

SYLLABUS FOR TET 2011
Child Development and Pedagogy : Paper I
For L.P. level (Classes I-V)

Total Marks : 30

1. Child Development and Pedagogy

(a) Child development (for children 6-11 years group)


- Concept and Nature of Development
- Factors influencing 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 – Intra and Inter individual differences in various areas of Interest, Habit, Aptitudes, Intelligence, Creativity and their assessment.
- Personality – Concept and factors influencing personality.
- Common Behavioural Problems of Children – Causes and Remedies.
- Adjustment, Concept of Mental Health and Hygiene.


(b) Process of 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 – (i) Connectionism (Stimulus → Response Theory)
(ii) Conditioning – Classical and operant.
(iii) Gestalt Theory
 - Individual and Group Learning
 - Transfer of Learning


(c) Pedagogy


- Teaching-Learning Process


(Member-Secretary)
Empowered Committee, TET, Assam


Director,
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- Knowledge of children from Diverse Context – socio-cultural background, children with special needs (Talented, creative, specially abled), 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.
- 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.
- Continuous and Comprehensive Evaluation.
- Formative and summative evaluation.
- Diagnostic remedial teaching.
- Concept of TLM and its importance.


(Member-Secretary)
Empowered Committee, TET, Assam



SYLLABUS FOR TET 2011
Child Development and Pedagogy : Paper II
For U.P. level (Classes VI-VIII)

Total Marks : 30


1. Child Development and Pedagogy


(a) Child development (for children 12-14 years group)

- Concept and Nature of Development
- Factors influencing Development – Biological, Psychological and Environmental factors.
- Dimensions of Child Development – Physical with rapid physical changes, Cognitive, Emotional, Social and Moral.
- Understanding changes during the stage of development.
- Individual differences – Intra and Inter individual differences in various areas of Interest, Habits, Aptitudes, Intelligence, Creativity and their assessment.
- Personality – Concept and factors influencing personality.
- Adjustment, Concept of Mental Health and Hygiene.
- Adolescence – problems of adolescence – adolescence education.
- Guidance and Counselling
- Understanding developmental Hazards.

(b) Process of 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 – (i) Connectionism (Stimulus → Response Theory)
(ii) Conditioning – Classical and operant.
(iii) Gestalt Theory
 - Individual and Group Learning
 - Transfer of Learning


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(c) Pedagogy

- Teaching-Learning Process
- Knowledge of children from Diverse Context – socio-cultural background, children with special needs (Talented, creative, specially abled), 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, Project method, Demonstration, Interact.
- 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.
- Continuous and Comprehensive Evaluation.
- Formative and summative evaluation.
- Diagnostic remedial teaching.
- Concept of TLM and its importance.



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