FREE EDITION · NOTES + 3 SAMPLE MCQS

CUET · PSYCHOLOGY · CLASS XI · CODE 324

Human Development

CUET unit: Human Development / Lifespan Development

By **UniDrill** · NCERT-grounded study material

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📌 Snapshot

- Defines development as the progressive, orderly, predictable pattern of change beginning at conception and continuing throughout life — distinct from growth (size), maturation (genetically-driven sequence), and evolution (species-level change).
- Establishes the Life-Span Perspective (7 assumptions) and the role of heredity (genotype/phenotype) versus environment, including Bronfenbrenner's micro/meso/exo/macro/chrono contextual systems and Sinha's Indian ecological model.
- Walks through every developmental stage — prenatal, infancy, childhood, adolescence, adulthood and old age — with the biological, cognitive and socio-emotional changes in each.
- Heavy CUET focus on Piaget's four cognitive stages, Erikson's trust-vs-mistrust, Kohlberg's moral stages, reflexes, teratogens, Elkind's imaginary audience / personal fable, and gender-role socialisation.

📖 Detailed Notes

2.1 Core concepts

NCERT opens with Rabindranath Tagore's epigraph — "I wish I could travel by the road that crosses the baby's mind⋯where Reason makes kites of her laws and flies them, and Truth sets Fact free from its fetters" — to set up the central idea: that development is a journey of personal understanding through prenatal, infancy, childhood, adolescence, adulthood and old age (NCERT Introduction, p. 41).

Meaning of Development (NCERT §Meaning of Development, p. 41): "**Development is the pattern of progressive, orderly, and predictable changes that begin at conception and continue throughout life.** Development mostly involves changes — both growth and decline, as observed during old age." Development is influenced by an interplay of three interwoven processes — **biological processes** (genes inherited from parents: height, weight, brain, heart, lungs); **cognitive processes** (thought, perception, attention, problem solving); and **socio-emotional processes** (interactions, emotions, personality — a child's hug to her mother, a young girl's affectionate gesture to her sibling, an adolescent's sorrow at losing a match). These three are "interwoven" — changes in one go with changes in others.

Life-Span Perspective (LSP) — 7 assumptions (NCERT §Life-Span Perspective on Development, pp. 41–43): (1) Development is **lifelong**, takes place across all age groups from conception to old age, and includes both gains and losses interacting in dynamic ways. (2) The various processes (biological, cognitive, socio-emotional) are **interwoven** throughout the life-span. (3) Development is **multi-directional** — some dimensions increase while others decrement (adults' experience makes them wiser, but performance on tasks requiring speed, such as running, decreases with age). (4) Development is highly **plastic** — within a person modifiability is found in psychological development, though plasticity varies among individuals. (5) Development is influenced by **historical conditions** (the experiences of 20-year-olds who lived through India's freedom struggle would be very different from the experiences of 20-year-olds today; the career orientation of school students today is very different from that of 50 years ago). (6) Development is the concern of a number of **disciplines** — psychology, anthropology, sociology, neuro-sciences. (7) The individual **responds and acts on contexts** — what was inherited, the physical environment, social, historical and cultural contexts (life events like death of a parent, accident, earthquake; positive influences like winning an award).

Box 3.1 — Growth, Development, Maturation, and Evolution (NCERT p. 42) gives the four-way contrast. **Growth** is an increase in the size of body parts or the organism as a whole — measurable in height, weight. **Development** is the process of growth and change throughout the life cycle; the term applies to changes that have direction and hold definite relationship with what precedes and what will follow — a temporary change caused by a brief illness is not part of development. Changes from development include changes in size (physical growth), in proportion (child to adult), in features (disappearance of baby teeth) and acquiring new features. **Maturation** refers to changes that follow an orderly sequence and are largely dictated by the genetic blueprint that produces commonalities — most children sit without support by 7 months, stand with support by 8 months, and walk by 1 year. Maturation seems to "unfold from within" following an inner, genetically-determined timetable; special efforts cannot accelerate behaviours if the infant is not maturationally ready. **Evolution** refers to species-specific changes via **natural selection** — favouring individuals or a species best adapted to survive and reproduce. Evolutionary changes pass from one generation to the next within a species and proceed very slowly: emergence of human beings from great apes took about 14 million years; **Homo sapiens** came into existence only about **50,000 years ago**.

