TNTET

Tamilnadu Teacher Eligibility Test

CHILD DEVELOPMENT PEDAGOGY

Educational Psychology

PAPER 1 & 2

Based on
NEW SYLLABUS
2022

- *Covers entire Syllabus*
- *Practice Test Papers*
- *Unit wise Expected Questions*
- *Must read to clear exam in first attempt*

Professor Academy

TNTET
Child Development
&
Pedagogy (CDP)

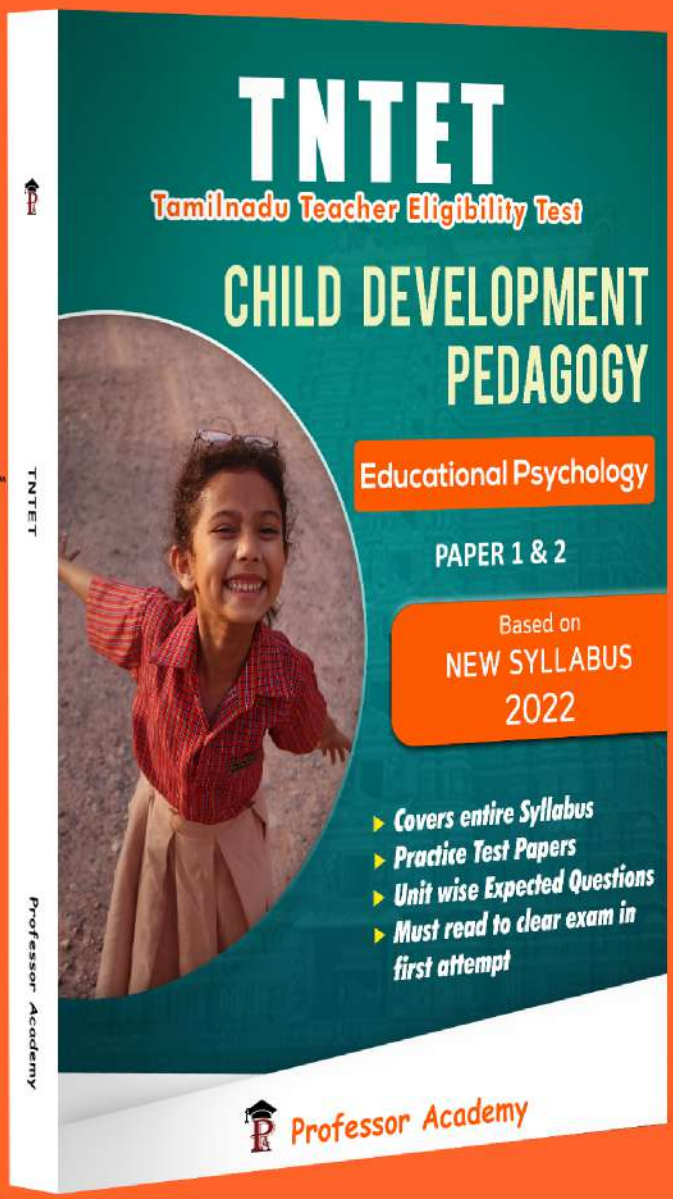
Professor Academy

A Teacher Can Change Society And That Teacher Is You!

Professor Academy

1 MONTH COURSE FOR

EDUCATIONAL PSYCHOLOGY



ADMISSIONS GOING ON

COURSE DETAILS

- Online Live Interactive Classes
- 30+ Test Series
- Updated Study Materials
- Separate Batches for Tamil & English Medium
- Recorded videos for all classes will be provided through Professor Academy mobile app.

CONTACT 7070701005

Content

Unit - I

Growth And Development Of The Child

1.1 *Interaction of Nurture and Nature* *1*
1.2 The Concept of Growth, Development and Maturation *1*
1.3 The Principles of Growth and Development *2*
1.4 Difference Between Growth and Development *4*
1.5 Stages of Development *4*
1.6 Dimensions of Development *7*

Unit - II

Theories of Child Development

2.1 Psycho-Social Development Stages (Erikson) *14*
2.2 Cognitive Development Theory (Jean Piaget) *18*
2.3 Moral Development Theory (Lawrence Kohlberg) *24*
2.4 Socio-Cultural Approach to Cognitive Development (Lev Vygotsky) *27*
2.5 Bronfenbrenner's Bio-Ecological Theory of Child Development *31*

Unit - III

Attention, Perception and Memory

3.1 Memory *36*
3.2 Definition of Attention *33*
3.3 Theories of Attention *33*
3.4 Factors of Attention *34*
3.5 Kinds of Attention *35*
3.6 General Terms of Attention *35*
3.7 Sensation *36*
3.8 Perception *37*
3.9 Laws of Perception *38*
3.10 Errors in Perception *43*
3.11 Memory *40*
3.12 Forgetting *42*

