

# Child Development and Pedagogy

## Special Notes



1. **Development** Is: - Qualitative and quantitative
2. **Cephalocaudal**: - head to toe sequence
3. **Proximodistal** Sequence: - Centre of the body towards the outer parts of the body
4. **Nature vs Nurture**: - Genetic vs Environment
5. **Survival** of the fittest: - Darwin
6. **Looking glass self-theory**: - Charles Horton Cooley's
7. **Agent of socialisation**: - family, school, peer group, mass media
8. **Psychosocial Theory of development**: - Eric Erickson

**Erik Erikson's** theory of 8 Stages of Development suggests that people's **ego identity** grows all

through their life during the following specific stages:

**Infancy** – Mistrust vs Basic trust;

**Toddler** – Doubt and shame vs Autonomy;

**Preschool-age** – Guilt vs Initiative;

**School-age** – Inferiority vs Industry;

**Adolescence** – Identity confusion vs Identity;

**Young adulthood** – Isolation vs Intimacy;

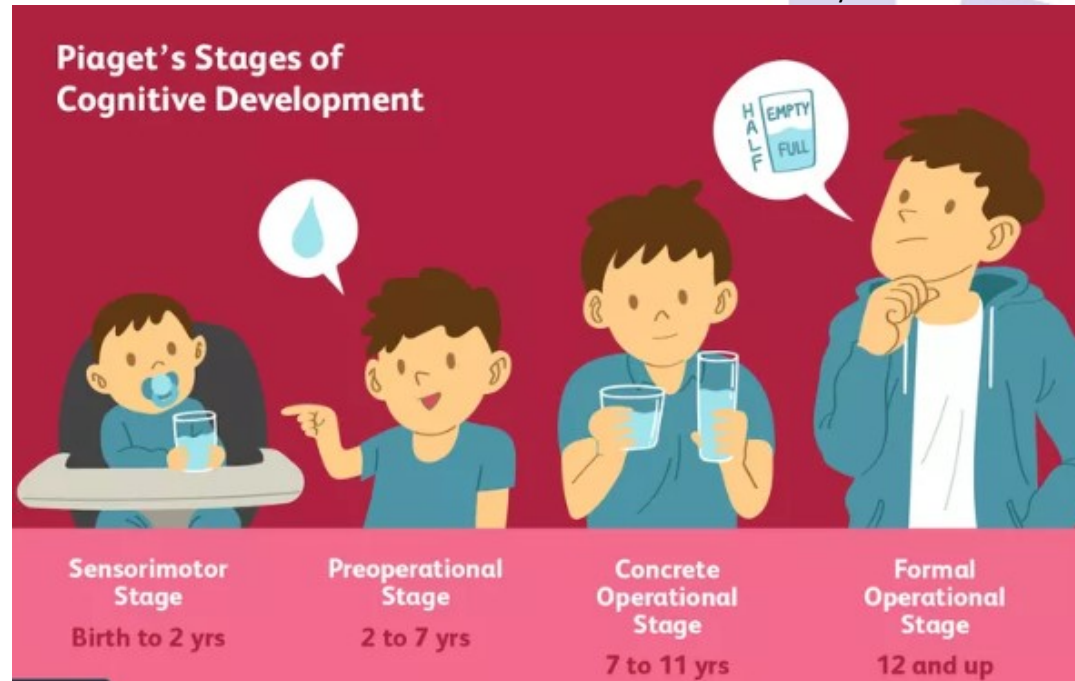
**Middle age** – Stagnation vs Generativity;

## Older adulthood – Despair vs Integrity.

### 9. Cognitive Development: - Piaget's

- **Sensorimotor stage:** Birth to 2 years
- **Preoperational stage:** Ages 2 to 7
- **Concrete operational stage:** Ages 7 to 11
- **Formal operational stage:** Ages 12 and up

### 10. Stages of Piaget cognitive development



- 11.
12. **ASSIMILATION**: - The process of taking in new information into our already existing schemas is known as assimilation.
13. **Accommodation**: - Another part of adaptation is the ability to change existing schemas in light of new information; this process is known as accommodation.

