



HUMANE REFLECTIVE TEACHER AND THEIR EDUCATION: NEED OF THE HOUR

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ABSTRACT

With the revamping enhancement of every field of knowledge it has also been a need to train teachers towards humane and reflective attitude to continue the virtuous effects in the rapid advancements and innovations in education. The practice of humane reflective teaching is not only to come to the level of children, solve their problems, being sensitive towards their social, cultural, emotional, physical and educational development but a metacognition to be critically reflective to their own professional practices and constructively responsive to the students' needs and problems through self-observation and self-evaluation. It inculcates the awareness of the beliefs and values they bring to teaching by acknowledging the demand of students, take part in curricular development, involvement in the productive changing efforts of school and being responsible enough for their own professional proficiency through maintaining diary, peer observation, students' feedback, recordings etc. Therefore, a teacher needs to be humane and reflective towards his/her profession for excellent output, which is possible only when they are trained so. Hence, the teacher education programme should have all the practical, content, contextual, pedagogical, personal and reflective features to formulate student-teachers' behavior quality oriented towards humane and reflective practices.

Thus, this research paper is an attempt to analyze the concept of Humane Reflective Teacher, their characteristics, needs and productive suggestions in the light of teacher education for excellent consequences.

KEYWORDS: Humane, Reflective, Teacher Education.

INTRODUCTION-

Education and life may be summed up on two words of Swami Vivekananda's comprehensive vision: 'equilibrium' and 'synthesis'. Equilibrium is a state of mental balance and synthesis is an association of all the experiences and virtues which lead towards a humane and reflective practice of one's productively connection with society. A teacher as a nation builder harbingers the humane and reflective practices in education before one and all. So, the teacher education programmes should have all the gravities and constructive approaches to shine trainees' overall behavior towards humane and reflection. Humane education increasingly contains the education to nurture compassionate treatment, interconnectedness and respect for living things. It is well known that the quality and achievement of learners are determined by the teachers' competence, sensitivity and their motivation for teaching and learning. A teacher should possess well academic qualification, quality of subject matter knowledge, the repertoire of pedagogical skills to fulfill the needs of diverse learning situations, professional commitment and sensitivity towards contemporary issues for positive transformation. Thus, as an essential quality a teacher need to be humane. On the other hand, reflective teaching is a process where

teachers self-observe their teaching practices, self-analyze how something was taught and how to bring improvement for better learning outcomes. Indeed, Humane and reflective Teacher uses humanistic approach in redeeming education procedures, facilitating the acquisition of new aspects and competencies for serving of humanity. It develops a sense and sensitivity towards their professional proficiency. The attribute of humane and reflection in teaching practices can only be enshrined when teacher education is designed so. The training given to the student teachers should inculcate the gravity to be humane and critique enough for professional efficiency.

HUMANE REFLECTIVE TEACHER: CONCEPT

Humane teachers know their students with their educational, social, emotional and cultural context, who care for them and sensitively associated with their needs and problems. They establish and interconnected relationship with students to boost their emotional aspects to prepare a fresh background for their high cognitive achievement. A humane teacher is more than a guide, leader, torch-bearer and path-maker. Their role is learner and learning friendly to provide help, support and remedy through role play, discussion, debates, projects, group tests, games and quizzes, without being strict or harsh. They are the creator of happy and healthy classroom environment which enable students to be more attentive, develop self-perfection and ensure satisfaction in them.