Unit - IV

Motivation and Learning

4.1 *Motivation* 46
4.2 Characteristics of Motivation 46
4.3 Types of Motivation 47
4.4 Theories of Motivation 47
4.5 McClelland's Theory of Achievement Motivation 49
4.6 Level of Aspiration 50
4.7 Learning 50
4.8 Characteristics of Learning 51
4.9 Factors Affecting Learning 51
4.10 Theories of Learning 52
4.11 Connectionism 52
4.12 Pavlov's Classical Conditioning Theory 54
4.13 Skinner's Operant Conditioning 56
4.14 Comparison Chart Between Constructivism Theory 58
4.15 Humanistic Theory by Carl Rogers 58

Unit - V

Intelligence and Creativity

5.1 Introduction 62
5.2 Nature and Intelligence 62
5.3 Theories of Intelligence 62
5.4 Assessment of Intelligence 67
5.5 Creativity 70

Unit - VI

Personality

6.1 Introduction 77
6.2 Definitions of Personality 77
6.3 Characteristics of Personality 77
6.4 Factors Influencing Personality Development 78
6.5 Theories of Personality 79
6.6 Assessment of Personality 86

Unit - VII

Socializing Agencies of Child Development

7.1 Socialization 89
7.2 Definition of Socialization 89
7.3 Agencies of Socialization 89
7.4 Significance of Socialization 93
7.5 Gender 94
7.6 Kohlberg's Stages of Gender Development 96
7.7 Gender Stereotype/Gender Discrimination/Gender Bias 96
7.8 Emotions and Socialization 97

Unit - VIII

Pedagogical Concern – Part I

8.1 Disability 103
8.2 Learning Disability 105
8.3 Inclusive Education 109
8.4 Individual Differences 114
8.5 Teaching – Learning Strategies 116
8.6 Jerome Bruner's Theory (Phases of Teaching) 124

Unit - IX

Pedagogical Concern – Part II

9.1 Curriculum 139
9.2 Characteristics of a Good Curriculum 139
9.3 The basic structure of a curriculum includes the following 140
9.4 Stages of Curriculum Development 141
9.5 Classroom Management 141
9.6 Guidance 145
9.7 Counseling 147
9.8 Assessment 149
9.9 ICT Tools for Teaching and Learning 152

Unit - X

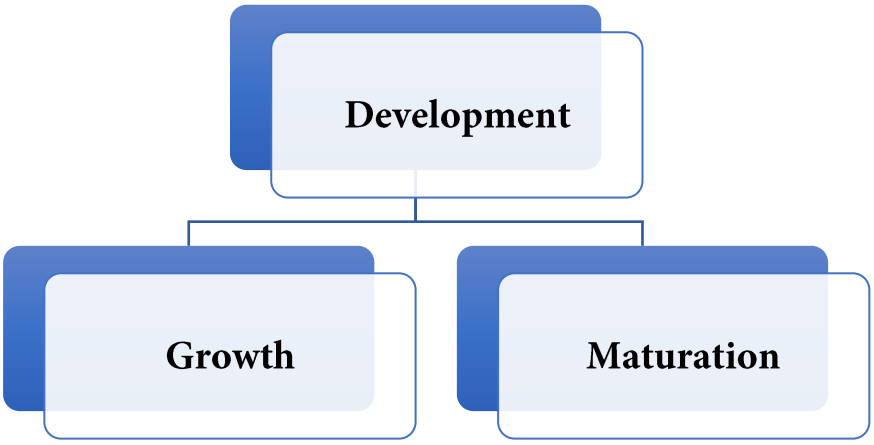
Pedagogical Concern – Part III

10.1 Information and Communication Technology (ICT) 159
10.2 Continuous and Comprehensive Education (CCE) 163
10.3 National Curriculum Framework (NCF 2005) 166
10.4 Right to Education Act, 2009 169
10.5 National Policy of Education 2020 170

GROWTH AND DEVELOPMENT OF THE CHILD

1.1 Interaction of Nurture and Nature

- The nature versus nurture debate is the extent to which aspects of our behaviour are the product of either inherited (Nature) or learned (Nurture).
- Nature refers to how our genetic makeup affects our growth and development. Some philosophers such as Plato and Descartes suggested that certain things are inborn, or that they occur naturally regardless of environmental influences.
- Nurture refers to how our environment affects our growth and development. Well-known thinkers such as John Locke believed in what is known as *tabula rasa*, which suggests that the mind begins as blank slate. Which refers that all of our knowledge is determined by our experience.
- Both Nature and Nurture play a critical role in development
- **Example:** Height is influenced by the interaction of nature and nurture. A child may come from a family of tall people, and he may have inherited these genes for height. However, if he grows up in a deprived environment where he does not receive adequate nutrition, he may never reach the height he would have if he had grown up in a healthier environment.



