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# **HUMAN DEVELOPMENT: A MULTIDISCIPLINARY APPROACH**



*Human Development: A Multidisciplinary Approach*  
Edited by : Dr. Debasree Sadhukhan

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# **Human Development: A Multidisciplinary Approach**

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## PREFACE

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Writing a forward to a publication of a nature that this volume presents is not an easy task. Still as editor I undertake this venture firstly, because it needs some sort of an introduction and secondly, because I can't escape it.

This publication is basically the outcome of the seminar on “Human Development: A Multidisciplinary Subject and Its Prospect” in collaboration with IQAC on 21st September, 2022 at Acharya Prafulla Chandra College, New Barrackpore organized by Department of Human Development.

The Seminar speakers and practical experts from different field are the contributors of this volume. They expressed their thought, knowledgeable and well experienced views on Human Development syllabus.-its lapses and lacunae, its modalities, goals and outcomes, students aspiration, its future scope and prospect its active relation with other fields. The necessity for incorporation of need based, job oriented activities, workshops, internships and community outreach program in Human Development syllabus are broadly discussed in this volume.

Given the variety and multidisciplinary approach the subject covered by the seminar speakers and authors it is almost impossible to provide a brief overview, more so because they delve deep into their experiences and one has to read them to share and be provoked in thinking or acting.

Publication of this nature, compiling experiences and opinions of grass root workers and experts is really scanty. There lies the importance of this publication.

**Editor**  
**Dr. Debasree Sadhukhan**



## **ACKNOWLEDGEMENT**

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This is to acknowledge with sincere thanks and gratitude the cooperation and services received from all corners to make the seminar and this publication successful.

I appreciate the friendly gestures exhibited by Dr. Saktibrata Bhowmik , Principal, Acharya Prafulla Chandra College, New Barrackpore. He made the auditorium available for the purpose of holding the seminar and personally took keen interest in it all through.

The concerned employees and faculties of different department of Acharya Prafulla Chandra College deserve appreciation and applaud for the interest, commitment and service.

I would like to extend my special thanks and appreciation to Dr. Nithar Ranjan Madhu, Department of Zoology for whose generous effort and constant inspiration this publication could not be realized.

My heartiest thanks to Dr. Shantanu Tribedi for encouraging me to start the work, persevere with it and finally to publish it. His continuous moral support, patience, motivation, enthusiasm and immense knowledge kept me going forward.

**Editor**  
**Dr. Debasree Sadhukhan**



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### Multidisciplinary Subject

In recent scenario in India the Home Science course is a study about science involving food and nutrition, human development, health, environment and some other departments in the science field. Home Science is defined as the study required to develop home or family life within a changing society by taking the help of scientific knowledge and methods and its primary aim is to promote better-living. The major branches of this course are the following:

- *Food and nutrition*
- *Human development*
- *Extension education*
- *Clothing and textile*
- *Resource management*

Human development is relatively a new field of scientific inquiry. If we trace the development of this subject, we find that the formal study of human development began with efforts to understand children's development since 18<sup>th</sup> century. Such child studies gradually expanded to include the whole life span. In the late 19<sup>th</sup> and early 20<sup>th</sup> century psychologists familiar with the evolutionary theory of Darwin began seeking an evolutionary description of psychological development. Most prominent was G. Stanley Hall. He attempted to correlate ages of childhood with previous ages of humanity. He published a book 'Adolescence' in 1904 and he also became interested in aging and published 'Senescence' in 1922.

Other notable psychologists who focused on developmental aspects were John Broadus Watson (1878-1958), Sigmund Freud (1856-1939) and Erik Erikson (1902-1994). Watson conducted researches on animal behaviour, child rearing ("Little Albert" experiment) and assumed that all behaviour is learned from, and shaped by the environment. Freud, who is the pioneer of the concept of psychoanalysis believed that psychoanalytical stages were developmental. Erikson was interested in how social interaction and relationships played a role in the development and maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the

person experiences a psychosocial crisis which could have a positive or negative outcome on personality development.

From the above discussion it is evident that human development can be considered as a branch of psychology with the goal of understanding people - how they develop, grow, and change throughout their lives. In a broader sense, this discipline helps individuals better understand themselves and their relationships. The knowledge of this discipline can be used in various professional settings and career paths like work in healthcare facilities, clinics, assisted living facilities, hospitals, mental health clinics, or homeless shelters. Thus from *psychological perspective*, the focus of application is more on assessing, evaluating, and treating people.

Human development, as a branch of Home Science cannot deny the *sociological perspective*. In order to promote better living, which is the primary goal of Home Science, the subject Human development should focus on the social, political and economic factors influencing human development. In fact the concept of ‘Human development’ grew out of global discussions on the links between economic growth and development during the second half of the 20th century. By the early 1960s there were increasingly loud calls to “dethrone” GDP: economic growth had emerged as both a leading objective, and indicator, of national progress in many countries, even though GDP was never intended to be used as a measure of wellbeing. In the 1970s and 80s development debate considered using alternative focuses to go beyond GDP, including putting greater emphasis on employment, followed by redistribution with growth, and then whether people had their basic needs met.

In 1990 the first Human Development Report introduced a new approach for advancing human wellbeing. Human development – or the human development approach - is about expanding the richness of human life, rather than simply the richness of the economy in which human beings live. It is an approach that is focused on people and their opportunities and choices. Human development is about the real freedom ordinary people have to decide who to be, what to do, and how to live.

Thus from *sociological perspective* human development can be defined as the process of enlarging people's freedoms and opportunities and improving their well-being. Human development focuses on improving the lives people lead rather than assuming that economic growth will lead, automatically, to greater wellbeing for all. Income growth is seen as a means to development, rather than an end in itself. Human development is about giving people more freedom to live lives they value. In effect this means developing people’s abilities and giving them a chance to use them. For example, educating a girl would build her skills, but it is of little use if she is denied access to jobs, or does not have the right skills for the local labour market.

Human development is, fundamentally, about more choice. It is about providing people with opportunities, not insisting that they make use of them. No one can guarantee human happiness,

and the choices people make are their own concern. So the process of development – human development - should at least create an environment for people, individually and collectively, to develop to their full potential and to have a reasonable chance of leading productive and creative lives that they value.

As the international community moves toward implementing and monitoring the 2030 agenda, the human development approach remains useful to articulating the objectives of development and improving people’s well-being by ensuring an equitable, sustainable and stable planet.

Given the *psychological* and *sociological* perspectives, it can be said that the current approach favours a merger of various disciplines. Human Development, as a branch of Home Science, is a multidisciplinary course made up of contributions from researchers in the areas of health care, anthropology, nutrition, child development, biology, gerontology, psychology, and sociology, among others. Consequently, the findings can be part of a collaborative effort to understand human lives. Many academic disciplines contribute to the study of development and now it is taught under psychology, sociology, human development, or family studies.

The main goals of this discipline are to *describe and explain changes*. This course describes observations during development, then examines how theories provide explanations for why these changes occur. The ultimate goals are *prediction and modification of human behaviours for well-being and better living*.

### Key Issues in Human Development

There are many different theoretical approaches regarding human development.

Human development focuses on how people change, and the approaches address the nature of change in different ways:

- Is the change smooth or uneven (continuous versus discontinuous)?
- Is this pattern of change the same for everyone, or are there different patterns of change (one course of development versus many courses)?
- How do genetics and environment interact to influence development (nature versus nurture)?

In order to address these issues, the different domains (physical, cognitive, psychosocial) of human development are studied in details.

### Why do we study Human Development?

- To *gain a better understanding* of one’s own life experiences. This can help people personally reach an understanding of what childhood events shaped their adulthood.
- To *gain knowledge* of how social context impacts development. This knowledge can be invaluable for professionals like teachers as they gain a deeper understanding of their students.

- To **help others understand and contextualize** the ups and downs of life. This helps therapists and psychologists better aid their clients in self-discovery.
- To **understand how societal change can support growth and development**. This understanding helps decision-makers in schools change the educational culture for the better.
- To **support the physical and mental health of individuals** throughout their life span. Professionals like doctors, nurses, and therapists must understand human growth and development to better support their clients.

### **Career Opportunities**

- A **human development degree** applies to a wide spectrum of career paths like healthcare, education, childhood psychology, organizational psychology, public policy, business, and so on.
- These specializations can guide one to specific **careers like working in child care, social work, community activism, or human resources**.
- The knowledge of human development provides a **strong foundation** for students seeking graduate or professional degrees in areas such as health sciences, psychology, counseling and prevention science, family studies, gerontology.

So the Human development students are ready for careers in public and private human service agencies in the following areas:

- Early Childhood Education
- Special Education - Special Educational needs coordinator
- Organizational Management
- Social Work - Community Development worker; Social worker; Community advisor
- Child and family advocacy - Domestic violence services
- Health services - Mental health agencies
- Services for adolescents and older adults
- Special needs services

Finally, we can say that the subject Human development is a wide-reaching and ever-changing discipline and its knowledge can be invaluable to people **personally** as they continue to learn and grow throughout their lives and **professionally** as they learn to apply what they have learned to their careers.