## 14. Theory of moral development: - Kohlberg's

Levels of Moral Development	Age	Stages Included in This Level
Preconventional Morality	0 to 9	Stage 1: Obedience and punishment Stage 2: Individualism and exchange
Conventional Morality	Early adolescence to adulthood	Stage 3: Developing good interpersonal relationships Stage 4: Maintaining social order
Postconventional Morality	Some adults; rare	Stage 5: Social contract and individual rights stage 6: Universal principles

## 15. Theory of Socio-cultural Development: - Vygotsky's

## 16. Kindergarten concept: - Frobel

## 17. Progressive education movement: - John Dewey

## 18. Father of child study movements: -Jean-Jacques Rousseau

19. **Uni factor theory:** - Alfred Binet and Terman
20. **Two factor theory:** - Charles Spearman
21. **Primary mental abilities theory:** - Louis Thurstone
22. **Three stratum theory:** - Raymond Cattell and John Horn
23. **Multiple intelligence theory:** - Howard Gardner
24. **Triarchic theory of intelligence:** - Robert Sternberg
25. **Group Factor Theory:** - Thurston's
26. **Tri- dimensional theory:** - Guilford
27. **Multiple factor theory:** - Edward Thorndike
28. **Five mental abilities theory:** - George Kelley
29. **Phonology:** - sound of language
30. **Semantics:** - study of words and meaning
31. **Language acquisition device (LAD):** - Noam Chomsky
32. **Smallest unit of language:** - Morpheme
33. **Gender is a:** - Social bias
34. **Assessment for learning:** - Formative assessment
35. **Assessment of learning:** - Summative assessment
36. **Assessment as learning:** - Feedback to learners
37. **Dyslexia:** - Reading



38. **Dysgraphia**: - Writing
39. **Dyspraxia**: - Motor abilities
40. **Dyscalculia**: - Logical and mathematical
41. **Gifted students**: - Divergent thinkers
42. **Edward Thorndike**: - Law of readiness, law of exercise, law of effect
43. **Project Method**: - WH Kilpatrick
44. **Trial and error Theory**: - Edward Thorndike
45. **Classical conditioning**: - Watson, Pavlov
46. **Insight Theory**: - Kohler
47. **Experiential Learning Theory**: - Karl rogers
48. **Social Learning Theory**: - Bandura
49. **Motivation**: - Intrinsic & extrinsic
50. **Hierarchy of Needs**: - Maslow
51. **Psychology First Laboratory**: - Leipzig 1879 Wilhelm Wundt (introspection method or structuralists)
52. **First psychology lab in India**: - 1915 Calcutta university
53. **First psychology Department in India**: - 1916
54. **Filter theory**: - Broadbent 1956
55. **Multimode theory**: - Johnston and Heinz



56. **Filter-attenuation theory:** - Treisman
57. **Operant / instrumental conditioning:** - B.F. Skinner
58. **First model of memory:** - Atkinson and Shiffrin in 1968
59. **Pioneer in creativity:** - JP Guilford
60. **Divergent** thinking: - Fluency, Flexibility, Originality, Elaboration
61. **Brainstorming** technique: - Osborn's
62. **Frustration-aggression** Hypothesis: - Dollard and Miller
63. **IQ:-** Mental age concept : - 1908

64. In 1912, William Stern, a German psychologist, devised the concept of Intelligence Quotient (IQ). IQ refers to mental age divided by chronological age, and multiplied by 100.

**Table 1.1 : Classification of People on the Basis of IQ**

<i>IQ Range</i>	<i>Descriptive Label</i>	<i>Per cent in the Population</i>
Above 130	Very superior	2.2
120 – 130	Superior	6.7
110 – 119	High average	16.1
90 – 109	Average	50.0
80 – 89	Low average	16.1
70 – 79	Borderline	6.7
Below 70	Intellectually disabled	2.2

$$IQ = \frac{MA}{CA} \times 100$$

65. **Sheldon** proposed the: - Endomorphic, Mesomorphic, and Ectomorphic typology
66. **Jung** has proposed another important typology by grouping people into introverts and extraverts.
67. **Friedman** and **Rosenman** have classified individuals into Type-A and Type-B personalities.

68. **Gordon** Allport is considered the pioneer of trait approach. Allport, based on this, categorised traits into cardinal, central, and secondary
69. **Cattell** described the source traits in terms of opposing tendencies. He developed a test, called Sixteen Personality Factor Questionnaire (16PF)
70. **Freud** developed a therapeutic procedure, called psychoanalysis
71. **Id**: - Pleasure principle
72. **Ego**: - Reality principle
73. **Super ego**: - Morality principle
74. **defence mechanism**: - Repression, Projection, Denial, Reaction formation, Rationalisation,
75. **Oedipus complex**: - Boy's
76. **Electra complex**: - Girl's
77. **Assessment of personality**: - MMPI , Project technique, EPQ, 16-PF, Rorschach inkblot test, TAT, P-F study,
78. **Absolute threshold**: The minimum intensity necessary for a stimulus to be detected.
79. **Achievement need/motive**: Need to succeed, to perform better than others, to excel, to take challenging tasks which demonstrate person's ability.
80. **Adolescence**: The developmental period of transition from childhood to early adulthood, starting at approximately 11 to 12 years of age and ending at 18 to 20 years of age.