1.2 The Concept of Growth, Development and Maturation

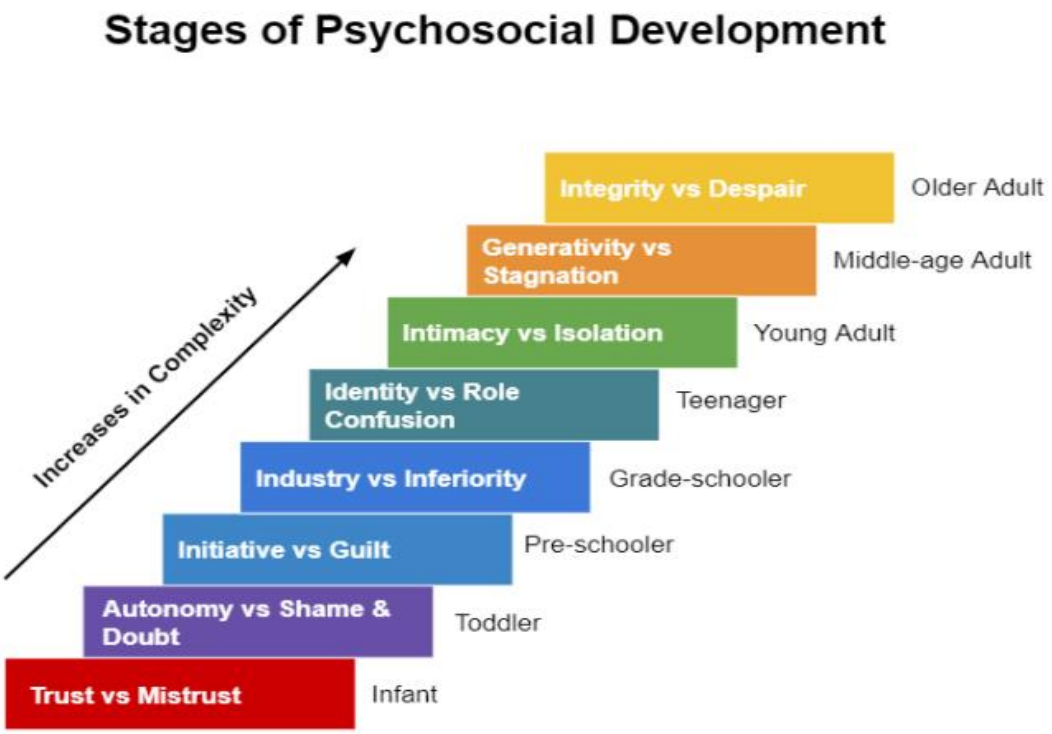
- **Development** - Progressions and regressions that occur throughout the lifespan. Qualitative changes taking place simultaneously with quantitative changes of growth. It may be defined as a progressive series of orderly, coherent changes. The term progressive signifies those changes are directional, that they lead forward rather than backward. Orderly and coherent suggest that a definite relationship between the changes taking place and those that precede or will follow them. Development represents changes in an organism from its origin to its death.

2.1 Psycho-social Development stages (Erikson)

- **Erik Homburger Erikson** was a German – American developmental Psychologist
- He is famous for coining the phrase identity crisis.
- Erikson focused on psychosocial development.
- Ericsson said that personality develops in a determined order in the eight stages of psychosocial development from childhood to adolescence.

Stages of Psychosocial Development

- Every person experiences a psychological crisis at every stage which can have positive or negative effects on personality development.
- According to the theory, successful completion of each stage leads to a healthy personality and basic virtues.
- Thus, basic virtues are traits that can be used to solve subsequent crises.
- Failure to successfully complete one phase reduces the ability to complete the next phase and thus results in unhealthy personality and self-consciousness.



Erikson's Psychosocial Stages of Development			
Stage	**Developmental crisis**	**Successful dealing with crisis**	**Unsuccessful dealing with crisis**
1. Infant Birth to 1 $\frac{1}{2}$ year old	Trust Vs Mistrust Babies learn to trust or mistrust others based on whether or not their needs – such as food and comfort – are met	If babies needs are met, they learn to trust people and expect life to be pleasant	If babies needs are not met, they learn not to trust
2. Toddler 1 $\frac{1}{2}$ to 3 years old	Autonomy Vs Shame and Doubt Toddlers realize that they can direct their own behavior	If toddlers are successful in directing their own behavior, they learn to be independent	If toddlers attempt at being independent are blocked, they learn self-doubt and shame for being unsuccessful
3. Preschool Age 3 to 5 years old	Initiative Vs Guilt Preschoolers are challenged to control their own behavior, such as controlling their exuberance when they are in a restaurant	If preschoolers succeed in taking responsibility, they feel capable and develop initiative	If preschoolers fail in taking responsibility, they feel irresponsible, anxious, and guilty
4. Elementary School Age 5 to 12 years old	Industry Vs Inferiority School – aged children are faced with learning new social and academic skills. Social comparison is a primary source of information	When children succeed at learning new skills, they develop a sense of industry, a feeling of competence and self-esteem arising from their work and effort	If children fail to develop new abilities, they feel incompetent, inadequate, and inferior
5. Adolescence 12 to 18s	Identity Vs Role Confusion Adolescents are faced with deciding who or what they want to be in terms of occupation, beliefs, attitudes, and behavior patterns	Adolescents who succeed in defining who they are and finding a role for themselves develop a strong sense of identity	Adolescents who fail to define their identity become confused and withdraw or want to inconspicuously blend in with the crowd
6. Early Adulthood 18s to 40s	Intimacy Vs Isolation The task facing those in early adulthood is to be able to share who they are with another person in a close, committed relationship	People who succeed in this task will have satisfying intimate relationships	Adults who fail at this task will be isolated from other people and may suffer from loneliness

