

HOLISTIC EDUCATION AND ITS RELEVANCE IN MODERN TIME

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Abstract: Today, I would like to introduce UNESCO's message "We must create holistic policies that are capable of addressing the social, environmental and economic dimensions of sustainable development". This new thing on sustainable development in interconnected societies' and environment - through education. Holistic education is based on premise that everyone find identity, meaning and purpose of life through interaction with the community and humanitarian values such as compassion and peace in this natural world. Holistic education aims to call forth from people an intrinsic reverence for life and passionate love of learning. Holistic education is not egoistic or competitive and emphasizing connection that inter depending not mechanistic but soulful , aesthetic and ecological so it is could even called holistic . Holistic education often used to refer to the more democratic, cultural and humanistic education. The traditional culture is supported by family and community life in originally. School is similarly inadequate is the question posed by holistic education. Holistic education a needful system of education for teachers and learners how to care about the world, because being care about the world.

Keywords: *Holistic Education*, UNESCO.

1. INTRODUCTION

Today, I would like to introduce UNESCO's message "We must create holistic policies that are capable of addressing the social, environmental and economic dimensions of sustainable development". This new thing on sustainable development in interconnected societies' and environment - through education. Holistic education is based on the premise that each person finds meaning, identity, and purpose in life through interaction with the community and humanitarian values such as compassion and peace in the natural world. Holistic education does not exist in single or consistent form. It is best described as group of beliefs, feelings principals and general ideas that share with family remembrance. It is more than the education of the students and addresses broadest development of the complete personality, in other wards wholeness through the diversity, totality and uniformity in the view of the world and human being. It depends on new curriculum that will emphasize integrated learning and whole personal activities in including: HAND-HEART-HEAD, DOING-FEELING-THINKING and BODY- MIND-SOUL. We can create a global trend hand in hand that is beyond nationalism and face to face meeting to understand each and every, it may be not only wonderful but also meaningful for all . Holistic education is essentially if actually a democratic education, concerned with the both individual freedom and social responsibility.

1. Holistic Education: In Philosophical Sense

Holistic education concerns the both sense, i.e. democratic and philosophical, Holistic education concern with both social responsibility and individual freedom. It is a culture of peace for ecological literacy and sustainability and for the development of humanity's inherent morality and spiritually.

- (i) Holistic educations believe that each person should strive to be all that they can be in life. There are no deficits in learners, just differences.

International Journal of Novel Research in Humanity and Social Sciences

Vol. 3, Issue 3, pp: (113-115), Month: May – June 2016, Available at: www.noveltyjournals.com

- (ii) Religious and spirituality as in becoming ‘enlightened’ spiritually is an important component in holistic education as it emphasized the connectedness of all living thing and stress the “harmony between outer life and inner life”.
- (iii) Highest aspirations of the human spirit as a person developing to the ultimate extant on that human could reach and moving towards.

2. Holistic Education: In Pedagogical Sense

Holistic education could be constructed as a pedagogical revolution it boldly challenges many of the assumption for Teaching –Learning, about the need for the taught management and standards, about the role of the educator. If we look into the foundation of the emerging global capitalistic culture, where one is technical fundamentalism and other is too worship of money and assumption that world is merely made of lifeless matter for man to consume and manipulate it. This new think is holism, due to this addiction to violence, greed and exploitation. When cosmos is recognized as ultimate source of meaning in life, when wholeness is expressed than establish this profound connection to the world is to experience an incorruptible resource for life we need to think in pedagogical sense and holistically.