Factors Influencing Development — Heredity and Environment (NCERT pp. 43–44). We inherit genetic codes from our parents — present in every cell of the body and containing the **human genetic code** (it is because of this code that a fertilised human egg grows into a human baby and cannot become an elephant or a bird). Most human characteristics are combinations of 80,000 or more genes. The **genotype** is "the actual genetic material or a person's genetic heritage", while **phenotype** is "the way an individual's genotype is expressed in observable and measurable characteristics" — physical traits (height, weight, eye and skin colour) and psychological characteristics

(intelligence, creativity, personality). Phenotype results from interaction between inherited traits and environment: a child genetically predisposed to introversion may become a little extroverted in a socially stimulating environment; but a child with "short" height genes, even with good nutrition, will never be taller than average. **Sandra Scarr (1992)** argued that parents' own genotype influences the environment they create — intelligent parents who are good readers provide books, with the likely outcome that children become good readers. A child's own genotype (being cooperative and attentive) is likely to result in teachers and parents giving more pleasant responses. Children themselves choose environments based on genotype — musical children seek music-rich environments; athletes seek sports.

Context of Development (NCERT pp. 44–45). Development is always embedded in a particular socio-cultural context; entering school, becoming an adolescent, finding jobs, marrying, retiring are joint functions of biological changes and environment, which can change or alter any time. **Urie Bronfenbrenner's contextual view** (Fig. 3.1, p. 44) emphasises five layers. The **microsystem** is the immediate environment/setting where the individual directly interacts with social agents — family, peers, teachers, neighbourhood. The **mesosystem** consists of relations between these contexts — how parents relate to teachers, how parents view adolescent's friends. The **exosystem** includes events in social settings the child does not participate in directly but which influence her — transfer of a parent may cause tension affecting parent-child interactions; general amenities like quality of schooling, libraries, medical care. The **macrosystem** includes the culture in which the individual lives. The **chronosystem** involves events in the individual's life course and socio-historical circumstances of the time — divorce of parents, parents' economic setback, and their effect on the child. **Durganand Sinha's (1977) ecological model for the Indian context** organises ecology into two concentric layers. The **upper visible layer** consists of home (overcrowding, space per member, toys, technological devices), nature and quality of schooling (facilities), and nature of interactions with peer groups from childhood onwards. The **surrounding layer** consists of (i) general geographical environment (space and facilities for play, congestion, population density); (ii) institutional setting provided by caste, class and other factors; and (iii) general amenities (drinking water, electricity, means of entertainment). The two layers interact constantly and shape development differently across people.

Overview of Developmental Stages (NCERT p. 45). Each stage is temporary and characterised by a dominant feature, with **developmental tasks** — socially-expected accomplishments — that must be achieved in sequence before progressing to the next.

Prenatal Stage (NCERT §Prenatal Stage, p. 46): the period from conception to birth, typically **40 weeks**. Maternal characteristics matter — age, nutrition, emotional state. Diseases or infections — **rubella (German measles), genital herpes, and Human Immunodeficiency Virus (HIV)** — may cause genetic problems in the newborn. **Teratogens** are "environmental agents that cause deviations in normal development that can lead to serious abnormalities or death" — common teratogens include drugs

(marijuana, heroin, cocaine), alcohol, tobacco, **radiations (such as X-rays)**, and environmental pollutants/toxic wastes such as **carbon monoxide, mercury and lead**.