Notes:

- The stimuli are energy waves that produce an experience and these are transformed by the sense organs into pulses of energy in the nervous system.
- Feelings and reflecting of other emotions like happiness and anger is called Sensitive
- The Latin word **"Spire"** means **Look**

Sensation produced by different sense organs are indicated below:

1. Visual stimuli →eyes → Aural (or visual) sensation→ Seeing
2. Auditory stimuli→ ears →Auditory sensation→ hearing
3. Fragrance/odour emanating stimuli → Nose→ olfactory sensation→ Smelling
4. Taste Stimuli → Tongue/ taste buds → Gustatory sensation → Eat/Appetite
5. Tactile stimuli → Skin → Touch sensation → Feeling of touch

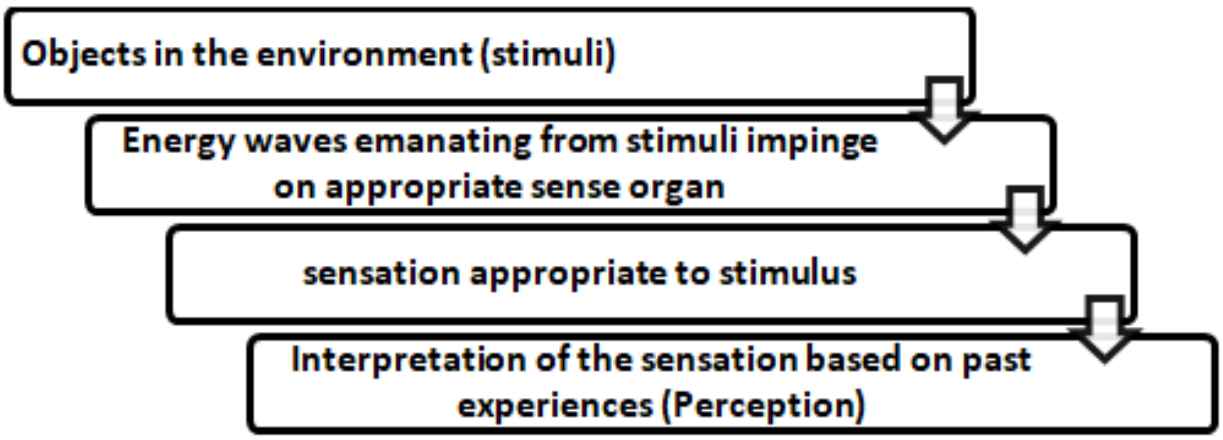
- Rousseau, Pestalozi, Montessori emphasizes the importance of sensory training. The purpose of the Montessori found **Didactic Apparatus** for sensory training.
- Children's sense of vision sight can be checked with a **Sneellen's chart**

3.8 Perception

- Perception is the process of transforming sensory inputs to which we attend, into organized impressions that we experience.
- Mental interpretation of sensation results in perception.

Perception = Sensation + Meaningful Interpretation

- For example, the smell we experience due to the burning of an object is sensation and understanding that the burning object is rubber is perception.
- For this perception to occur, we should have already experienced the smell due to the burning of rubber and retain it in our memory.

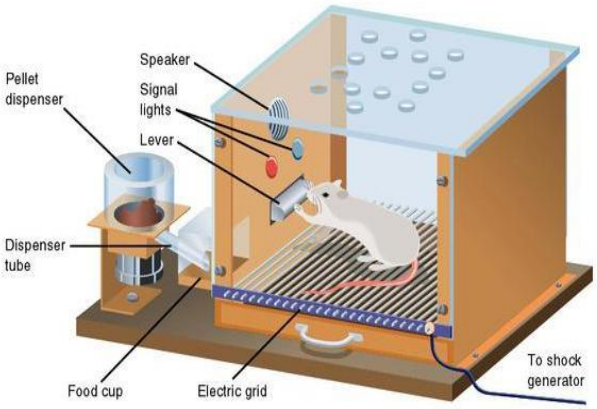


Notes:

4.13 Skinner's operant conditioning

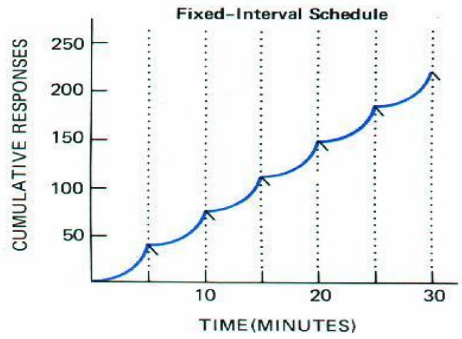
- B.F. Skinner believed that no stimulus is capable of eliciting a unique response from an organism. It is the organism which emits all kinds of responses spontaneously.
- Whenever an organism emits a desired response, could be made to occur frequently by suitably rewarding it by presenting a reinforcing stimulus. Thus, reinforcement of desired response is the essence of operant conditioning.
- An important point in operant conditioning is that the reinforcer must come after the desired response has been made and not before it.

