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# Education as a Basic Right of Humankind

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# Holistic Education: A Cementing Backbone for Cognitive Development and Self-Regulation



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*Abstract—Holistic education is a wide philosophical panorama, cry for interconnectedness and integrated wholeness instead of independent parts. This paper deals with some clarification about holistic education, its developmental aspects (physical, cognitive, social, emotional, and spiritual development) and approaches of holistic education for cognitive development and self-regulation skill.*

*Keywords: Holistic Education; Interconnectedness; Wholeness; Cognitive Development; Self-regulation*

## SYNOPTIC VIEW ABOUT HOLISTIC EDUCATION

Holistic education as the name depicted is meant for the integrated whole not the part or partial side view of education. Ron Miller (1992) put forward his view regarding holistic education as "Holistic education is not to be defined as a particular method or technique; it must be seen as a paradigm, a set of basic assumption and principle that can be applied in diverse ways". Holistic education emphasizes the overall development of a person in the view points of cognitive and affective stances. It enables the person not for certain instance but for the whole and directed total life. **Thus, holistic education's main aim is to develop pedagogy with respect to the need of hour which supports the total learning system & learning heredity with integration of methods, techniques and strategies.**

Holistic education is the 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 (Miller, 2000a). This indicates that holistic education is egalitarian and democratic in its smell and interconnected and humanistic in its taste. More comprehensively holistic education stresses its importance on the whole rather than the constituent parts which organized the whole. As for instance by taking/ examining a total fruit we can say the fruit is good one or not but by taking its constituents like some flesh slice, some seeds we cannot say the total fruit is

good one or not. The same also for the learner i.e. if the learner is sound in physical aspect, intellectual aspects but not in social or spiritual aspects then we cannot say it as holistic development of the learner. Thus, holistic education in regards to child/ learner development means the development which is not restricted and obligated to certain areas like physical, spiritual, and cognitive, intellectual and social development rather than the integration of all. Hence, holistic education is like putting salt in a beaker containing water and steer it properly so that one can get the taste of salt from upper surface, from lower part and at the confocal i.e. middle portion. So holistic education is like the dissolved salt and a holistically developed individual is like the salt water, developed in all dimensions. Ron Miller, (2000a) identified 4-major qualities associated with holistic education:

### **It Encourages Experiential Learning**

Here the learner enjoy the freedom of questioning, expressing his ideas, experimentation and active participation in a holistic learning environment and a noticeable absence of grading, testing, labeling and make them feel that learning is more meaningful and having a very close relationship with their daily lives.

### **Personal Relationships are Considered to be as Important as Academic Subject Matter**

It encourages the interpersonal relationship between the peers and helps in developing an affective bridge between