Infancy (NCERT §Infancy, pp. 46–48). The brain develops at an amazing rate before and after birth; just before birth newborns have most but not all brain cells, with neural connections developing at a rapid rate. **Motor Development** is governed by **reflexes** — "automatic, built-in responses to stimuli" — genetically-carried survival mechanisms and building blocks for subsequent motor development. Some reflexes (coughing, blinking, yawning) persist throughout life; others disappear as the brain matures and voluntary control develops. **Table 3.1 — Some Major Reflexes in the Newborn** (p. 47): **Rooting** (turning head and opening mouth when touched on the cheek) disappears 3–6 months; **Moro** (throwing arms outward, arching back, then bringing arms together as if grasping, in response to loud noise) disappears 6–7 months (reaction to loud noises is permanent); **Grasp** (fingers close around an object pressed into the palm) disappears 3–4 months and is replaced by voluntary grasping; **Babinski** (toes fan out and curl when the bottom of the foot is stroked) disappears 8–12 months. **Sensory Abilities**: newborns can recognise their mother's voice a few hours after birth; vision is initially lower than adult vision but by about the first year is almost the same as an adult (20/20). Newborns might distinguish red and white but are colour deficient — full colour vision develops by 3 months. Infants can hear immediately after birth; localisation of sound improves as they develop; touch, smell, taste and pain are all present.

Cognitive Development — Jean Piaget (NCERT pp. 47–48): children actively construct their understanding; information does not simply enter their minds. **Table 3.2** lists Piaget's four stages — **Sensorimotor (0–2 years)** — explores world by coordinating sensory experiences with physical actions; **Preoperational (2–7 years)** — symbolic thought develops, object permanence is established, cannot coordinate different physical attributes; **Concrete operational (7–11 years)** — reasons logically about concrete events, classifies objects, performs reversible mental operations; **Formal operational (11–15 years)** — applies logic abstractly, hypothetical thinking develops. The infant lives in the present — "what is out of sight is out of mind" — and lacks **object permanence**, the awareness that objects continue to exist when not perceived. By 8 months the child starts pursuing an object partially covered in her presence.

Socio-emotional Development (Infancy) (NCERT p. 48). Infants prefer familiar faces and respond by cooing and gurgling; mobility increases at 6–8 months. **Attachment** is "the close emotional bond of affection that develops between infants and their parents/caregivers". In the **classic study by Harlow and Harlow (1962)**, baby monkeys were placed in experimental chambers and reared for 6 months by surrogate "mothers" — one made of wire, the other of cloth. Half were fed by the wire mother, half by the cloth mother. Regardless of who fed them, baby monkeys preferred the cloth mother — clearly demonstrating that **"providing nourishment or feeding was not crucial for attachment and contact-comfort is important"**. According to **Erik Erikson (1968)**, the first year of life is the key time for development of **trust or mistrust** — a sense of

trust is built on physical comfort and an expectation of the world as secure and good. An infant's sense of trust is developed by responsive and sensitive parenting; insensitive parents who find fault create feelings of self-doubt. Securely attached infants respond positively when picked up, move freely and play; insecurely attached infants feel anxious and cry on separation.

Childhood (NCERT §Childhood, pp. 48–52). Growth slows down compared to infancy; the brain and head grow more rapidly than any other part of the body. **Physical Development** follows two principles (p. 49): **(i) Cephalocaudal trend** — development proceeds from the cephalic (head) to the caudal (tail) region; children gain control over the upper part of the body before the lower part (an infant's head is proportionately larger; infants crawl with arms first, then shift to legs). **(ii) Proximodistal trend** — growth proceeds from the centre of the body outward to the extremities; initially infants reach for objects by turning the entire body, then gradually extend arms. These are the result of a maturing nervous system, not visual limitation — even visually impaired children show the same sequence. **Table 3.3 — Major Accomplishments in Gross & Fine Motor Skills** (p. 49): **3 years** — gross: hopping, jumping, running; fine: build blocks, pick objects with forefinger and thumb. **4 years** — climb up/down stairs with one foot on each step; fit jigsaw puzzle precisely. **5 years** — run hard, enjoy races; hand-arm-body coordinate with eye movement.

