

Important notes on Child Development and Pedagogy

Child psychology is an important branch of psychology which focuses on the mind and behaviour of children from parental development through adolescence. Child psychology deals not only with the growth of children physically, but also with their mental, emotional and social development as well. Today, psychologists recognize that child psychology is unique and complex, but many differ in terms of the unique

perspective they take when approaching development.

Development is a process of internal and external growth of a child and the emergence or differentiation of his capabilities. It could also be understood as the function of maturity and his interaction with the environment. There may be various aspects of development like physical, mental, emotional, language, ethical etc.

It is suggested that candidates should focus on Pedagogy sail through. Child Development and

Pedagogy and pedagogy of various sections together comprise of 60% of weightage of Paper 1 and 53% of Paper 2. Therefore, concentrate on the pedagogy part well to score well in CTET.

Keeping the importance of Child Development and Pedagogy in mind, the present article presents some sample questions on the topics and few important notes on the same.

It is one of the important and interesting topics. Important point wise notes on Education Psychology

can be summarized as follows:

1-The term, Phycology was first used by Rudolf Golka in 1950

2-Rudolf Golka wrote the first book 'Phycology phycologia' on Psychology.

3-Willmott established the world's first phycological lab in Germany lab (1879)

4-The father of modern phycology-

William James

5-First psychologist of modern psychology - Decarte

6-Kindergarten method was proposed by- Frobel

7-Dalton method was proposed by- Helen Parkhurst

8-Proponents of the Montessori method- Madam Mariea Montessori

9-The father of cognitive movement-
Albert Bandura

10-Various theories of psychology/
community and their parents-

Gestaltwad(1912)- Kohlar, Kofka,
Vrdimr and Levin

Structuralism (1879)-WilliamVunt

Behaviourism (1912)-J. B. Watson

Development/cognitive- Jean Piazze

The structural concept of learning-

Jerome Bruner

Social learning theory(1986)-Albert
Bandura

Connectionism theory-(1913)-
Thorndike

Optimised response theory(1904)-
Pavlov

Kriyaprsut contract theory(1938)-
Skinner

Reinforcement/reinforcement theory
(1915)-Hull

Insight/understanding theory(1912)-
Kohler

11- Personality projective methods of measurement:

Thematic Apperception Test (T.A.T)

Child Apperception test (C.A.T)

Ink blot test (IBT)

Sentence completion test (sct)

12- Personality assessment method of measurement-

Schedule

Questionnaire

Interview

Autobiography method

Individual history method

Inspection

Sociometry

Physical test

Dream analysis

Criteria evaluation method

13.The principle of intelligence and their exponent –

Absolute monarchical principle (1911)

- Averting, Traman and Stern

Two bays Theory (1904) - Spearman

Theory of three bays – Spearman

The principle of multi-section –
Edward Thorndike

Group factor theory - Thurston and
Cali

14. Determination of intelligence
quotient (IQ) –

Intelligence quotient (IQ) = mental
age (MA)X100/ actual age (CA)

15. Intelligence quotient (IQ) determination was proposed by - William Stern (1912)

16. The level of intelligence may be indicated as follows:

S.No	Category	IQ
1	Idiot	0-25
2	Imbecile	25-50
3	Moron	50-70
4	Below Normal	70-90
5	Normal	90-110

6	Superior	110-120
7	Very Superior	120-140

And Genius - 140 above