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## A Frame Work Of Holistic Education

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### **Abstract:**

*Holistic approach in education born at the roots of our modern problem it is based to solve our modern problem by including the all approaches to education are holistic in nature such as integral education, transformative education, constructivist approaches, peace education value education and the ideas or theories of Jean – Jaques. Rousseau, Ralph Waldo Emerson, Henry Thoreau, Johan Pestalozzi, Friend rich Frobel, Maria Montessori, Francis Parker, John Dewey, John Caldwell, Carl Jung and Abraham Maslow etc. Holistic approach to educating students is one that seeks to open the mind, nurture the spirit and awaken the heart the key principles of holistic education is a synergistic relationship between the various developmental areas and they all work in unison to enhance the effectiveness of each aspects the ultimate aims of holistic education is to help students for achieving the self actualization as in Maslow's theory. The curriculum constructs as that each child can know that what need to learn and include other than academic subjects and activities which help students to learn values, relationship, the nature of beauty. Transformative, Connecting, Flexible Pacing, Transdisciplinary Inquiry, Meaningfulness, Community are strategies for helping students to know what is meaningful for them . Teachers foster collaboration rather than competition to make school as a community and students try to know themselves and their relation with others.*

### **1. Why Is Holistic Education?**

For thousands of years before schools there were social groups which taught people about the great adventure of being humanities trials and tribulations, its challenges and its enormous possibilities for human goodness and even greatness. These groups were extended families, communities or tribes or clans, and religions. But throughout the 200 year history of public schooling schools were not designed to replace extended families, communities and religion. They were designed to prepare people for the world of work, to give them the skill sets that would help them up the laden of material success. Therefore, more and more parents realize that just learning academics is not enough, young people in their communities suffering from a lack of needed learning and society suffering as well, young people's are influenced to Negative social things, themselves having less impact on their children's behavior, relationship and attitude than the media and marketing which directly target children. Children's sense of themselves and self image are under presence like increased competitiveness in many aspects of a child's social life such as sport out of school activities and course, obsessive concern for their "look" from their body shape to their clothes, violence in many forms from the physical to the psychological and emotional, developed negative learning attitudes it means learning becomes a necessary choice, driven by rewards and punishments and too often devoid of direct meaning in their children's lives, in this situation those considered successful are too often greedy, corrupt and brutal in which families and communities seem increasingly dysfunctional .So, they arise of the questions that why are not we as human's ? What we need to know in order to live good and meaningful lives. That happened in the periods between 1960 to 1980. Therefore, parents sought alternatives to mainstream education, it doesn't appear that we will learn such things from learning more mathematics, literature or history, it includes the need for the children to learn their other things as well as academic. This alternative schools give time, attention, energy and resources to other than academic learning. This is holistic education. Thus, holistic has dramatically increased as a result of dissatisfaction of major stakeholders of the education system, including parents, students and educators with mainstream education.

### **2. Philosophy Of Holistic Education**

In the past few decades, a small number of philosophers and educational theorists has been exploring, what they variously call an "Integral" "Holistic" or "Ecological" world view, essentially they are trying to describe the interconnected nature of the world and human experience. In this view, all things need to be seen in their wholeness rather than in fragmented and detached ways. Every object, idea or living being is both whole in its self and part of a longer wholes that give meaning to it. The whole is greater than the sum of its part this has been described at length in the writing of Ken Wilber, David Bohim, Alfred North Whitehead, Fritofcapra, Anna Lemkow, Ervin Laszlo, Gregory Bateson, David Ray, Griffin and Buck minister Fuller, among Lemkow, Ervin Laszlo, Gregory Bateson, David Ray, Griffin and Buckminister Fuller, among others in education, a similar understanding was expressed in writings of

the well known teacher Krishnamurti (e.g. education and the significance of life). Who also founded several schools in the early 1980s, the concept of “holistic education” began to take shape as a recognizable field of the study and practice.

Robin Ann Martin and Scott Farber (2004) divided the general philosophy of holistic education into two categories : the idea of ultimacy and sagacious competence.

### 2.1. Ultimacy

- Religions, as in becoming “enlightened” spirituality is an important component in the holistic education as it emphasizes the connectedness of all living things and stress the harmony between the inner life and outer life.
- Psychological, as in 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 learner’s just differences.
- Undefined as in a person developing to the ultimate extent a human could reach and thus moving towards the highest aspirations of the human spirit.