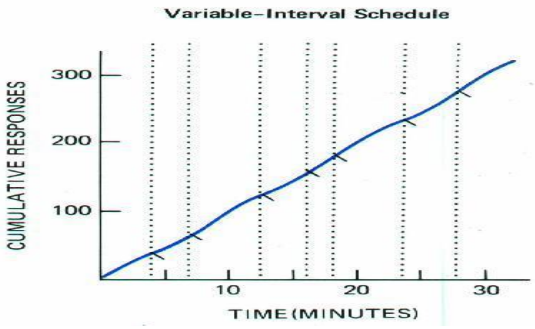
Skinner's Experiments

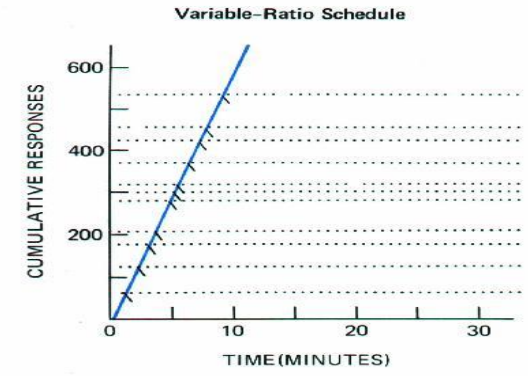


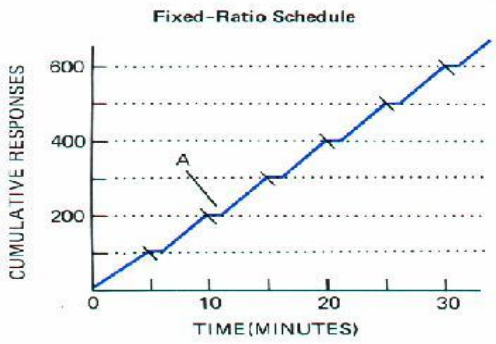
Skinner's box is a cage in which a white hungry rat is placed (A simple response of pressing a lever was chosen as a unit of desired behaviour. The rat by chance pushed the bar and got a pullet of food. After eating that pullet of food, it repeatedly pressed the bar and every time got food pullets Food reinforced the bar-pressing response and soon the rat became conditioned to that response. The law of operant conditioning states that if the occurrence of an operant is followed by the presentation of a reinforcing stimulus, the strength of operant is increased. If the response (operant) is not reinforced, it results in the extinction of the response.

He measured performance in Fixed interval, variable interval, Fixed ratio and variable ratio.





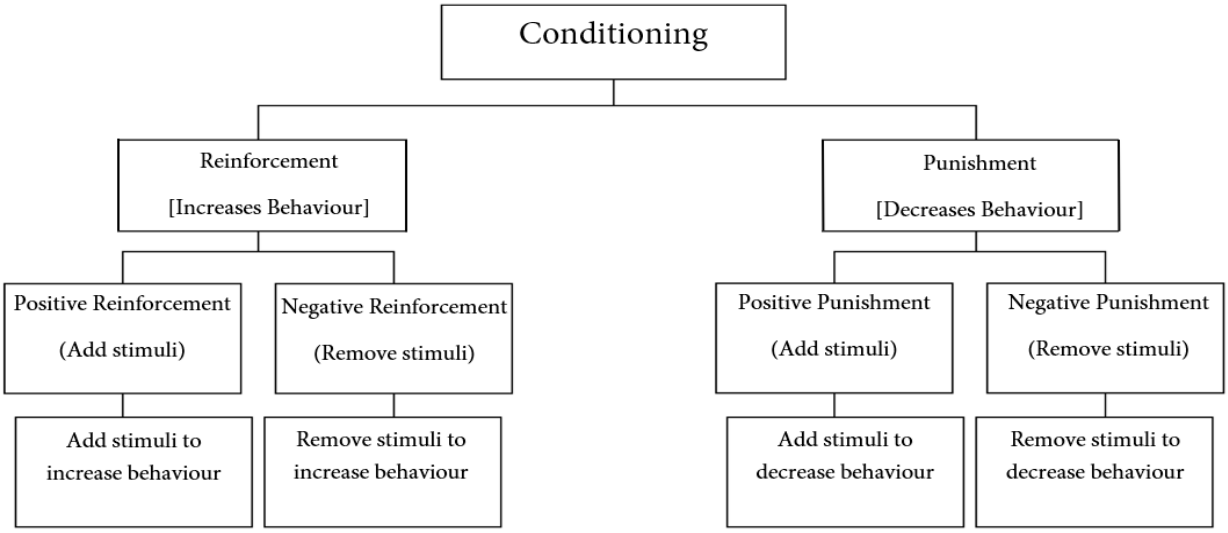




Notes:

The conditioning can be done into way that is Reinforcement and Punishment. Reinforcement tends to increase behaviour and punishment tends to decrease the behaviour.

