



CTET & STATE TETs

CHILD DEVELOPMENT AND PEDAGOGY

PAPER 1 & 2

WITH

PREVIOUS YEAR QUESTION PAPERS

11 SALIENT FEATURES OF THE BOOK

- Mnemonics
- Pictorial Representation for easy understanding of concepts
- Motivational messages
- 24 Solved Previous Year Question Papers (2011-2019) includes both Paper 1 and Paper 2 with 720 MCQ's
- Complete Coverage of Syllabus
- Detailed Notes in Simplified English
- *Key points on 80 + psychologists and their contributions
- Highlight of key terms and their meanings
- Important Terminologies and Definitions
- General Tips on concepts
- Useful for CTET / All State TETs / DSSSB / KVS / NVS / CBSE / NCERT, Class 11 Psychology students / Teachers / B Ed students, UPTET, Tamilnadu TET, Punjab TET, RTET, JTET, OTET, Assam TET, APTET, APSET, HTET, CG TET, TS TET, Karnataka TET, Maharashtra TET, Gujarat TET, Bihar TET, Sikkim TET, OSSTET, WB TET, HP TET, AP DSC and many more.... Teacher related exams

SAVITRI DEVI YERRAMSETTY

Copyright © 2020, Savitri Devi Yerramsetty

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without prior permission in writing from the publishers.

Prowess Publishing does not have any control over, or responsibility for, any third-party websites referred to or in this book. All internet addresses given in this book were correct at the time of going to press. The author and publisher regret any inconvenience caused if addresses have changed or sites have ceased to exist, but can accept no responsibility for any such changes.

The content of this book is the opinion of its author. The publisher and the author in no manner are liable for any opinion or views expressed. While best efforts have been made in preparing this book, the publisher and the author make no representations or warranties of any kind and assume no liabilities of any kind with respect to the accuracy or completeness of the content and specifically disclaim any implied warranties of merchantability or fitness of use for a particular purpose.

The publisher believes that the content of this book does not violate any existing copyright/intellectual property of others in any manner whatsoever. However, in case any source has not been duly attributed, the Publisher may be notified in writing for necessary action.

The AUTHOR and the PUBLISHER specifically disclaim any liability, loss or risk whatsoever and to whomsoever, personal or otherwise which is incurred or likely to be incurred as a consequence, directly or indirectly of the use and/or application of any of the contents of this book.

This publication is designed to provide accurate information with regard to the subject matter covered. It is sold and bought with the

understanding that neither the AUTHOR nor the PUBLISHER is engaged in regarding professional services.

Published in India by Prowess Publishing,
YRK Towers, Thadikara Swamy Koil St, Alandur,
Chennai, Tamil Nadu 600016

ISBN: 978-1-5457-5169-5

eISBN: 978-1-5457-5170-1

Library of Congress Cataloging in Publication

Contents

Preface

About the Author

Growth and Development

What is Pedagogy?

What is Psychology?

What is “growth” in Psychology?

What is “Development” in Psychology?

Difference between Growth and Development

What is Maturation?

What is Child Psychology or Child Development?

Individual Progression in Child Development

Aims of Child Development

Areas in Child Development

Stages of Child Development

Principles of Child Development

Heredity and Environment

Influence of Environment on Human Society

Laws of Heredity

Effects of Heredity

Significance of Heredity for Education

Interaction of Heredity and Environment

Nature/Nurture

Socialization

Social Construct and Socialization
12 Examples of Social Constructs
The Social Construction of Gender
Gender Bias in Educational Practice
Socialization process
Hindrances in social learning process
Quotes by Sociologists on Socialization
Features of Socialization
Major Factors/Determinants/Agencies of Socialization

Cognitive and Moral Development

Cognition
Jean Piaget Theory of Cognitive Development
Erik Erikson Theory
Le Vygotsky Theory
Lawrence Kohlberg Theory of Moral Development
Heinz Dilemma
Freud's Psychoanalytic theory of Personality Development
12 Defense Mechanisms (DM)
Bloom's Taxonomy