### 2.2. Sagacious Competence

- Freedom (in a psychological sense).
- Good judgments (self governance).
- Social ability (more than just learning social skills).
- Refining values (development of character).
- Self knowledge (emotional development)

These are the metaphysics, epistemology and axiology of holistic education.

## 3.A Historical Sketch Of Holistic Education

The roots of holistic education can be traced back to several major contributors. Originating theorists include Jean – Jacques Rousseau, Ralph Waldo Emerson, Henry Thoreau, Bronson Alcott, Johann Pestalozzi, Friedrich Froebel and Francisco Ferrer. More recent theorists are Rudolf Steiner, Maria Montessori, Francis Parker, John Dewey, John Caldwell Holt, George Dennison, Kieran Egan, Howard Gardner, Jiddu Krishnamurti, Carl Jung, Abraham Maslow, Carl Rogers, Paul Goodman, Iran Illich and Paulo Freire with the ideas of these pioneers in mind, many feel that the core ideas of holistic education did not truly take form until the cultural paradigm shift that began in the 1960s.

In American social and intellectual history, the period between 1960 and 1980 will always be recognized as significant cultural turning point : a time of intense creativity, experimentation, rebellion and integration. Mass movements for social change, such as the civil rights movement (the quest for social justice and equality) and the women’s liberation movement and environmentalism, emerged and grew dramatically during these years. Mainstream religious institutions were challenged when many young people began to appreciate the meditative traditions of Asia, particularly Buddhism and schools of Yoga. Traditional ideas about the family, the socially approved roles of men, women and children were challenged and new ideas about education, questioning the authority of schools and teachers, began to spread. In the academic world, scholars described a “Post Modern” world view that was beginning to influence every area of society.

After this, the holism movement in psychology emerged in the 1970s where, during this time, “an emerging body of literature in science, philosophy and cultural history provided an overarching concept to describe this way of understanding education a perspective known as holism. Significant forward motion was accomplished by the first national holistic education conference that was conducted with the University of California, San Diego in July 1979 that includes 31 workshops. According to Harris (1980) the term holistic began to be used from this conference. The concept spread slowly until in the late 1980s, a Canadian scholar, John P. Miller, published his book *The Holistic Curriculum* (1988) and a new journal in the U.S. called *Holistic Education Review* was founded. It is still a marginal movement, of interest to only a few thousand educators scattered across several nations and has had little influence on the official education policies of any nation. For six years after that the holistic education conference was combined with the Mandala Holistic Health conferences at the University of California, San Diego, with about three thousand professional participants each year. Out of this came the *Journal of Holistic Education* and the observation that educators think they are teaching the basic three R’s ; reading, writing and Arithmetic with Holistic Education the basic three R’s are education for ; responsibility, relationships and reverence for all life.

## 4. What Is Holistic Education?

The word holistic has derived to a Greek word “Holism” which refers to the idea that all the properties of a given system in any field of study cannot be determined or explained by the sum of its component parts. Instead the system as a whole determines how it parts behave. In this sense the meaning of Holistic education is a synergistic relationship between the various developmental areas such as body, mind and soul etc. they all work in unison to enhance the effectiveness of each aspect of the child development.

Holistic education is a philosophy of education based on the premise that each person finds identity, meaning and purpose in life through connections to the community, to the natural world and to humanitarian values such as compassion and peace. Ron Miller, 2002 the term holistic education is often used to refer to the more democratic and humanistic type of alternative education (Robin Ann Martin, 2003) describes this further by stating “At its most general level what distinguishes holistic education from other forms of

education are its goals, its attention to experiential learning and the significance that it places on relationships and primary human values within the learning environment” (path of learning) so, education with an holistic perspective is concerned with the growth of every student’s intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It actively engages students in the teaching / learning process and encourages personal and collective responsibility. The concept of holistic education can be better understood with the help of its characteristics outlined by Miller (1991).

