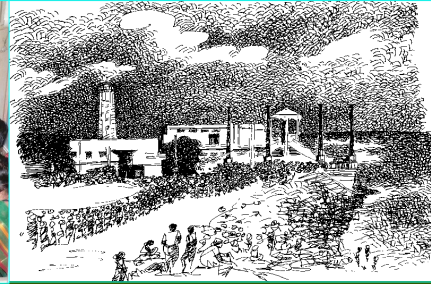


Welcome



17 July 2008

Self and Personality
Dr. Panch. Ramalingam

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Self and Personality Development of School Teachers

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Dr. PANCH. RAMALINGAM

UGC – Academic Staff College
Pondicherry University,
Puducherry – 605 014, India
E-mail: panchramalingam@hotmail.com

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Introduction

- At present the Indian educational system and academic psychology are predominantly preoccupied with Western conceptualizations.
- This presentation aims at exploring the possibilities of developing the skills of self and personality among school teachers.
- The researcher explores several issues which need to be resolved in the quest of Indian psychological approaches in the curriculum of school education at various levels.

- To explore the possibilities of introducing Indian psychological approaches in education and how it has been integrally rooted in consciousness.
- This is the primary reality and how then it could be taught in an intellectual way as like that of other subjects.
- To resolve this particular issue, we can analyze the issue by how, when and where to start developing the self and personality skills of school teachers to train the students by applying Indian psychological approaches

Status of School Psychology in India

- From nursery school to senior secondary school, there is no position of school psychologist on the academic staff in the present school system in India.
- Among subject-teachers, the school psychologist is out of place because psychology as a course of study does not exist to high school level.
- Leaving apart the teaching of psychology, school psychologists do not exist to whom students affected by psychological problems could be referred for behaviour modification, relieving emotional disturbances, solving the learning difficulties of the learning disabled, or structuring and using special educational techniques for the mentally retarded (T.R. Paliwal, 1984)

- In India, the schools run by the state governments, both in urban and rural areas differ in many respects from the private English-medium schools that draw children from economically prosperous families.
- Thus, the Indian setting today is characterized by the existence of good schools and ordinary schools, which may be distinguished on the basis of a number of indicators, including teaching methods, physical facilities, and policies of administration.

- Good schools impart education through well-trained teachers, using new teaching methods supported by technology; they are equipped with fairly good libraries, reading rooms and adequate reading material; they have enough space for accommodating students and members of the teaching staff; they generally provide children with transport and the facilities for games, sports and other recreational activities.
- Ordinary or poor schools are generally less or not equipped with these facilities (Mishra & Gupta, 1978; Shukla, 1993; Sinha, 1977).

Traditional Schools

- The ancient Hindu knowledge is stored primarily in the Sanskrit language, traditional Hindu schooling had placed great emphasis on the knowledge of this language, which also was used as the medium of instruction.
- Hence, these schools are commonly referred to as Sanskrit schools or *Sanskrit pathshala* (a place of Sanskrit teaching) (Mishra & Vajpayee, in press).

- At present, these schools teach Vedic literature, philosophy, astrology, religion and traditional rituals following the ancient Indian tradition of *guru-shishya* (teacher-taught) relationship.
- The teaching method involves primarily rote learning.

- Quranic schools, often known as *maqtab*, have served as the traditional institutions of teaching and learning for the Muslim community.
- Quranic schooling in the present days refers to elementary or intermediate levels of traditional education, which provide the learner with the basic skills of reading and writing in Arabic, elementary notion of grammar and knowledge of Islamic law

Modern Schools

- Modern schools refer to those schools that are modeled on the British system of education introduced by Lord Macaulay .
- This system was introduced during the British rule in India, after 1947 it was made general policy of education for the masses.
- These schools teach languages, arithmetic, history, geography and science that seem to expand a child's knowledge of the external world and promote skills and abilities of analytical reasoning and logical thinking.
- Religious topics are taught only as lessons of moral education

Educational Pattern

- The general education pattern is
- Kindergarten (Pre primary: Age 3-4 years)
- Primary Education (Age 5-10 years)
- Middle School Education (Age 11-13 years)
- High School Education (Age 14-15 years)
- Higher Secondary School Education (Age 16 – 17 years)

Developing Self and Personality of School Teachers

- Developing self and personality skills needs to be integrated through yoga as a tool in the school curriculum.
- Education that experiment with multiple ways of knowing, being, feeling, doing and relating that give justice to a multitude of social, cultural and philosophical traditions.
- Basic education programmes transcend the ontological, epistemological and methodological divisions between real life situations and academic disciplines.

