

# LEARNING THROUGH EXPERIENCE

**AN ATTEMPT TO PROMOTE HOLISTIC  
CURRICULA AND QUALITY EDUCATION**

## INTRODUCTION

*by Dr. Ujjwala Kakarla*

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Say no to rote learning, undemocratic learning, commercial learning, didactic learning, confinement of mass educational system; say yes to dynamic learning – this is what holistic education is, and its purpose is much more than just academic learning and classroom testing. This approach aims at all round development- physical, mental, intellectual, emotional and spiritual personality of learners; and learners in-turn become responsible for their own learning. It gives a voice to learners in what they learn and how they learn. Holistic education differs in its goals, the attention it gives to experiential learning, and the significance that it places on relationships and primary human values within the learning environment. It serves the purpose of meeting the challenges of leading life as well as academics. It is the need of the hour for education to nurture an appreciation for the magnificent diversity of human experience.

Every learner has different traits, interests, preferences, values, attitudes, strengths and weaknesses, and hence, holistic education rejects labeling and segregation of learners. It encourages the use of a wide range of teaching and learning strategies to reach diverse populations. It challenges the existing approach to education and its obsessive focus on standards and testing, reflecting a materialistic and consumerist culture impelling to be competitive rather than competent. The sense of meaning and purpose in holistic education is a natural sense of awe and wonder. The approach to education springs organically from a profound reverence for life in all its forms. It rekindles a relationship between the human and natural world that is nurturing, not exploitative. Ultimately, it nourishes the healthy growth of our inner selves, and serves the purpose to nourish inherent possibilities of human development.

**Disclaimer:** All opinions mentioned in *The Paper Crane* are not the beliefs of the IJPSL, but that of the author.

# THE PAPER CRANE

## FROM THE ROOTS

by Ananya

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Due to the entire slum rehabilitation project, these kids have lost access to their school as they can not afford the transportation cost. Further economic crisis and ongoing pandemic has significantly contributed to depletion of quality of life.

## THE LEARNER WHO DREAMS, ACHIEVES

by Ridhima Aneja

Associate Editor, IJPSL

Arriving at a book, the learner aspires of nothing but being grasped by the enthralling beauty it holds. It introduces him to wonder, to love and to worlds above and beyond. The learner surrenders himself to the book, open to the knowledge and substance to weigh on him. The learner listens and connects to the book in front of him to take him by his hand and immerse him in creation and empower him with a path of transformation- a transformation of self and his surroundings. He has completed his journey by reaching the book, his destination. Talking of present days, the blessings of learning however are not much thought about. For education today is a means to an end. A weapon as most consider, remains merely a means to escape a present to build a secure and brighter future.



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A child today does not look out of his 8th grade classroom admiring the bounties of nature but if at all looks outside, towards a future promised free of economic tribulations and further ahead at a pathway promising glory.

An Indian classroom is most often identified in the lines above. A weapon promised to all under the age of sixteen, useful sometimes to escape the agonies of the socio-economic structure established in India.

The promise of truly enjoying the beauty of Education is bestowed on some by the grace of the Study Gods as witnessed. Crying on learning of the atrocities on Indians by the British, finding triumph in stories of the American Independence, understanding with awe and learning the drainage system from the Indus Valley Civilization and smiling at the beauty of the Daffodils with Wordsworth, few feel the eternal bliss of knowledge.

'Vidya' as is correctly inferred as "correct knowledge" is often never sought. But who is to blame? Since generations, caged by the socio-economic paradigm, both mindsets and curriculums, have failed to evolve reinforcing similar outcomes.

A mechanical structure cages the mind, which is most often motivated to remain focused on rigid outcomes as a solution to the socio-economic structure. This mechanical structure is praised by academics worldwide as they argue that the pressures of the system prepares students for life and brightens prospects of achievements at global platforms.

Truly, they have not seen what a human mind is capable of achieving once freed from the shackles of this ill-designed archaic system, as it promotes nothing but toxic merits of itself. The future of Indian classrooms resides in raising and actively 'upbringing learners', Accommodating true learning outcomes of transformation of the self and surroundings as envisioned. holistic education beginning and ending with nothing but the joy of learning accommodates within its ambit all aspects of the SDG - 4 envisioned by the United Nations and truly aligns with the vision it creates.

Let the learner dream, for he shall achieve. Some laws cannot be amended correctly.

