SOCIAL DEVELOPMENT

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1. Human Development

Amartya Sen's Capability Approach

- Amartya Sen's Capability Approach: Focuses on human well-being and development by emphasizing 'real freedoms' or opportunities individuals have.
- Critique: Challenges traditional development metrics like income, GDP, or utility (happiness) as sole indicators of well-being.
- Core Concepts:
  - Functionings: The actual 'doings' (e.g., participating in community life) and 'beings' (e.g., being well-nourished, healthy, educated) that a person achieves.
  - Capabilities: The set of various functionings a person can achieve; it represents the effective freedom or opportunities a person has to live a life they have reason to value. It's what a person is able to do or be.
  - Agency: A person's ability to pursue and realize goals that they value, including goals other than their own well-being.
  - Conversion Factors: Personal (e.g., disability, gender), social (e.g., discrimination, public policies), and environmental (e.g., climate, geography) factors that influence an individual's ability to convert resources into desired functionings.
- Influence: Pivotal in the formulation of the United Nations Development Programme (UNDP)'s Human Development Index (HDI) by shifting focus from economic growth to human capabilities and well-being.
- Amartya Sen: Awarded the Nobel Memorial Prize in Economic Sciences in 1998 for his contributions to welfare economics.
- Maslow's Hierarchy of Needs: The highest need in Maslow's theory is Self-actualization.

Challenges to Human Development: Global trends and Indian context

- Challenges to Urbanization: Urban life is characterized by competition, impersonal relationships, and potential loss of humanistic values, with informal ties being less prominent.
- National Population Policy (NPP) Socio-Demographic Goals (for stabilization by 2045):
  - Reduce Infant Mortality Rate (IMR) to below 30 per 1000 live births.
  - Promote delayed marriage for girls.
  - Achieve 80% institutional deliveries.
  - Achieve 100% deliveries by trained persons.
- Globalization and Identity: John Naisbitt argued that globalization leads people to become conscious of their 'tribal' identities (language and culture), driving the formation of smaller countries.
- Social Dimensions of Globalisation Commission: This commission was formed by the International Labour Organisation (ILO) in 2002.
- 'Mcdonaldization': The term 'Mcdonaldization' in reference to globalization was coined by George Ritzer.

- Cultural Globalization:
  - It is a process where global flows of information, commodities, and images tend to 'flatten out' cultural differences (homogenization).
  - It is a complex process that generates both homogenization (cultural 'flattening') and polarization/diversity.
- Remedial Techniques for Delinquent Behavior: The psychodynamic remedial technique attempts to reduce criminal behavior in delinquent children by generating insight and understanding through psychotherapy and counseling.
- Disaster Management Act: This act was passed in 2005.
- Human Development in India: Bihar is considered one of the most backward states in India from the point of Human Development.

Concept and Dimensions of Human Development

- Human Development Concept: Broad process of enlarging people's choices and capabilities, beyond mere economic growth.
- Gross National Happiness (GNH): Adopted by Bhutan as an index of well-being.
- Community Development:
  - Organized based on Area and Community.
  - Objectives: Build human capital, harmonious life, economic development, environment protection.
- Social Development - Rural Community:
  - Elements: We-feeling, Territory, Self-sufficiency.
  - NOT an element: Cultural diversity.
- Social Change:
  - Karl Marx: Economic factor is the main cause of social change.
  - Auguste Comte: Propounded theory of three stages of social development.
- Social Stratification:
  - Melvin Tumin: Mentioned six determinants of social stratification.
- Democratic Socialism: Characteristic feature is Socialization.
- Globalization: Associated with outsourcing of services, shrinking geographical distance, rise of ethnic identity, emergence of regional associations.
- Language and Culture:
  - India's linguistic families: Austric, Dravidian, Sino-Tibetan, Indo-Aryan.
  - South Indian languages belong to the Dravidian Family.
  - Austric language example: Khasi.
  - Dardic group belongs to the Indo-European language family.
  - Ashis Nandy: Argued homogenized Hinduism was constructed through 'cultural arrogance' of post-enlightenment Europe.
  - Michael Billig: Coined the phrase 'banal nationalism'.
  - Cultural initiatives for linguistic diversity: Bhasha Sangam Program, National Translation Mission, Digital Language Preservation Project, Endangered Languages Preservation Mission.
- Education:
  - Sri Aurobindo: Contributed to the concept of integral education.
- Social Progress Index (SPI) 2022: Puducherry had the highest score in India.
- Urban Sociology/Planning:
  - Lewis Mumford: Author of "The Culture of Cities".
  - Walter Firey: Proposed theory of 'Social Values in Planning'.
- Psychological Dimensions of Human Development:
  - Development Principles:
    - Development proceeds from general to specific.
    - Development is a cumulative process.
    - Development follows definite and predictable patterns.
    - Cephalocaudal Law: Development from head to foot.
    - Proximodistal Law: Development from central axis outwards to extremities.
    - Not a fact: All individuals are equal (in development rates/outcomes).

