SPIRITUAL CLIMATE AND TEACHER EDUCATION

Dr. Rashmi Dhar

Associate Professor

Department of Teacher Education

D.A.V. (P.G.) College, Dehradun

dr.rashmidhar@gmail.com

Abstract:

Spiritual Climate is must for functioning of Teacher Education Institution to play lead role in developing humane personalities. Life is to be seen as an integrated, whole system and is to be lived with the awareness of wholeness. Worldly action performs in harmony with the self and for world maintenance becomes a spiritual pursuit. Climate is a gestalt – 'a whole' – that is based on perceived patterns in the specific experiences and behaviors of people in an organization or a set up. Spiritual climate is a collective level construct, has a sense of contribution to the larger social and natural environment, authenticity and meaningful work.

The concept and theoretical foundation of spirituality is found in the social science stream of 'well being', positive and humanistic psychology and in 'Vedanta'. Bensley(1991) believes that spiritual dimension is an innate component of human functioning that acts to integrate the other components, thus maximizing the potential for growth and self-actualization. Charlene (1996) proposed four components of spiritual wellness. These are

(i)   Meaning and Purpose in life

(ii)   Intrinsic values

(iii)   Transcendental beliefs/experiences

(iv)   Community or Relationship.

According to Maslow 'wholeness', 'goodness', 'self-sufficiency' etc. are being values. These are meta-needs or growth needs. Under good conditions people can integrate these values in daily life and Maslow considered it as transcendent self-actualization- which carries spiritual significance and manifests itself in the recognition of the sacred in life. There are two main

dimensions of spirituality at the workplace. Thompson (2001) denotes that it has to do with how one feels about his work and the second dimension of spirituality is manifested in the relation with social and natural environment- through a sense of community, being comfortable with the world, work place integration, connectedness, compassion, respect, humility and courage (Heaton et.al. 2004). These variables are also found in contemporary literature on spirituality in management as reported by Pandey in 2008 and are identified as Meaningful work, Meditative Work, Hopefulness, sense of community, authenticity, Respects for diversity, Transcendence etc.

In the present era of technology if educational institutions and especially the teacher education institutions have spiritual climate, they would cater to the needs of present as well as future generations of teachers in developing humane personalities.

Educational Institutions play lead role in developing civic, economic, and cultural life of society. Teachers hold key position in education system, Teacher Education Institutions play lead role in shaping and creating effective and efficient teachers.

The Bhagvad Gita mentions that life is to be seen as integrated, whole system and is to be lived with the awareness of wholeness. Spiritual pursuit refers to worldly action performed in harmony with the self and to be beneficial for world. Many terms like 'divinity' soul, managing with love and rediscovering the soul have started appearing in contemporary academic literature. Spirituality results in a unified pleasant performance and quality orientation of workforce which is turn result in excellent output and community orientation (Marques 2005). Workplace spirituality is intended to provide a means for individuals to integrate their work and their spirituality. This provides them with direction connectedness and wholeness at work. The work and immediate work group that have spiritual content constitute the spiritual climate. This concept is based on Kurt Lewin's Gestalt Psychology Institutional.There fore, spiritual climate of Teacher Education Institutions would enhance the functioning of Teacher Education as well as of the pupil teachers which would definitely contribute to the future generation.

References:

1. Anderson, N.R. & West, M.A. (1998). Measuring Climate for work group innovation, Journal of Organizational Behavior 19, 235-258.

2. R. M. Matthis et.al., Foundation and Applications of Indian Psychology, Pearson Publication, Pg – 374-390.

3. Zohar, D. & Marshall, I. (2004). Spiritual Capital : Wealth we can live by London.