

WHOLISTIC CONCERNS OF TEACHER EDUCATION

Dr. Geetha Guptha, M.A., M.Ed., M.Phil, Ph.D,
Principal, Dr.SNS College of Education - Coimbatore

“The highest function of Education is to bring about an integrated individual who is capable of dealing with life as a whole.” - J.Krishnamurthy. The need of today is teacher’s who can ensure quality education with professional perfection. Teacher education with wholistic perspective is concerned with the all round development of teachers.

Wholistic Teacher Education Imbibes

1. Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject. Knowledge acquisition involves complex cognitive processes: perception, communication, and reasoning; while knowledge is also said to be related to the capacity of acknowledgment in human beings.
2. Trustworthiness is a moral value, regarded as a virtue. For example, a trustworthy person is someone in whom one can place one’s trust and rest assured that the trust shall not be betrayed. A person can “prove” their trustworthiness by fulfilling an assigned responsibility and as an extension of that, by not letting down expectations.
3. Leadership has been described as “a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task For example, some understand a leader simply as somebody whom people follow, or as somebody who guides or directs others, while others define leadership as “organizing a group of people to achieve a common goal
4. Collaborative learning is a situation in which two or more people learn or attempt to learn something together unlike individual learning, people engaged in collaborative learning capitalize on one another’s resources and skills (asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc.). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. These include both face-to-face conversations and computer discussions (online forums, chat rooms, etc.). Methods for examining collaborative learning processes include conversation analysis and statistical discourse analysis.

5. Politeness is the practical application of good manners or etiquette. It is a culturally defined phenomenon, and therefore what is considered polite in one culture can sometimes be quite rude or simply eccentric in another cultural context.

While the goal of politeness is to make all of the parties relaxed and comfortable with one another, these culturally defined standards at times may be manipulated to inflict shame on a designated party.

The Need for Wholistic Views in Traditional Teacher Education

Stereotyped teacher education

The present system of teacher education is very dogmatic and stereotyped. It is confined to four walls of traditional education without any innovation. Only one way of communication -teacher delivers lecture and there is no interaction between the students and teacher. There is a situation of monologue rather than dialogue and the students are merely passive listeners instead of active listeners.

Mechanical and instrumental procedure

The present education system is mechanical and instrumental but irony is that we are using this system humans and not on machines. No room is left for creative thinking for students.

Emphasis on theory rather than practice

Rote learning is emphasized

Isolation of Teacher Education and School Education

Teacher education is going in one direction and student education in another direction in our country. There should be co-ordination between teacher and school education because teachers are going to teach in schools.

Fragmented teacher education

There is lack of wholeness in the present system of education. It is divided into various fragments without any coordination. The following are the points to shift traditional education into

1. Use ICT for joyful learning
2. Self-learning
3. Preparing the teacher to transmit the curriculum based on real life situations
4. Moving towards full teaching responsibility
5. Internship in teacher education
6. Making examination system more comprehensive and practical
7. Integration among various aspects of teaching learning
8. Education should be imbued with management
9. Coordination and co-operation among teachers and the society
10. Strengthening pre-service and in-service teacher training programme
11. Value Oriented Education

Teacher's Role

“A poor teacher tells;
An average teacher explains,
A good teacher demonstrates, and
A great teacher inspires.”

Academic And Professional Qualities Of A Teacher**Special Qualification**

1. Transparency: A teacher should not add or subtract from truth and be model of knowledge, skill, behavior and reactions
2. Widely travelled person
3. Skillful communicator
4. Must use educational technology for teaching
5. Deep knowledge of the subject
6. Democratic and secular attitude and patience
7. Political neutrality and a colorful personality

Common Qualification

1. Knowledge about allied fields of their subject
2. Sense of humour
3. Impressive personality and humble and a scientific bent of mind
4. Just, fair and Honest
5. Self analysis
6. Non-emotional and good mental habits
7. Fluency in expression and creative imagination and teaching

Humane and Professional Teacher

Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced. The Present paper discusses about the need of Teacher Education program to be innovative, and also the scenario of innovative teacher education program in various universities and institutes of the country. The paper also discusses the basic features of some of these innovative teacher education programs and approaches and at the end suggests some innovative features of teacher education programme. Teacher Education for preparing humane and professional teachers needs to be wholistic. Along with content and methodology there is also a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. It is also essential to integrate life skills, such as, self-awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking,

decision making, problem solving, and coping up with emotions and stress with teaching and learning.