- positive reinforcement- The desired stimuli is added to increase the behaviour.
- Negative reinforcement- The undesired stimuli is removed to increase the behaviour.
- Positive punishment- The undesired stimuli is added to decrease behaviour.
- Negative punishment- The desired stimuli is removed to decrease behaviour.



❖ Summary of Association Theories:

Trial and error Theory	**Classical Conditioning Theory**	**Operant conditioning Theory**
Edward Lee Thorndike	Ivan Petrovitch Pavlov	Burrhus Frederic Skinner
Connectionism	Respondent Conditioning	Instrumental Conditioning
S-R Theory	S-R Theory	R-S Theory
Choose appropriate response for every Stimuli.	1) Associating Stimulus 1 and Stimulus 2. 2) Stimulus 1- Natural stimulus 3) Stimulus 2- Conditioned Stimulus	1) Desired response is strengthened by rewards (stimuli) 2) Undesired response is weakened by Punishment (stimuli)
The Behaviour is **Elicited**	The Behaviour is **Elicited**	The Behaviour is **Emitted**
Experiment done with cat	Experiment done with dog	Experiment done with rat, pigeon
Works with involuntary behaviour	Works with involuntary behaviour	Works with voluntary behaviour

Notes:

Professor Academy

ADMISSIONS OPEN FOR TNTET

- Paper 1
- Paper 2
- SGT
- GT

JOIN NOW !

Based on UPDATED SYLLABUS

Admission Going on

Contact

75501 00920, 81244 08794

- On getting a doll as a gifted to four year old boy said "What will I do with this! Because i am a boy. Boys do not play with dolls this statements illustrates the Gender stereotyping.
- A teacher holds the perception of boys is more intelligent and girls are risk taking, sincere and obedient this referred to as the gender bias.
- A teacher always ask boys to do the tasks such as moving the furniture and ask the girls to keep the class tidy and decorated in this perception indicate the gender stereotyping
- **Gender Stereotype Flexibility** - In a classroom, while teaching the concept of occupation, one girl student showed flash cards of both men and women in non-traditional roles. In this strategy will help in promoting.

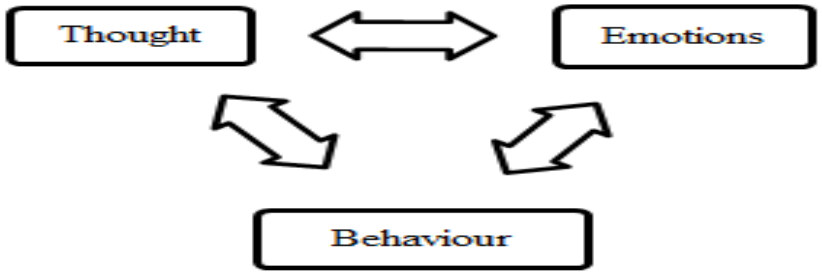
7.8 Emotions and Socialization

Emotion refers to the state or condition which in relation with thoughts and physiological reactions influences behaviour; e.g, happiness brings positive thoughts, while sadness brings negative memories and images to mind. Emotion is often the driving force behind motivation.

Emotion and Similar Constructs

Feelings - are subjective representation of emotions, private to the individual experiencing them. **Moods** - are diffuse affective states that generally last for much longer durations

Affect - is an encompassing term including emotion, feelings, and moods together, though it is commonly used interchangeably with emotion.



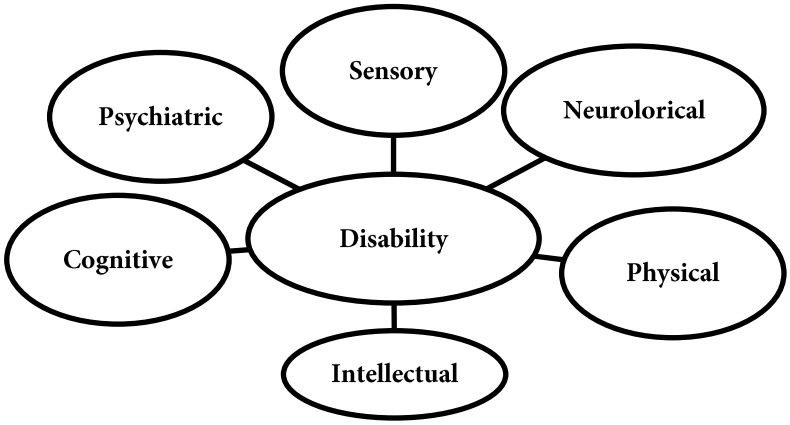
- Emotions plays as important role in learning
- Learning and information processing are significantly influenced by emotions
- Current psychological theories of emotion conceptualize the relation between cognitive and emotional processes as intertwined with each other.
- Learning and information processing are Significantly influenced by emotions
- Students are likely to experience the emotion of pride when they attribute internal factors to explain their success at a task.

