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The three years bachelor's program (B.A/B.Sc) in Human Development with an aim to build knowledge and competencies that would be develop professional and entrepreneurial skills in the domains of Human Development, Early Childhood Care and Education, Children with special needs, Women and Child Development, Adolescents and Youth, Adulthood, Geriatric Care, Guidance and Cunselling, Family and Child Welfare, Family Therapy/Counselling, Parents and Community Education. The curriculum at the bachelor's level focus to foster a strong theoretical background with enriched communication skills, practical skills and development of research skills in the whole course. Thus, the graduates are capable to enter a doctoral degree with effective communication skills, critical and analytical thinking abilities, sensitivity to societal issues and concerns.

The program aims at creating professionals who will utilize the substantial knowledge in the realm of Human Development to respond to the challenges of dynamic socio-economic cultural situations and social systems. The students would be competent to address emergent issues and concerns of the society with sensitivity to understand the culture, psychological and life span developmental perspectives spread through three academic years of the course. The program enables graduate to work as teachers, counselors, child development specialists, clinical or project assistants, coordinators, program planners, administrators, supervisors in government and non-government organizations, educational and research institutions. Since the students will have adequate knowledge in planning, monitoring and evaluating skills it would enable them to work as entrepreneurs and in advocacy roles.

The course is also a specialized study of individual and family issues focusing on relationships, problems and adjustments, risks and protective factors etc. The subject emphasizes the understanding of biological and psychosocial processes that characterize each stage of development enabling an individual to have comprehensive knowledge of different stages across the life span. On the whole the Human development help to understand how the biological, environmental factors affect the growth and development of individuals and families

at different stages of life span. Further, the study facilitates the students to understand the role of culture, schools, special schools, peers, work-place and communities and its influence on personality development.

Course Outcomes:-

By the end of the program the students will be able to –

- a.** Demonstrate and understanding of the complexity of human growth and development in diverse bio-socio cultural contexts and changing environment.
- b.** Learn how individuals develop-biologically, intellectually, emotionally and socially highlighting individual, gender and cultural differences.
- c.** Design, implement and evaluate early childhood programs- special or inclusive and play based early learning curriculum and activities that support children’s holistic development.
- d.** Demonstrate pedagogical practices that are connected to theoretical approaches of learning, thinking and teaching in the field of early childhood care and education and specially abled children.
- e.** Using their own knowledge, appropriate early learning outcomes and other resources to design, implement and evaluate developmentally meaningful and challenging learning materials for children and infants.
- f.** Study individuals and families in diversified contexts and learn how the ecological systems (family, peer, school, workplace, community and culture) influence or interact with each other to bring the changes in growth and development, health and wellbeing of individuals and families.
- g.** Solid understanding of problems across the stage of development such as-marital maladjustment, family crisis, child, spouse and elder abuse, substances use and divorce etc.
- h.** Learn skills for helping individuals, families or groups through prevention programs and other intervention techniques, in addition to examining specific problems and understanding how human service agencies and professionals deal with these problems.
- i.** Graduates work in careers that promote healthy development and positive family functioning across the life span, such as- a Social Services Case Worker, Provider at Residential Treatment Centre, Youth Organization Worker, Program Director for Youth, Family and Senior Citizen Centre.
- j.** Demonstrate an ability to evaluate and apply research and theory to practice, analyze, processes, policies and contextual factors that affect the delivery of human services to individuals and families.
- k.** Demonstrate professional, ethical and culturally sensitive standards of conduct research in human development.
- l.** Demonstrate the ability to develop resources and initiatives (programs) using appropriate strategies to support the well-being of children, families, schools and communities through presentation, research and service-learning.

In the syllabus in UG level there is some necessities for incorporation of need based activities, hands-on practices in real life situation, some application of theoretical knowledge, community based developmental activities, observatory classes outside formal classroom teaching and job oriented activities.