- Holistic education nurtures the broad development of the students and focuses on their intellectual, emotional, social, physical, creative, aesthetic and spiritual potentials.
- It promotes the importance of relationships at all levels within a learning community in which the educator and student work together in an open and collaborative relationship.
- There is an emphasis on life experience and learning beyond the confines of the classroom and the formal educational environment.
- The approach empowers learners to examine critically the cultural, moral and political contexts of their lives.

#### 5. Four Pillars Of Learning And Holistic Education

Jacques Delors produced the four pillars of learning- learning to know, learning to do, learning to live together and learning to be. In the sense of holistic education, these are produced by Zhou. Nan- Zhao in his article-Four pillars of learning for Reorganization and Discussion

- **Learning to know:** this type of learning is radically different from acquiring itemized codified information or factual knowledge and rote learning. Rather it implies the mastering of the instruments of knowledge themselves it includes the development of the faculties of memory, imagination, reasoning, problem solving and the ability to think in a coherent and critical way it is a process of discovery which takes time and involves going more deeply into the information delivered through subject teaching. It also means learning to learn and learning itself and in life.
- **Learning to do :** This pillar of learning implies in the first place for application of what learners have learned or know into practices and a shift from skill to competence, or a mix of higher order skill specific to each individual the ascendancy of knowledge and information as factors of production system is making the idea of occupational skill obsolete and is bringing personal competency to the fore this learning to do means among other things ability to communicate effectively with others, aptitude toward team work, social skill in building meaningful interpersonal relations, adaptability to change in the world of work and in social life, competency in transforming knowledge into innovations and job – creation, and a readiness to take risks and resolve or manage conflicts.
- **Learning to live together :** It implies the development of such qualities as, knowledge and understanding of self and others appreciation of the diversity of the human race and unawareness of the similarities between, and the interdependence of all humans empathy and cooperative social behaviour in caring and sharing respect of other people and their cultures and value systems, capacity of encountering others and resolving conflicts through dialogue and competency in working toward common objectives.
- **Learning to be:** It was based on the principle that the aim of development is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expressive and his various commitments – as an individual member of a family and of a community citizen and producer, inventor of techniques and creative dreamer. Learning to be may therefore be interpreted in one way as learning to be human, through acquisition of knowledge, skills and values conducive to personality development in its intellectual, moral, cultural and physical dimensions.

#### 6. Purpose Of Holistic Education

- The purpose of holistic is to prepare students to meet the challenges of living as well as academics.
- Holistic education believes it is important for young people to learn; about themselves, about healthy relationship and pro-social behaviour, social development, emotional development, resilience, to see beauty; have awe ; experiences transcendence and appreciate some sense of “Truths”.
- To make a synergistic relationship between the various developmental areas like physicals, intellectual, spiritual and etc.
- Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. (Ron Miller, 2002).
- Holistic education encourages learners to critically approach the cultural, moral and political contexts of their lives.

#### 7. Curriculum Of Holistic Education

In framing curriculum of holistic education one must address the question of what children need to learn science holistic education seeks to educate the whole person, therefore in the curriculum select the content is concerned with the growth of every person’s intellectual, emotion, social, physical, artistic, creative and spiritual potentials it actively engages students in the teaching / learning process and encourages personal and collective responsibility. According to Habash. and Hasan. (2009) the basic principles of construction.