Notes:

❖ **Comparison between disability and impairment:**

Features	DISABILITY	IMPAIRMENT
WHO'S International Classification descriptions:	Any limitation or function loss deriving from impairment that prevents the performance of an activity in the time-lapse considered normal for a human being.	A loss or abnormality of physical bodily structure or function, of logic-psychic origin, or physiological or anatomical origin"
Definitions	It's the restriction or lack caused by the abnormality in functions or impairment.	It's an abnormality or loss in organ.
Types	• Physical disability • Sensory disability • Balance disorder • Intellectual disability • Mental health and emotional disabilities • Developmental disability • Non-visible disabilities	• Speech and Language • Impairments • Visual Impairments • Hearing Impairments • Physical Impairments • Cognitive / Language Impairments
Examples	An individual's inability to walk is a disability. His level of disability can be improved with physical therapy and special equipment.	An individual's inability to move the legs easily at the joints and inability to bear weight on the feet is impairment.

❖ **Dimensions of disability** are body structure and function (and impairment), activity (activity restrictions), participation (participation restrictions).



❖

Classification of Disabilities- The classification also recognizes the role of physical and social environmental factors in affecting disability outcomes.

- **Sensory** - Affecting vision and / or hearing.

	Memory level	Understanding level	Reflective level
Proponent	Herbert	Morrison	Hunt
Aim of teaching	Acquaint the name of the topic	Conceptualization of idea and facts	To develop insight into the learners to solve problems
Function of Teaching	Recalling and retaining	Mastery of the content	Problem solving, independent and critical thinking
Focus	Teacher centred	Subject centred	Learner centred
Process of teaching	Linear	Interactional	Introspective or transactional
Activity	Structuring, guiding, close supervision of Student	Seeing relationship with positive and negative examples	Highly thoughtful activity, optimum scope for cognitive interchange requiring analysis and synthesis
Level of teaching	Lowest level, Teacher is active, Student is passive	Middle level, Teacher is active, Student is active	Highest level, Student is active
Output of teaching	Rote learning, memorize the fact, laws, formula	Understanding facts, information, and relationship between facts, their purpose and scope.	Talent and capability are developed to face real time problems in life.

Apart from these three levels of teaching, there is Autonomous development. It is known as self-directed learning. Learning is based on learners' attitude, needs, feeling and preferences. Personal interest and focused activity are involved.

II. Methods of Teaching

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between student's rating of the "amount learned" in the course and their overall ratings of the teacher and the course.

Notes:

II - Paradigms of Assessment

Assessment for learning	Assessment as learning	Assessment of learning
To inform learners about their progress	Students get to know about their learning	To assist teacher to assess the outcome
Formative assessment	Mostly formative Assessment	Summative Assessment
Students actively think about where they are, where they are going and how to get there	Self-Assessment, Peer-Assessment	Constant comparison are made between the students to enhance performance
Occurs throughout teaching learning process	Occurs during students self-preparation and learning period	Occurs at the end of teaching learning process
Helps to improve learning of student diagnose the difficulty in learning of students	Helps to actualize the learning of student by himself	Helps to find the grade / position in learning
It includes constructive qualitative feedback, planning	Students set their goal for growth and development	It includes final report of student
It is norm reference test. It includes rank or percentile	It is norm referenced test	It is criterion referenced test. Based on minimum level of learning (Pass or Fail)
Teachers provide opportunity to encourage and improve the learning of students	Students take responsibility and mentor their own learning	Parents and society understands the caliber of student and their learning outcomes