Progressive Education

Teacher Centered Education
Child Centered Education
Progressive Education
John Dewey's Progressive Education

Intelligence

Measurement of Intelligence
Unifactor Theory of Binet
Intelligence Quotient
IQ Classification
Intelligence tests, uses, advantages and disadvantages

Uses of Intelligence Tests
Types of Intelligence Tests
Gardner Multiple Intelligence
Guilford's Tri-Dimensional theory
Divergent thinking

Language and Thought

Properties, features and parts of language
4 Stages/Phases in Language Development
Use of language
Theory of Relationship between Language and Thought

Assessment and Evaluation

What is Measurement?
What is a Test?
What is an Achievement test?
Difference between Formative and Summative Assessment
Assessment of Learning
Assessment for Learning
Assessment as Learning
Metacognition

SBA and CCE

School Based Assessment (SBA)
Continuous & Comprehensive Evaluation (CCE)
Objectives of CCE
Need of CCE
Aims of CCE
Functions of Continuous and Comprehensive Evaluation
Evaluation of Scholastic Areas
Evaluation of Co-Scholastic Areas

Individual Difference

How to deal with Individual Differences?

Key roles of Individual Differences in Education

Inclusive Education

Inclusive Education

Inclusive Education in India

Goals and Objectives of Inclusive Education

Benefits of Inclusive Education

Target Groups

Disadvantaged children/Deprived Children

Disabilities

Disability

World Health Organization say on Disabilities

Cognitive disabilities

Intellectual disabilities

Learning Disability

Auditory Processing Disorder

Non-Verbal Learning Disabilities

Language Processing Disorder

Visual Perceptual/Visual Motor Deficit

Dyscalculia

Dysgraphia

Dyslexia

Dyspraxia

Physical Disability

Prenatal disabilities

Perinatal disabilities

Postnatal disabilities

Cerebral palsy

Locomotor disability

Visual impairment

Key Vision Facts from WHO

Hearing Impairment
Special Education
Mainstream Education

Memory

Working, Short Term and Long Term Memory
How does it all work together to learn?

Theories

Gestalt Theory
Experiments on Sultan–The Chimpanzee
Thorndike Trial and Error Theory of Learning
Skinner Theory of Learning (Operant Conditioning)
Ivan Pavlov Classical Conditioning Theory
Albert Bandura's Social Learning Theory
Bandura's 4 Principles of Social Learning

Motivation

Intrinsic Motivation (Internal)
Extrinsic motivation (External)
Approaches to Motivation
Learning

NCF 2005

Meaning of NCF 2005
Aim of NCF 2005
Principles of NCF 2005
Role of teacher according to NCF 2005
National Policy on Education (NPE) 1986
Purpose of national curriculum
Framework in education
Perspective of NCF 2005

NCF focused on

Some Vital Points on NCF for CTET/TET Exams

Key features of Right to Education Act 2009

Disability Category: (RPD ACT 2016)



CHILD DEVELOPMENT AND PEDAGOGY



My Dear **Aspirants**,

This book is divided into FOUR PARTS. All the sections are of paramount importance. The FIRST PART is all about the key concepts. The SECOND PART covers all the KEY POINTS of 88 psychologists, theorists, educationists and their contributions. The THIRD PART covers some very important TERMINOLOGIES and DEFINITIONS. The FOURTH PART covers the PREVIOUS YEAR QUESTION PAPERS.

I have come across **many** people in my life and hundreds of students who actually do not know the meaning of pedagogy. When ever I conversed about the subject I dealt, their first question would be “What is Pedagogy?”

So before we move on to the topics of our CTET curriculum prescribed, I wish to explain what exactly is pedagogy. Then we can move on to Growth and Development and all about Child Development and Pedagogy in the coming chapters in detail.

What is Pedagogy?

Pedagogy can be defined as the **method and practice of teaching**, especially as an academic subject or theoretical concept.

Pedagogy can be defined as the art of teaching.

Pedagogy involves being able to convey knowledge and skills in ways that students can understand, remember and apply.

