive accomplishment in concrete operatonal level is

Ans. a.) Object permanence b.) Conservation c.) Serriation d.) classification

11. Children can think in abstract way's and understand loyalty and freedom in

Ans. a.) Concrete operational stage b.) Formal operational stage
c.) Sensorimotor stage d.) None of the above

12. Given 12 objects of assorted colors and shapes. Which child can easily pick the ones of same shape.

Ans. a.) Concrete operational student b.) Preoperational student
c.) both a and b d.) None of the above

13. According to piaget's classification, formal operational stage belongs to .

Ans. a.) Infancy b.) Childhood c.) adolescence d.) adulthood

14. The piagetion stage of the majority of children of 6th 7th and 8th grades.

Ans. a.) They are in process of moving from concrete to abstract formal stage
b.) Sensoimotor stage c.) Preoperational d.) None of the above

15. The child which can easily classify the members of four generations of families, like a father can be a grandson , brother, son at a sometime, is a

Ans. a.) The concrete operational child b.) The Sensorimotor child
c.) The Preoperational child d.) Infant

16. If $A > B$, $B > C$, then automatically $A > C$, in Piaget's Theory, which child will be able to understand this

Ans. a.) The concrete operational child b.) The Preoperational child
c.) The Sensoimotor child d.) Infant

17. In Piaget's scheme, formal operational stage is associated with .

Ans. a.) Primary School Stage b.) Upper primary school stage
c.) Secondary Stage d.) Senior secondary stage

18. The concept of conservation of number, length, weight, volume are all achieved over the

Ans. a.) The concrete operational period b.) The formal operational period
c.) The Sensorimotor stage d.) None of the above

19. The first Piagetion stage, ranging approximately from 0-2 year's of age is

Ans. a.) The Preoperational Stage b.) The sensorimotor stage
c.) The concrete operational d.) None of the above

20. The stage which is more symbolic than sensorimotor but does not involve operational thought is the

Ans. a.) The Preoperational Stage b.) The concrete operational stage
c.) The Formal operational stage d.) None of the above

21. Child is more egocentric and intuitive rather than logical in

Ans. a.) The concrete operational stage b.) The Preoperational stage
c.) both a, b d.) None of the above

22. The inability to distinguish between one's own perspective and someone else's perspective is known as

Ans. a.) Animism b.) Egocentrism c.) Equilibrium d.) None of the above

23. A belief that inanimate objects have life-like qualities and are capable of action which also characterizes preoperational thought, is known as

Ans. a.) Animism b.) Egocentrism c.) Both a, b d.) None of the above

24. Failing the conservation of liquid task indicates that the child is at the

Ans. a.) The Preoperational Stage of thinking b.) The concrete operational stage of thinking
c.) The Formal operational stage for walking d.) None of the above

25. Select the teaching strategy for working with preoperational thinkers

Ans. a.) Have children manipulate group of object b.) To reduce egocentrism
involve children in social interaction
c.) Ask children to make comparisons of objects d.) All the above

26. The third Peagation stage of cognitive development lasting from 7-11 years of age is the

Ans. a.) The Preoperational Stage b.) concrete operational stage
c.) Formal operational staged. d) None of the above

27. The Piagetion concept that will help in Understanding and teaching children of sensorymotor level of thinking is .

Ans. a.) Egocentrism .) Animism
c.) Failing to understand conservation of liquid task d none of the above

28. Egocentrism is again seen in adolescents as adolescent egocentrism in

Ans. a.) Formal operational stage b.) Sensorimotor stage
c.) concrete operational stage d.) None of the above

29. The major quality that distinguishes formal operational stage from previous stage is

Ans. a.) The ability to categorize object b) The inability to solve conservation problem
c.) To reason abstractly d.) The ability to solve mathematical word problems

30. The ability to focus on a single characteristic of object in a set and group the objects in to set and group the objects according to that characteristic, mastered during the concrete stage is

Ans. a.) Conservation b.) Classification \c.) Assimilation d.) Adaptation

31. When the pre-school teacher asked Naman why he continuously removed his gum from his month and Naman answered, I stretch it big like that then I have more gum " Naman's comment would indicate that he probably does not have the ability to understand .

Ans. a.) Accommodation b.) Object Permanence c.) Assimilation d.
Conservation

32. When teacher notice that their student are able to apply a variety of hypothesis to attack one problem, the children have probably entered which stage .

Ans. a.) Sensory motor b.) Formal operations c.) Preoperational d.) Concrete operations

33. The characteristic of concrete operational stage is.

Ans. a.) Conservation b.) Perfect multiple classification c.) Seriation d.) All the above

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