Whereas a reflective teacher is an analytical observer of his own teaching practices for finding the drawbacks and working over that for professional excellence. They observe what is currently being done in the classroom; analyze why it is being done; and examine how well students are learning? Thus, the practice of self-observation, self-analysis and self-examining for professional proficiency is known as reflective teaching. Dewey (1933) 'characterizes reflection as a specialized form of thinking. It stems from doubt and perplexity felt in a directly experienced situation and leads to purposeful inquiry and problem resolution'. It is important that to be reflective teacher, a teacher should be able to keep a record of his knowledge area i.e. practical, content, contextual, pedagogical, personal and reflective. Hence, reflective teachers carefully evaluate their own work, seek to understand their motives and rationale as well as their practice and try ever to improve their work. They diagnose their own strengths and weaknesses of teaching process they had conducted. Bartlett (1990) in Richards & Ho (1998) described five phases in the process of reflective teaching which are- mapping, informing, contesting, appraisal, acting. A teacher should take some notes about what is taught, its positive and negative points and how to improve it. Some reflective tools are also suggested in this regards as- teacher diary, peer observation, getting students' feedback and audio recording etc.

Humane and reflection are the two essential qualities of teachers which together bring perfection in their behavior. Indeed, it is an association of cognitive and affective practices of classroom behavior towards professional excellence. A humane teacher can be spontaneous responsive to the students only when they are able to assimilate their theoretical and practical reflective teaching practices according to the professional situations. Thus, a humane teacher is expected to be reflective in their profession.

CHARACTERISTICS OF HUMANE REFLECTIVE TEACHER-

Humane and reflecting teaching is qualitative practice which carries a number of features. Some of the characteristics are as below-

- Awareness towards oneself and students' related physical, social, cultural, emotional and educational needs along with responsiveness towards their progress are the features of Humane Reflective Teachers.
- Humane teacher focuses on the child-centered education and reflection as their teaching-activity based process.
- A Humane Reflective Teacher is the immediate responsive towards the challenges before them.
- They are flexible in their teaching practices to bring innovative and creative attempts in teaching.

- They configure their professional experiences as a response for students' cognitive and affective welfare.
- They constantly examine their professional actions and personal theories in the light of students and ones' own up-gradation.
- They relate what, why and how of teaching for students' remedial tasks and their professional responsiveness.
- They are the true representative of psychological and sociological aspects in education.
- They ensure a high academic profile and holistic development of one and all.
- The practice of humane reflective teaching overcomes burnouts towards their profession.
- A Humane Reflective Teacher ever attempts to solve classroom problems by taking part in curriculum development and involving in school change efforts.
- They are aware of the beliefs, values and excellence, they bring to teaching.

HUMANE REFLECTIVE TEACHER AND THEIR EDUCATION-

A Humane Reflective Teacher understands and cares students, develops sensitivities towards their problems and needs, and being aware for students' overall progress besides his/her own continuous test of knowledge, analyzing their actions and revisit their wisdom for further better professional output. The concept of Humane Reflective Teacher can be achieved when teacher education programmes are designed so. Some of the points are-

- Teacher-education programme should consider integrative as a developmental process.
- Teacher-education should be liberal, humanistic and responsive to the demands of students and community.
- Multi-cultural education, non-didactic explorations, teaching for diversity and sociological and anthropological insights on education are the needs of teacher-education.
- Teacher-education should be designed to provide a diversity of teaching and learning style for both teacher and taught.
- Reflective teaching practice should be the central aim of teacher education as it constantly undergoes adaptation to fulfill the needs of diverse contexts on teachers' performance through critical reflection.
- Trainees' should be trained for reflection-in-action (humanistic interaction with students) and reflection-on-action (planning and post-lesson thoughts).
- Teacher-education should train student-teachers to associate their personal, content, contextual, pedagogical, personal and humanistic knowledge with their reflective professional practices.
- Enables them to understand the self and others, one's assumptions, emotions, aspirations, develop the ability for self-analysis, self-assessment, adaptability, flexibility, creativity and innovation.

All the above humane and reflective teaching practices can be provided through a well designed curriculum which based upon theoretical and empirical knowledge for student-teachers. Such an attempt is done by NCTE by comprehending Two-Year B.Ed. programme, based upon the three broad pillars i.e. Perspectives in Education, Curricular and Pedagogical Studies and Engagement with the Field to meet the demands of Humane Reflective Teacher.