- Integration of knowledge, skills, values and languages in learning : A simultaneous process of promoting an overall development of an individual student through the integrating of mastery of knowledge question of skills, internalization of noble values and the proper use of language in teaching and learning in terms of its interrelation of the concepts embedded in it.
- Integration of learning experiences in the school subjects: In the process of learning and teaching of subjects in schools, the interests of students can only be evoked and sustained if teachers are able to integrate the various disciplines into a meaningful and interrelated context (Krogh, 1995) subjects taught can be made meaningful if teachers implement various processes of integration such as the models proposed by Dark (1997); Fogarty (1999); and Drake (1991). Integration of disciplines requires teachers to understand the difference between the meaning of the terms, concept, fact, theory, hypotheses and also generalization.
- Integration of theory and practice in the subject taught – Transfer of knowledge and skills through the subjects taught is not devoid of the infusion of core noble values, thus having these values as the platform for character building, the teaching of various subjects should aim at developing different student potentiality and interest. However this could not be achieved if teachers are not able to being an “inert” and monotonous process (Peters, 1966) the teaching of various disciplines at the theoretical level which is devoid of the relation between theory and experience of everything living can result in students being passive receivers of knowledge as claimed by Whitehead (1929). So, the integration of theory and practice in the subject taught calls for an active involvement in learning activities that incorporates both inside outside the classroom context.
- Integration of learning experience inside and outside of classroom – This is the process of integration of both the formal and non-formal aspects of the curriculum this is because the environment is a crucial factor in providing the meaningful context of a certain teaching and learning process this view is supported by Flake (1993) who believes that the ecological system and the environment play a dominant role in providing inner meanings to individuals in the learning process this view is also supported by Dark (1997) who states that the learning process can be enriched through the subjective context, time context, symbolic context and ecosystem or global context thus, the learning experience should provide an environment that a student can link the past, present and future events of the world.
- Integration of teaching and learning strategies – According to Butler (1993) the following aspects are important in the teaching and learning strategies. First students should be involved in the process of critical thinking which involves reflective thinking and problem solving strategies that apposed teaching and learning strategies which are routine in nature. Reflective thinking, for instance, involves deep thinking or Meta cognitive approach which requires students to make meaningful connections between the discipline taught and learned it means to make a connection between previous knowledge and taught knowledge through teaching and learning strategies. It should also include the affective and physical dimension of the individual development.

Holistic education has contended that education must deliberately and actively help children learn about the nature of society, themselves relationships, and values. These must be discussed and examined in the classroom student should not be only introduced with those whereas those should be explored or questioned by each and every students. They should be helped to find those things very deeply in their lives because those are part of everyone's life it is not as adjuncts to other subjects, holistic education has maintained that these lessons need not be separate from lessons of literature, history etc. but that the various academic disciplines are wonderful are for exploring this dynamic in children's lives. Thus, holistic education encourages learners to critically approach the cultural, moral and political contexts of their lives and it transfer of learning across separate academic disciplines.

### 8. Teaching Strategies Of Holistic Education

Holistic education wants a person's can learn whatever they need to know in any new context by introducing students to a holistic view of the planet, life on earth and the emerging world community. For its the idea of holism advocates their approaches:

- Transformative Approach: Transformative learning involves a change in frames of reference that a person may have this change may include point of view, habits of mind and world views. Holism understands knowledge as something this is constructed by the context in which a person lives therefore, teaching students to reflect critically or how we come to know or understand information is essential.
- Connecting Approach: the Idea of connections is emphasized as opposed to the fragmentation that is often seen in mainstream education this fragmentation may include the dividing of individual subjects, dividing students into grade etc. Holism seen the various aspects of life and living and living as integrated and connected, therefore, education should not isolate learning into several different components. The idea of connection is the way for structuring the classroom. Holistic school classrooms are often small and consist of mixed ability and mixed age student they are flexible in term of how they are structured so that it is becomes appropriate for a student to change classes she is moved regardless of what time of year it is on the school calendar.
- Transdisciplinary inquires: Trans disciplinary inquiry is based on the premises that the division between disciplines is eliminated .One must understand the world in wholes as much as possible and not in fragmented parts. Transdisciplinary approaches involve multiple disciplines and the space between the disciplines with the possibility of new perspectives beyond

those disciplines, where multidisciplinary and interdisciplinary inquiry may face on the trains disciplinary inquiry tends to focus on the inquiry issue itself.

- **Meaningfulness Approach:** Holistic education feels that meaningfulness is also an important factor in the learning process. People learn better when what is being learned is important to them. Holistic schools seek to respect and work with the meaning structures of each person therefore, the start of a topic would begin with what a student may know or understand from their worldview what has meaning to them rather than what others feel should be meaningful to them. Meaningfulness is another concept that connection meaningfulness in finding the inherent meaning of the process of learning and coming to understand how they learn, students are expected to self regulate their own learning. However, they are not completely expected to do this on their own. Because of the nature of community in holistic education students learn to monitor their own learning through interdependence on others inside and outside of the classroom.
- **Integrating of community:** As maintained above, community is an integral aspect in holistic education. As relationships and learning about relationships are keys to understanding ourselves, so the aspect of community is vital in this learning process. Forbes (1996) states, "In holistic education the classroom is often seen as a community, which is within the larger community of the school, which is within the larger community of the village, town or city and which is by extension, within the large community of humanity.
- **Flexible pacing:** All children do not learn at the same speed and no child learns at the same speed all the time learning is an inherently creative act, and it requires a system that can move with the individual meaning making of each child this is known as flexible pacing holistic education uses this strategy to help children learn what they need to learn.
- **Collaborative learning strategy:** Holistic education encourages personal and collective responsibility through active teaching learning process. Holistic education does not give grades on the rewards, the reward of helping one another and growing together is emphasized rather than being placed above one another those are also supported by a collaborative learning strategy because it, creates classroom as community whereas learning to pay attention to the power and position of students and instructors. Thus, teachers should foster collaboration rather than competition.