81. **Animism**: A facet of preoperational thought; the belief that inanimate objects have “lifelike” qualities and are capable of action.
82. **Anxiety**: A general feeling of apprehension or dread accompanied by predictable physiological changes.
83. **Arousal**: A physiological state of the body.
84. **Associative learning**: Learning that certain events occur together. The events may be two stimuli (as in classical conditioning) or a response and its consequences (as in operant conditioning).
85. **Attachment**: A close emotional bond between the infant and the parents or caregiver.
86. **Attribution**: Inference about an individual’s internal state based on the perception of external factors (cues).
87. **Cell**: The most fundamental unit of a living organism.
88. **Centration**: The focusing or centring of attention on one characteristic to the exclusion of all others.
89. **Cephalocaudal pattern**: The sequence in which the greatest growth occurs at the top-the head with physical growth in size, weight, and feature differentiation gradually working from top to bottom.
90. **Chronological age**: The number of years that have elapsed since a person’s birth; what is usually meant by “age”.

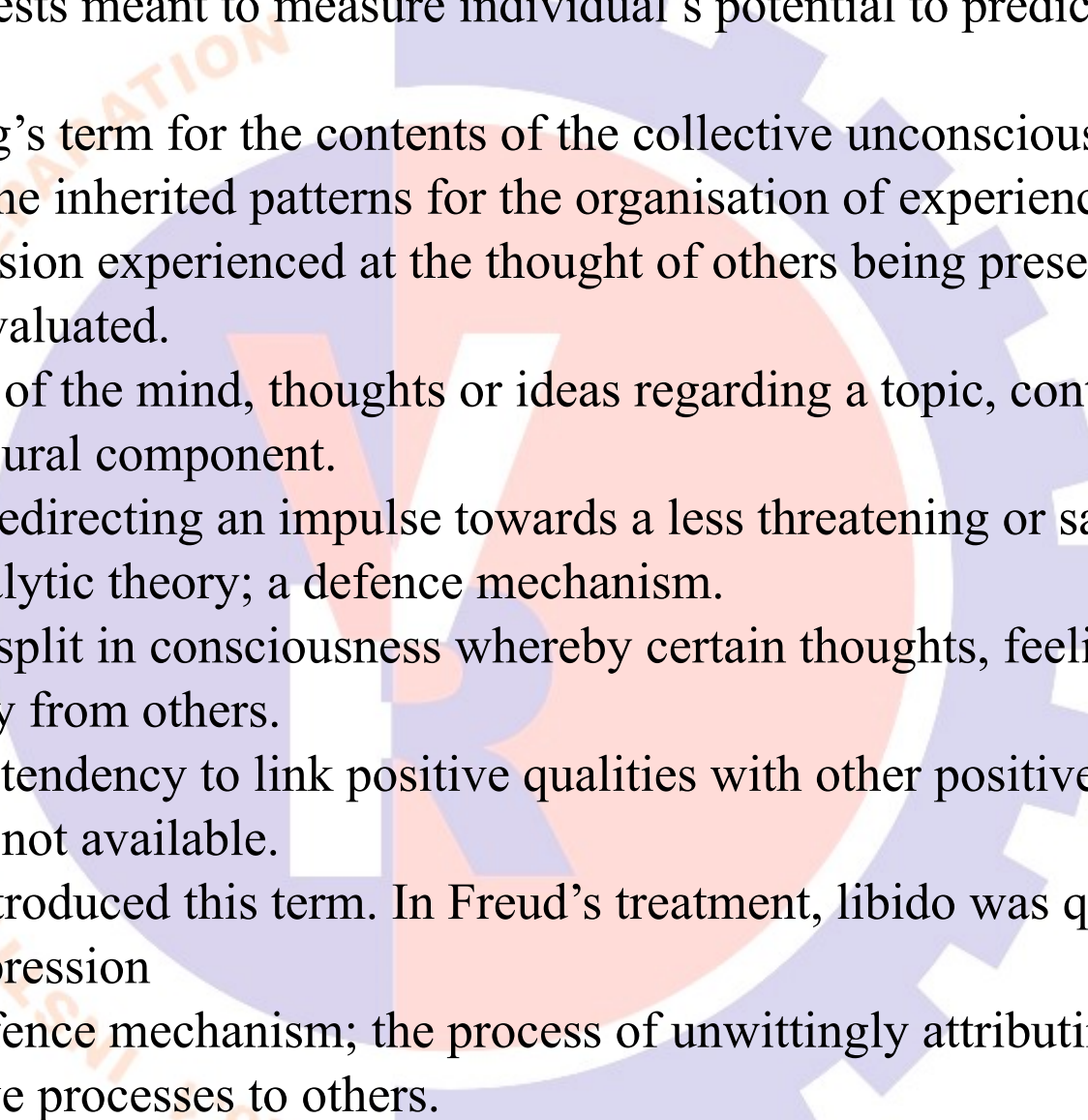


91. **Chunking**: A group of familiar stimuli stored as a single unit.
92. **Classical conditioning**: A type of learning in which an organism learns to associate stimuli. The main feature is that the originally neutral conditioned stimulus (CS), through repeated pairing with the unconditioned stimulus (US), acquires the response originally given to the US.
93. **Convergent thinking**: Thinking that is directed toward one correct solution to a problem
94. **Divergent thinking**: Thinking that meets the criteria of originality, inventiveness, and flexibility. It calls for thinking in different directions, searching for a variety of answers to questions that can have several answers and is characteristic of creativity
95. **Consciousness**: Awareness of the general condition of one's mind, awareness of particular mental contents, or self-awareness.
96. **Echoic memory**: A momentary sensory memory of auditory stimuli; if attention is elsewhere, sounds and words can still be recalled within 3 or 4 seconds.
97. **Egocentrism**: A salient feature of preoperational thought, which refers to the inability to distinguish between one's own perspective and someone else's perspective.
98. **Elaborative rehearsals**: The linking of new information in short-term memory to familiar material stored in long-term memory.
99. **Emotion**: Complex pattern of changes in response to situation perceived as personally significant, including physiological arousal, feelings, thoughts, and behaviours.

100. **Encoding**: The process of recording information into the memory system for the first time.
101. **Environment**: The aggregate of external conditions – physical, biological, social and cultural that influence the functions of the organism.
102. **Episodic memory**: LTM component that stores autobiographic information coded for reference to a timeframe for past occurrences.
103. **Esteem needs**: In Maslow's theory, needs for prestige, success, and self-respect. They can be fulfilled after belongingness and love needs are satisfied.
104. **Intrinsic motivation**: The internal desire to be competent and to do something for its own sake.
105. **Introspection**: The process of looking inward to one's feelings and conscious experience.
106. **Judgment**: Process of forming opinions, reaching conclusions, and making evaluations based on available material; the product of the evaluation process.