Cognitive Development (Childhood) (NCERT pp. 49–50) is dominated by Piaget's **preoperational stage**. The child gains the ability to mentally represent absent objects (drawing trees, dogs, houses). Salient features: **egocentrism** (self-focus — children see the world only in terms of themselves and cannot appreciate others' point of view); **animism** (thinking that all things are living — attributing life-like qualities to inanimate objects: a child who slips on the road might say "road hurt me"); **intuitive thought** (between 4 and 7 years they want answers to every question — Why is the sky blue? How do trees grow? — wanting to know how things are); and **centration** (focusing on a single feature for understanding an event — a child insists on a "big glass" of juice, preferring a tall narrow glass to a short broad one even though both hold the same amount). By 7–11 years (middle and late childhood), intuitive thought is replaced by logical thought — the stage of **concrete operational thought**, which uses operations (reversible mental actions). In Piaget's clay-balls test, the 7-year-old realises that rolling one ball into a thin strip does not change the amount of clay because the action can be mentally reversed. Concrete operations allow the child to focus on different characteristics and not focus on one aspect; thinking becomes flexible, and egocentrism declines.

Socio-emotional Development (Childhood) (NCERT pp. 50–52). Important dimensions are **self, gender and moral**. Children develop a sense of who they are and whom they want to be identified with. According to **Erikson**, the way parents respond to self-initiated activities leads to a sense of **initiative** (with freedom and opportunities for play — cycling, running, skating; with answering of questions) or a sense of **guilt** (if their questions are dismissed). Self-understanding in early childhood is limited to

physical characteristics ("I am tall, she has black hair, I am a girl"); by middle and late childhood the child defines self through internal characteristics ("I am smart and I am popular") and social aspects ("I am a member of the school's music club"). Self-comparison appears — "I got more marks than Atul." **Box 3.2 — Gender and Sex Roles** (p. 51) distinguishes **sex** (biological dimension) from **gender** (social dimension). Research shows males are consistently more aggressive than females; men perform better on tests of sit-ups, short-run speeds and long jumps; women show better fine eye-hand coordination and their joints and limbs are more flexible. **Gender identity** is acquired by about **3 years** (children accurately label themselves as boys and girls). **Gender roles** are sets of expectations prescribing how females and males should think, act and feel — parents induce these through rewards and punishments, often restricting school-aged girls more, giving daughters 'dependence training' and sons 'independence training'. Peer influence and media (cartoons, commercials) perpetuate stereotypes — across cultures, authority figures in commercials were males, and women were shown in dependent and domestic roles or selling body products.

Moral Development (NCERT p. 52) — **Lawrence Kohlberg** identified age-related stages of moral reasoning by interviewing children on moral dilemma stories. According to him, **the young child (before 9 years of age) thinks in terms of external authority** — actions are wrong because they are punished and right because they are rewarded. By **early adolescence**, the child develops moral reasoning through rules of others (parents, laws of society); rules are accepted as one's own, "internalised" in order to be virtuous and win approval (not just avoid punishment); rules are viewed as absolute guidelines. As they grow, **a personal moral code** gradually develops.

Challenges of Adolescence (NCERT §Challenges of Adolescence, pp. 52–56). The term derives from the Latin adolescere meaning "to grow into maturity"; adolescence is "the stage of life that begins at the onset of puberty, when sexual maturity, or the ability to reproduce is attained." **Physical Development**: puberty marks the end of childhood and is characterised by dramatic physical changes in growth rate and sexual characteristics through hormones that produce **primary** (directly related to reproduction) and **secondary** sex characteristics (signs of sexual maturity). Pubertal changes in boys are marked by acceleration in growth, facial hair, voice changes. In girls, rapid growth in height usually begins about two years before **menarche** — the onset of menstruation. The **growth spurt generally begins at age 12 or 13 for boys and at age 10 or 11 for girls**. Identical twins reach menarche closer in time; girls from affluent families reach menarche earlier; historically the age of menarche is declining in industrialised nations reflecting better nutrition. Concern over adolescent sexuality has intensified due to AIDS and other STDs.

Cognitive Developmental Changes (NCERT pp. 53–54): adolescent thought becomes more abstract, logical and idealistic. **Piaget** believed **formal operational thought** appears between 11 and 15. Thinking expands beyond actual concrete experiences; idealism leads adolescents to think about ideal characteristics and compare themselves and others with ideal standards (which "ideal parent" they should adopt; protest

marching for a cause). In contrast to children's trial-and-error approach, adolescents are more systematic in problem-solving — Piaget called this **hypothetical deductive reasoning**. Logical thought also influences moral reasoning — rules become flexible, alternative moral courses are explored and a personal moral code is decided (Is it ethical to copy in examinations?).