### **9. Teacher's Role Of Holistic Education**

In holistic education, teacher tries hard to fostering collaboration rather than competition in the classroom, for connecting the student teachers can kindle the love of learning by using real life experiences, current event, the dramatic arts and other lively sources of knowledge in place of text book information. Teachers keep alive the "flame of intelligence". That is so much more than an abstract problem solving skill by encouraging reflection and questioning rather than passive memorization of facts. Teachers bring than passive memorization of facts. Teachers bring out the unique gift accommodating differences and refusing to label children as "learning disabled" or "hyperactive" thus, the teacher is seen less as a person of authority who leads and controls but rather is seen as "a friend, a mentor, a facilitator, or an experienced travelling companion" (Forbes, 1996).

### **10. Parent's Role Of Holistic Education**

According to holistic education all knowledge is created within a cultural context. Student faced maximum cultural content in their house. So, Holistic education program recognizes the importance of the family in the life of the child's teachers also need to gain firsthand knowledge of their student's family background home environment and other details which can help them modify school practices to suit the differences as a teaching tool for promoting holistic child development. Vyas. (2010) they state further school authorities need to take families of the students into confidence while taking major school decisions. In order to improve family participation in the process of school decisions making a few representatives from the families ought to be given a say in decisions regarding changes in school curricula, planning school calendar, implementing new / innovative teaching method etc. thus the program strongly encourages parent participation in the development of their children parents should try to teach their children about their society, themselves and relationship but they do not influence the popular culture as promoted in media and marketing.

### **11. Student's Role Of Holistic Education**

Holistic education is one where education goes beyond the narrow focus on the intellect, where every child is more than the future employee and intelligence and ability is seen as more complex than the score or mark one receives on the texts (Mahashwari, 2008) it has equal importance in holistic education. But the behaviour reflects arrangement of capabilities, skills and competencies that the students will begin to develop as they come out from a formal programme of holistic education (Hare, 2006) such as ; acts with social and academic maturity and integrity, takes ownership of their own development and learning, develops and maintains relationship with another and seeks to bring clarity to decision making act. Students should develop sagacious competence like freedom, good judgment, meta learning, social ability, refining values and self knowledge and etc. student should actively and deliberately learn about relationship and values.

### **12. Schools And Holistic Education**

Holistic education supported those alternatives and public's schools that have holistic values in their philosophies of education schools should be seen as places where students and adults work towards a mutual goal. Open and honest communication is expected and

differences between people are respected and appreciated co-operation is the norm, rather than competition thus, many schools incorporating holistic beliefs do not give grades or reward the reward of helping one another and growing together is reemphasized rather than being placed are another.

### 13. Conclusion

The Holistic education is a product of the intellectual and cultural movement of the 1960s and 1970s in America is a mis-educationer inadequate education lies at the roots of our modern problems and a different kind of education lies at the roots of our modern problems and a different kind of education has a real chance of solving them the basic philosophy of holistic education is all things need to be seen in their wholeness rather than in fragmented and detached way. The whole is greater than the sum of its parts, so holistic education is concerned with the simultaneously growth of every person's intellectuals, emotional potentials its aim to nurture healthy, whole curious persons who can teach whatever they need to know in any new context, by introducing students to a holistic view of the planet, life on earth and emerging world community, holistic strategies enable students to perceive and understand the various contents which shape and give merging to life. In holistic education teacher provide the environment for students to seek what need to learn how it is important for the, students should try to develop sagacious competence and critically approach the cultural, moral and political context, school should be placed where teacher and student try to achieve a mutual goal, live together as a community or family.

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