

VARIOUS CRITERIA OF TEACHERS FOR HOLISTIC DEVELOPMENT

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Abstract: Through this chapter it is aimed to know the various criteria of teachers for holistic development. In our society teacher play a significant role. Teachers are build next/future generation of our society. So, teachers holistic development most important. All the development areas develop in parallel, but they are more intensive at different ages and less in others. Holistic education encompasses a wide range of philosophical orientations and pedagogical practices. Its focuses is on wholeness and it attempts to avoid excluding any significant aspect of the individual, intellectual, physical, spiritual, emotional, social and aesthetic as well as relationships between the individual and others people, the individual and natural environment, the inner self of students and external. In Delores Commission are give four pillars of education (learning to know, learning to be, learning to do and learning to live together) for holistic development. In present day world teacher technological advanced knowledge are most important, use of various ICT tools in the classroom. So, teachers update skill, experience and knowledge most significant every aspect of life.

Keywords: Education, Holistic development, Pre-service, In-service, Delores Commission.

Introduction: Education plays a very significant role in the society. Human being is a social animal. So, societal knowledge, skill, experience is most important for every movement of life. Holistic education is a fairly new movement, which began to take from as a recognisable field of study and practice in the mid 1980s in North America (R. Miller 2004). A main element of holistic education is its focus on the interconnectedness of experience and reality. Holistic education attempts to develop a pedagogy that is interconnected and dynamic and thus is in harmony with the cosmos in contrast, much of traditional education tends to be static and fragmented. Ultimately promoting alienation and suffering (Nevis, 2009). Holistic education focuses on the relationship between the whole and the part and suggests that teaching and learning approaches need to be rooted in a large vision. The role of teacher in our society is most important, because the child holistic development are depends on teacher hand. Teacher's holistic developments are most important. Teacher's physical, mental, emotional, ethical, intellectual developments are most significant. Teacher's health, nutrition etc. Are most significant for life. In our present day, society various teachers training Institution are open to prepare the teacher. Teacher training institutions are two categories- pre-service and in-service. In pre-service teachers educators are develop skill, experience and knowledge in the institution. In the other hand in-service teacher's educators are update his knowledge. In 21st century various technological knowledge are develop among the teachers. Teacher's technological knowledge most important in present day. So, holistic development of a teacher most important because, the teacher are built future generation in our society.

The Goal of Holistic Education: The goal of holistic education is 'ultimacy'. Holistic means- Physical, Mental, Emotional, Ethical, Social and so on. Holistic means all-round development every aspect of life.

Basic Principles of Holistic Education:

The statement, which was entitled, Education 2000: A Holistic Perspective, went on to define the central principles of Holistic Education (Flake 2000, Nava 2001, Schreiner 2005).

- **Educating for Human Development:**

The primary purpose of education is to nourish the inherent possibilities of human development. Schools must be places that facilitate the whole development of all learners. Learning must be depending of relationships to self, to family and community members, to the global community, to the planet, and to the cosmos.

- **Honouring Students as Individuals:**

Each learner is unique, inherently creative, with individual needs and abilities. This means welcoming personal differences and fostering in each student a sense of tolerance, respect, and appreciation for human diversity. Each individual is inherently creative, has unique physical, emotional, intellectual, and spiritual needs and abilities, and possesses an unlimited capacity to learn.

- **The Central Role of Experience:**

Education is a matter of experience and learning is primarily experiential. Learning is an active, multisensory engagement between an individual and the world, a mutual contact which empowers the learner and reveals the rich meaningfulness of the world. Experience is dynamic and ever growing. The goal of education must be to nurture natural, healthy growth through experience, and not to present a limited, fragmented, pre-digested "curriculum" as the path to knowledge and wisdom.

- **Holistic Education:**

The concept of “wholeness” should be at the core of the educational process. Wholeness implies that each academic discipline provides merely a different perspective on the rich, complex, integrated phenomenon of life. Holistic education celebrates and makes constructive use of evolving, alternate views of reality and multiple ways of knowing. It is not only the intellectual and vocational aspects of human development that need guidance and nurturance, but also the physical, social, moral, aesthetic, creative, and — in a non-sectarian sense — spiritual aspects.

- **New Role of Educators:**

Many of today's educators have become caught in the trappings of competitive professionalism: tightly controlled credentials and certification, jargon and special techniques, and a professional aloofness from the spiritual, moral and emotional issues inevitably involved in the process of human growth. Holistic educators hold, rather, that educators ought to be facilitators of learning, which is an organic, natural process and not a product that can be turned out on demand. Teachers require the autonomy to design and implement learning environments that are appropriate to the needs of their particular students.