- Early foundations are critical, aided by stimulation, affected by cultural changes.

◦ Piaget's Cognitive Development:
- Concrete Operational Stage: Reversibility of thought, Conservation, use of serial ordering and part-whole concepts. (Symbolic function is Pre-operational).
- Assimilation: A subprocess of adaptation.
- Schemes: Organized patterns of behaviors that can be easily repeated.

◦ Kohlberg's Moral Development: Stages include Punishment & Obedience, Social Contract Legalistic, Universal Ethical Principle. (Role Confusion Orientation is Erikson's).
◦ Erik Erikson: Proposed 'Role Confusion Orientation' in psychosocial development.
◦ Stanley Hall: Described adolescence as "stage of stress and storm".
◦ Narcissism: Most powerful in Infancy.
◦ Pseudo Maturity: Later childhood.
◦ Bridges: Excitement is part of Emotional Development.
◦ Learning:
- Lifelong process, helps achieve goals, depends on motivation & maturation, is not only formal.
- Changes in behaviour due to practice and experience. (Not due to maturity, instincts, or reflexes).
- Traditional types: Cognitive, Affective, Psychomotor. (Mechanical learning is not a traditional type).
- Constructivism: Based on discovery, thinking development, new knowledge construction. Does NOT promote rote method.
- 5E Approach (Constructivism): Engage (dramatizing problematic situation for mental readiness).
- Gestalt Psychologists (Kohler): Theory of Insight Learning. Nature is cognitive, almost permanent. Problematic situation is essential. NOT mechanical.
- Classical Conditioning (Pavlov): Components: Excitation, Extinction, Spontaneous Recovery. (Shaping is Operant Conditioning).
- Operant Conditioning (Skinner): Theory of learning given by Skinner.
- Albert Bandura: Learning can occur without actual performance (observational/latent learning).
- Vygotsky: Emphasized Social factors for children's learning.
- Transfer of Learning:
  - Positive/Vertical Transfer: Previous learning helps new learning (e.g., addition helps multiplication).
  - Negative Transfer: Previous learning hinders new learning.
  - Zero Transfer: Previous learning has no effect.
- Woodworth: "First Psychology lost its soul, then it lost its consciousness, still it has behaviour of sort."

◦ Intelligence:
- Alfred Binet: Prepared first intelligence scale; developed concept of Mental Age (MA).
- William Stern: Coined "Intelligence Quotient" (IQ).
- IQ Calculation: IQ = (MA/CA) 100. (IQ is 100 when MA = CA).
- Terman's IQ Classification: IQ 144 is Gifted.
- Stanford-Binet IQ Scale (Moderate Mentally Retarded): IQ Range 35-40 to 50-55.
- E.L. Thorndike: Propounded Multi-factor theory of intelligence. Types: Social, Concrete,

Abstract. (Body-Kinesthetic is Gardner's).
- Charles Spearman: Propounded Two-factor theory of intelligence (G-factor & S-factor).
- J.P. Guilford (Structure of Intellect): Initially 120 factors.
  - Content Dimensions: Figural, Symbolic, Semantic, Behavioural. (Cognition is an Operation, System is a Product).
- Robert J. Sternberg (Triarchic Theory): Analytical, Creative, Practical intelligence. Person with low traditional IQ but good real-life solutions has Practical intelligence.
- Howard Gardner (Multiple Intelligences): Kinesthetic intelligence (e.g., for dancers).
- Performance Tests: Koh's block design test, Raven's progressive matrices test.
- Abstract Intelligence: Ability to understand and use verbal and mathematical symbols.