Pedagogy originated from the Greek word “paidagogos”, comprising of two parts; “paidos” (child) and “agogos” (leader) (Larsen, 2009. p.323).

Thus **Pedagogy** was literally meant to refer to the art/science of teaching children.

Pedagogy is a term traditionally used for **instructional strategies, techniques, approaches and methodologies that teachers, trainers can use to facilitate learning.**

The founding father of education is widely considered to be Socrates (5th century BC).

What is Psychology?

In simple words, **Psychology** is the study of the mind, its thoughts, feelings and behaviour. **Psychology** is an engrossing area of **study** that helps us to understand human behaviour and mental processes and allows us to better understand how **we** think act and feel.

Remember “Growth” and “Development” always come in pairs.

What is “growth” in Psychology?

The physical change that a particular individual undergoes. It can also be defined as the quantitative change in our body.

CROW and CROW (1962): Growth refers to structural and physiological changes and development is concerned with growth as well as those changes in behaviour which results from environmental situations.

What is “Development” in Psychology?

Development includes the understanding of how and why people change in terms of physical growth, intellectual, emotional, social, and other aspects of human growth. Development is a process of internal and external growth of a child and the differentiation and the emergence of his capabilities throughout the lifespan from conception to death.

Dictionary meaning of development is ‘an event constituting a new stage in a changing situation.’ Development refers to a gradual increase in skill and capacity of function. Development is a qualitative change in the child’s functioning. It can be measured through observation.

If you are wondering if so much of explanation is required for development and growth.. YES! It is required. The foundation has to be strong always.

✦ *All that we are is the result of what we have thought.*

Buddha

Difference between Growth and Development

Growth	Development
Increase in size, height, weight and length	Change in form, shape, qualitative change, functional change, characteristic change
The physical changes	Overall changes including the physical aspects as well
A part of development is growth	Development addresses changes as a whole
As maturity dawns, growth stops	Development is continuous throughout life
Measurable and observable	Qualitative changes are not completely measurable or observable
Growth may or may not bring in development. Physical change may not result in functional changes	Development may or may not include growth even on improvement in functioning of the individual

What is Maturation?

Maturation is the development of the individual through growth processes. It is controlled by internal biological factors. Development is a product of maturation. A child's learning to walk may be attributed to maturation because the child learns to walk when reaching a particular stage in development.

What is Child Psychology or Child Development?

Child psychology, also commonly called as **child development** is the study of the **psychological** processes of **children** and, more explicitly, how the process differs from that of adults, how the development takes place from birth to the end of adolescence. Child development deals not only with the growth of children physically, but also with their mental, emotional and social development as well.

It could also be understood as a function of maturity and his interaction with the environment. There may be various aspects of development like physical, mental, emotional, language, ethical etc.

Individual Progression in Child Development

1. Dependency to Increased autonomy
2. The process is continuous with a predictable sequence
3. The process is unique for each and every child
4. Development is progressive but unique
5. Development is based on many factors

- Genetic
- Pre-natal life
- Prenatal development

Aims of Child Development			
To ensure that the child is developing normally	To identify a child who is not following the normal development stage	Respond to age related behaviour and the child's development needs	Provide right environment and age appropriate resources to the children
Accept the fact that every child is unique in quite normal ways	Awareness that every child follows the same sequence of growth and development but the speed varies	Idea and clarity on the development stages of a child, such as sitting, crawling, walking and so on	Understand what has to be expected from a child during development stage
An idea of child progress in a stipulated period of time	To analyse how skills and knowledge related to individual, child, and family development impact the wellbeing of individuals, families, and society	Understand the needs of the children	Provide facilities to fulfill the child's needs and allow the child to reach out to his/her fullest potential

✦ *The future belongs to those who prepare for it today.*

Malcolm X

Areas in Child Development

The field of child development includes three major topical areas.

