English Medium
Second Edition · November 2026

TET-II

FREE DEMO

Child Development & Pedagogy

Development, inclusion and classroom learning

- Detailed concepts and classroom examples
- Topic-linked practice with explained answers
- Selected earlier-examination questions

BOOK 01 | Mathematics-Science Series

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Child Development & Pedagogy

Gujarat TET-II · English Medium

Mathematics-Science Series · Book 01

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Examinations qualified

TET-1 (2025) | TET-2 (2023) | TAT (2023)

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Child Development and Pedagogy: 25 marks. Child development: 10; inclusive education: 5; learning and pedagogy: 10. The focus is the upper-primary learner, broadly 11-14 years.

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Earlier-examination items are identified by year and question number. English translations and clarified wording are indicated. Where original alternatives are unavailable, a short-answer form is retained. The 2013 records derive from a provisional-key source and are not represented as final-key verification.

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Preface

Dear learner,

Two pupils may choose the same wrong answer for different reasons. One may not understand a term; another may be applying an unsuitable rule. The teacher's task is to examine the reasoning and choose support that addresses the actual difficulty. This book approaches child development and pedagogy through such distinctions.

Read each chapter's explanations and worked examples before attempting its practice. The learning points immediately before the exercises make important applications explicit. The expanded practice also covers concepts taught throughout the chapter; new items are mixed with the retained practice. Every practice item and earlier-examination record has an answer, a reason and a study link to the relevant teaching paragraph above it.

The second edition standardises answer presentation and clarifies wording that could cause confusion. An answer letter always refers to the alternatives displayed beside that question. The full correct alternative is printed as well, so a letter need not be interpreted on its own. Historical age bands or older terminology are explained in context.

Use a fresh example to check whether you understand a relationship. If a concept remains unclear, return to the linked paragraph, explain it in your own words and then try the item again. Classroom examples are applications for study, not claims that a real pupil or school was investigated.

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1 CHAPTER
Growth, Development and Learning

- **Development** concerns changes in a person's functioning across life. It includes physical, cognitive, linguistic, emotional and social changes. Growth usually refers to measurable bodily changes such as height, mass and the size of organs.
- The words are related, but their meanings are not identical. A gain in height is growth; a growing ability to compare explanations is cognitive **development**.

Three ideas that must be separated

Idea	What it explains	Educational meaning
Growth	Quantitative bodily change	Materials, seating and physical activity must suit learners.
Development	Changes in capacities and functioning	A teacher considers reasoning, language, emotion and participation together.
Learning	A relatively lasting change associated with experience and practice	Provide meaningful experience, feedback and opportunities to use knowledge.

- A temporary change caused by fatigue, illness or a passing mood is not by itself evidence of learning. Similarly, a change resulting mainly from biological **maturation** should not automatically be credited to a teaching method.
- In real **development**, **maturation**, experience and social conditions interact; classroom performance rarely has a single cause.

Development and instruction

- A learner may know a rule verbally yet need practical experience to apply it. Instruction therefore begins by finding out what the learner can currently understand and do. An explanation that is too advanced may be repeated without being understood.

- An explanation that is too simple may fail to extend learning. The teacher selects tasks that connect present understanding with the next attainable step.

- **Observe a pattern over time.** One wrong answer does not establish a developmental difficulty.
- **Consider several domains.** A pupil may reason well but hesitate to explain in the school language.
- **Distinguish opportunity from capacity.** Lack of prior access to books or instruments is not proof of low ability.
- **Use development to plan support.** It is a guide to teaching, not a reason to permanently restrict a child.

For Standards 6-8, the educational question is how a pupil uses growing capacities in real learning: explaining an observation, working with a group, evaluating a claim and accepting feedback. Definitions become useful when they help a teacher decide what evidence to collect and what support to provide.

Domains of development: observe the whole learner

Development is multidimensional. The following domains are useful for observation, but **one classroom action can involve several domains together**. They are not separate boxes inside a child.

Type or idea	Meaning and example
Physical and motor	Changes in body and movement. A pupil learns to adjust hand pressure while using a compass; height growth alone does not establish this skill.
Cognitive	Attention, memory, concepts, reasoning and problem solving. Comparing two possible explanations for rusting involves cognitive **development**.
Language	Understanding and producing meaningful speech and text. Explaining the steps of an experiment requires vocabulary and connected sentences.
Emotional	Recognising feelings and regulating responses. A pupil pauses after disappointment and asks for help instead of abandoning the task.
Social	Building relationships and participating with others. Sharing equipment, negotiating roles and considering another viewpoint are social achievements.