- **Freedom of Choice Students and parents** should have opportunities for real choice at every stage of the learning process. Genuine education can only take place in an atmosphere of freedom. Freedom of inquiry, of expression, and of personal growth is all required. In general, students should be allowed authentic choices in their learning. They should have a significant voice in determining curriculum and disciplinary procedures, according to their ability to assume such responsibility.
- **Educating for a Participatory Democracy** Education should be based on democratic values and should empower all citizens to participate in meaningful ways in the life of the community and the planet. The building of a truly democratic society means far more than allowing people to vote for their leaders—it means empowering individuals to take an active part in the affairs of their community. A truly democratic society is more than the “rule of the majority” — it is a community in which disparate voices are heard and genuine human concerns are addressed. It is a society open to constructive change when social or cultural change is required.
- **Educating for Global Citizenship** Each individual is a global citizen. Education therefore, should be an appreciation for the magnificent diversity of human experience. Human experience is vastly wider than any single culture's values or ways of thinking. In the emerging global community, we are being brought into contact with diverse cultures and worldviews as never before in history. Holistic educators believe that it is time for education to nurture an appreciation for the magnificent diversity of human experience and for the lost or still uncharted potentials within all human beings.
- **Educating for Earth Literacy Education** must spring organically from a profound reverence for life in all its forms and nurture a relationship between humans and the natural world. We must rekindle a relationship between the human and the natural world that is nurturing, not exploitive. This is at the very core of our vision for the twenty-first century. The planet Earth is a vastly complex, but fundamentally unitary living system, an oasis of life in the dark void of space.
- **Spirituality and Education:**
Holistic educators believe that all people are spiritual beings in human form who express their individuality through their talents, abilities, intuition, and intelligence. Just as the individual develops physically, emotionally, and intellectually, each person also develops spiritually. Spiritual experience and development manifest as a deep connection to self and others, a sense of meaning and purpose in daily life, an experience of the wholeness and interdependence of life, a respite from the frenetic activity, pressure and over-stimulation of contemporary life, the fullness of creative experience, and a profound respect for the numinous mystery of life.

Prepare to Pre-service Teacher: After school education degree wise skill, experience and knowledge build to the learner, theoretical and practical knowledge build for the development of pre-service teacher. There are some objectives of pre-service teacher education-

1. Prepare to Ideal citizenship.
2. Teacher should be honest.
3. Teacher should be patience.
4. Self confidences build.
5. Self belief builds.
6. Self respect build.
7. Self discipline build.
8. Self realisation build.
9. School environment create.
10. Social development.
11. Social guidance.
12. Motivation builds.
13. Good attitude and aptitude build.
14. Learning by doing.
15. Emotional development.
16. Morality development.

Prepare to In-service teacher: After doing the profession various courses are generated to update the skill, experience and knowledge of the teachers, that is called In-service teacher education. The main objectives of In-service teacher education is to build or generate whole knowledge, skill, experience update and modernization and quality enhance.

Principles of In-service Teacher Education:

1. Professional knowledge develops.
2. Professional attitude develop.
3. Professional skill develops.
4. Professional behaviour develops.
5. Professional ethics develop.
6. Professional activity develops.
7. Professional aesthetical value develops.

There are various courses to update knowledge of the in service teachers are-

- Seminar,
- Workshop,
- Refresher courses,
- Conference etc.

Four Pillars of Learning in Holistic Development: The Delores Report was created by the Delores Commission in 1966. It proposed an integrated vision of education based on the two key concepts i.e. “learning throughout life” and the “Four pillars of education” is that- to know, to do, to be and to live together.

The Delores Report was aligned closely with the moral and intellectual principles that underpin UNESCO and therefore its analysis and recommendations were more humanistic and less instrumental and market driven than other educational reforms. Those four pillars are as follows-

1. **Learning to know:** A broad general knowledge with the opportunity to work in-depth in a smaller number of subjects.
2. **Learning to do:** To acquire not only occupational skills but also the competence to deal with many situations and to work in teams.
3. **Learning to be:** To develop one's personality and to be able to act with growing autonomy, judgement and personal responsibility.
4. **Learning to live together:** By developing an understanding of other people and appreciation of interdependence. It reflects the Indian value of “Vasudhalva Kutumbakam” a Sanskrit phrase that means the whole world is one single family.

Leadership mentality of Teacher: In the present day, leadership mentality are most important every aspect of life. The leadership mentalities are building among the teacher. In various management sector the teacher are attend as a members of leader. So, prepare to human teacher in all-round development and to build a leadership teacher.

Management mentality of Teacher: To prepare the teachers to manage the classroom situation in teaching-learning process. Teachers are manage various teaching methods, teaching aids, materials and to manage a silent environment for better understanding the knowledge and to gain knowledge. So, management mentality are most important every aspects of life.

Prepare to Teacher to manage Inclusive Classroom: Inclusive education is that education which offers to each child: “the possibilities to be provided with effective educational services, with other necessary complementary age-based services and in classroom, so that they are prepared to have a productive life and be an active member of the society”.

In inclusive classroom various categories learner are joined. So, teachers role in inclusive classroom most significant and prepare to human teacher for holistic development. The teachers are prepare various field to solve any problem. So, teacher development is most important in our society.

Conclusion: The holistic development of teacher in our society is playing a significant role, because without holistic development teacher are blind to knowledge. In Delores Commission various pillars are develop for human teacher to all-round development. Holistic education is an approach to pedagogy that can meet the needs of all types of learners, that can be a source of fulfilment and gratification for teachers and that prepares future citizen who will contribute a concern and mindfulness for others, for their communities and for the planet. Holistic education seeks to create a society where we live in harmony with the surrounding environment.

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