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## Tracing the Inter-disciplinary Trajectory: An Intra-Discipline Analysis and Lessons in Context of Human Development

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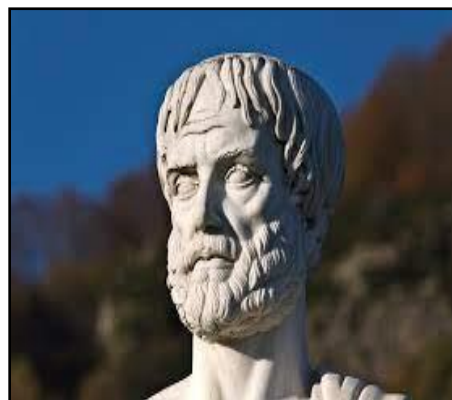
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The aim of this brief write-up is to contextualize the discipline of Human Development as a subject in the context of its expanse and boundaries seen in relation to its development. Also, the intent is to draw a comparison with other disciplines and their growth trajectories.

To begin with we know that academic discipline is defined as an organized body of knowledge collectively embraced in a formal course of learning. The acquisition of such knowledge is assumed to be an adequate and worthy objective such as without any demonstration or requirement of practical application the content is theoretical and scholarly as distinguished from technical and professional. (Henry 1967). Has focus, a conceptual framework that provides structure to the field, a unique scope in comparison to other fields, and distinct scholarly methods and modes of inquiry leading to the advancement of knowledge and deeper understanding. With time the academic disciplines mature specialize bifurcate into many other branches in the process enriching the existing knowledge base.

### Historical Perspective

Tracing historically, we find that, most academic disciplines have their roots in the mid-to-late-nineteenth century with secularization of universities when the traditional curricula were supplemented with non-classical languages and literature, social sciences such as political science, economics, sociology, and public administration, and natural sciences and technology disciplines such as physics, chemistry, biology, and engineering. In the early twentieth century, new academic disciplines such as education and psychology were added. In the 1970s and 1980s, there was an explosion of new academic disciplines focusing on specific themes,



such as media studies, women's studies, and Africana studies. Going further back in time, where until the 18th Century the moral sciences, as the social sciences were then known, possessed greater unity than diversity! The study of society, ethics, and morality initiated by the ancient philosophers like Aristotle. The beginning of the 19th century brought industrialization and with it came specialization of social sciences as it became beyond the scope of Political science to study the various aspects of the complicated social phenomenon under a single discipline. The complication of the society and the pure physical need for a division of labor accounted for the distinctions among the social sciences their diverse specialization. The social sciences have grown up as separate disciplines because and only because of this historical necessity.

### **Home Science and Human Development**

As an academic discipline, Home Science, is constantly improvising as it now expands beyond the confines of a home, to ensure that it remains a relevant modern-day career. When Home Science was first introduced in the princely state of Baroda in 1913, it attracted a lot of elite women, by promising to fine-tune a woman's ability to deal with her home, family, and community, in the wake of the Industrial Revolution. However, with the growth of women's empowerment post-independence, it was sniggered at for being a subject that only dealt with domestic chores. There is now a paradigm shift in the academic discipline of Home Science which like the historical journey of other academic disciplines flourished into an individual domain specialized to cater to specific needs of the society and the family and has with time become so large that it branched into separate disciplines like Food and Nutrition, Human Development, Community Resource management, Extension education and community studies have emerged as independent subjects.

Of these diverse specializations, Human development is a multi-disciplinary study of the psychological, biological, and sociological factors that impact people from infancy through adolescence to adulthood. The study of human development came to prominence in the 1970s. The human development index was created as an alternative to measuring nations by their GDP. People believed that the economy was not enough to reflect what life was like for a nation's population. The human development index includes health, education, and income. A healthy environment, access to healthcare, educational opportunities, and a decent standard of living are all keys to freedom and self-actualization. The Human Development as seen from the economist perspective is more about quantitative approach to development. However, within the paradigm of Home Science it is not only about the quantitative aspect but also a multidisciplinary qualitative purview of the Human Being seen in the social-economic-cultural context.

## A Comparative Evaluation

Although the inception of Home Science and hence the journey of accumulation of knowledge and branching out of the specific knowledge branches has traversed comparatively less path in comparison to few other older disciplines yet there has been a significant of time that has elapsed since the commencement. So, it may be wise to just look into the case studies of the contemporary academic disciplines branching out of the Home Science. The first case may be that of Food and Nutrition which have branched out it catering to specific needs of the society like: Dietetics, Critical care nutrition, Maternal and child nutrition, Geriatric nutrition, Sports Nutrition, Clinical Nutrition, Public health nutrition, Food Processing, Nutrigenomics, which are either separate independent discipline or are special papers of the subject. Similarly, Resource Management has specialized branches extending to Environment and consumer, Ergonomics, Work Environment, Work and Work Posture Analysis, Job Analysis and Optimization, Consumer Ergonomics etc. Lastly, the example of Extension Education may be considered where specialized academic discourses have forked out as Agricultural Extension, Veterinary/Animal Husbandry Extension, Dairy Extension, Fishery Extension, Home Science Extension, Extension Methodology PRA etc.

In comparison the journey of Human Development is still nascent. A subject which is in the process of evolving and is yet to establish it niche in the day-to-day activities of social living free from the multidisciplinary approach and having its own methodology and lens to view the world.

## The Way Forward

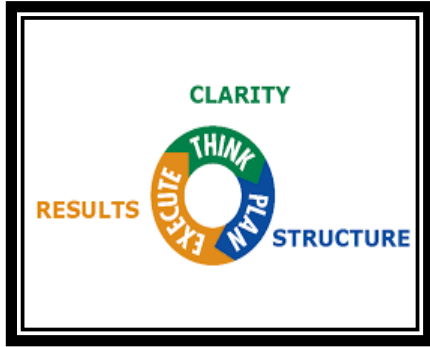
Since the earliest of civilization and the pursuit in quest of knowledge the philosopher debated about the utility or the aim of the knowledge. In the above context a concrete answer was put forward by the Philosopher Aristotle, who came up with the concept of *Eudaimonia* – the contented state of feeling healthy, happy, and prosperous. Even today all the quest of knowledge is guided by the same principle. More specifically any discipline must have the following properties:

1. “Disciplines have a particular object of research (e.g. law, society, politics), though the object of research maybe shared with another discipline.”
2. “Disciplines have a body of accumulated specialist knowledge referring to their object of research, which is specific to them and not generally shared with another discipline.”
3. “Disciplines have theories and concepts that can organize the accumulated specialist knowledge effectively.”
4. “Disciplines use specific terminologies or a specific technical language adjusted to their research object.”
5. “Disciplines have developed specific research methods according to their specific research requirements.”



6. "Disciplines must have some institutional manifestation in the form of subjects taught at universities or colleges, respective academic departments and professional associations connected to it."

Going through the above criteria it is obvious that Human Development as a discipline focus on the wellbeing of the individual and strives for welfare of the society at large so the concept of eudemonia is well placed. The need of the hour is to evolve a unique methodology free from



the shackles of the established subject. The responsibility lies with the teachers to frame a syllabus which honors the skills of the students and the student who remain true to their discipline and look at the world through the lens of Human Development. The core of the process lies in clarity of the thought process, the structure of methodology and analysis of the result which needs meticulous planning, clear thinking, and effective execution of the same through new work which is

qualitatively enriching.

Human development is a broad, multi-disciplinary field. While this expansiveness might intimidate some, it is a wonderful field to study if anyone is interested in how different subjects impact, influence, and relate to each other. Because the study of human development includes biology, psychology, sociology, anthropology, and economics. One can further their knowledge in all these areas. One can also focus on the interplay of these factors think afresh with your new ideas and help in advancing the juggernaut of knowledge for this emerging discipline.



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Jean Piaget (1896-1980) was a Philosopher and Psychologist. His theory on cognitive development is among the most influential in Human Development. He based his theory on his study on his children - Jacqueline, Laurent and Lucienne among others.

Piaget's theory is genetic epistemological i.e. it deals with the development of knowledge in individuals from birth to adolescence and beyond. His theory is considered as the process theory of intelligence though he prefers to substitute the word intelligence by cognition. By cognition we mean an overarching label which includes perception, learning, thinking, memory, decision making and creativity. It refers to information processing of sensorial data to make it meaningful. Piaget suggested three basic processes by which knowledge is acquired. These are accommodation, assimilation and equilibration. These processes operate throughout life. Accommodation refers to the process of acquiring new knowledge, beliefs and action sequences according to the demands of the ever-changing

environment e.g. an infant feeding oneself by a spoon for the first time learns to hold it, spoon some rice into her mouth, dip it back into the rice to fork out some more grains of rice and then put it into her mouth and so on. Here spoon is the representation of the environment. Assimilation refers to the process of imposing one's knowledge, beliefs and learned action sequences on the environment e.g. a child playing with a cardboard box imagining it to be her doll's house. Equilibration means learning new knowledge and skills and changing beliefs to achieve balance and fill in lacunae in knowledge and skills e.g. an adolescent learns to use a statistical software for data processing.

