

NEP 2020 UPHOLDS HOLISTIC DEVELOPMENT OF LEARNERS

Dr. Nandini N.*

ABSTRACT

As schools seek to improve student results, the holistic education idea, or the principle of educating the full person beyond core academics, is gaining traction in learning circles. Many organisations are discovering that children require more than just a solid base in a core curriculum; they also require community support and the development of a sensitive perception of the world surrounding them. A comprehensive model of instruction, in contrast hand, prioritizes children's total well-being over academic achievement. In reality, this implies that their social, emotional, physical, and mental health are all considered. Educators address all elements of their identity so that they feel empowered and attended to on a daily basis. When a child's education concentrates solely on the growth of their cognitive results, they miss out on so many other aspects of their development. Children who sit at school desks all day performing exercises, for example, are unable to work on physical abilities such as sprinting, leaping, and engaging in physically demanding activities. This, in turn, has an impact on their mental health. The National Education Policy 2020 (NEP) intends to remove students from the rat race of grades by focusing on their whole development. It attempts to introduce creativity and innovation to learning in a bid to prepare students for life beyond the classroom, with a focus on developing vital abilities such as teamwork, creative thinking, dilemma, and logical reasoning that have previously been overlooked. When we use a holistic approach, we treat the child as a whole person. This implies that no part of their growth and learning is overlooked. Rather, educators assess the child's social, emotional, physical, cognitive, and linguistic development. They decide how to encourage and promote the student's development in each area. The focus of this article is on holistic development, the NEP-2020 vision for holistic development, the role of teachers, and the advantages of holistic development.

Key words: Education, Holistic Development, NEP 2020, Teachers, Students

Introduction

All caregiver desires for their child to succeed in life as well as in school. And kids must understand that this can only be accomplished via positive encounters and learning. As a result, schools play an important role in providing a solid foundation for children. As a result, parents must understand how a different educational system might assist their child's development.

As a result, a new educational method known as Holistic Education is being introduced today. Let us now define what we mean. All elements of a child's development must be addressed in order for them to prosper and attain their full potential. While it is natural to focus on a kid's intellectual talents even during early years, it is also critical for a child to gain skills such as emotional intelligence, courage, the capacity

* Guest Faculty, Department of Education, Bangalore University, Bangalore

of an individual, kindness, fine- and gross-motor coordination, accountability, creativity, and many other abilities. It is the obligation of parents as well as educators to the realisation early childhood development. years. Taking this method to your children's education is simple and takes just a little thinking. The comprehensive approach to education begins with a balance between the family, the environment, and the developing kid.

The 2020 National Education Policy (NEP) strives to achieve futuristic goals of developing students, stimulating intellectual curiosity, value addition, and skill development, and preparing them to be successful entrepreneurs in their chosen industries. NEP 2020 has provided the groundwork for innovative ideas to reform education. Teachers are critical to our educational system's success. Much has been written and envisioned in the creation of an ecosystem for educators and learners to succeed in. The integration of human values throughout our education, from kindergarten to graduate school, has to be increased. The Gurukul model or educational system which combines contemporary science education with spiritual renewal, is urgently needed.

Holistic Development: Holistic education is a teaching method that focuses on students' intellectual and social requirements. The instructors strive to meet the academic needs of the kids. And educate them the proper strategies for dealing with life's obstacles. Furthermore, (UNESCO, 2008) emphasises incorporation and holistic schooling as the only quick way to the future of public education, and it is necessary to strengthen the teacher's role through salary increases to improve their status and workplace circumstances, start changing the instruments for employment-qualified applicants, and create

competent teachers who are committed to different knowledge requirements for various learners who require full support, active participation of the top leadership, and so on. (Day, Hopkins, Harris and Ahtaridou, 2009) Identifying six mutual catalogues of complete educational morals, namely, personal and interpersonal traits, dispositions, competencies, and decision-making processes, are all operational and necessary for figure heads to unleash full potential of instructors. They make an effort to engage all components of the learner, including the intellect, soul, and body. The emphasis in this educational method is on the good school atmosphere. Also, on the pupils' reasoning ability as well as their good social behaviours. It is a holistic teaching style in which educators aim to satisfy students' psychological, social, ethical, and intellectual requirements in an interactive educational format. Students are taught to reflect on their actions and how they impact the local and international society, in addition to how to gain knowledge from the community around them, with an emphasis on positive school environments and providing whole-child supports that support academic and non-academic needs, also known as wraparound provisions. Teachers frequently include students in tasks that necessitate them to use critical thinking abilities to solve real-world challenges.