III - Types of Assessment

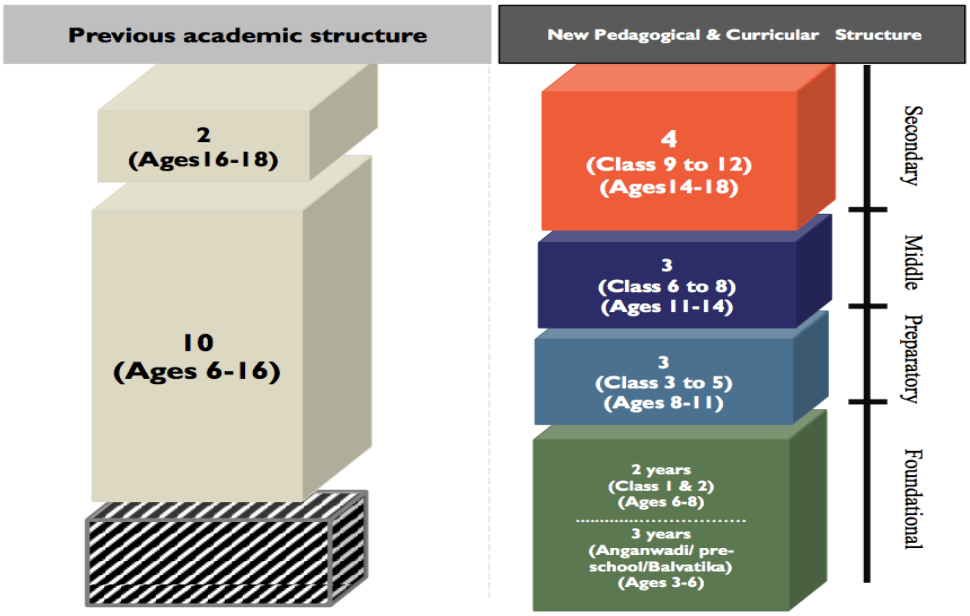
Formative	Summative	Portfolio
To understand students' performance to encourage students to learn	To judge the students caliber no opportunity to improve	Student work on variety of task is collected throughout and meant for keeping record of their performance.
Assessment over short period of time	Assessment done at end of year / end of course	Assessment over a long period of time
Informal process	Formal process	More formal process
Immediate, Informal feedback	Very limited formal feedback	Immediate, formal feedback
Opportunity provide to improve students' performance	Teachers knows about strength and weakness of curricular and interaction	Opportunity provided to re-demonstrate
Example – class test	**Example** – Annual exam, End semester	**Example** – power point presentation, Skill – oriented Presentation

Notes:

- Socio-economic conditions (such as migrant communities, low income households, children. In vulnerable situations, victims of or children. Of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

The Policy also recognizes the importance of creating enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child.

It is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZS), where all the schemes and policies are implemented to the maximum through additional con certed efforts.



Salient Features of National Education Policy (NEP) - 2020

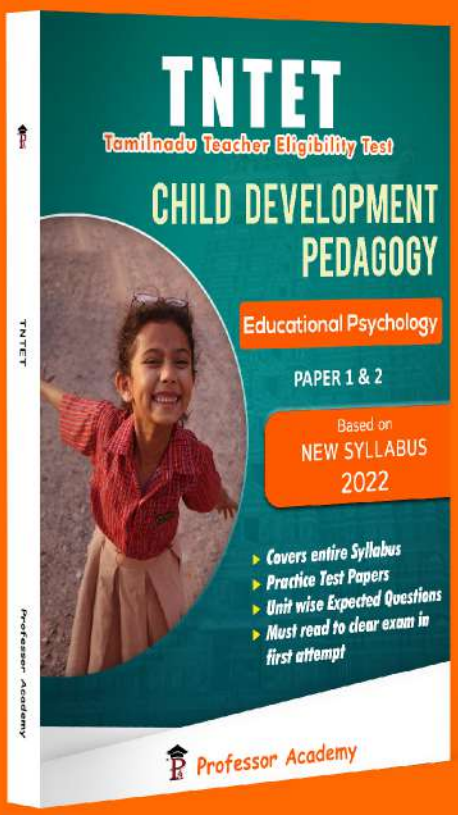
- National Education Policy 2020 proposes testing of higher order skills such as analysis and critical thinking
- National Education Policy 2020 proposes a shift towards a Learning to Learn
- The aim of assessment according to National Education Policy 2020 is to support children in the process of learning
- It is important to identify and foster the unique capabilities of each student
- Emphasis should be placed on conceptual understanding rather than rote learning and learning for exams
- There should be due focus on creativity and critical thinking to encourage logical decision - making and innovation
- National Education Policy 2020 proposes that experiential learning should be encouraged to promote critical thinking

Notes:

TNTET கல்வி உளவியலில் சுலபமாக மதிப்பெண் பெற வேண்டுமா ?

Professor Academy-யின்

மேம்படுத்தப்பட்ட புதிய பாடத்திட்டத்தின் கையேடு !



தாள் 1 + 2
உள்ளடக்கிய முக்கிய வினாக்கள் மற்றும் சிறப்பு மாதிரி வினாத்தாள்கள் !

ORDER Now !

வாங்கி படியுங்கள் !

Contact 7070701005

Professor Academy

HIGHEST PERCENTAGE OF RESULTS IN SOUTH INDIA

ISO 9001

NET | SET | TRB
TNPSC | TNTET | SCERT

Grand Success Meet held on 4th Jan. 2020

Subjects we offer

Commerce | Computer science | English | Economics | Management

Life Science | Mathematics | Physics | Chemistry | And more..

Our features

Team of specialized faculties

Personalized Mentorship

Mobile app with -

- Recorded videos for missed classes
- Test series with Explanation
- Previous year questions

Course details

- Paper 1 + Paper 2
- Online Live Interactive Classes
- 160 hours of lectures
- 70 Tests with discussions
- Instant doubt solving
- One Year validity

Printed Books for Paper 1

Admissions going on

75501 00920, 8124408794

Follow us on

www.professoracademy.com

Professor Academy

ஆசிரியர் நியமனத் தேர்வு 2022

SGT & GT

ADMISSIONS OPEN

தொடர்புக்கு

75501 00920 | 81244 08794

www.professoracademy.com