Jean Piaget proposed the fourfold stages of cognitive development with each stage being qualitatively different from the next. The series of stages were thought by Piaget to be modular and universal. The stages are the following:

1. Sensorimotor stage (birth to 18 months or roughly 2 years of age)
2. Preoperational stage (18 months or roughly 2 years to 7 years of age)
3. Concrete Operational stage (7 years of age to roughly 12 years of age)

#### 4. Formal Operational stage (12 years of age and beyond).

##### **Brief Description of the stages of Cognitive Development:**

1. Sensorimotor stage - Here the means of acquiring knowledge are sensory (e.g. looking, listening, touching, smelling and mouthing) and motor (e.g. handling and playing). Reflexive movements gradually give way to voluntary movements. Circular Reactions are seen. These are repetitive actions. Primary Circular Reactions refer to repetitive actions using own body parts like thumb sucking. Secondary Circular Reactions refer to maintaining changes in the environment by repetitive actions e.g. the curtain moves in the wind, the wind stops but the baby raises its hands to keep the curtain moving to and fro repeatedly. Tertiary Circular Reactions slowly appear. These are repetitive actions of the infant which produce a newness in the environment e.g. repeatedly beating a container to listen to sound. Morgan et al. (1987) while discussing Piaget's theory say that Means-End Readiness gradually makes an appearance. Action sequences begin to be guided by thought (appearance of Scheme) e.g. an infant was playing with a ball which eventually rolled under the bed. The infant tried to reach it using her hands but failed to do so. Then she looked around the room and caught sight of a stick and thought for a while. She went and grasped the stick and came back to where the ball was. Grabbing the stick she made efforts to get the ball back. In this stage Object Constancy is gradually attained e.g. seven month old infant was playing with a toy which was hidden behind a barrier right before his eyes. The infant lost interest and did not look for the toy. But the same infant then one year of age would take the barrier away and find the toy. This means that infants slowly learn that objects continue to exist even when they are out of sight. But the infant at the end of this stage still shows immaturity in cognition.

2. Preoperational stage - This stage is categorised into two sub-stages i.e. Preconceptual sub-stage (18 months or roughly 2 years to 4 years of age) and Perceptual or Intuitive sub-stage (4 years to 7 years of age).

The common features of the Preoperational stage are operations (i.e. flexible mental actions which can be combined to solve problems) do not appear (Morgan et al. 1987). Thinking is largely unsystematic. Linguistic development appears. Symbolic Representation develops. Thinking shows Egocentrism, Animism and Faulty Reasoning about Cause and Effect. Egocentrism refers to limitation in understanding that others may have needs, motives and emotions different from one's own e.g. failure to adopt others' point of view is manifested through a child's offering her doll to comfort her sobbing mother. Animism refers to the faulty belief that the non-living are actually alive e.g. a child thinks that the television having audio-visual mode so is alive. Faulty Cause and Effect Thinking indicates limitations in reasoning about cause-effect e.g. a child thinks that the Sun rises when she opens her eyes. In Preconceptual stage concepts do not appear e.g. a child when asked to name vegetables says elephant. A concept is the name of a category of objects sharing common features. In Perceptual or Intuitive sub-stage the child focuses too much on appearances (perception) rather

than its implications (hidden import) e.g. a girl in a pair of trousers having hoarse voice and short hair may be perceived as a boy. This is the failure in Decentration. Conservation of properties is lacking which means that despite changes in appearance objects remain the same across dimensions like volume, mass and number. For instance a ball of play dough rolled to form a cylinder now appears to the child to have more mass than before. Intuitive thinking is another characteristic of this sub-stage. It refers to guessing the reasons behind occurrences using logical thinking.

3. Concrete Operational stage - The child who is now between 7 and 12 years of age demonstrates Conservation of properties i.e. understands that objects continue to be the same in volume, mass and number despite changed appearance e.g. a ball of play dough rolled to form a cylinder now appears to the child to have the same mass as before provided the change in appearance occurs right before the child's eyes. The child can think logically, flexibly and reversibly about objects which exist in time and place (Morgan et al. 1987). They can think about alternate ways of reaching the school. They can estimate sizes of objects and tell which ones are taller, shorter etc. They can line up objects according to their sizes in ascending and descending order. These are examples of Seriation. The child now understands hierarchy in different manifestations.

4. Formal Operational stage - Adolescence is the starting point of this stage although not individuals reach this stage. The adolescents, adults including older persons can carry out abstract thinking. They think logically, flexibly and reversibly when thinking about abstract ideas like patriotism. They can think about hypothetical events i.e. events have not yet happened but may happen in the future e.g. What will happen if the Sun is extinguished? This is called Hypothetico-Deductive Thinking or simply Hypothetical Thinking. Adolescents at this stage can think using Deductive Reasoning and Inductive Reasoning. Deductive Reasoning means thinking about specific events based on a general principle. They may also engage in Inductive Thinking i.e. discovering a general principle based on evidences from specific events. Deductive Reasoning is a form of thinking largely used in Humanities and Inductive Reasoning is used more in Science. The adolescent at this stage can analyse their own thinking e.g. I am trying to remember where I went wrong while solving a problem in algebra. This is Metacognition (thinking about thinking) or Reflective Thinking.

### **Merits of Piaget's Theory of Cognitive Development**

1. Piaget proposed four stages of cognitive development from birth and beyond. So it is important from the point of view of human development.
2. His theory of cognitive development is regarded by his followers as universal in approach.
3. Piaget's theory is not only based on researches but has generated a lot of research.
4. His theory has applications in the field of education.

### **Limitations of Piaget's Theory of Cognitive Development**

1. Piaget's theory relies on the role of environment in human development. It seems not to have paid much attention to hereditary factors of individuals.
2. His theory has been subject to controversy because Neo-Piagetian researchers have not been able to replicate some of his findings.
3. Piaget's theory clubs cognitive development of adolescents and adults including older persons at the Formal Operational stage which has been questioned and amended.
4. His theory focused on the immediate environment and did not consider the larger sociocultural environment.

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Sociology is the scientific study of societies and human behaviour. The basic premise of sociology is that human behaviour is largely determined by the groups to which people belong and by the society in which they live. A perspective is a point of view or a distinctive way of viewing something. Sociology offers a unique perspective on human beings, recognising that human behaviour consists of far more than individuals acting independently on each other. The sociological perspective emphasizes the powerful role the group that group membership and social factors play in shaping behaviour. Sociologists focus on social interaction and social relationships rather than on individuals. Each person is born into a particular group in a

given society, and life becomes a progression from one set of groups to another. Most of us begin our lives in a family, which provides us with social standing in a community and makes available certain fundamental opportunities in life – to learn, mature and become independent. As we grow later we develop friendships and enter school. Aspirations and desires that will shape our choices later in life are nurtured by each of these very important groups. As adults, we may develop our own families or establish intimate ties with other adults. In a sense, we are never really alone because we constantly remember, reflect upon and imagine how others have responded to us. The sociological perspective then, concentrates upon human groups and their multiple influences on human behaviour.

A key element on the sociological perspective is the acute recognition that beliefs, values and behaviours are relative to particular groups or societies and can be understood only in the context of those affiliations. The members of a group or society share a view of reality that determines what they believe to be right or wrong, proper or reprehensible. This means that tremendous diversity exists in human behaviour from one social setting to another. The social practices can be completely understood unless it is viewed in the context of the shared view of reality found in a particular culture. Within our own society, there is also considerable variation in beliefs, values and behaviours from one group to another. Both within our own society and across cultures, has led sociologists to realize that beliefs, values and behaviour can be understood only within the social context where they occur. The sociological perspective, then

is a form of consciousness because it leads to a unique awareness of the world. This awareness also enables people to approach their own lies with introspection and insight.

### **The Social Context of Personality Development**

Every society has to socialize its young. By this term it is indicated that the child, considered biologically, has to be brought to the position where he behaves in a way appropriate to his place in that society. He has to learn how to control his impulses or natural tendencies, and to attain the many basic skills both interpersonal and technical, necessary for him to take his place in that society bearing in mind his age and sex. In all societies much of this is done without formal teaching although in no society are things left entirely to chance. In societies other than the simplest ones, the school plays a considerable part in this process. At the outset it must be stressed that anthropologists and sociologists have made many studies of the patterns of arrangements made for socialising the child, but far fewer of the effects of these practices on child behaviour.

### **Cultural Influences**

It is now well known that the culture pattern in which a child is brought up does shape the developing personality even although we do not know its exact effects. The work of Malinowski and Mead showed the great variability of behaviour in different cultures, so what had been thought of as essential 'human behaviour' was shown to be the product of that particular culture patterns in which the individual was reared. There are many reasons why both culture, and variables specific to a society, should be taken into account in attempting to estimate the effect of socialisation procedures. In the first place it is difficult within a single society to distinguish the effects on the child of other people's behaviour and the meaning the child gives to these behaviours.

Second, although we cannot define the phrase, 'child rearing practices' precisely – in a general way it means all the interactions between parents and their children – it is important to try to find out if given child rearing practices are only effective with certain other conditions existing within the cultural context. Third, the range of behaviors found in any one cultural context is limited. But having made a study of cross cultural studies of socialisation practices it must also be said that the behaviour of individuals will never be predictable from culture alone. There will always remain individual differences in biological make up and hence in impermanence; cultural impacts on the child will always come through particular people who have their own specific set of behaviors and practices; while each child has his unique experiences.