Focus on Holistic education in NEP-2020

The new education strategy is an all-encompassing concept that caters to a child's whole growth and cognitive skills. It is a way to modernise the age-old educational approach by leveraging the most recent technology, procedures, and information to assist students in increasing education and productivity and staying current with global trends. In contrast to traditional rote learning

methodologies, the new policy promotes quality, conceptual comprehension, and on-the-ground experiences. A holistic and interdisciplinary education would attempt to develop all human capacities - intellectual, artistic, social, somatic, emotional, and moral - in an integrated manner. An education of this calibre will aid in the development of well-rounded individuals with critical 21st-century capacities in the disciplines, social sciences, language families, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills such as communication, discussion, and debate; and rigorous specialization in a chosen field or fields. In the long run, such a comprehensive education will be the strategy of all undergraduate programs, including those located in professional, professional, and vocational fields. A comprehensive and interdisciplinary education, as so wonderfully depicted in India's history, is indeed required for Indian education to guide the country into the twenty-first millennium and the fourth industrialization. Even engineering schools, like as IITs, will shift to a more holistic and interdisciplinary curriculum that includes additional arts and humanities. Students of the humanities and arts will strive to learn more science, and all will strive to include more vocational topics and soft skills.

To achieve such a holistic and interdisciplinary education, all HEIs' flexible and creative curriculum must incorporate resource courses and projects in community participation and engagement, environmental education, and real worth schooling. Climate science, pollution, waste treatment, sanitation, biological diversity conservation, biological resource and biodiversity management, forest and nature conservation, and environmental sustainability and living will all be included in environmental education.

Valuation schooling will include the development of humanistic, ethical, Constitutional, and universal human values such as truth (satya), conscientious (dharma), tranquility (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life skills; Seva/service lessons and involvement in community service programs will be considered an integral part of a holistic education. As the world becomes ever more interconnected, Global Citizenship Education (GCED) will be provided as a response to contemporary global challenges to empower learners to become conscious of and comprehend global issues, as well as energetic influencers of more serene, open and accepting, inclusive, secure, and sustainable societies. Eventually, as part of a comprehensive education, students at all HEIs will be given opportunities for traineeships with local industry, companies, artists, craftspeople, and so on, along with study traineeships with academic staff and investigators at their respective or other Higher education institutions, so that students can actively engage in the technical basis of their learning and, as a result, improve their employability.

Holistic Education Methods

The term "holistic" refers to something taken in its complete. Child development happens concurrently in certain areas, however, the comprehensive approach evaluates all of these processes in their whole, the child's overall development. This method depends on the generally acknowledged notion that all human growth areas are interconnected and that their growth happens concurrently throughout the developing regions. Schools should encourage children to flourish in a world that is always changing. Also, attempt to establish an atmosphere that encourages a youngster to

think outside the box and improves his or her learning ability. Teachers are expected to model the role in addition to supporting students teachers in the notion of education - learning (F. Korthagen, Loughran and Lunenberg, 2005), affirm the notion of modelling by 'practising what they preach' and modelling walking the walk, thus explaining the need for the reflective approach (Nevin, Thousand and Villa, 2009). They equip learners to think rationally. And also the institution always makes it a point to teach its pupils about the numerous elements of issue analysis. Students become more creative and imaginative as a result of this technique. They also teach chivalry to their students, which helps them develop leadership skills. Holistic education seeks to develop a person's developmental, intellectual, ethical, cognitive, and spiritual qualities. Serving the complete kid entails offering opportunities that are tailored to a child's abilities and emotions. Lessons are taught in a secure, friendly setting that encourages students to use their unique skills. Teacher is expected to work with pupils of all school attainment and learning capacities. While integrated education is governed by a single underlying principle, instructors can use a variety of tactics and strategies to foster a comprehensive learning culture.

Role of Teachers in Holistic Development of the Students

Holistic education is a new path for both student and teacher, one in which both will learn and critically question possibly deeply held ideals and views. This might be an upsetting experience for the educator; the instructor is stepping out of the normal routine of the topic specialty and into realms of personal uncertainty. Instructors, according to (Leadbetter, 2005), play a distinct function in a more responsive, amendable, and

adaptive system and so must be able to collaborate alongside pupils and other interventional organizations to address the requirements of each student more holistically. The instructor no longer relies on topic competence, but rather guides pupils in developing and assessing their own beliefs and prejudices, critical thinking and behaviours, and facing new viewpoints with no clear delineation of good and wrong. This is risky territory. This is frequently a combined journey of exploration for both the student and the instructor, with the teacher adding their greater experience in the real world to the learning experience. As a result, the teacher will now play an important role in the holistic growth of the students, which takes into account,