- We need to integrate info-savvy skills, such as, asking, accessing, analyzing, applying and assessing.
- It is needed to integrate techno-pedagogic skills, such as, media-message compatibility, media designing, integration of message media and modes, realizing proximity of message being done by the Teacher Education Institutions is likely to present the reality.
- Every innovation has a unique culture, created by the innovators, novel ideas, personal dedication, institutional social support, persistent struggle are some of the features of innovations

Value Oriented Education

1. Values are the supreme essence of a civilized society.
2. Values are neither subjective nor objective.
3. Value oriented education is education for 'becoming'
4. Values are desirable ends or modes of action which make human behavior selective.
5. Values bring quality and meaning to life and give a person his identity and character.

Expected Outcome

It is evident through each one of the following innovative approaches.

1. Integration of Micro-Teaching Skills
2. Integration of Life-Skills
3. Integration of Techno-Pedagogic Skills
4. Problem Solving Through Participatory Approach
5. ICT Mediated Education
6. Bridging the gaps between Teaching Styles & Learning Styles
7. Developing Integrated Thinking Styles
8. Choice Based Credit System
9. Total internal Continuous Comprehensive Evaluation
10. Constructivist Approach
11. Peer Teaching-Learning-Evaluation
12. Variety in the modes of presentation

Concluding Remarks

- E-Teacher Education
- Modular Teacher Education
- Integrated Teacher Education

- Specialized Teacher Education
 - Personalized Teacher Education
1. There is largely scarcity of Professors in the M.Ed. Program offered all over India. The services of the retired Professors could be sought, more so, through Distance Mode through State and National Open Universities to strengthen the M.Ed. Program.
 2. To qualify the entrance test for induction into the Ph.D. Programs has become mandatory throughout India as per the UGC guidelines. Various Universities are designing their own entrance tests. An online test may be conducted by the UGC.
 3. Identification of the innovative research could be done if all the Departments of Education Countrywide contribute in this area. They may periodically produce the Research Abstracts of the Studies conducted in their respective Departments, which may be made available on the World Wide Web.
 4. Every Teacher Educator may be given Unique Identification Number. It will facilitate Manpower Planning in Teacher Education.
 5. There should be networking amongst all the Teacher Education Institutions to learn from the innovative practices of each other.
 6. Efforts should be made to realize wholistic Teacher Education by integrating various skills, such as, micro- teaching, info-savvy, techno-pedagogic, life skills in the various Teacher Education Programs. Along with cognitive development there should be adequate focus on emotional maturity, psycho-motor development, health and environment, and inter-disciplinary development.
 7. It is imperative to strengthen Vocational Teacher Education in almost all the domains of Vocational Education, such as, agriculture, horticulture, sericulture, servicing of the electric and electronic appliances.
 8. Innovative approaches need to be evolved. Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. There should be open investment in Teacher Education for capacity building and development of creative faculties.
 9. Innovations should be all pervasive right from conception to delivery of Teacher Education. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Deciding the body of the curriculum, modes of transaction, and evaluation should be left to the discretion of teacher Educators and Teacher Education Institutions.
 10. Teacher Education has to realize its identity to innovate, construct and create.
 11. Innovations breed in a peaceful environment, a unique, dedicated and humanistic culture. Growing complexities of the society and emerging challenges of life demand a self renewing innovative Teacher Education which is essential for survival.