Objectives

- **To find out the ways and means to introduce Integral Yoga Psychology to train the school teachers so as to develop the self and personality of children.**
- **In order to develop the self and personality skills , the school teachers should be trained by using yoga as a tool.**

Method

Sample:

- Several attempts were made to resolve the issues by involving 248 school teachers from 86 schools at three workshops and one conference on Integral education.
- This study encourages at various levels of teachers who handle classes such as primary, secondary and higher secondary students.

Teacher Profile

- Teachers with teacher training certificates and diploma will handle pre primary to middle school classes
- Teachers with a degree and Bachelor of Education will handle Middle and high school classes
- Teachers with a master's degree and Bachelor of Education will handle high school and higher secondary school classes

Tool

- Researcher himself constructed a questionnaire to find out the effectiveness of the training programme given to the school teachers.
- The tool is available with the researcher for using at various stages.

Procedure

- The study has been taken up to experiment how far it is possible to introduce the self and personality skills to the school teachers.
- At the first step with the help of experts the basic concepts were introduced at selected school to motivate the teachers towards understanding the basic principles of self and personality.

Phases

- **First Phase:** Introducing concepts such as understanding the self, psychic being, consciousness, integrality and spirituality.
- **Second Phase:** Practical sessions like prayer, meditation and yoga demonstration
- **Third Phase:** Implementation of these techniques at school level with modular approach.
- **Fourth Phase:** Feed back and assessment by applying self administered questionnaire.

Prayer

- Prayer has been used as a self enhancing intervention for centuries.
- It is inherently a religious affair and activity. Further, a prayer can be general or specific for oneself, for others or for all; to a specific deity or may be offered more generally (Sharma & Sharma, 2006).
- Richards and Bergin (1997) have cited preliminary evidence suggesting that different forms of prayer may have differential associations with effective coping with over all well-being and life satisfaction.
- Poloma and Pendleton (1991) suggested that colloquial prayers were associated with higher levels of well-being and life satisfaction.

Meditation

- Meditation is also a part of religious practice which is used as a way of reducing the physiological and psychological stress.
- Meditation may have a number of health benefits, (Solberg, Berglund, Engen, Ekeberg, & Loeb, 1996), by decreasing anxiety, depression, irritability, and moodiness, and improving learning ability, memory, self-actualization, feelings of vitality and rejuvenation, and emotional stability (Astin, 1997; Bitner, Hillman, Victor, & Walsh, 2003).

Yoga as a tool

- Yoga has also been used worldwide for enhancing the well-being of individuals to develop the self and personality.
- Yoga develops the physical, mental, intellectual, emotional and spiritual components, thus building up a all-round personality of an individual.
- In this system the self control and self motivation are supreme.

- These activities encourage critical thinking, provide opportunities for collaborative learning, emphasize cultural diversity and a global perspective, and promote the integration of life and work experience with academic knowledge.
- It has been believed that education is most effective when students, faculty and parents unite as a community of learners.
- Indian education is imbued with an intellectual spirit and it strives to provide high quality with socially responsive, flexible, and innovative educational programmes at various levels.

Yoga as Self and Personality Development Skill

- **Yoga represents a set of complementary practices,**
- **which include various procedures physical (*asana*),**
- **physiological (*pranayama*),**
- **and psychological (*yama* and *niyama*; *dharana* and *dhyana*; *bhakti* and *prapatti*; *shravana*, *manana* and *nidhidhyasana*; *viveka* and *vichara*) in nature.**

- **Collectively, these practices are aimed at harmonizing body-mind;**
- **Developing right attitudes and values, conduct and discipline, virtues and strengths, aptitudes and abilities;**
- **Regulation of drives and affects; healthier interpersonal relations;**
- **Ultimately awareness of the spiritual leading to realization of the transcendent Self.**

- **Thus, yoga in its broader connotation refers to a way of life that is aimed at holistic development of self and personality.**
- **They expand the range of human awareness and deepen one's sensitivity to self as well as the environment (natural and social).**

Strategy: Yoga for development of self and personality

- From the consciousness point of view various activities prescribed in yoga systems serve as *development of self and personality*.
- Human awareness can be understood as involving different dimensions viz., biological, vital, mental, intuitive-psychical, and spiritual following the descriptions of five sheaths "*pancha kosha*" in Taittiriya Upanishad.