So far it has been assumed that perhaps child rearing practices are the cause and antecedents of personality and culture. There is also evidence that child rearing practices can be the product of the certain aspects of the culture.

Maternal behaviour is very important for the social and emotional development of the children. (by Bowlb). During the first three years of life maternal love was associated with

children who were happy, Colin showed an interest in the environment and made an effort when given a task.

Social class also influences child development by social class is meant the manner in which people are ranked in the hierarchy of power and prestige. Middle class parents have different expectations for their children than unskilled workers.

Regardless of social class, most parents do look to the future when considering the qualities they value for their children. But the varying social groups see their offspring playing different roles in adult life. Thus middle class parents and lower working differ in respect of the traits they want their children to develop in the present. American studies (Kohn) suggest that middle class parents emphasize internalised standards of conduct yielding self-control, while working class parents stress qualities that ensure respectability ex. Obedience. Thus working class mothers tend to put more value conformity to certain rules and judge a child's actions in terms of their immediate consequences, whereas middle class mothers tend to judge their child's actions in terms of feelings, interactions and maintain.

It is also fair to say that among middle class parents there is a great degree of permissiveness in respect of the child needs and desires, but greater pressure is placed on the child in respect of a high level of performance in school work and achievement generally. So while we find greater freedom for the middle class child in respect of some aspects of his behaviour, much more is expected of him in other ways.

The points however must be stressed the statements made above are generalisations. Some working class parents do have middle class values in matters of behaviour and achievement's while some affluent families have two cars in the garage but few books in the home. Wiseman has produced evidence that parental attitude to school to education and the books are of more importance in respect of scholastic attainment in the primary school than are social class and educational level. He has also show that among secondary school children that the quality of maternal care is of great importance to the attainment of children. Also individual characteristics good role models, and opportunities in later childhood and adolescence, are all of value in personality Cohen first proposed what has become known as the status deprivation theory. In essence this claims that everyone in essence is everyone is sensitive to the evaluations of others, especially those in authority. Inability to gain status, or loss of status, may mean a serious adjustment problem for some young people. Middle class values such as individual responsibility, skill, ambition, respect for property and so on are expected of everyone in a democracy. But in Cohens, view social class differences in outlook coupled with differences in housing standards leave money youngsters ill equipped to measure up to and accept middle class values and standards. Because of this they are not held in high esteem by teachers and other representatives of authority which in turn leads to their losing their self-esteem.

Cloward and Ohlin think somewhat differently. They argue that deviant personalities in delinquent subcultures arise from the fact that there are not the opportunities for advancement



among children in the lower social classes. Boys who want only higher incomes and are not concerned with getting into a higher social class – and so do not seem to be concerned about middle class esteem react against the unjust distribution of opportunity and become hostile to society. This is known as the opportunity structure theory.

According to Miller the quality of relationships between mother and child, other close adults which can give security and a sense of personal status to the child, the socialize provided in the early years affecting qualities of character; the biological equipment of the child which makes it easier or more difficult to tolerate frustration.

It is difficult to know what is meant by the term ‘maternal deprivation’ although much has been written about its effect on personal development. Yarrow in an excellent view of the relevant literature discuss, four kinds of deviation from what may be broadly called normal maternal care. These are: separation from a mother or mother substitute, distortion in the quality of mothering. Rejection, over protection, ambivalence multiple mothering and institutionalisation.

It is known that severe sensory deprivation before the first birthday, if it continues long enough, can lead to marked failure in intellectual development. Before we can speak with certainty about maternal deprivation and personality development we also need to know about the child’s constitutional characteristics the exact nature of the deprivation, its intensity and how long it continued. In addition we need to know far more about the extent to which the situation can be reversed if action is taken early enough.

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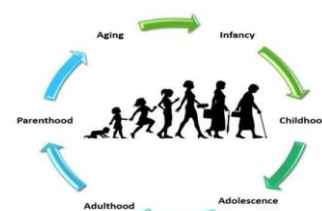
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Home Science means the art of managing your resources efficiently and the science of achieving a healthy and happy home as well as successful career. There are five major components or areas of specialization in Home Science.



Human Development is an integral part of the discipline Home Science. It focuses on human growth and development throughout the life-span and on the familial, social, cultural and political networks in which the individual develops. This is the science of 'better living' and the core of the



speciality is the family environment.

The course offers an interdisciplinary approach to understand individual and family development across the lifespan by facilitating the students to have advanced theoretical knowledge, practical and research skills as well as to develop professional and entrepreneurial skills related to various fields of Human Development like Early childhood education, Children with special needs, Geriatric care, Assessment of Child Development and Problem behaviours, Guidance and Counseling services, Child and Family welfare programmes, so that students would be proficient enough to address issues and concerns of individual, family and community.

The course also permits students to carry out the research studies so that students get to analyze and constructively address contemporary issues faced by diverse children, youth, families, and communities. Students are also engaged in practical and field work. These settings include early childhood education centres such as preschools, health care agencies, special education institutes, NGOs and so on.

As an applied subject, it is focused on family life, parenting, parent-child relationship, family stress, coping strategies, across the life span which further help students how they can deal with sensitive situations and strengthen relationship and behaviours in their life and

promote mental health. The subject is also important for family welfare and well-being, which indirectly helps in nation building.

The subject has strong research and statistics base, thus it conducts quality research in different areas of human development for the betterment of society. It has broad social application. Students of Human Development are pursuing careers as counselors, project officers in different NGOs, ICDS centres and old age homes.

### **Objectives of the curriculum**

- To facilitate the students to work professionally and efficiently in Academics, Research, Curriculum Development, Management of institutions and welfare programs, Training, Extension and Community Services related to Human Development.
- To describe the distinctive growth and development of individuals from conception to late adulthood, as well as to understand family issues and developmental challenges that occur due to biological and ecological conditions.
- To enable students to pursue higher education and research in Infant, Child, Adolescent growth and development, Marriage and Family, Parenting, Early childhood education, Challenged children and special education, Reproductive health, Genetic problems and counseling, Adulthood and aging, Family and child welfare program.
- To gain the skills to establish Entrepreneurial setups like Early childhood educational centre, Centre for Special Children, Home for aged, Home for Orphans and destitute, Short stay homes for women in difficult circumstances.

To develop effective skills to extend guidance and counseling services to needy people, to identify the developmental challenges through scientific measures and to provide a stimulating environment and intervention for needy people for their optimum development.

Human Development curriculum deals with the study of how people develop physically, emotionally and socially within the context of the self, family and society from conception till death. The course offers an interdisciplinary approach to understand individual and family development across the lifespan by facilitating the students to have advanced theoretical knowledge, practical and research skills as well as to develop professional and entrepreneurial skills related to various fields of Human Development like Early childhood education, Children with special needs, Geriatric care, Assessment of Child Development and Problem behaviours, Guidance and Counseling services, Child and Family welfare programmes, so that students would be proficient enough to address issues and concerns of individual, family and community.

A hallmark of the program is to provide students with hands-on opportunities to use the knowledge and skills gained in the classroom in professional work settings during the study period. The program also permits students to carry out the research studies so that students get to analyze and constructively address contemporary issues faced by diverse children, youth, families, and communities. Human Development prepares students to address pressing issues

and problems in societies across the globe. Students of human development are prepared to improve the lives of children, adolescents, adults, and families through innovative research and outreach programs offered by the department.

Human Development curriculum provides a broad study of the physical, mental, emotional, social and moral development of individuals and families. Specializing in Human Development enables students to work across life span and life course i.e. from infancy through old age, couples and family relationships, research methods, parent-child relations, family health and well-being, parent education and support, gender studies and cultural diversity in families. In addition to theory classes, all students engage in practical and field work. These settings include early childhood education centres such as preschools, health care agencies, special education institutes, NGOs and so on.

Graduates and Postgraduates are prepared for careers such as Preschool/Elementary School or Special Education Teachers, Human Services Administrator or Day Care Director, Corporate Trainer and careers in human and family service organizations. Students can also pursue graduate or professional courses in a variety of fields including health care and child life programs, education, family law, counselling, occupational therapy, program evaluation, and such.

### Scope of Human Development

Students of Human Development can work in schools, special schools, rehabilitation centres, research centres, early childhood centres, also as trainers, consultants and can be engaged in entrepreneurial ventures.



