

## **A Symbiotic Relationship Between Family and School for Development of Holistic Child**

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Today the problems of secularization, westernization, acculturation, industrialization and urbanization have led to remarkable changes everywhere. The impact of west is evident enough, but it is accompanied by frantic attempts to rejuvenate ancient Indian values. The increasing complexity of economic problems has had the effect of economic classes leaving indelible marks on the personality of children. The most clear outcome of the interaction of all these tendencies is that the young generation has been presented with a fantastic variety of alternatives and differences of opinion the extent of variety by its very nature rendering extremely difficult and determination of right & wrong the disorganization of values is manifested through such undesirable activities as indiscipline, juvenile delinquency, pessimism, destructive and murderous tendencies etc. In such a situation the first duty of educational organization is to supplement the clear presentation of all possible alternatives before the younger generation. Education is the most powerful means to achieve the above aims.

So, we should concentrate upon the concept of 'Holism' which refers to the idea that all the properties of a given system in any field of study can not be determined or explained by the sum of its component parts. Instead, the system as a whole determines how its parts behave. So there is a need of holistic way of thinking to develop a 'Holistic Child' because, it tries to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly. We should impart the holistic education to the holistic child. 'Holistic education' is a philosophy of education based on the premise that each person finds identity, meaning and purpose in life through connection to the community, to the natural world, and to humanitarian values such as compassion and peace. Thus, it is clear that the holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. A Holistic education should be based upon values mainly values are normative standard by which human beings are influenced in their choice among the alternative courses of action, which they perceive. A Holistic child should not only have social, cultural, religious, political, economical but also another aspect of development i.e. spiritual. Thus, we can say that a 'Holistic child' should be having not only materialistic but also spiritual values. Materialistic values means those values which direct our social behaviour for eg- Prem (Love), Sahanubhuti (Sympathy), Sahyog (Helping-nature) and Rashtraprem (Nationality). As well as Spiritual values means those values which direct our spiritual thinking and behaviour also. for eg- Dharm (Piety), Arth (Livelihood), Kaam (Sex) and Moksa (Emanicipation).

To achieve these materialistic as well as spiritual values there are some questions arise about what kind of education should be imparted to the holistic child, what is the need to learn the values, which values should be imparted and the last question arises that where and when it should be given ?

To answer all these questions we should emphasize upon the need of 'Value Education', need of values to develop holistic child because day by day degradation of values can be noticed in our society. So, to direct human behaviour according to norms and ideals of society, to make values a part of affective aspect and to make basis of their good character and follow them to control corruption in the society at each and every level, big or small and to control all exploitations mental and physical etc. to conserve our culture and human race also.

The another question what kind of values should be imparted to develop holistic child ? In Indian context, four Ashrams :Gyan (Knowledge), Karma (Action), Bhakti (Devotion) and Yoga, five Mahavrats:Satya (Truth), Ahimsa (Non-Violence), Astey (Non-Stealing), Aparigrah (Non-collection), and Brahmacharya (Celibacy), instead of above there are two acceptances also ie Sanskar pradhan jeevan (16 Sanskars), Atitihi Satkar(Greet to guests) Vasudhaive Kutumbkam(Universal familyhood). We should develop a holistic child with, Religious values (According to his religion), Gandhian

values Satya (Truth), Ahimsa (Non-violence), Asteya (Non-Stealing), Aparigraha (Non-collection), Brahmacharya (Celibacy), Abhaya (Fearlessness), Asprishyata Nivarana (Eradication of untouchability), Kayika Shram (Physical labour), Sarvadharmasambhava (Equality for all religions), Vinamrata (Politeness) etc. Moral values : Satyata (Truthness), Emandari (Honesty), Kartvyaparayanta (Dutifulness), Universal values: Satyam (Truth), Shivam (Beauty), Sundaram (Goodness), Rashtraprem (Nationalism), Rashtrasamarpana (Devotion for nation). In short, we can say that a Holistic Child should have all the above values.

Now the third and last question is that 'How' and 'When' these values can be imparted. As we think about the answer of the above question the sources of formation of values are society, culture, religion, economic order and political order. These sources help in the formation of values. Family and school are the two main components of our society. In family, a child takes birth and learns through out life formally or informally. As somebody has said that "child learns the first lesson of citizenship between the kiss of mother and the care of father". Thus, it is clear that family is the first school of a child. He learns language, methods of conduct and cultural and moral values. Thus, a family is the foundation of values for the child.