Adolescent egocentrism — according to **David Elkind**, has two components: **imaginary audience** is the adolescent's belief that others are as preoccupied with them as they are with themselves — they imagine people always observing every behaviour (a boy thinks all will notice the ink spot on his shirt; a girl with a pimple feels all people would think how bad her skin is). **Personal fable** is part of egocentrism that involves their sense of uniqueness — "no one understands them or their feelings"; an adolescent girl thinks none can sense the hurt she feels because of being betrayed by a friend; personal fables are often part of adolescent diaries.

Forming an Identity (NCERT p. 54): **Identity** is "who you are and what your values, commitments and beliefs are." The primary task of adolescence is to establish an identity separate from parents; a detachment process enables a personalised set of beliefs. Conflict with parents and within oneself is common; those who cope develop a new sense of self, while those who cannot cope with **identity crisis** experience **identity confusion** (according to Erikson) — they may isolate themselves or lose identity in the crowd. Identity formation is influenced by cultural background, family and societal values, ethnic background and SES. Family relationships become less important; peer support and acceptance gain. Vocational commitment ("What are you going to be when you grow up?") is another factor — in some cultures young people choose occupations; in others parents decide. Career counselling in schools helps with appraisal and choice.

Some Major Concerns (NCERT pp. 55–56) include **delinquency** (socially unacceptable behaviour, legal offences, criminal acts — truancy, running away from home, stealing, burglary, vandalism; adolescents from communities of poverty, unemployment and alienation perform antisocial acts to gain attention; reduction comes through change in peer group, role models, breaking negative attitudes); **substance abuse** (smoking, alcohol, drugs — peer pressure, need to be accepted, escape from school work; more vulnerable adolescents are impulsive, aggressive, anxious, depressive, with low self-esteem; NCERT cites the **Society for Theatre in Education Programme** in New Delhi as a successful Indian anti-drug effort — street performances entertain people aged 13–25 while teaching them to say no to drugs; UNDCP has chosen the programme as a model); and **eating disorders** — **anorexia nervosa** (relentless pursuit of thinness through starvation, eliminating foods, eating only slimming foods; media projects thinness as the most desirable image) and **bulimia** (binge-and-purge — eating binge then purging by self-induced vomiting or laxatives, sometimes alternating with fasting). Both are primarily female disorders, more common in urban families.

Adulthood and Old Age (NCERT §Adulthood and Old Age, pp. 56–58). An adult is "responsible, mature, self-supporting and well integrated into society." In early adulthood two major tasks are exploring possibilities for adult living and developing a stable life structure — the "novice phase". Important themes include **career and work** (earning a living, choosing occupation, developing career — apprehensions about adjustments, competition, employer/own expectations), **marriage, parenthood and family** (adjustments around knowing the other person, coping with likes/dislikes, sharing responsibilities; parenthood is a difficult, stressful transition; death of spouse or divorce creates single-parent families; both-working families introduce new stressors). Despite stress, parenting provides growth and satisfaction as a way of establishing concern and guiding the next generation. Physical changes in middle age are caused by **maturational changes** — almost all middle-aged people notice gradual deterioration in vision, sensitivity to glare, hearing loss, wrinkles, grey hair, weight gain. Some cognitive abilities decline (decline in memory is more in long-term than short-term memory; memory tends to show greater decline) while wisdom may improve.

Old Age (NCERT pp. 57–58): challenges include retirement, widowhood, illness and death. The image of old age is changing — there are now active, energetic and creative people beyond seventy. **Openness to new experiences** predicts adjustment — older adults who show openness and achievement-oriented behaviour are better adjusted. **Indian/oriental cultures favour dependency of the elderly on children** — parents rear children with the hope that they will care for them in old age. Older adults may depend on their children for financial support and to overcome loneliness; **death of a spouse is usually seen as the most difficult loss**; **widows by far outnumber widowers** because women live longer than men and tend to marry men older than themselves. NCERT closes with cross-cultural views of death — the **Gond culture** in India believes death is caused by magic and demon; the **Tanala culture of Madagascar** believes natural forces cause death.