### Career opportunities for Human Development students

- ❑ **Teaching and Research**
  - Assistant teacher in Higher Secondary Schools
  - College /University Teaching
  - Research Opportunities
- ❑ **Early Childhood Care and Education**
  - Pre-school Teacher
  - Programme Planner in pre-school
  - Academic Co-ordinator in Pre-school
  - Childcare Center Director
  - Early Childhood Content Developer
  - Day Care Teacher
- ❑ **Child With Special Needs (B. Ed in special education)**
  - Special Educator in schools/ Inclusive Educators
  - Early Intervention Specialist/Early Childhood Teacher

- Therapeutic Recreation Specialist
- Special Education Administrator
- Educational Therapist
- ☐ **Administration**
  - Government Sector
    - ✓ Department of Women and Child Development
    - ✓ Integrated Child Development Services
    - ✓ Foster Care Services
    - ✓ Rehabilitation Services
    - ✓ Department of Social Welfare
    - ✓ Department of Disabled Welfare
    - ✓ Rural Development
    - ✓ Department of Health and Family Welfare – Health Counselor
- ☐ **Developmental Psychology**
  - Research facilities
  - Elderly assisted living homes
  - Teen outreach programs
  - Homeless youth programs
  - Hospitals
  - Psychiatric institutions
- ☐ **Women and Gender Studies**
  - Social worker or counselor
  - Counselor, specializing in women's rights, human rights, family law, or other areas
  - Project manager in a non-governmental organization (NGO)
  - Program coordinator in a women's center
- ☐ **Non-Government Sector**
  - Level - National/State/Local level organizations
  - Institutes
  - Working for the welfare of Women
  - Child welfare
  - Elderly welfare
  - For example: (CINI, Right Track Foundation, CLOPA, Ashadeep, CMIG)
- ☐ **Resource person**
  - Child Counseling Centre
  - ECCE
  - Normal school/Residential schools
  - Centre for Challenged children
  - Family Counselor
- ☐ **Self-employment**
  - Nursery School, Play Home, Day Care Centre
  - Special Education School for Challenged Children – Mentally, Physically, etc.
  - Protection Homes – Orphans , Destitute, Neglected and Street Children

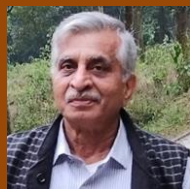
- Working Women's Hostel, Home for Elderly Citizen
- Running own Child Care and Counseling clinics

### New Initiatives

- An internship program will help the students for gaining firsthand knowledge and better understanding of the community through guidance and counseling, inclusive education, old age homes, ICDS centres, etc.
- The students should come forward for community services and advocacy so that they can create more awareness among the masses about their rights.
- Opening mental health units for assessing the risk behaviours among adolescents and promoting mental health among adolescents.
- More workshops should be conducted to raise awareness among parents, teachers and students regarding physical and psychological health issues.

### Photo Gallery





**Dr. Shantanu Tribedi**

Dr. Shantanu Tribedi was awarded his Ph. D. degree in Botany from the University of Kalyani. He was a teacher and has experience of thirty five years in teaching. He is an author of many popular articles on science and society. He was a member of editorial committee of some well-known science magazine like Jnan O Bigyan and Bigyan O Bigyan Karmi. Now his keen interest focused on Mental Health, Potential Teaching-Learning Methodology and Sustainable Development.

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It is now known to all that A teachers chief task is to activate and agitate ‘thinking’ - to make conception and to engage the students in ‘doing’. A teacher should always keep in mind that during educating human development learning is happening when learners are doing something. So, teachers not as a lecturer, not as a sage on the stage, should have full knowledge of the activities as an activity moderator, activity facilitator, organizer and proper guide to her students. She must not always be confined to class rooms or staff room. She always with his ‘student mind’ should involve with the student in group discussion, interaction, exchanging views, making solutions, drawing conclusion at large. So the teacher should be a friend to give him/her pleasure, joy in his discoveries in ‘doings’ solving ‘problems’ etc. and thus be faithful to the students. So the system will be more productive.

### ‘Students not to be taught but to be ‘caught’

This principle may be taken by a teacher with new role of education for capacity building in respect of very fast changing objective of curricula and techniques of teaching with introduction of modern electronics gadgets and so the learning processes.

Though teaching is essentially a solitary activity, team work is also essential specially in those multidisciplinary subjects like Human Development. In this subject other subject teacher (viz. Psychology, Nutrition, Biology, Sociology, Computer Science, Art and Culture etc.) could have important role to grow the scientific attitude and productive innovation of the students in different contents.

Teacher should keep in mind, the following lesson -

I heard and I forgot.

I saw and I remembered.

I did so I understood.

So, care should be taken that every learner is able to do and observe practically using all the five senses (i.e. eye, nose, skin, tongue and ear) learning will be more positive when a student constructs knowledge.

When there has been a alienation between hand & brain learning process has degenerated. During teaching teacher should also aware of the economic condition, prejudices & values, customs & culture, prior knowledge & experiences of a student. All these considerations are very important for learning, and most of the attributes can develop by learning Human Development (as a subject).

### **Approaches & method to fulfil the objectives**

It may be referred briefly the approaches and methods of teaching Human Development as illustrated by different educationists-

- (a) Conceptual approach
- (b) Process approach
- (c) Integrated approach
- (d) Activity approach
- (e) Inquiry approaches
- (f) Human (Child, adult, old aged) centered activity,
- (g) Problem solving method
- (h) Environmental (Social, Natural, Family, working places) studies etc.

All these should be devised, selected and implemented, so as to release the learners interests and everyday experiences to attract and develop their curiosity to involve them in studying and trying to tackle real life problems and to help them understand their particular environment.

Questioning is central to scientific education. That is to say, teachers ought to encourage students to raise questions without any fear & challenge their teachers. Attitude of learning from each other (teacher & student) is essential among students and teachers.

The object of teaching Human Development should be not merely to cram the students 'brain' with only information & knowledge but also to train him to understand the scientific method of approach to all problems.

### **Democratic system of Education**

All the social relationships between and among students, teachers and administration have to be based on 'equality', 'freedom' and 'fraternity' (the three pillars of democracy). There ought not be any kind of hierarchy in a effective education system. Co-operation, mutual love and respect is necessary in every aspects of education, 'Competition' (in bad sense) has no place in it. All these ought to be reflected in curriculum, pedagogy and institutional processes and structures. Alienation of teachers, principals, students and staff from each other and from the society and nature have to disappear. Authoritarian form of management ought to be replaced by democratic management involving teachers, students and parents. There should be a friendly and harmonious relationship between department, college and society.



## Human Development for better teaching and learning

Contemporary research on learning and human development is a multi-disciplinary activity that draws on psychology, sociology, education, nutrition, anthropology and increasingly on cognitive science. Learning outcomes include consideration of cognitive variables such as depth of learning and achievement in specific curriculum domains, as well as social, emotional and attitudinal variables such as levels of self-esteem and endorsement of different values.

According to Piaget there are four stages of cognitive development and that all children must proceed through those in order.

- 1) Sensory Motor Stage (birth to roughly 2 years)
- 2) Pre-Operational stage (roughly ages 2 – 7 years)
- 3) Concrete operational Stage (7-11 years roughly)
- 4) Formal operational Stage (12 and up)

Thus children are not able to follow the knowledge that teachers invest into at any stage, but they are able to learn with changes over time at the appropriate stages.

Attempting, therefore, to reason with a five year old by using hypothetical situations is likely to fail. Likewise, attempting to teach a one year old to read is inappropriate as he has not developed the ability to recognize symbolic representations of ideas. As teachers reflect on their teaching practice, it is important to consider whether the content and the methods being used to deliver are appropriate or not and a knowledge of human development is crucial in making those determinations.

For a multitude of factors, the number of students in our schools & colleges who require additional assistance. Thus, it falls to teachers to recognize when students are in need of extra support, which could include a wide range of differences in ability. They are

- (1) Health Issue (viz.: Attention deficits, type-I diabetes, asthma, severe allergies, limited strength, autism etc.)
- (2) Struggle with speech (Example: delayed skills, apraxia, receptive disorders, selective mutism, orofacial disorders, stuttering etc.)
- (3) Emotional and mental challenges (Example: depression, anxiety, obsessive compulsive disorders, post-traumatic stress disorder, and schizophrenia). Being able to recognize the needs of individual and to obtain needed services to help ensure student success is of paramount importance and is reliant on a core knowledge of human development. It also helps teachers to be better equipped to make appropriate educational choices and to meet the needs of students both collectively and individually. The educators will get a better insight into how the students think, feel, behave and learn.

Studying human development enhances teacher's ability to interact with class students effectively. They can feel calmer while paying, talking joining in any cultural programmes or practical activities, and teaching students.

Teachers who do not understand the role of human development properly in class room behavior often get frustrated with their working lives. It may be due to the incapability of

approaching or maintaining a suitable environmental in the classroom. As a result, the balance between student and teacher's efforts gets disturbed which creates a messy class room environment.

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## Narrative Practice/Therapy as an alternative career path: An experiential account

Arpita De



Arpita De

Narrative Therapist, Consulting  
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Arpita is a Practicing Narrative Therapist, Consultant Psychologist and a Researcher working in the field of mental health. She completed her MSc in Economics from the University of Calcutta in the year 1988. As a professional, Arpita has a varied experience which includes teaching Economics in a college, imparting IT education and developing software, building maps, charts & teaching aids for schools, and running GIS institute & making GIS maps etc. The variety of jobs gave Arpita a fascinating opportunity to meet different people. In her lived experience she was facing too many questions which demanded further search. Perhaps all these drew her towards psychology, social psychology and close to the world of mental health. Currently she is doing her Ph D on Stigma and marginalization associated with mental illness, from Psychology Department of Calcutta University. Arpita has a special interest in feminism and related issues. Learning Narrative Practices from UMMED was a magical moment for her to get a direction for her work. The idea of Narrative Practices has brought new hopes in her life.

