

TRAINING PARENTS AND TEACHERS FOR HOLISTIC CHILD DEVELOPMENT

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ABSTRACT

The whole village join together to raise a child is an African proverb. A society has many institutions such as families, schools, political and commercial institutions, military and religious institutions of temples, churches and mosques to develop children and youths. We focus on the importance and role of families and schools in Indian context for our discussion to develop children and youths holistically.

The first part of this paper discusses briefly the biblical concept of holistic child development explaining the texts from the Old Testament and New Testament to provide theological basis for mission to and with parents and teachers.

The second part of this paper is about families and parenting for holistic child development. It discusses the biblical concept of family, relationship, status of children and role of parents in developing children spiritually, physically, mentally, psychologically, socially, educationally and to be responsible citizen of this world. Many parents in India do not have any training on parenting. Churches, Missionary Organizations and NGOs have a role to play in training parents with planned curriculum and programme. This paper provides a list of key and common subjects for the training of parents.

The third part of the paper deals with the training of teachers in schools particularly elementary, middle and high schools where children of 5 to 18 years study. Teachers are required to get trained in Teachers Training Colleges for the profession of teaching. They have to get the certificate of the government to be employed in schools. They learn a lot of courses on educational psychology, teaching methods, exams and evaluation focused on academic development of children. But the curriculum of teacher training programmes lack holistic approach. Some suggestions with a brief list of subjects are mentioned in this paper to bring awareness among teachers to develop children and youths in other areas such as spiritual, social behaviour, cherishing good values and ethical living. They need to be trained in the CRC document of the United Nations, Child Protection Policies and Child Rights Laws of their country in order to incorporate in their curriculum and teachings.

The concluding section proposes some challenges for IAMS to motive churches, missions and schools to training parents and teachers with the vision and programmes of holistic development of children and youths.