- **Strong Pupil Relationships:** When instructors are able to create strong ties with their pupils, their performance and engagement improve. When at-risk pupils feel protected and nourished, they have a better chance of succeeding. Teachers may build good relationships with their students by reacting to their abilities and requirements and responding in a sensitive manner. Allowing kids to contribute to the development of classroom rules and participate in leadership positions fosters confidence and interaction among pupils and increases their drive to achieve.
- **Encourage Self-Confidence:** Students must think that they belong in school and are capable of succeeding. A holistic teacher teaches holistic pupils and upholds the notion of modeling by 'practicing what they preach' and 'walking the walk,' thus emphasizing the need for critical awareness (Brownell, Ross, Colon and McCallum, 2005; Sharma, 2010; West and Hudson, 2010). Teachers may help children develop self-confidence by giving

them several opportunities to comprehend organized knowledge and articulate their comprehension in a wide range of ways. Teachers must acknowledge each student's excellent sensitivity and treat all pupils equally. Making classes relevant to students' lives and focusing on practical concerns might help boost student enthusiasm.

- **Incorporating Emotional Reflection:** It is not always simple for a teacher to go beyond academic success to foster a child's mental and emotional well-being. Teachers may create opportunities for pupils to reflect, consider, or meditate in order to stimulate emotional introspection in everyday activities. Empathy lessons should focus on good listening and observing methods, as well as reading that gives many viewpoints on societal concerns.

Benefits of Holistic Education

- Holistic education is founded on a learning paradigm that benefits students, teachers, institutions, and communities. Holistic education is related to a variety of common themes and ideals, including the previously mentioned familial likeness (Forbes 2003). Students are given the tools they need to better their educational performance and develop the life skills required for a successful professional life.
- **Educational Improvement:** By adapting to different teaching methods and creating a supportive learning environment, holistic education can increase the academic performance of all students, regardless of background or circumstances. Based on the Learning Policy Institute, children's brain capacity develops when people feel both physically and emotionally protected and connected to others.

- **Improved Psychological and Emotional Well-Being:** Students have a higher chance of emerging with identity, confidence, and a feeling of social duty in a supportive setting where social and emotional development is stressed alongside academics.
- **Increased Problem-Solving Capability:** Students that are assigned to solve real-world problems in their communities develop excellent critical-thinking abilities. These hands-on projects educate kids on skills that will be useful in their adult jobs, such as data collection, analysis, and reporting, as well as collaboration with others.
- **Decreased Impact of Inequities:** Based on the Learning Policy Institute, this whole meta hod of education on has been demonstrated to lessen the emotional effect of issues such as aggression, abuse, or deprivation on academic success by stressing integrated learning principles.

Conclusion

NEP 2020 has provided the groundwork for innovative ideas to reform education. Teachers are critical to our educational system's success. The integration of human values throughout our education, from kindergarten to graduate school, has to be increased. The Gurukul concept or educational system which combines contemporary science education with spiritual renewal, is urgently needed. Teachers may help children build a strong sense of self and promote lifetime happiness and success by using holistic education tactics such as interactive educational formats and community engagement. The National Education Policy anticipates a transition from an extrinsic and intrinsic factors regime of input emphasis and paper certification to a more dynamic, lively

structure of educational objectives and pedagogy that demands teachers to be guides in the classroom. It highlights educational paradigms that require us to reinvent ourselves and realigned with the world's fast changes. Psychological principles and emotional intelligence must be incorporated into the curriculum of all teacher training schools and universities. Mind education cannot cure the planet. Humane instructors will continue to improve the lives of their students' lessons by mixing disciplinary subjects with a humanistic approach. If Learning Theory is to be an accomplishment in the education system, it must be led by empowered, supportive, caring, understanding, empathic, involved, and resilient young people.

References

- Brownell, M. T., Ross, D. D., Colon, E. P., & McCallum, C. L. (2005). Critical features of special education teacher preparation a comparison with general teacher education. *The Journal of Special Education*, 38(4), 242-252.
- Day, C., Hopkins, D., Harris, A., & Ahtaridou, E. (2009). The impact of school leadership on pupil outcomes.
- Forbes, S. H. (2003). Holistic education an analysis of its ideas and nature.
- Korthagen, F., Loughran, J., & Lunenberg, M. (2005). Teaching teachers—studies into the expertise of teacher educators: an introduction to this theme issue. *Teaching and teacher education*, 21(2), 107-115.
- Leadbetter, C. (2005). Learning about Personalisation: How can we put the learner at the heart of the education system.
- Nevin, A. I., Thousand, J. S., & Villa, R. A. (2009). Collaborative teaching for teacher educators—What does the research say? *Teaching and teacher education*, 25(4), 569-574.
- Sharma, U. (2010). Using reflective practices for the preparation of pre-service teachers for inclusive classrooms.
- West, E. A., & Hudson, R. F. (2010). Using Early Career Special Educators Voice to Influence Initial Teacher Education. *International Journal of Whole Schooling*, 6(1), 63-74.