◦ Personality:
- Allport's Definition: "dynamic organisation, within the individual of those psycho-physical systems that determine his unique adjustment to his environment."
- Approaches/Theories: Trait, Type, Humanistic. (Monarchic Approach is not a standard theory).
- Kretschmer (Constitutional Theory): Types include Asthenic, Pyknic, Athletic. (Endomorphy, Mesomorphy, Ectomorphy are Sheldon's).
- Sheldon (Somatotypes): Endomorphic individuals are sociable, extrovert, affectionate.
- Jung: Types are Introvert, Extrovert.
- R.B. Cattell: Propounded 16 Personality Factor Theory (16 PF Questionnaire). Based on trait approach, 16 bipolar factors, not projective.
- Eysenck: Psychoticism personality has less emotional control, weak willpower, lack of sociability.
- Big Five Traits (OCEAN/CANOE): Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism.
- Dark Triad Traits: Narcissism, Psychopathy, Machiavellianism.
- Projective Tests: Thematic Apperception Test (TAT), Word Association Test (Freud & Jung), Picture-Story Test (Symond), Sentence Completion Test (Rohde & Hildreth), Handwriting Technique (Gardner Murphy).
- Bio-physical Approach: Hippocrates, Galen, Sheldon. (Allport is a trait theorist).
- Cluster C Personality Disorders: Anxious and fearful.
- Defence Mechanisms (Freud):
  - Rationalization: Shifting responsibility for failure to external factors; making excuses.
  - Displacement: Shifting anger/emotions from actual source to a safer target.
  - Compensation: Excelling in one area to offset perceived deficiency in another.
  - Regression: Adopting desires/motivations/behavior of childhood.
  - NOT Association.
- Direct Methods of Adjustment: Removing hurdles, changing ways.
- Well-adjusted Person: Awareness of strengths/limitations, self-respect, flexibility. NOT very high level of aspiration.

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- Self-Concept Development: Give freedom, clear guidelines, unconditional acceptance/love. NOT advise to avoid problems.
- Intrapersonal Differences: Differences found within a person.
- Sigmund Freud: First to systematically explore the unconscious part of human personality.

◦ Motivation:
- Process: Starts from Needs -> Drives -> Motives. (Incentives are external).
- Innate Motives: Hunger, Thirst, Sleep. (Aspiration is not innate).
- Internal Motives: Level of aspiration, Need for achievement, Need for affiliation. (Praise is external).
- Achievement Motivation (McClelland): Motivational force to achieve excellence. It is a social motive.
- David Ausubel's Achievement Motivation components: Cognitive urge, Self-enhancement, Affiliation. (Love and belongingness is Maslow's).
- Intrinsic Motivation: Internal drive for activity itself (enjoyment, challenge, mastery, autonomy).
- Maslow's Hierarchy of Needs: Five basic sets: Physiological, Safety, Love/Belonging, Esteem, Self-actualization. (Achievement need is not a distinct basic set).
- Mastery: Sense of pride/accomplishment in a difficult task (component of intrinsic motivation).
- Motivation characteristics: Affects specific aspects, varies child to child, involves affective arousal.
- Self-determination/Autonomy Support: Allow choices, provide rationales for limits, acknowledge negative emotions. (NOT holding teacher accountable for student choices).

◦ Emotional Intelligence (EI):
- Refers to self-awareness, self-management, social awareness, relationship management.
- NOT the best predictor of success in life. It is a field of scientific study.
- Components: Self-motivation, Empathy, Handling relationships, Awareness of one's own emotions. (Entrepreneurial competence is not an EI component).
- Daniel Goleman: Stated EI is 'sine qua non' of leadership. Three-fold approach: Assessment, identifying areas for attention, Training.
- Ability Model of EI: Measured by performance assessments with criterion of correctness (e.g., MSCEIT). MSCEIT has right/wrong answers.
- Mixed Models of EI: Combine mental capacity with personality traits. Examples: Bar-On's model and Goleman's performance model.
- Bar-On Model Domains: Stress management, intra-personal, inter-personal, adaptability, general mood.
- Cooper and Sawaf Cornerstones: Emotional literacy, emotional fitness, emotional depth, emotional alchemy.
- EI is multifactorial.
- Amygdala: Retains emotional flavour of dry facts.
- Empathy in Action: Remembering names, smiling back.
- Empathy vs. Comparison: "I know how you are feeling. I failed a calculus assignment last year" is a comparison, not true empathy.
- Non-defensive Listening: Empathy is the most powerful form.