2.2 Definitions to memorise

Term	Definition	Page
Development	Pattern of progressive, orderly and predictable changes beginning at conception and continuing throughout life	41
Growth	Increase in the size of body parts or organism as a whole; measurable	42
Maturation	Changes that follow an orderly sequence and are largely dictated by the genetic blueprint	42
Evolution	Species-specific changes via natural selection; very slow pace	42
Genotype	The actual genetic material / total genetic heritage of an individual	43
Phenotype	The way an individual's genotype is expressed in observable and measurable characteristics	43

Term	Definition	Page
Microsystem	Immediate environment/setting — family, peers, teachers, neighbourhood	44
Mesosystem	Relations between microsystems — parent–teacher, parent–peer	44
Exosystem	Social settings child does not directly participate in but which influence her	44
Macrosystem	Culture in which the individual lives	44
Chronosystem	Events in life course and socio-historical circumstances	44
Developmental tasks	Socially-expected accomplishments at a particular stage	45
Teratogens	Environmental agents (drugs, infections, radiations, pollution) that cause deviations in normal prenatal development	46
Reflexes	Automatic, built-in survival responses to stimuli, present in the newborn	46
Object permanence	The awareness that objects continue to exist when not perceived (emerges ~8 months)	47
Attachment	Close emotional bond of affection between infants and their caregivers	48
Cephalocaudal trend	Development proceeds from the head/cephalic region to the caudal/tail region	49
Proximodistal trend	Development proceeds from the centre of the body outward to the extremities	49
Egocentrism	Self-focus — children see the world only in terms of themselves	50
Animism	Belief that all things are living — attributing life-like qualities to inanimate objects	50
Intuitive thought	Stage between 4–7 years — wanting answers to all questions	50
Centration	Tendency to focus on a single characteristic or feature for understanding an event	50
Concrete operational thought	Stage of reversible mental operations on concrete objects (7–11 years)	50
Menarche	The onset of menstruation in girls	53
Hypothetical deductive reasoning	Logical, systematic adolescent thinking (formal operational stage)	54
Imaginary audience	Adolescent's belief that others are as preoccupied with them as they are with themselves	54
Personal fable	Adolescent's sense of uniqueness — no one understands them	54

Term	Definition	Page
Identity	Who you are and what your values, commitments and beliefs are	54
Identity confusion	Erikson's term for failure to cope with the adolescent identity crisis	54
Anorexia nervosa	Eating disorder involving relentless pursuit of thinness through starvation	56
Bulimia	Eating disorder involving a binge-and-purge pattern	56

2.3 Diagrams / processes to remember

- **Fig. 3.1 — Bronfenbrenner's Contextual View of Development** (p. 44): concentric circles showing microsystem → mesosystem → exosystem → macrosystem → chronosystem.
- **Box 3.1 — Growth, Development, Maturation, Evolution** (p. 42): distinguishes the four terms; key examples — sit by 7 months, stand with support by 8 months, walk by 1 year (maturation); Homo sapiens ~50,000 years (evolution).
- **Table 3.1 — Newborn Reflexes** (p. 47): Rooting (3–6 mo), Moro (6–7 mo; reaction to loud noises permanent), Grasp (3–4 mo, replaced by voluntary grasping), Babinski (8–12 mo).
- **Table 3.2 — Piaget's Stages of Cognitive Development** (p. 48): Sensorimotor (0–2), Preoperational (2–7), Concrete operational (7–11), Formal operational (11–15).
- **Table 3.3 — Gross & Fine Motor Skills** (p. 49): 3 yrs hopping / build blocks; 4 yrs climb stairs / jigsaw; 5 yrs run hard / full eye-hand coordination.
- **Box 3.2 — Gender and Sex Roles** (p. 51): sex (biological) vs gender (social); gender identity ~3 yrs; gender stereotypes in media; dependence vs independence training.
- **Cephalocaudal & Proximodistal trends** (p. 49): direction of physical/motor growth — head to tail, centre to extremities.