3. Holistic Education: As In Class Room & Curriculum

The role of curriculum and all the activities in which whole person shaping, i.e. HAND-HEART-HEAD, DOING-FEELING-THINKING and BODY-MIND-SOUL. Freedom: in psychological sense as Maslow’s “self actualization”. Holistic education believes that each person should strive to be all that they can be in life. There are no deficits in learners, just differences. Freedom in psychological sense as Good judgment as self governance; social ability -more than just learning social skills; and each student learn in their own way. Reflecting values development of character. It expresses an ecological consciousness it recognized that everything in the world exists in context. This involves a deep respect for the integrity or biosphere not a sense of reverence for nature. it is an education that recognizes the innate potential of every student for intelligent and creative thing. It is child –honoring education, because it respects the creative impulses at work within the unfolding child as much as if not more than, the cultural imperatives that conventional schooling seeks to overlay onto the growing personality. Holistic education believes that teacher is seen less as person of authority who leads and controls but rather is seen as a friend, a mentor, a facilitator, or an experienced traveling companion. The class room is seen as a community, which is within the community of school, which is within the larger community of the village, town, and city and which is by extension within the larger community of humanity. Psychology talked od the dyadic response of the infant learning and relevance of these seemed to extend into adulthood.

4. Holistic Education: As In Value and Perception

It is difficult to define holistic education. There are a number of values and perceptions that schools claiming to be holistic would embrace, and we would like to mention. We feel that what gave ours rise to their popularity is particularly important because of it is a combination of new perceptions and values which seems to be something like an international grassroots movement. Some advocates claim view that holistic education is not new but are ,in fact ,timeless and found in the sense of wholeness in humanity’s religious input other claimed inspiration from Rousseau, Pestalozzi, Froebel, and the most recent Krishnamurti , Jung ,Montessori, Rogers and other too feel that the value and vision of humanity in the holistic education is a central view to result of a culture paradigm. If there is no education of the whole child in what is transcendent? with this little argument that cultural expressions of transcendence have been a source of millions of deaths in thousands of conflicts in the history of the world. Three hundreds of years of violence in Ireland between the catholic and Protestants is just an example. Today’s pluralistic world, many holistic educators, these perennial truths expressed in their general form rather than a particular cultural form was the key to the spirituality that they felt must be part of every education. Relationships are an excellent mirror in which to see ourselves –we can learn a great deal about ourselves by seeing how others respond to us the answer can be given that holistic education give a central value to relationship skill that may be an excellent mirror.

5. Synergy of Holistic Education and Learner

Today it is a grave issue massive displacement of peoples living in subhuman conditions, hungry, terrorism, violence, addiction, child abuse in juvenile crimes not only remain unsolved but have grown in uncontrolled proportions. How continue to talk about the quality of education, when we cannot even to begin alleviate the human condition? How can we

continue to work towards development in a violent, terrorism, War massive displacement of livings in subhuman conditions and turbulent world? There can be no development without world peace, just as there is no peace without development in such country like Nigeria. A massive radical change is needed in our irresponsible production and consumption patterns so our destructive way of ravaging our social environment. We should work together a new style of education of human kind , as an Attitudinal and behavioral revolution of the mind ,heart and will if we want to save the civilization and human kind from the total disaster. Holistic education does not simply instruct young people about what are true? and what is false?, but enable the learner to inquire that what does this mean? How is this experience or this fact or advertising message related to other things I know? If we act on our understanding, how will that affect other people, or other living being? This encourages young people to care about the peaceful world in which we and all they live. In the matter of other people of this natural world like cultural heritage, social responsibility and ethic matter all these, holistic education is the only treatment therefore by changing their environment, and their moral and aesthetic sensitiveness and their critical intellectual skill, their ability to active participate in a robust democracy for fine person.

2. CONCLUSION

We would like to recommend these view that a holistic educational approach to the teaching and learning of learners. It is strongly believed that it properly implemented and motivated holistic education blends and interfaces local wisdom with global knowledge, value and skill which will develop the students to become a good citizen of the global village. The teacher is seen less as person of authority who leads and control but rather is seen as friends, a facilitator, a mentor, or an experienced travelling companion. Schools are seen as one of the best places where the students and adult work with a mutual goal. A Russian school principal told that “He has been in education all his life, but he does not know how to educate any one for today’s world it is very difficult to know. I only convey to indoctrinate into the old.” Where conventional western school is similarly inadequate is the question posed by holistic education. Holistic education is a needful system in the education for teachers and learners how to care about the world? Because being care about the fine world for our civilization.

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