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### What is Narrative Practice

Narrative Practice is an approach towards life which can be applied to different domains for making this world a better place. This is gaining its popularity both in counselling and community work. This approach was developed during the 1970s and 1980s, largely by Australian social worker Michael White (29 December 1948 – 4 April 2008) and New Zealand therapist David Epston (born 30 August 1944). The 1980s was a time of profound feminist challenge in the work environment. Cheryl White in an article pointed out about the broader challenges of that time like gender roles in families, male-centered language, the practice of mother-blaming, gender inequalities in the field of family therapy, heterosexual dominance, issues of race, culture and the effect of colonization. It is a collaborative and non-pathologizing practice which can be translated in any culture.

The key ideas on which narrative practices are based are to be understood experientially from the lived experience. One of the most important key ideas is ‘the person is not the problem; the problem is the problem’. When a person comes to a therapist’s chamber, they are burdened with their problem in such a way they start thinking that ‘I am the problem’. In narrative practice, the practitioner and the consultee get involved in a collaborative journey to explore the consultee’s lived experience; situations; external circumstance which have subtle or overt effect on the person’s life; shiny moments of their lives otherwise veiled by time; hidden knowledge residing in their lived experience of their skills and abilities. Stories play the most essential part to shape a person’s life. By exploring

numerous stories from past, near past and present unfolding goes on and these conversations connect the person with their dreams, hopes, values and commitment and help them to figure out their preferred pathway of life.

### **My experiential account of narrative practices as a therapist**

I have been working as a mental health professional since 2013. I had a constant feeling that we generally do not pay that much heed to the systemic impediments which shape a person to be marginalized and discriminated in a particular context. Mothers often visit a mental health worker saying ‘he is lagging in performance!’; ‘he is not good in numbers’; ‘he won’t be able to continue studies in science stream’! the society judges a person on the basis of what they cannot do; not on the basis of what they love, like and good at. The society continues to judge a person on the basis of dominant societal norms.

‘I can’t do anything’; ‘I feel so scared, always’; ‘it’s a fear of losing the game’; ‘I feel suffocated; am I a prisoner?’ ableism is a type of discrimination where one’s body and mind is judged on the basis of some social construct of ‘normalcy’! This term emerged in the mid-17th century in the context of Racism, Capitalism, Colonialism, Sexism etc. Facing of ‘ableism’ is common, we all face it in our lives too. This systemic discrimination is often present in people’s life in a such a way that the person feels ‘s/he is the problem’. Narrative practices explore and unfold the contextual nuances of power present in person’s life which has a detrimental effect.

People are meaning makers; they are interpretative beings. The exploration goes on keeping the person in the center. Here the therapist does not start from pre-defined labels or expertise from technical knowledge but starts exploring how the problem looks like in the person’s life. Suppose someone is saying that she has ‘OCD’. What does ‘OCD’ mean to her? Collaborative exploration goes on and people sometimes finds OCD in their strict discipline and rules in childhood experience of schooling; sometimes in an intense fear of authority to write complaints in the school-diary; sometimes people draw picture of OCD - a beautiful lady with high nose and broad eyes but with a ruthless & cruelty in them. Narrative metaphor plays an important role in the work.

The person tries to figure out their relationship with the problem in the broader context of life. Michael White has provided some maps which can be used in a therapy session. Maps like externalizing conversation helps the person to create a distance from their problems. The person feels that they are not the problem; the broader context has a role to play. The exploration goes on. There are multiple stories often present in a crisscross zig-zag way. The problem story also changes. Suppose, a person is taking about her problem as ‘red phobia’ which threatens her; it brings a fear of suicidal thought; a fear of being unsuccessful. In course of conversation the ‘red phobia’ can become ‘fog’ where a part is only visible! The name of the problem changes, she can say that ‘the problem looks like ‘gyre’ where two points can be found where one can stand properly without the fear of falling. The role of the narrative therapist is decentered but

influential; the person and their agency reside in the center. The person is the expert of their lives; decision maker of their lives.

Other maps like reauthorizing conversation, remembering, absent but implicit, scaffolding is novel in ideas, open and flexible for people to work.

Some of the influential thinkers whose ideas have contributed to narrative practices are Lev Vygotsky (1896 – 1934), Michel Foucault (15 Oct 1926 – 25 June 1984), Barbara Meyerhoff (1935 – 1985), Jerome Bruner (1 Oct. 1915) and Jacques Derrida (1930-2004).

Another significant application of Narrative Practices works through definitional ceremony and creative & collective documentation. These connect people with solidarity and hope.

### **Who can join**

People from vivid disciplines can join a course on narrative practices/therapy. After graduation and post-graduation youngsters who have an intention to work in the field of counselling and community work can explore allied courses in the following organizations.

<https://ummeed.org/>

<https://www.narrativepracticesindia.com/>

there are numerous short-term courses available in the above mentioned two organizations on line.

I quote ‘who can join’ from both the organizations.

<https://ummeed.org/>

Who can apply: Teachers, special educators, therapists, psychiatrists, pediatricians, counsellors, psychologists. Professionals working with children, families, individuals and communities

<https://www.narrativepracticesindia.com/>

“People who are curious about stories and want to explore more. It could be community health workers, activists, teachers, mental health workers, writers, social workers, poets, special educators, artists, photographers, counsellors, historians, psychologists, policy makers, occupational therapists, physiotherapists, speech therapists, doctors, etc.”

Persons from developmental science can explore for options in this field.

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**Dr. Pallav  
Karmakar**

National Senior Lead Research MERL

Dr Pallav Karmakar presently working as National Senior Lead Research MERL, with a global organization. He has an experience on project design, monitoring and evaluation of development projects, has extensively led field-based results with international organization at grassroot level, previously has worked closely with government and non-government stakeholder on formulation of development projects and its execution. His work has been centering on the politics of development and has published work in the field.

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Human development is the process of improving the physical, mental, and social well-being of humans throughout their lifespan. Human development is a complex, multidimensional process that involves biological, psychological, and social changes that occur over time. The physical development of humans includes physical growth and maturation, while psychological development involves changes in behavior, emotions, and thought processes. Social development includes changes in the formation of relationships, social roles, and social norms. Environmental influences include factors such as family, society, and culture, as well as access to education, health care, and economic opportunities. Human development is a lifelong process that takes place in stages, beginning in early childhood and continuing through adulthood.

Human development and social work are often closely linked and have many overlapping areas of focus. Human development is an interdisciplinary field that examines physical, cognitive, social, and emotional aspects of human growth and development across the lifespan. Social work is a profession focused on helping individuals, families, and communities to enhance and improve their overall wellbeing and quality of life. Social workers provide direct services to individuals and families in need, often focusing on areas such as mental health, substance abuse, poverty, abuse, and trauma. Human development and social work are both aimed at helping people to reach their full potential, and the two fields often work together to provide holistic services and support to individuals and communities.

Human development and social work are an interdisciplinary field that combines the fields of psychology, sociology, anthropology, economics, and other social sciences to understand how people develop and interact with each other in a social context. It examines how social, cultural, economic, and political structures influence individual development and behavior, as well as how people interact with their environment. The field of human development and social work is essential for understanding how to best provide resources and services to individuals,

families, groups, and communities. It is used to develop interventions and policies that promote positive change in individuals, families, and communities. Professionals in this field work with clients to identify their needs and strengths, develop strategies to help them reach their goals, and aid in problem solving and decision making. The field of human development and social work is also important for helping people to understand and appreciate their cultural identities and values. It helps to foster understanding and respect for diversity and to create a more inclusive society. It is also important for understanding how people can work together to create positive social change.

### **Theoretical underpinning:**

Theories of human development and social work are essential for understanding how to best serve clients. Bronfenbrenner's (1979) ecological systems theory is a comprehensive approach to understanding human development and behavior, as it describes individuals and their environment as interconnected systems. This theory highlights the importance of environmental influences, such as family, peers, school, and culture, in influencing individual development and behavior. Additionally, Erikson's (1968) psychosocial theory of development emphasizes the importance of the individual's psychosocial development throughout life, highlighting the role of social interactions in shaping the individual's identity, behavior, and relationships. Social work practitioners often utilize these theories in their practice to better understand their clients' behavior and development, and to create interventions to improve their clients' wellbeing (Kazdin, 1999).

Human development is an interdisciplinary field of study that examines the physical, cognitive, and social changes that occur throughout the lifespan (Johnson, 2020). This field of study is closely linked to social work, as social work practitioners work to support individuals and families throughout all stages of life. The following are some of the major theories of human development that inform social work practice: 1. Psychoanalytic Theory: Developed by Sigmund Freud, this theory focuses on the unconscious processes and conflicts that shape personality and behavior. This theory emphasizes the importance of early childhood experiences and focuses on the role of the unconscious in influencing behavior. 2. Behavioral Theory: This theory emphasizes the role of environmental factors in shaping human behavior. Behavioral theorists focus on the way that reinforcement and punishment shape behavior, and they emphasize the importance of reward-based strategies in changing behavior. 3. Cognitive Theory: This theory focuses on the way that thought processes and beliefs shape behavior. Cognitive theorists focus on how individuals process and interpret information and how this influences their responses to external stimuli. 4. Humanistic Theory: Developed by Abraham Maslow, this theory emphasizes the importance of personal growth and self-actualization (Lazenby, 2020). This theory focuses on the importance of self-awareness, self-esteem, and the need for individuals to reach their full potential. Social work practitioners utilize these theories to better understand and support clients, as they help to explain the ways that physical,

cognitive, and social changes impact behavior and development. Understanding these theories can help social workers identify the best strategies to support and empower clients throughout their life.