2.4 Common confusions / NTA trap points

- **Growth vs Development vs Maturation:** Growth = size only; Development = direction-bearing change across life; Maturation = genetically-driven sequence ("unfolds from within"). NTA often mixes these in match-the-following.
- **Genotype vs Phenotype:** Genotype is the inherited genetic code; phenotype is the observable expression. Distractors swap the two.
- **Piaget's stages — age ranges:** Sensorimotor 0–2, Preoperational 2–7, Concrete operational 7–11, Formal operational 11–15. NTA often misaligns object permanence (sensorimotor) with the preoperational stage.

- **Cephalocaudal vs Proximodistal:** Cephalocaudal = head-to-tail; Proximodistal = centre-to-extremities. Easy to swap.
- **Imaginary audience vs Personal fable (Elkind):** Imaginary audience = others are watching; Personal fable = I am unique / no one understands. Both are components of adolescent egocentrism — different from Piaget's preoperational egocentrism.
- **Erikson vs Piaget vs Kohlberg:** Erikson = psychosocial (trust vs mistrust, initiative vs guilt, identity vs confusion); Piaget = cognitive stages; Kohlberg = moral stages. Frequently confused.
- **Harlow's monkey study:** demonstrated contact-comfort (cloth mother), NOT feeding (wire mother), is crucial for attachment.
- **Growth spurt ages** — boys 12–13; girls 10–11. NTA flips these.
- **Babinski reflex** disappears 8–12 months (longest persisting of the four in Table 3.1).
- **Sandra Scarr (1992)** — parents' genotype influences the environment they create; not the same as Bronfenbrenner.

2.5 Thinkers / Theories cited in this chapter

Thinker / Construct	Theory or Concept	Where in NCERT
Rabindranath Tagore	Chapter epigraph on the road that crosses the baby's mind	p. 41
Life-Span Perspective tradition (no individual named in NCERT)	7 assumptions of development — lifelong, multi-directional, plastic, multi-disciplinary, contextual, historical	pp. 41–43
Sandra Scarr (1992)	Parents' own genotype influences the environment they create for the child	p. 43
Urie Bronfenbrenner	Contextual view of development — microsystem, mesosystem, exosystem, macrosystem, chronosystem	p. 44, Fig. 3.1
Durganand Sinha (1977)	Ecological model for Indian context — upper visible layer (home, school, peer groups) and surrounding layer (geography, institutional setting by caste/class, amenities)	pp. 44–45
Jean Piaget	Cognitive development theory — four stages (Sensorimotor, Preoperational, Concrete operational, Formal operational); object permanence; egocentrism; centration; hypothetical deductive reasoning	pp. 47–48, 50, 54; Table 3.2
Harlow and Harlow (1962)	Cloth vs wire surrogate mother study — contact comfort, not feeding, is crucial for attachment	p. 48

Thinker / Construct	Theory or Concept	Where in NCERT
Erik Erikson (1968)	Psychosocial stages — first year trust vs mistrust; childhood initiative vs guilt; adolescent identity vs identity confusion	pp. 48, 50, 54
Lawrence Kohlberg	Age-related stages of moral reasoning based on moral dilemma interviews — pre-9 external authority → internalised rules → personal moral code	p. 52
David Elkind	Adolescent egocentrism — imaginary audience and personal fable	p. 54
Society for Theatre in Education Programme (New Delhi)	Indian anti-drug initiative using street performances; adopted by UNDCP as model	pp. 55–56
Gond culture (India)	Death attributed to magic and demon	p. 58
Tanala culture (Madagascar)	Death attributed to natural forces	p. 58

Note: NCERT names only the thinkers listed; other constructs (e.g., LSP, growth-spurt research) are presented without individual attribution.

🎯 Practice MCQs

📊 PYQ Alignment

Human Development is one of the most frequently tested chapters in CUET Psychology — CUET 2023–25 papers have consistently drawn 6–8 MCQs from this chapter, with heavy emphasis on Piaget's cognitive stages, Erikson's psychosocial stages (especially trust vs mistrust), reflexes (Table 3.1), teratogens, cephalocaudal/proximodistal trends, Bronfenbrenner's systems, and Elkind's imaginary audience/personal fable. Match-the-following and assertion-reason items on developmental terminology are particularly common.