1. Physical development
2. Cognitive
3. Personality and Social development

Physical development: (Gross motor and fine motor development takes place)

- ☐ Characteristics
- ☐ Brain
- ☐ Nervous system
- ☐ Muscles and senses
- ☐ Capabilities
- ☐ The need for food, drink and sleep

Cognitive development: (Includes Intellectual Development and Emotional Development)

- ☐ Characteristics
- ☐ Intellectual capabilities
- ☐ Learning
- ☐ Memory
- ☐ Problem solving
- ☐ Intelligence

Personality and Social development

- ☐ Characteristics
- ☐ Enduring characteristics that differentiate one person from another
- ☐ Social development focuses on the ways in which a person interacts with others and how their social relationships grow, change, and remain stable over the lifetime
- ☐ Moral development focuses on the ability to make a decision based on morals and ethics

Age Range

Between Childhood and Adolescence

1. Prenatal (Conception to birth)
2. Infancy and toddlerhood (birth to 3)
3. Preschool period (3–6 years)
4. Middle school (6–12)
5. Adolescence (12–20)

Stages of Child Development

Stage: From Birth to 1 Year

If we look at the physical development, swallowing, sucking, grasping, rooting, startle and standing **reflexes**, grabbing, pass objects from hand to hand, try to self feed from spoon, appearance of teeth, rolling over from back to front, explored by hands and mouth takes place.

A **reflex** is an involuntary or automatic, action that your body does in response to something—without you even having to think about it. You don't decide to kick your leg, it just kicks.

Reflex movements are automatic movements, we possess from birth or appear as we go through puberty. These moments do not require us to actively think about them. For example breathing, closing of eyes when for a second when some light is flashed to our eyes.

Fundamental movements are actions that are the basic movements, running, jumping, walking etc.

If we look at intellectual development, communication and learning, the child learns the difference between day and night, sleep through the night, focuses on interesting objects, start to show understanding of language, try to communicate, babbling and learning through exploration of surroundings using their 5 senses.

If we look at social and behavioural development, the child learns to smile at the mirror image and is apprehensive about strangers.

✦ *The successful warrior is the average man, with laser-like focus.*

Bruce Lee

(1–2 Years)

If we look at the physical development, the child develops fine motor control and the child by 2 years of age will probably be able to run, without bumping into things and stop when necessary.

If we look at intellectual development, communication and learning, the child develops language skills, enjoys make believe play, has little understanding on sizes, time and shapes, has sign of temper and

frustration, eager for independence, is super curious and demands parental attention. An **age where the child shows interest in other children but plays alone.**

(2–3 Years)

A stage where the child learns to get undressed, **imitates** and can manipulate jigsaw puzzles. A stage where the child has lots of temper tantrums and very **egocentric**. They do not understand another's standpoint and shows individuality. Emotions are on the extreme end.

(3–4 Years)

At this age most children master the toilet and can walk forward and backward easily. The child understands that once parents go out, they will come back so no anxiety and **talking about language development**, the child has a vocabulary of 250 to 500 words and can speak in sentences of five to six words. Fewer tantrums and begin to exhibit patience.

(4–5 Years)

- ▮ There is an increase manual dexterity and will be able to copy a triangle, circle, square, and other shapes Physically very flexible, be it hopping, throwing and kicking balls, cycling, climbing, and swinging etc. Understands the concept of time and the order of daily activities, start to understand about other people's feelings.

(6–9 Years)

- ▮ In this age, stamina increases as heart and lungs grow, children grow taller. Games become more organised, as the child understands rules and consequences and is more rational and logical. Peer acceptance takes place and they learn to cooperate and share. Lying, cheating are visible from this stage.

(10–13 Years)

Mastery of many skills and stamina increases in both boys and girls dramatically. As puberty is just around the corner, noticeable changes take place physically as well as intellectually. The voice starts changing,

cracking and with a deeper voice. The children realise the consequences of his/her behaviour and become aware of different gender roles.

(14–17 Years)

- ▮ Children of this age are more conscious of their physical appearance and exhibit small range amounts of maturity among peers. They master abstract thinking. They have a pride in demonstrating acquired knowledge and desire respect.
- ▮ Students may consider many perspectives of a given issue. An age where they start thinking of intimacy and tend to romanticize. Apart from that, the age where they start thinking of activities to explore job market, careers, etc.