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Type or idea	Meaning and example
Moral	Reasoning about fairness, responsibility and consequences. Returning a lost instrument because its owner needs it shows more than knowledge of a school rule.

- Worked observation: A Standard 7 pupil knows an answer orally but cannot write it clearly in English. First separate the scientific concept from the language demand. Invite a diagram and an oral explanation, then support the written response.
- A weakness in one mode does not prove a general developmental delay.

From a definition to an educational judgement

- **A relatively lasting change:** learning is inferred from later performance, not merely from attention during an explanation. Check a comparable new task after a suitable interval.
- **Growth is quantitative; development is broader:** growth in hand size differs from improved coordination, planning or explanation. One performance can reflect several domains.
- **Reflex, maturation and learning differ:** withdrawing from a sharp stimulus is an unlearned reflex; biological readiness is not identical to a taught skill; using a learned measurement strategy is evidence of learning.
- **Development and learning interact:** instruction builds on current capacities and can extend them. Neither "wait for age alone" nor "teach every task identically at every age" follows from the principle.

Worked case: a correct answer with an unclear explanation

- A pupil gives the correct density comparison but cannot explain it in English. Ask for a demonstration, diagram and explanation in an accessible language.
- If the relation is secure, support the academic vocabulary and sentence structure. If the demonstration is also faulty, address the concept itself.
- **Decision rule:** separate the intended learning from an avoidable response barrier before attaching an ability label.

Key applications and distinctions

Learning, transfer and temporary performance

Learning is shown when a learner can use an acquired method on a different suitable task. Applying a grouping strategy to an unfamiliar set, or a learned sound pattern to a new word, supplies stronger evidence than temporary speed caused by a timer or rest. A temporary performance change is not necessarily learning.

Separate the abilities being assessed

An oral explanation can reveal conceptual understanding while inaccurate copying reveals a different motor or visual demand. Assess these separately. Two dated explanations of comparable processes, with the amount of help recorded, are more useful for judging progress than a rank or a count of completed pages.

Growth and interacting domains

A measurable increase in height is physical growth. Explaining why a prediction failed shows development in reasoning; explaining a character's reasons combines language and thought. Coordinating pedalling and balance illustrates motor development. Developmental domains interact and their rates vary between learners.

Reflex action

Withdrawing a hand from a pinprick is an unlearned protective reflex. Its occurrence does not require the experience and practice through which a learned skill develops.

Chapter practice

1. Which observation gives the clearest evidence of learning?
(A) A child reads faster only while a timer is running.
(B) A child applies a newly taught grouping strategy to an unfamiliar set.
(C) A child becomes taller over a term.
(D) A child completes work faster after a short rest.
Answer: B. A child applies a newly taught grouping strategy to an unfamiliar set. Transfer of the grouping strategy to a new task indicates that the learner acquired a usable method.
Study link: Learning, transfer and temporary performance, p. 4.

26. A learner has advanced reasoning and also needs accessible ways to record it. Which response is best?
(A) Remove challenge because any barrier rules out advanced ability
(B) Provide the access support and maintain worthwhile challenge
(C) Ignore the barrier because reasoning is strong
(D) Judge all ability from copying speed alone
Answer: B. Provide the access support and maintain worthwhile challenge. A barrier and a strength can coexist. Support should address access while preserving appropriate intellectual challenge.
Study link: Twice-exceptional possibility, p. 135.

27. Which question best examines critical evaluation?
(A) How many letters are in the heading?
(B) Copy the definition twice.
(C) State the memorised title.
(D) Which evidence supports the claim, and what might challenge it?
Answer: D. Which evidence supports the claim, and what might challenge it? It asks for the relationship between evidence and conclusion.
Study link: Teaching, assessment and representations, p. 196.

28. Applying an explanation in a changed problem corresponds most directly to which 5E phase?
(A) Explore only **(B)** Elaborate
(C) Engage only **(D)** An unrelated activity
Answer: B. Elaborate. Elaboration extends the relationship to a new situation.
Study link: Teaching, assessment and representations, p. 196.

29. Moving from actual fraction strips to a diagram and then symbols illustrates _____.
(A) only whole to part **(B)** negative punishment
(C) concrete to abstract **(D)** spontaneous recovery
Answer: C. concrete to abstract. The sequence changes the form of representation towards abstraction.
Study link: Teaching, assessment and representations, p. 196.

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