Human development is the process of growth and change that occurs throughout the lifespan. This process is complex and involves biological, psychological, and social factors that interact in unique ways in each individual. Social work is a profession that seeks to promote well-being and social justice by working with individuals, families, groups, and communities. Social workers are committed to advancing the physical, mental, and social well-being of their clients. They use evidence-based interventions to assist clients in meeting their goals and address challenges presented by social issues. A number of theories have been developed to explain and guide human development and social work. Psychoanalytic theory, developed by Sigmund Freud, suggests that unconscious mental processes such as drives, conflicts, and defenses influence behavior. Erikson's psychosocial theory proposes that individuals pass through eight stages of development, each of which involves a crisis that must be resolved in order for the individual to progress to the next stage. Social learning theory, developed by Albert Bandura, proposes that individuals learn through observation of others. Cognitive development theory, developed by Jean Piaget, proposes that individuals pass through four stages of cognitive development. Social workers draw upon these theories to guide their practice. The psychoanalytic approach emphasizes exploration of the unconscious and the development of insight into how unresolved conflicts may be influencing behavior. The psychosocial approach is used to assess individuals' current stage of development and identify areas of strengths and challenges. The social learning approach focuses on identifying and reinforcing positive behaviors and teaching new skills. The cognitive development approach emphasizes helping clients develop problem-solving skills and understand the consequences of their decisions.

### **Understanding of Social work approaches and Human Development:**

Social work is a field of practice that has been studied extensively, leading to a wealth of knowledge about best practices. In particular, research has focused on evidence-based practices and approaches, including strengths-based approaches, problem-solving approaches, and family-centered approaches (Feder, 2019). Evidence-based practice is an approach to social work that involves using research-backed interventions and approaches to meet the needs of clients. Strengths-based approaches focus on building on the client's strengths to help them develop supportive relationships and increase their self-efficacy (Sapio, 2018). Problem-solving approaches are similarly focused on identifying and resolving the client's problems, but from a strengths-based, collaborative perspective (Haight, 2020). Finally, family-centered approaches involve working with the family unit as a whole to develop a plan for meeting the family's needs (Rey-Casserly, 2021).



Understanding social work approaches through the prism of right based approach and need based approach. Right-based approaches to social work advocate for clients to be empowered to take control of their own lives and their own issues, and to be provided with the resources and support they need to do so. These approaches involve the recognition of human rights and the understanding that social work should be used to challenge power structures and systems of oppression. This type of approach encourages social workers to be advocates for the rights of those in need, by providing them with the resources to understand and assert their rights, as well as to challenge any oppressive structures or systems. This may include providing information and support related to civil, political, social, economic, and cultural rights, as well as facilitating access to legal services, and advocating for greater access to resources and services. Ultimately, right-based approaches to social work involve a shift in thinking, from viewing those in need as “objects” of charity to seeing them as “subjects” of their own rights.

Right Based Approach (RBA) is a widely researched and widely accepted approach to social work in India. This approach is based on the idea that the rights of individuals should be respected and protected within the society. It has been widely acknowledged that RBA is an effective strategy for improving the situation of disadvantaged and vulnerable communities in India. It has been found to be effective in empowering the disadvantaged and vulnerable communities to demand their rights and services from the government. Additionally, it has been found to be effective in improving access to justice and has had a positive impact on the economic and social status of rural communities in India.

The Right Based Approach (RBA) of social work in India has been an area of focus for social workers, activists, and academics, as it provides a framework for the implementation of the principles of social justice and human rights. Research has found that the RBA has been effective in addressing issues of poverty, discrimination, and marginalization, particularly in the Indian context. This approach has enabled vulnerable communities to access the resources and services they need to improve their quality of life and has empowered them to take collective action and become self-reliant.

### **Need based approach:**

Need-based approaches to social work involve focusing on the client's needs as the primary factor for determining the course of action for social work intervention. Needs-based approaches to social work practice involve a comprehensive assessment of the individual's needs with an emphasis on understanding their strengths, weaknesses and resources. Needs-based approaches involve identifying and addressing the individual's needs in order to improve their overall wellbeing and quality of life. This approach also emphasizes the importance of collaboration and partnership between the social worker and the client in order to develop an effective plan of action. Need-based approaches to social work have been found to be effective in helping clients to develop positive goals, improve problem-solving skills, and build resilience. Furthermore, this approach has been found to be beneficial for clients in terms of

aiding their recovery from psychological distress, improving their quality of life, and helping them to develop the necessary skills and resources to achieve their goals.

Social work practitioners have long embraced the need-based approach to social work, which focuses on assessing and responding to the needs of clients to improve their well-being. This approach has been found to be highly effective in helping clients to identify, address, and overcome their challenges.

Need-based approaches to social work focus on identifying and addressing the needs of individuals, families, and communities in a manner that considers their cultural backgrounds, financial resources, and other factors that influence their lives. These approaches often involve the use of evidence-based interventions, such as cognitive behavioral therapy and family therapy, to help individuals and families identify and address their needs. In addition, need-based approaches to social work also emphasize the importance of self-determination, empowerment, and personal responsibility to help individuals and families achieve their goals. Furthermore, need-based approaches also emphasize the importance of providing resources to those in need, such as housing, employment, education, and other services. By utilizing need-based approaches, social workers can help individuals, families, and communities to identify and address their needs to improve their quality of life.

Need-based approach of social work has been studied in India to understand its impact on development, empowerment, and social change. Need-based approach is an efficient and cost-effective way of helping communities to develop their own resources and develop self-sufficient and sustainable solutions.

Need based approach of social work in India is an approach which emphasizes on the importance of identifying and addressing the needs of the most vulnerable and marginalized people in the society. This approach has been widely studied in the context of India, and its effectiveness in improving the lives of the marginalized has been the focus of several studies. For instance, a study conducted by Agarwal and Bhatia (2016) showed that utilizing a need-based approach to social work led to improved access to basic resources and services, such as health care, education, and sanitation, among the marginalized communities in India. Additionally, the study also highlighted that this approach was effective in reducing poverty and inequality in the communities in which it was implemented. Further, a study conducted by Manikandan and Bhatia (2018) demonstrated that need-based approaches are effective in promoting social inclusion and reducing marginalization of vulnerable groups in India. The need-based approach was successful in providing access to essential services such as health, education, and livelihoods to these groups. It has been successful in providing access to essential resources and services, reducing poverty and inequality, promoting social inclusion, and providing better opportunities to the marginalized.

This approach is based on the idea that providing basic needs such as food, shelter, and health care will help individuals thrive and reach their full potential. The need-based approaches to human development can lead to improved outcomes across a variety of areas,

including physical and mental health, educational attainment, and labor market outcomes. Additionally, need-based approaches can help to reduce poverty and inequality, providing economic benefits to society as a whole. Thus, need-based approaches have the potential to improve the lives of individuals and their communities, and should be further explored and implemented in policy.

In a study conducted by the World Bank (2017), it was found that need-based approaches are effective in helping to reduce poverty and inequality, as well as to improve health, education, and employment outcomes. Additionally, a study conducted by the United Nations (2015) found that need-based approaches are particularly effective in helping to reduce gender-based inequalities, such as those related to access to healthcare, education, and employment. Overall, need-based approaches to human development have been shown to be effective in helping to reduce poverty and inequality, as well as to improve health, education, and employment outcomes. As such, need-based approaches are an important tool for helping to improve the lives of individuals, communities, and countries.

### **Discussion:**

Social work has been the field designed to support and compliment human development not just at the individual level but also at the secondary groups and community level, focusing and enabling a conducive environment of human development. As a practitioners arena, social work has enabled and social work professionals to equip themselves with skills and techniques to serve and cater for the underprivileged and marginalized population.

Right-based approaches to human development have been studied in a variety of contexts and provide an important means of understanding how individuals can achieve greater autonomy and self-determination. This approach assumes that everyone has the right to the highest possible level of development and well-being, regardless of their background or circumstances. By recognizing and promoting the rights of individuals, the right-based approach can help to ensure that all people have equal access to the resources and opportunities necessary for development. This approach has been used to bring about positive changes in areas such as education, health, employment, and gender equality. It has also been used to promote social justice and create more equitable societies through policy reform and grassroots activism. Ultimately, right-based approaches to human development can be a powerful tool for empowering people and improving their lives.

Right based approach is a framework that is based on protecting and promoting the fundamental human rights and freedoms of all individuals. This approach uses the Universal Declaration of Human Rights as its foundation and holds that all citizens should have access to social, economic, and political rights and freedoms that promote their human development The right-based approach has been effective in reducing poverty, increasing access to education, and improving access to healthcare. The right-based approach has a positive effect on gender equality, as it can help to create an environment where both men and women can enjoy the

same rights and opportunities. Therefore, right-based approaches are essential in promoting human development and should be supported.