In this context following suggestive measures can be introduced to reach the goal:-

Suggestive Measures:

1. Workshop- Arrangement of workshop in various discipline as follows-

- a) Counselling skills and techniques.
- b) Development of communication skills.
- c) Different types of group activities used for remedial teaching, rehabilitation, ECCE Centre etc.
- d) Different type of therapeutic intervention.
- e) Importance and application of mass-media in human development.
- f) Research Methodologies and Statistics- application of SPSS.
- g) Legal issues related to marriage and family.
- h) Protection and promotion of Human Rights.
- i) Skills and techniques in performance Appraisals/ management.
- j) Life-skills Techniques etc.

2. Assessment Facility:

- a) Psychological Tools for assessing various areas of developments like physical, cognitive, language, emotional, social, personality, creativity and adjustment.
- b) Remedial program or referral services for children with developmental and adjustment problems.
- c) Case study- Identification, assessment, monitoring and intervention program for a child (with behavioral/psychological problems).

3. Training:

- a) Effective teaching skills.
- b) Training on ECCE Curriculum Development
- c) Use of ICT in teaching –learning process
- d) Multimedia and Graphic Designing
- e) Soft toy making
- f) Projective Techniques
- g) Sensory Learning
- h) Counselling skills and techniques.
- i) Enhancing social skills through self-awareness and empathy.
- j) Identification of Learning disabilities in classroom
- k) Training on Creative Skills
- l) Therapeutic Counselling Techniques.
- m) Training and development and career guidance

- n) Life skills and its application for quality life
- o) Documentary Film Making
- p) Application of mass-media in Human Development etc.

4. **Programme Planning:**

- a) Make and apply **curriculum framework** for (daily schedule) for ECCE children or challenged person.
- b) Plan and conduct the **educational** or **intervention programs** involving parents and teachers
- c) Prepare and publish a **Yearly Booklet or Magazine or Journal** regarding social problems, qualitative education, welfare scheme etc.
- d) To develop a **project proposal** and to prepare a budget for a given project etc.

5. **Community Outreach and Educational Programme**

- a) Formation of “**Teaching Learning Material Bank**” (TLM Bank).
- b) Provide “**Mobile Library**” for first generation marginalizes children.
- c) Provide **service** to old age people, abuse women or destitute children.
- d) **Survey** in school to screen or assess children and plan a remedial program for a children with learning disability
- e) Conduct different types of **camp** viz.-nature camp, biodiversity camp, sky and bird watching camp etc. both for normal and special child.
- f) To organize **awareness program**, campaign to disseminate information regarding different laws, rights, policies and welfare program (regarding child, women, special child, youth, old people etc.) in the local community or need based area.
- g) Participating in **school counselling program**.
- h) Prepare a **home based program** for the development of scientific and effective home management skills etc.

6. **Internship**- Internship is essential for hands on experience in real life situation in :-

- a) Vocational rehabilitation training center
- b) Counselling center.
- c) Governmental department and organization.
- d) Non-government organization (UNICEF, WHO, CARE etc.)

7. **Research Based activity-**

- a) Collection of paper and research articles on application of theories of human development in real life situation.
- b) Prepare interview schedule and conducting pilot study.
- c) Use of ICT for analysis and presentation of data.

8. ICT enable classroom

9. Child Assessment and Parent Guidance Centre

10. Best Poster Presentation Award in Human Development- for students.

The National Education Policy (NEP 2020) has given a rare glimpse in what can be achieved through the transformation of education. The new NEP clearly states that it is time to take on a policy that is undoubtedly student centric. The time has indeed come to recognize the fact that the student is the main stakeholder and efforts must be taken to make the system respond to their dreams and aspirations. In this line of thinking the new policy gives the acceptability of many modes of learning. It also promotes use of vocational courses, multi-disciplinary courses and multi-modal approaches there by focusing on blended teaching-learning process.

References:

Syllabus from different university (Avinashilingam University, Banasthali University, etc.)
NEP-2020

Blended mode of Teaching and Learning: Concept Note - University Grants Commission,
New Delhi
