



Dr. Shantanu Tribedi

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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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