

According to TET and CTET syllabus for Teacher recruitment of Primary and Upper
Primary Level Schools in West Bengal, Assam, Tripura and Other States of India

TET CHILD DEVELOPMENT AND PEDAGOGY

Exclusive Theory and MCQ

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Syllabus: CHILD DEVELOPMENT AND PEDAGOGY

WB TET & CTET (Primary and Upper Primary Level)

(a) Child development (Elementary School Child).

- (i) Concept of development and its relationship with learning.
- (ii) Principle of the development of children.
- (iii) Influence of Heredity and Environment.
- (iv) Socialization process: Social world and children (Teacher, Parents, Peers).
- (v) Piaget, Kohlberg and Vygotsky: Constructs and critical perspectives.
- (vi) Concepts of child-centered and Progressive education.
- (vii) Critical perspective of construct of Intelligence.
- (viii) Multi-dimensional intelligence.
- (ix) Language and Thought.
- (x) Gender as a Social Construct, Gender roles, Gender-bias and educational practice.
- (xi) Individual differences among learners, understanding of differences based on diversity of Languages, Caste, Gender, Community, Religion etc.
- (xii) Distinction between assessment for learning and assessment of learning: School-Based Assessment, continuous and Comprehensive Evaluation. Perspective and Practices.
- (xiii) Formulating appropriate questions for assessing of readiness levels of learners ; for enhancing learning and critical thinking in the classroom and for assessing learners achievement.

(b) Concept of Inclusive Education and understanding Children with Special needs.

- (i) Addressing learners from diverse backgrounds and including disadvantaged and deprived.
- (ii) Addressing the needs of children with learning difficulties, impairment etc.
- (iii) Addressing the talented, creative, specially abled learners.

(c) Learning and Pedagogy.

- (i) How children think and learn, how and why children 'fail' to achieve success in school performance.
- (ii) Basic processes of teaching and learning, children's strategies of learning; learning as a social activity, social context of learning.
- (iii) Child as a problem solver and a scientific investigator .
- (iv) Alternative conceptions of learning in children, understanding children's errors as significant steps in the learning process.
- (v) Cognition and Emotions.
- (vi) Motivation and learning.
- (vii) Factors contributing to learning—Personal and environmental.

Assam TET (Paper-I) for Lower Primary Level (Classes I-V)

Child Development (For children 6-11 year group)

Concept and stages of Development, Characteristics of different stages of Development.

- **Factors influencing Child Development:** Biological, Heredity, Psychological and Environmental factors.
- **Dimensions of Child Development:** Physical, Cognitive, Emotional, Social and Moral; Development of language during early childhood and later childhood.
- **Individual differences:** Concept and areas of individual differences, Intra and Inter individual differences in various areas of Interest, Habit, Aptitudes, Intelligence, Creativity and their assessment.
- **Personality:** Concept and types of Personality and factors influencing personality.
- **Common Behavioural problems of Children:** Attention Deficit Hyperactivity Disorder, Oppositional, Defiant Disorder, Conduct Disorder, Causes and Remedies.
- **Adjustment:** Concept of Mental Health and Hygiene.

Process fo Learning

- Meaning and Nature of Learning. • Factors affecting Learning.
- Maturation and Readiness for Learning. • Motivation and Learning.
- Methods of Learning, Major Laws of Learning with their educational implications.

Theories of Learning

- Connectionism (Stimulus—Response Theory) • Conditioning—Clssical and operant
- Constructivism

Pedagogy

- **Knowledge of children from Diverse Context:** Socio-cultural background. Children with special needs inclusiv education, Understanding Children with learning difficulties and Behavioural problems
- **Organising Teaching:** Teaching as Planned activity, Phases of Teaching (Pre-active, Interactive and Post-active Phases), Different methods of teaching-Lecture method, project method, Demonstration method, Heuristic method, Concept of TLM and its importance, diagnostic and remedial teaching.
- **Classroom Management:** Role of Teacher and the students. Leadership quality of teacher time and task Management.
- **Concept of child-centred teaching and competency based teaching**
- **Evaluation:** Continuous and comprehensive Evaluation, Formative and summative evaluation.

Assam TET (Paper-II) for Upper Primary Level (Classes VI-VIII)

Child Development (For children of 12-14 years age group)

- **Factors influencing Child Development:** Concept and stages of Development, Biological, Psychological and Environmental factors.
- **Dimensions of Child Development:** Physical changes, Cognitive, Emotional Social and Moral; Understanding changes during the stages of development.
- **Individual differences:** Concept and areas of individual Differences, Intra and Inter individual differences in various areas of Interest, Habits, Aptitudes, Intellingence, Creativity and their assessment.
- **Personality:** Concept and types of Personality and factors influencing Personality.
- **Adjustment:** Concept of Mental Health and Hygiene.
- **Adolescence:** Stages of Adolescence, problems of adolescence, adolescence education. Guidance and Counselling, Understanding developmental Hazards

Process of Learning

- Meaning and Nature of Learning • Factors affecting Learning • Maturation and Readiness for learning • Mativation and Learning • Methods of Learnign, Major Laws of Learning with their educational implications.