- The physical and physiological procedures are addressed to biological, vital, and partly mental level. The psychological procedures are addressed to partly mental, intuitive-psychical and spiritual levels.
- It is important to impart this perspective about many of the traditional practices to teachers who ultimately have to deal with children.
- The most important aspect in implementing all this is to encourage self-exploration among children in an atmosphere of support, encouragement, understanding and acceptance.

The physical and physiological aspects of yoga

- *Asana* and *pranayama* unlike physical exercises are directed at building capacity for self-regulation of autonomic activities, endocrine glands, and voluntary musculature that promote proper functioning of the body and facilitate a relaxed state of body-mind.
- *Pranayama* in addition to harmonizing body-mind system contributes for focussed attention and increased concentration, which are so essential for any successful learning process.

- Further, *pranayama* can reduce emotional disturbance and maintain emotional health by enabling a person to achieve emotional balance quickly.
- The physical and physiological aspects of yoga like *asana* and *pranayama* can be incorporated in school timetable at a convenient hour for children, preferably in the morning.

The psychological aspects of yoga

- The other aspects of *ashtanga yoga*, like *yama-niyama* and *dharana and dhyana* refer to psychological aspects.
- In addition, we can also consider *jnana*, *bhakti* and *karma yoga*.
- All modern psychotherapeutic techniques - body oriented and mind oriented - are aimed at strengthening the bio-psycho-social self.

- The psychological aspects of yoga refer to cultivation of character and conduct, higher values, and expansion and deepening of personal awareness leading to spiritual awareness.
- In other words, to increase one's self and personality development of sattvic dispositions and decrease rajasic and tamasic dispositions.

Findings

- Invariably all the teachers showed their interest and involvement to participate the study to learn the skills of self and personality development.
- They derived pleasure and experienced a change within themselves in understanding the inner potentials and psychic being.

- The teachers felt that by adopting these techniques in the classroom teaching, definitely a teacher motivate the students how to learn the subject with a new learning environment.
- Invariably all the teachers involved in the process and willing to show their interest in developing a curriculum for various levels of students.

Strategies for implementation - Physical and Physiological Aspects

- For details on where, how much time, which *asana* and *pranayama*, how many of them, how and who should teach refer to Kiran Kumar S. K. (2000). Yoga in schools: Strategies for implementation. In R. Rama (Ed.) *Management of Learning and Behavioural Problems in Elementary School Setting: Guidelines and Strategies*. Mysore: Regional Institute of Education, NCERT.

Strategies for implementation - Psychological aspects

Yama - Niyama	<ol style="list-style-type: none"> 1. Moral education Period - Stories 2. Teacher as role models
Bhakti, Dhyana	<ol style="list-style-type: none"> 1. School Prayer time - 2. Prayer, Meditation, Thought for the day
Vichara, Viveka, Shravana, Manana, Nidhidhyasana	<ol style="list-style-type: none"> 1. Open discussion and debate - In the Class room, 2. Do it yourself - Practical classes 3. Experience sessions – Relating ideas to real life situations.
Shraddha, Karma, Dharma, and Sharanagati	<ol style="list-style-type: none"> 1. Sports activities – Games 2. Social Service – NSS 3. Cultural Activities - Extracurricular

Conclusion

- While it is important and necessary to teach skills and abilities by 3Rs.
- At the same time it is important to remember that educational institutions do not end up as industries turning out 'consumer products' on 'assembly line'.
- They have the responsibility of developing self and personality of children providing a perspective on life, which is healthy and meaningful.

Thank you...

Dr. Panch. Ramalingam