NEEDS OF HUMANE REFLECTIVE TEACHER IN THEIR EDUCATION

It is ever been an interrogation that 'what values does teacher education add to the prospective teachers' ability to face challenges of facilitating the development of critical and creative students and subsequently adults?' (NCTE,2009). The NPE Review Committee (1990) and the National Advisory Committee on Learning without Burden (1993) have also focused to the need for qualitative reforms in teacher-education. Keeping in view all the drawbacks in education (i.e. low enrolment ratio, problems of wastage and stagnation, less enrolment in higher-education, gender-bias etc.) the student-teacher must be trained to fulfill the needs of individual differences, special-education, diagnostic and remedial

teaching, understand educational and psychological problems, adjustment problem and develop high achievement, motivation and aspirations in students through trainees' humane practices. Further, student-teachers should have knowledge of reflective practices for professional proficiency, self-satisfaction, career-upgradation, awareness of their weak aspects, overcome the drawbacks in teaching techniques, meaningful utilization of micro-teaching, simulated-teaching and internship and therefore, real involvement in education. Thus, the practice of Humane Reflective Teacher is necessary in teacher-education.

IMPACT OF HUMANE REFLECTIVE TEACHER ON INSTITUTIONS-

A positive attitude surpasses positive vibes all around. The atmosphere of educational institutions needs to be changed with innovations, aspirations, compassion and confidence, and for it humane reflection must be a necessary practice among teachers. It energizes institutional atmosphere as-

- By providing a friendly atmosphere to students
- Supportive culture and practice
- Inclusive classrooms
- Implication of high caliber curriculum
- Responsive instruction in activities
- Collaborative task
- A practice of self and peer assessment in students
- Fair disciplines.

SUGGESTIONS-

The quality of theoretical and pedagogical inputs in teacher-education programme depends largely on the manner in which they are transacted to realize the targeted objectives to develop overall trainees' personality towards humane attitude and professionally reflective. Some suggestions to develop humane reflective practices in teacher-education are as-

- Teachers need to treat learners as active participant and not as mere recipient of knowledge. He should enhance students' knowledge capacity, associate their learning with personal experiences and generate knowledge as a continuously evolving process of reflective learning.
- Student-teachers need to train for organizing child-centered, activity-based, democratic way of planning class, group learning experiences as the productive educational tasks.
- Student-teachers need to be prepared for friendly attitude for children, seek knowledge, own responsibility towards their educational, social and emotional development, sensitive towards learners' problems and zeal to a part of nation's progress.
- Internship in teacher-education must be seriously and sincerely conducted for their theoretical knowledge along with field experiences into a meaningful whole.
- Teacher-education should train student-teachers to be critically examiner of curriculum, syllabi, textbooks, teaching aids and strategies not only for understanding students demand but also for their professional up-gradation.
- Teacher-education programme should help student-teachers to develop social and emotional sensitivity and consciousness for humane and reflective sensibilities.
- Student-teachers should be provided opportunities for reflection and independent study without packing them within a tight academic schedule.
- Teacher-education programme should help them to understand the needs and psycho-social attributes of learners, their hidden abilities and potentialities, their cognitive, affective and psychomotor development, motivation and socialization in real context.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; promoted democratic way of life, constitute values of equality and liberty.

CONCLUSION-

Humane and reflective attributes are the chief components of student-teachers' attitude and their teacher-education programme. A humane teacher is the true representative of the sensitive and progressive all-round development of students and the constant adaptive skills in trainees' behavior can be developed only on his/her constant updating of self-observation, self-analysis and self-assessment as a part of his/her reflective practice. However, several attempts have been doing in this regard through teacher-education programmes. Humane reflective teaching is one of the steps to develop teachers' professionalism. Thus, it develops motivation, aspiration, encouragement and analytical approach toward their professional excellence.

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