Theories of Learning

- Connectionism (Stimulus–response Theory) • Conditioning–Clssical and operant • Constructivism

Pedagogy

- **Knowledge of children from Diverse Context—**Socio-cultural background, Children with special needs inclusive education, Understanding Children with learning difficulties and Behavioural problems
- **Organising Teaching:** Teaching as Planned activity, Phases of Teaching (Pre-active, Interactive and Post-active Phases), Different methods of teaching-Lecture method, project method, Demonstration method, Heuristic method, Concept of TLM and its importance, Diagnostic and remedial teaching.
- **Classroom Management:** Role of Teacher and the students. Leadership quality of teacher time and task Management.
- **Concept of child-centred teaching and competency based teaching.**
- **Evaluation:** Continuous and comprehensive Evaluation, Formative and summative evaluation.

Tripura TET (Paper-I) for Lower Primary (Classes I-V)

(a) Child Development and Learning

- Growth, development and maturation: their relationship with learning.
- Principles of development of childhood.
- Impact of heredity and environment on development: nature-nurture controversy.
- Socialization process of the child (with special reference to teachers, parents and peers).
- Domains of development up to late childhood: physical, cognitive, emotional, social, moral and language.
- Theories of Piaget, Kohlberg, Carol, Chomsky, Vygotsky and Rogers in relation to child development (with critical perspectives).
- Concept of child centric and activity based education.
- Individual differences: attitude, aptitude, interest and intelligence, their measurement.
- Theories of intelligence: Spearman, Guilford, Thurstone and Gardenar-critical perspectives of the construct of intelligence.
- Gender and education: gender roles, gender bias and educational practice with special reference to child development.
- Mental health of the child: adjustment and behavioural problems during childhood.
- Understanding differences among children based on diversity of language, caste, gender, community, religion.
- Distinction between assessment for learning and assessment of learning: school based assessment, continuous and comprehensive evaluation, perspectives and practices.
- Formulating appropriate questions for assessing readiness level of learners for enhancing learning and critical thinking in the classroom, measuring learning outcome of the learners.

(b) Concepts of Inclusive Education and Understanding Children with Special Needs

- Concept of exceptional children and children with special needs (CWSN).
- Addressing learners from diverse backgrounds including disadvantaged and deprived.
- Concept of learning disability (LD), addressing the needs of children with learning disabilities.
- Addressing the gifted, creative, specially abled learners (mentally retarded and physically challenged).

(c) Learning and Pedagogy

- Process of thinking and learning of children: causes of children's failure to achieve success in school performance with respect to quality education.
- Basic approaches to learning: processes of teaching and learning, children's strategies of learning, learning as social activity, social context of learning, child as a problem solver and scientific investigator.
- Alternative concepts of learning in children: understanding children's 'errors' as significant steps in the learning process.
- Cognition and emotions: concept and nature of cognition, basic emotions, characteristics of childhood emotionality.
- Motivation and learning: factors contributing to learning-personal and environmental, influence of motivation in learning.
- Classroom management: creation of non-threatening learning environment, managing behavioural problems in classroom.
- Punishment and its legal implications, rights of a child.
- Guidance and counselling: concept, nature and types.

Tripura TET (Paper-II) for Upper Primary (Classes VI-VIII)

(a) Child Development (Elementary School Child)

- Concept of development and its relation with learning.

- Growth and development, stages of development, infancy, childhood and adolescence.
- Principles of development of childhood.
- Influence of heredity and environment on the development of child, role of the teachers.
- Socialization process, social world and children, role of parents, peers and teachers in the process of socialization.
- Piaget, Kohlberg, Vygotsky: constructs and critical perspectives, cognitive development theory of Piaget, moral development theory of Kohlberg, social constructivism theory of Vygotsky and their educational implications.
- Concept of child-centred and progressive education, methods of teaching and learning, concept of progressive education, role of teachers.
- Critical perspective of the construct of intelligence, multidimensional intelligence, Sternberg's information processing theory, intelligence tests, concept of IQ.
- Language and thought, different stages of language development, role of teacher in the process of language development.
- Gender as a social construct, gender roles, gender-bias and educational practices, gender equality, teachers' role.
- Individual differences among learners, understanding differences based on diversity of language, caste, gender, community and religion etc.
- Distinction between assessment for learning and assessment of learning, school based assessment, continuous and comprehensive evaluation, perspectives and procedures.
- Formulating appropriate questions for assessing readiness levels of learners for enhancing learning and critical thinking in the classroom and for assessing learners' achievement.

(b) Concept of Inclusive Education and Understanding Children with Special Needs

- Addressing learners from diverse back grounds, including disadvantaged and deprived, educational implications.
- Addressing the needs of children with learning difficulties, impairment etc., mentally retarded, physically challenged socially and culturally deprived, identification and remedial measures.
- Addressing the needs of exceptional children, talented, creative, specially abled learners.

(c) Learning and Pedagogy

- Basic process of teaching and learning, children's strategies of learning, learning as a social activity, social context of learning.
- Creative learning situations, criteria of learning experiences, different modes of learning, social learning, co-operative and collaborative learning, group discussion, role of teachers.
- Child as a problem solver and a scientific investigator.
- Alternative conceptions of learning in children, understanding children's errors as significant steps in the learning process.
- Cognition: its process, perception, concept formation, thinking, imagination, reasoning-inductive and deductive, problem solving, memory.
- Emotion: characteristics, emotional maturity, emotional intelligence, emotional quotient (EQ).
- Motivation: concept, types and importance, theories of motivation.
- Motivation and learning: factors effecting learning, theories of learning-Pavlov, Thorndike, Skinner, Piaget and Vygotsky.
- Factors contributing to learning: personal and environmental.
- Personality and adjustment: concepts, approaches, types and traits, measurement of personality, projective and non projective techniques and adjustment mechanisms.

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