

HPD in class room

1. Communication Skills

- Using clear and correct language.
- Waiting for your turn.
- Paying attention while someone is talking
- Use of 'magic words' like thank you and please

2. Confidence Building

- Giving responsibility to each child
- Allocation of duties for the class
- Praising the children for good performance
- Encouraging students to express their feelings

3. Health and Personal Hygiene

- Teaching them the importance of hand hygiene
- Healthy food habits .
- Explaining about infections .

4. Kindness and Helpful Nature

- Discussion and Role plays
- Stories

5. Discipline

- Class room rules
- Rewards for following the rules

What is meant by ‘developing the whole student’?

The notion of holistic student development encompasses academic learning and the development of skills such as problem-solving and analysis while simultaneously recognising other aspects of students as people who are growing and maturing affectively (emotionally) and morally. There are a number of different terms associated with this educational philosophy, including character education²⁸ values education²⁹, moral education/formation³⁰, educating for citizenship³¹, affective education³² and educating for social and personal responsibility³³, as well as holistic education³⁴. Thus relevant studies may focus on values, attitudes, beliefs, virtues, character, moral, spiritual or affective outcomes. Despite differences in terminology and nuances of meaning³⁵, there is a set of common principles underlying these terms. All of them emphasise going beyond knowledge and skills to include other aspects of being a person in society. Most authors espouse an integrative view, emphasising the connections and relationships between thinking, feeling and action, rather than separating cognitive dimensions of education from affective or moral dimensions. They all emphasise moral dimensions of higher learning, arguing that the academy has an obligation to guide students in developing a sense of personal and social responsibility. In advocating a broader view of the educational process, they also challenge – either explicitly or implicitly – the purposes of education, typically protesting against economic and managerial discourses. Such discourses reduce students to consumers or to packaged products with a set of specifications (‘graduate attributes’). While promoting holistic student development is likely to help students gain ‘transferable skills’ that will make them better employees, the discourse of employability alone is insufficient and threatens to undermine attention to students as people. Instead, a discourse that focuses on students’ development of personal and social responsibility – central to most of the various terms mentioned above – reminds us of the much broader responsibility of universities to society.