107. **Juvenile delinquency**: A variety of adolescent behaviours ranging from socially unacceptable behaviour to status offenses (such as running away) to criminal offenses (such as theft).
108. **Language**: A set of symbols that convey meaning, and rules for combining those symbols, that can be used to generate an infinite variety of messages.
109. **Law of proximity**: Grouping law that asserts that nearest stimuli are grouped together.



- 110. **Law of similarity**: Grouping law that asserts that stimuli are grouped together on the basis of common elements
- 111. **Reliability**: A statement about the degree of consistency of a measurement technique. Reliable techniques yield similar measures upon repeated measurement under similar conditions
- 112. **Schema**: A cognitive structure; a network of associations that organises and guides an individual's perceptions
- 113. **Structuralism**: Associated with Wilhelm Wundt, the approach to psychology that seeks to understand the structure and operation of consciousness, or the human mind.
- 114. **Working memory**: Memory processes that preserve recently perceived events or experiences, also called short-term memory
- 115. **Anxiety**: A state of psychic distress characterised by fear, apprehension, and physiological arousal.
- 116. **Anxiety disorders**: Disorders in which anxiety is a central symptom. The disorder is characterised by feelings of vulnerability, apprehension, or fear.
- 117. **Applied psychology**: The practical application of what is known about the mind, brain, and behaviour as a result of theoretical and experimental psychology.
- 118. **Aptitude**: A combination of characteristics indicative of individual's potential to acquire some specific skills with training.

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119. **Aptitude tests**: Tests meant to measure individual's potential to predict future performance.
120. **Archetypes**: Jung's term for the contents of the collective unconscious; images or symbols expressing the inherited patterns for the organisation of experience.
121. **Arousal**: The tension experienced at the thought of others being present, and/or performance being evaluated.
122. **Attitudes**: States of the mind, thoughts or ideas regarding a topic, containing a cognitive, affective and behavioural component.
123. **Displacement**: Redirecting an impulse towards a less threatening or safer target; a key concept in psychoanalytic theory; a defence mechanism.
124. **Dissociation**: A split in consciousness whereby certain thoughts, feelings, and behaviour operate independently from others.
125. **Halo effect**: The tendency to link positive qualities with other positive qualities about which information is not available.
126. **Libido**: Freud introduced this term. In Freud's treatment, libido was quite simply a direct or indirect sexual expression
127. **Projection**: A defence mechanism; the process of unwittingly attributing one's own traits, attitudes, or subjective processes to others.

128. **Projective techniques:** The utilisation of vague, ambiguous, unstructured stimulus objects or situations in order to elicit the individual's characteristic modes of perceiving her/his world or of behaving in it.
129. **Self-efficacy:** Bandura's term for the individual's beliefs about her or his own effectiveness; the expectation that one can master a situation and produce positive outcomes.
130. **Self-esteem:** The individual's personal judgment of her or his own worth; one's attitude toward oneself along a positive-negative dimension.