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## THE WORLD IS A BIG CLASSROOM

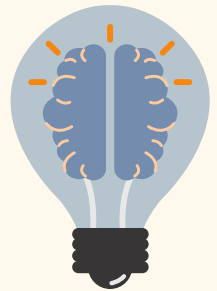
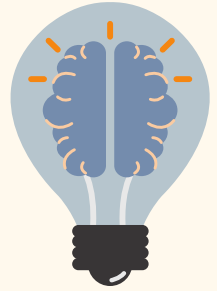
by Aayushi Arora

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The world has so much to offer, so much for us to experience, learn and unlearn. How we wish we hadn't been strangled in such stringent 'real-life' classrooms where redundant theoretical concepts and rote learning formats overrule self-directed learning. The existing 'one-size-fits-all learning models' might successfully ensure our academic growth, but it fails to cater to our emotional and social development. And that is where the significance of holistic curricula and quality education comes into picture. As part of the 17 Sustainable Development Goals by the United Nations, fostering inclusive and equitable quality education has increasingly become a popular approach to education in the 21st Century. Nevertheless, it significantly broadens the scope of what education is and what a teacher's role should be.

From a holistic perspective, education is much beyond the conventional mechanistic learning formats, or superficial scores and grades. It's about promoting Inquiry-based learning which makes traditional lessons in math, history, reading, and science personal, thereby enabling students to understand its practical application by resonating with their personal lives. For eg: A lesson about civil rights might be used to examine current acts of police brutality against people of colour. Or a biology lesson about RNA might be used to understand how RNA vaccines work. This further stimulates an inclusive classroom culture where each student gets to learn something new from the experiences/opinions of their classmates and teachers.

Furthermore, a 'holistic' curricula encompasses lessons on topics which are crucial in shaping our overall personality such as mental health, sex education, etc. It is therefore the need of the hour to adopt such wholesome education models to give rise to what we call the 'Renaissance Men and Women'.



## JOURNAL FEATURES

### **National Education Policy's Stance on Early Childhood Care and Mental Health Inclusive Education System**

*by Dalvi Sethi and Urvi Mahajan*

In this paper, a comparative analysis and a SWOT analysis have been performed to assert the cruciality of a regulatory mechanism for a constructive competitive ecosystem and to explore synergies of NEP's prosperous implementation. The authors have recommended measures and some potential solutions ranging from time-bound commitment towards NEP's foundational objectives, a sound regulatory system, to an indispensable budgetary expansion.

### **Analysing Non-Inclusive New Education Policy 2020 Concerning Children from Marginalised Community and Proposing Solutions**

*by Keshvi Raonka and Tammana Joon*

This research paper aims to analyse the new National Education Policy 2020 in the context of marginalised sections of India. The paper limits its research to some marginalised communities. It concentrates on different problems relating to children belonging to (above stated) marginalised communities separately. The paper includes the shortcomings of NEP 2020 with reference to the inclusivity of marginalised children in India.

## IMPACT REPORT

### **Five Countries With The Strongest Education Systems**

According to MBC Times, these countries outperform others because they value engagement and accountability culturally and their education systems emphasize effort over "inherent smartness." Each of the top five initiated unique tactics that have increased the quality and accessibility of education:

Rank	Country
1	South Korea
2	Japan
3	Singapore
4	Honk Kong
5	Finland



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## EVENT REPORT

Since its adoption by the United Nations General Assembly in 1999, it is on the 12th of August every year that we celebrate the International Day of the Youth all across the globe. This year, the theme for this Day meant for the Youth was "Transforming Food Systems: Youth Innovation for Human and Planetary Health". So, to commemorate the invaluable expression of the futuristic leaders of modern society, the International Journal of Policy Sciences and Law conducted a webinar on the 20th of August 2021, to shed light on the very significant roles that the youth can play to achieve more equitable and sustainable food systems building on the recommendations of the 2021 ECOSOC Youth Forum.

The Webinar was open to the public, who shared their opinions, thoughts, and suggestions for consideration. Presided by an exciting panel of dynamic personalities like Mr. Gandhar Desai, Analyst at the UNDP Global Centre of Technology, Innovation and Sustainable Development, Singapore; Ms. Vani Shandilya, a prominent clinical Dietician; and Mr. Deepak Pareek, Managing Partner & Chief Consultant at HnyB, the session was structured around different roundtables and was sought to boost interaction among all the attendees who witnessed the conversation.

There were varying segments of the session that emphasised strongly on topics under the overarching theme of the Transforming Food System, including nutrition, health, education, innovation, and indigenous youth. The revered speakers acknowledged the role of the Youth in their enormous potential to incorporate modern technology, robust agricultural systems, and their quest to champion climate change-borne disasters, along with their simultaneous efforts to make their concerns and urgencies about catastrophic issues like global warming and deforestation heard at the international level. However, while we try to work out and correct our previous follies, there is also a very strong need for an inclusive support mechanism that ensures the youth continues to amplify efforts collectively, build stronger regional representations, and hence create an informal process for holding decision-makers accountable all while pushing for formal accountability.