The process of formation of values starts with the distinction and analysis made by a child between Nyaya-Anyaya (Justice-Injustice), and Satya-Asatya (True- False). Family should satisfy the curiosity of child. The values should not only be preached verbally, but also be shown in their behaviour. So the family should perform some duties to make a holistic child.

Thus, in short family members and parents both should narrate such stories having moral values As Prem (Love), Sahanubhuti (Sympathy), Daya (Kindness), Daan (Donation), Kshama (Forgiving), Karma (Action), Veerya (Courage), Shorya (Fame), and Rastra Samarpan (Nationalism) etc. Reward for good habits and punishment for bad and they should also make help to prepare the child mentally for future circumstances. They should also analyse the broadcasted programmes on radio and television, as in today's scenario media is playing a very important role. The child learns difference between generosity and meanness, considerations and selfishness, justice and injustice, truth and falsehood, industry and idleness from the family. It also helps him in the process of habit formation.

School is the second place of development of holistic child's personality where he comes into the contact with his teachers and his colleagues. At home child's ideals are his parents but in school his teachers. To develop a holistic child school should impart value oriented social and cultural environment, Saman Adhikar (Equal rights), Saman Vyavahar (Equal behaviour), and Saman Nyaya (Equal justice). The curriculum of school should be based on value education. In Literatures, there should be biographies, stories, poems, and articles of such writers which can develop different values in him. Social Sciences, should impart the knowledge of high thinking of great leaders, kings, revolutioners and Vishava Bandhutava (Universal brotherhood) and the demerits of population explosion. Sciences, should define virtues of truth, patience, discipline, importance of physical & mental labour, and use of leisure for new inventions and researches for already accepted theories and norms.

Organisation of Co-curricular activities also help in development of a holistic child. Morning Assembly should be organized to tell him about moral rules, religious principles, importance of feeling of national and emotional integration. Literary and cultural programmes should present glimpses of ideals, recreational activities such as Drama, Skits, Movies etc. Schools should celebrate birthdays of great leaders and persons, national festivals of the country so that 'Feeling of Nationality' can be drawn. Games and sports should develop the concept of healthy competition, recreation, and defeat vs. victory. N.C.C., N.S.S. can develop 'Team-Spirit' and provide feeling of social service in the child.

A child is like a 'pot' and a teacher is like a potter, who shapes a child perfectly. He should have a magnetic personality, behave like a friend, a mentor, a facilitator, or an experienced traveling companion. The way of thinking of a teacher and moral conduct influence the child's thinking and behaviour because a child is like a 'Blank-Sheet' and on it, the ideals, morals, values of a teacher can be demonstrated in personality of holistic child. Overall, schools of any country are like an organ of nation's life, whose special function is to consolidate its spiritual strength, to maintain its holistic continuity, to secure its past achievements, and to guarantee its future.

We might say that family and school are two important agencies of education.

Their active co-operation can materialize complete education of a holistic child. While a child receives formal education at school, he gets wide education of practical life in family. So, in order to make the process of holistic education simple, and to ensure all-round development i.e. physical, mental, economical, political, along with intellectual development of a holistic child. Family and school should co-operate with each other 'Symbiotically' i.e. to make 'Symbiotic Relationship'. Symbiotic relationship means such kind of healthy relation in which both are the vital components of one another, in absence of one, the other will not be able to develop a holistic child.

### **Conclusion:**

Thus, an overview of the above discussions and suggestions prove that family and school both play an important role in the all-round development of a 'Holistic Child'. A child learns through out his life, takes birth in family, learns from his parents and family members but in schools develop his personality physically, intellectually, emotionally, aesthetically and vocationally. It makes a holistic child an ideal citizen of the country, intellectual person of society good leader, writer, orator, administrator, good and ideal teacher, great scientist, good doctor etc. Overall, we can say that to develop each and every aspect of personality of holistic child a symbiotic relationship between family and school is very necessary. It can develop a holistic child with materialistic as well as spiritual values, virtues of truth, sympathy, good character, tolerance, feeling of national and emotional integration. Certainly, it can be justified that symbiotic relationship between family and school can develop a 'Holistic child' for the country and world. This kind of child will make high position of our country in world and could be a 'superman' for our society. 'Holistic Child' will definitely be developed with such capabilities which can help him to progress in all aspects of life and will make his own personality, family, school, society, country as well as the whole world. Thus, this research paper can be proved as a milestone in the path of development of a 'Holistic child'.

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