Principles of Child Development

What is a principle?

- ▮ A principle is a fundamental, primary or general law or truth from which others are derived.
- ▮ Principles categorise the pattern of growth and development.
- ▮ Principles are characteristics that describe the typical development as a predictable and orderly process.

Let us have a look at the 12 principles of development.

The Key Principles of Development

Growth and Development is Predictable #Continuous process #Proceeds from general to specific #Follows spiral versus linear arrangement #Development follows a pattern #Although Development is a Continuous Process, yet the speed of Growth is not even #Different aspects of growth develop at different rates/Individual rate of growth and development #Most traits are correlated in Development #Growth is Complex. All of its aspects are closely interrelated #Growth is a product of the interaction both heredity and environment #Each child grows in his own unique Way.

There are wide individual differences #Growth is both quantitative and qualitative.

✦ *It always seems impossible until it's done.*

Nelson Mandela

Development is Continuous

1. The process of growth and development continues from the conception till the individual reaches maturity or rather till death. It goes on continuously throughout life.
2. The early years of life, development consists of changes that lead the child to maturity not only of body size and functioning, but also of behaviour.
3. Even after maturity has been attained, development does not end.
4. Development of both physical and mental traits continues gradually until these traits reach their maximum growth.

Growth proceeds from top to bottom

This principle is called **CEPHALOCAUDAL**. This principle describes the direction of growth and development. The head region starts growth at first, followed by which other organs start developing. The child gains control of the head first, then the arms and the legs.

Infants develop control of the head and face movements in the first two months. In the next few months they are able to use their arms and lift themselves.

Over a period of time, they then gain control over leg and are able to crawl, stand, walk, run, jump, climb, day by day. Coordination of arms always precedes co-ordination of legs.

Growth and Development is Sequential

A pattern which we all have to agree, the child crawls before he creeps, stands before he walks and babbles before he talks. Every species, whether animal or human, follows a pattern of development peculiar to it. This method or the pattern in general is the same for all.

All children follow a development pattern with one stage leading to the next.

Ex: Infants crawl and then stand before they can walk; Children draw circles first before they are able to draw squares.

Rate of development varies individual to individual. There are individual rates of growth and development

Rate of development is not uniform. Individuals differ in the rate of growth and development. Boys and girls have different development rates. Each part of the body has its own particular rate of growth. Each child is different and so the rates of which the children grow is also different. Although the patterns and sequences for growth and development are usually the same for all children, the rates at which children reach developmental stages are different.

A child can walk at 11 months while other start walking at 14 months or few months late also. Some children are more active than other. Rate of development varies. The social development, emotional, intellectual development vary from one individual to another.

Development proceeds from general to specific

In every area of development, general activity always precedes specific activity.

In motor development, the infant is able to grasp an object with the whole hand just after birth before using his thumb and forefinger.

The infant's first motor development is very generalised, undirected and reflexive. Growth occurs from large movements to more refined muscle movements.

For example, the fetus moves its whole body but is incapable of making specific responses. With respect to emotional behaviour infants approach strange and unusual objects with some sort of general fear response. Later, their fears become more specific and elicit different kinds of behaviour, such as, crying, turning away and so on.

✦ *It doesn't matter where you are from, what you are now and how you look. The pen is in your hands. Write your own destiny.*

Development proceeds from simple to complex

Children use their cognitive and language skills to reason and solve problems. A classic example is, children at first are able to hold the big things by using both arms, In the next part able to hold things in a single hand, then only able to pick up small objects like small pebbles, peas and so on. Children when able to hold a pencil, first starts draw circles then squares then only letters after that the words.

Development proceeds from centre to the outward of the body

This is also called as **PROXIMODISTAL**.

The directional sequence of development during both prenatal and postnatal stages may either be from head to foot or from the central axis to the extremities of the body. The spinal cord develops before the outer parts of the body. The child's arms develops before the hands, the hands and feet develops before the fingers and toes. Fingers and toe muscles are the last to develop in physical development.