With need-based approach serving at the epicenter of human deprivation, philanthropic outlook towards serving the community is highlighted opening avenues for altruistic approach. This form of approach devised the bed rock of social work and incepted the trickle down or benefit sharing initiative of human development. Earlier policies were devised by identifying the needs of the community and the concept of welfare state was devised to address the needs of the people. Gradually with the movement of social awareness among individuals to address the collective and individual rights need based approach was clubbed with right based approach to advocate and provide for specific needs of the community and individuals.

Social work approaches have been the tool of shaping human development in the coming future, identification of one's area of interest would help serve the cause of human development. All the approaches serve for the ultimate need of inclusive growth and development. Non-profit organizations supporting the government across the globe lay forward a pool of scope of interventions where in the state is supported and is corrected in its course of policy formulation.

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Sourav Sarkar

Filmmaker - Director and Founder of  
Fragrant Creation, Kolkata

Sourav Sarkar is an independent Filmmaker, Director and Social Educator since 2012 through his micro enterprise Fragrant Creation, which was established in 2015. He has made acclaimed psycho-sociological short fiction feature and long feature film as well as non-fiction documentary film in Bengali, English, Hindi and partially Tamil language. All his films are widely circulated in Institution of national importance in India and in Indian Mission/Embassy/Overseas film festival also. He is a Graduate (B.E.,2008) Computer Science and Technology, BESU, Shibpur, West-Bengal. He awarded Best Documentary film in Prayag International Film Festival, New Delhi and officially nominated in IIFA, Tampa Bay, Florida and Film Festival in Thrissur, Kerala. The films of Sourav Sarkar were shown in National Institute of Social Defence, New Delhi, Ministry of a Social Justice and Empowerment, Govt. of India, Different Universities( University of Delhi, University of Calcutta, Jadavpur University, Utkal University etc.), Institute of Psychiatry.

In path of our journey through this twenty-first century, the question arises if film medium (cinema) being a massive form of mass communication, has anything to do with the focus areas of human development. In corners of India, film medium is still looked upon as a gateway to entertainment, serving the market. If film medium serves in the format of commodity towards the market, the commerce of cinema may add benefit to the economic 'growth' of the country, but may not to the 'development' of the country in its true sense. However, film medium has a large potential to serve the 'development' of a country, if the medium is utilised to the best of its potential. If a country does not frame a specific policy to utilise film medium to the best of its development potential, the medium will remain underrated and underutilised. The point of focus of this discussion is to realise how film medium can potentially and significantly contribute to the multidisciplinary research and implementation in the field of human development.

Firstly, the human development experts, development economists, social scientists and social workers may gather knowledge and grow empathy regarding the people of the country, their difficulties, tales of suffering, success stories, socio-economic hazards, health hazards through independent films, which are made with real reflection of the subjects, which the films deal with. The documentary films on sociology, anthropology and other topics may greatly help in this. Film being the cluster of images and moving images, may retain more in the memory of viewers, beyond the barriers and differences in spoken languages.

Secondly, the human development experts may also greatly contribute to the enhancement of the knowledge of the people, by dissemination of knowledge through making and exhibiting

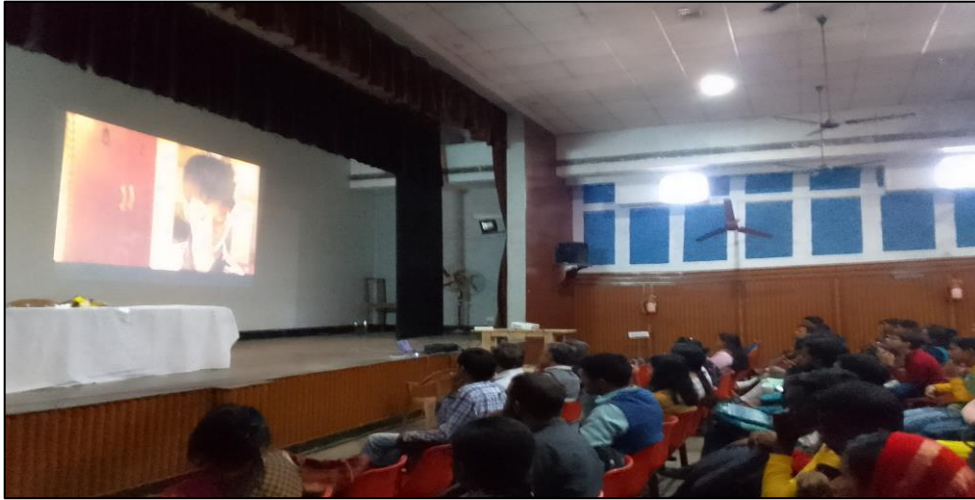
films for the society, to generate empathy, to cater to public education and to facilitate experiential learning. The practice of exhibiting realistic films towards the society, and sensitising the citizens on the techniques to watch and read different kinds of films, may be developed. Academic centres and research institutes may be instrumental nowadays to perform such kind of film exhibition and analytical workshops, thanks to many of such institutions having the digital smart rooms with projectors or USB enabled LCD screens made through State funds.

Thus, the medium of film is having a great potential to expand the choice of people, through expansion of knowledge and empathy, which is the chore ethos of the 'growth of a qualified population', or the 'human development'.

We may have some examples of films like "A Drop of Sunshine" produced by Public Service Broadcasting Trust, directed by Aparna Sanyal, spreading awareness on schizophrenia and a courageous journey. "Paltadacho Munis (The Man beyond the Bridge)" is a Konkani film directed by Laxmikant Shetgaonkar, portraying environmental sensitivity and village dynamics. The film "Ganashatru" made by Satyajit Ray sensitises broadly on scientific temper, to fight against superstition. The film "Koni" by Saroj Dey works on poverty, social stigma and the relentless human spirit to fight against all difficulties. "Modern Times" by Charlie Chaplin handles the nuances of man, machine and dehumanising impact of technology. There are numerous such films in India, and across the globe, which may be utilised for dissemination of knowledge, growth of outlook, choice and taste, to create a 'qualified population'.

Being a film director of the recent times, I have started making films initially out of my passion. However, I discovered later, that my films can be greatly utilised in human development and dissemination of knowledge, through carrying out exhibition and sensitisation sessions on my films. Especially, academic institutions are the places where the young minds are getting prepared to contribute to the quality of population. Therefore, the sensitisation and multidisciplinary workshop with films should start at the academic institutions in a very widespread manner. I have done numerous workshops with my film "Anoochcharito (Unuttered)", which portrays the impact of disturbed parenthood and child affected by parental relationship distress (CAPRD). Since childhood protection, development and family studies are important and interrelated areas of human development, this film has therefore served the youth across India, including different universities, colleges and government bodies, to emotionally connect on the topic of crisis of childhood inside nuclear families. My film "Dugdhonokhor (The Milky Nails)" handles a poignant story of motherhood and post abortion grief. Apart from fictions, my documentary film "Nibhritochari (Solitary Soul)" is heavily useful for understanding the alternative approach of health lifestyle and positive ageing, in contrary to the conventional notion of the sense of abandonment related to elderly care homes. The film helps to build up the concept of 'second home' at the old age, towards positivity. In 2022, during one of my film exhibition - workshops with my film "The Humane Judicature" on judicial activism

in India, I was especially thanked by an employee of defence sector, as a member of audience, that such kind of film exhibition might undoubtedly be looked upon as a 'public service'.



**(An exhibition workshop with film "Anoocharito" on childhood mental health and family during 2022)**

However, this is not a one - man effort. They young generation needs to remain in the practise of film viewing, making and film - analysis. Considering the fact that the film medium is underutilised, it is the duty of everyone to pave the new way ahead. The students and researchers of human development may even do short term courses on film studies, film appreciation and basic filmmaking. Although there are full time courses at the government institutes like Film & Television Institute of India, Pune and many others of similar stature, it is always not very convenient to get through such full time courses. However, the degree colleges and universities may introduce value added courses or add - on courses on filmmaking and film analysis, in form of industry - academia partnership.

On a concluding note, we should acknowledge that self - motivated workforce is required for utilisation of film medium in the vast arena of human development. There may not be much support from the uninformed people we are surrounded by. The journey with films may need be started with own zeal, confidence and fearlessness. The conventional mindset for 'job search' does not fit into the goal of public welfare through film - medium. Needless to say, the existing culture of film awards and prizes does not seem to be very healthy too, in perspective of utility of film medium in public services and social welfare. Each film has something unique to communicate. When you perform 'public service' through films, you should not compete for prizes. Such a culture need be developed with film medium. Then, and only then, we will be able to reach the coveted goal of drawing optimal benefit through film medium, in human development.



**Dr. Debasree  
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Dr. Debasree Sadhukhan is an Assistant Professor and Head Department of Human Development, Acharya Prafulla Chandra College, New Barrackpore, West Bengal, India. She has awarded her doctoral degree in Human Development from the University of Calcutta. Her areas of interest in research are Educational Psychology, Development of Marginalized People and Mental Health and Therapeutic Interventions.

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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.

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