Principle of spiral versus linear development

The child doesn't proceed straight on the path of development with a constant or steady pace.

The child actually makes advancement, during a particular period but takes rest in the next following period to integrate his development. In advancing further, therefore, he turns back and then makes forward again like a spiral.

Heredity and Environment

A human being's behaviour/conduct/etiquette is influenced by two forces:

1. Heredity
2. Environment

What is heredity?

The biological or psychological characteristics which are transmitted (passed on from one person) by the parents to their children/off-springs is known as **heredity**.

What do you mean by Psychological?

Psychological means the mental and emotional state of a person.

What do you mean by Biological?

Genetically related; related by blood (member of a person's family).

What do you mean by Environment?

A sum total of all our surroundings. Environment constitutes what we are surrounded with. E.g. air, water, vegetation, rivers, objects.

Influence of Environment on Human Society

- ▢ Every living being reacts to its environment. It affects life in total.
- ▢ Environment plays a vital role in the development of human life.
- ▢ Be it physical, mental, social or emotional aspects of every individual.

Heredity can be also said as a biological process of transmission of certain traits of behaviour of the parents to their children.

Remember when I say, Heredity—the traits are innate; they are present at birth.

▢ The Physical Traits

▢ Mental Traits

The human individual is the offspring or progeny of two parent cells that come together when a male sperm fertilizes a female egg. The union of **23 chromosomes** of the male with that of females. Out of these 22 are common pair of chromosomes, called the **autosomes**. The 23rd chromosome of the men's decides the sex of the child. **Females have only**

X chromosomes while males has both X and Y. During conception, the egg when fertilised is called a **zygote** which contains **46 chromosomes**.

✦ *Do what you can, with what you have, where you are.*

Theodore Roosevelt

When we say heredity, it could essentially be characteristics inherited such as the physical structure, reflexes, innate drives, intelligence, and temperament.

Though arguments have been advanced by the supporters of both heredity and environment, no confirmed conclusions have been drawn.

“We are what our parents and grandparents have made us” is what modern biology had insisted. It says, heredity plays a major role than environment (social) opportunity.

Laws of Heredity

- ▢ Like produces like
- ▢ Only certain traits are transformed
- ▢ Convergence of two lives

Effects of Heredity

Heredity effects:

- ▢ Physical characteristics
- ▢ On intelligence
- ▢ On character

Significance of Heredity for Education

- ▢ **Temperament** (nature, character, personality, make-up, constitution, complexion, temper, mind, spirit, stamp, mettle, mould).
- ▢ **Personality** (the combination of characteristics or qualities that form an individual's distinctive character).

- ▣ **Analytical intelligence:** Analytical intelligence is the ability to analyze and evaluate ideas, solve problems and make decisions.
- ▣ **Intellectual potential:** Intelligent, mental, rational, scholarly, studious, thoughtful.

Interaction of Heredity and Environment

All traits depend both on genetic and environmental factors. Heredity and environment interact to produce their effects. This means that the way genes act depends on the environment in which they act. In the same way, the effects of environment depend on the genes with which they work. For example, height and colour.

We should understand that apart from heredity environmental variables can have a large impact as well on one's height (the kind of nutritional food) and colour (environmental factors, tropical area where the child is living).

Nature/Nurture

Nature vs Nurture, it is quite essential to understand if a child learns a language through Nature or Nurture. When we say by Nature, we mean to say that it's heredity which helps us to learn a language. Something that is inborn quality from the moment we are in the womb. Nurture means learning a language from the environment that we are exposed to, the influences and the learnings as an individual.

Nature refers to the genetic influence or the traits inherited by a child from his parents.

Nurture is all about the upbringing of a child or the environment in which the child grows.

Social Construct and Socialisation

Social Construct is exactly as it sounds. It is something that is not **inherently natural**, but **created by society**.

Social Construct is a very important concept in the social sciences because **without Social Construct**, the society would not be the same.

You've Just Finished your Free Sample

Enjoyed the preview?

Buy: <https://store.prowesspub.com>