

BLENDING OF HOLISTIC EDUCATION AND TRANSFORMATIVE LEARNING IN RABINDRANATH TAGORE'S EDUCATIONAL ENDEAVOUR PATHA BHAVANA

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Abstract: *Holistic Education and Transformative learning has a fine dependency upon each other. Holistic view in education is seen in Tagore's dream school Patha Bhavana, which make the students more social, emotional and the ability to grow aesthetic sense in them. The Holistic approaches in education make the students to face challenges in life, overcome hindrances and achieve success. They can think as individuals, Transformative learning occurs. Students prepare themselves for participating in a democratic society. Teachers of Patha Bhavana create learning environment for self directed learning. Decorating in different programmes, making wall magazines, celebrating Teacher's day are some of the examples of student's activity. After completing school the students are more independent in their personality. Individual differences are there though they have multiple intelligence in them. Tagore's blending approach of Holistic Education and Transformative Education make the students of Patha Bhavana a complete human being. Investigation revealed that students choose different paths according to their choice. Holistic Education makes them an individual having multiple intelligence in them.*

Key Words: *Holistic Education, Transformative learning, Patha Bhavana, Self directed learning, Multiple Intelligence.*

1. INTRODUCTION:

Rabindranath Tagore established his dream school in 1901 in Santiniketan with 5 students. At first he named his open air school as 'Brahmacharya Ashram', he experimented his educational thought and make the students ideal to lead their life. From 1925, the school is familiar with the name 'Patha Bhavana'. He envisioned a Holistic Education that was deeply rooted in one's culture and surroundings but also connected to the wider world. Tagore thinks that children's freedom should allow them to determine what they want to do for a large part of their time. According to him, "True education is to realize at every step how our training and knowledge have organic connection with our surroundings". Joy, freedom, mutual trust and co-operation are the basic principles of his school. Tagore believed that with a lifeless mind anybody can secure first position in an examination, they can get medal but they can't get the position in the world. **Tagore said, Education of Ashram was the education of life.** Students have interest in finding, examining, collecting information, analyzing facts of surroundings. He put the responsibility of educating the students in a joyful manner upon the teachers. He said, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."

Now also Patha Bhavana stresses upon the Holistic Education and Transformative Learning. Through **Holistic Education** we prepare the young generation to face any challenges in their life. They must develop healthy relationships and positive social behaviors, emotional development, value inculcation, ability to view aesthetic side and balanced behavior. Holistic approach encourages children to make connection in a subject using their creative skills and make learning a fun and meaningful experience. **Transformative Learning** encourages students to use critical thinking which engage them with new ideas. It is the expansion of consciousness through which an individual can question themselves about their own feelings, beliefs, assumptions and perspective on their purpose. Individuals who are undergoing such a transformative process are believed to completely rewire and transform their beliefs, assumptions and experiences into brand new expressive perspectives. Transformative learning is an act that individuals conduct in order to be more self motivated, self governing, rational, collaborative and empathetic.

In the process of learning in Patha Bhavana, student-teacher relationship, self directed learning makes the students unique in every spheres of life. That is the result of Holistic Education. Transformative learning is seen in the behavior of senior students. It is very much needed in today's competitive world. In the view of Tagore, "The highest education is that which does not merely give us information but makes our life in harmony with all existence."

2. STUDY OBJECTIVES:

- To know different co curricular and extracurricular activities of Patha Bhavana.
- To evaluate Holistic perspective in educational process of Patha Bhavana.
- To analyze the Transformative Learning of the students.
- To identify the effectiveness of Holistic Education and Transformative Learning upon the students of Patha Bhavana.

2.1 DELIMITATIONS:

- The study has been delimited only in Patha Bhavana School students.
- The study has been delimited only in the Holistic and Transformative perspective.

3. METHODOLOGY:

The investigator broadly stated questions about experiences of students and teachers and studied through contact with them in their natural environment generate rich, descriptive data that helps to understand student's and teacher's view points, experiences and attitudes. Therefore Random sampling method was used to choose from taking key points during interviews, a voice recorder was used. Information used in this paper is generally qualitative in nature based on field observation and informal discussion.

➤ Population:

The population of the present study was the students of Patha Bhavana School.

➤ Sample:

250 Students from class VIII to class XII of Patha Bhavana are interviewed. 30 teachers are also interviewed according to interview schedule.

➤ Sampling technique:

Through random sampling samples are selected.

➤ Tools:

Interview schedule and observation schedule was made to take the responses.

➤ Data collection technique:

The present study was conducted on the basis of survey method. Self reporting technique and observational technique are used to gather information. Secondary sources also helped to gather information.

4. FINDINGS:

- All the activities in Patha Bhavana start with 'Baitalik'(Morning assembly). A Sanskrit mantra is chanted, that represents the 'Tapovan' culture during Vedic period. This provides a positive mental energy for whole day. Open air classes give a good vibration to the students, they are in the nature and learning is joyful to them.
- Up to class VIII the pupil have the subjects like dance, music, painting, modeling, nature study, wood work, weaving etc in their curriculum with regular subjects. From class IX, students are free to choose any vocational area of their own choice. Engagement in such activities refreshes the students from the webs of curriculum. They not only develop academically but also can grow the ability to face the modern world. In the nature study class teacher acquainted students with different things of nature. The classes used to go on under the tree, open area which is close to nature. From lower to higher class students get Holistic Education and can develop their personality by using real life experiences, current events and other lively sources of knowledge in place of textbook information. The evening time is scheduled for playing in 'Ashram Ground'. In Wednesday morning 'Upasana'(prayer) give the chance to meditate.
- Senior students have their election to choose members of different sections like 'Sahitya Bibhag'(Literature Section), 'Krira Bibhag'(Sports Section), 'Aharjo Bibhag'(Food Section), 'Seba Bibhag'(Caring Section), 'Bichar Bibhag'(Justice Section) etc. Later those members manage those sections's duty. That teaches

responsibility. Those activities expose them to the real social world, they aware about the world outside the school. Each Bibhag has a concerned teacher. Those practices help in developing self government, self dependence, leadership and management qualities among the students. Visiting surrounding villages, arranging 'Anonda Bazar'(learn buying, selling and managing money) make the students more social.

- Cultural activities, Sahitya sabha (Literature meet) are used to arrange. One day tour, outing, village visit are useful for experiencing nature. Debate, discussions open up diversified idea. Love for birds, animals makes the children kind and empathetic. Creativity flourishes diversified thinking. All round development occur.
- Teachers are friendlier here. Few teachers take open book exam. Emphasis is given upon understanding level. Teachers are not rigid to the students. They encourage them in self directed learning. Field studies make the student more critical thinker. The education process of Patha Bhavana invites the participation of all people regardless of race, gender, cultural background or any other differences. After survey it was seen that here the students are psychologically, socially and emotionally mature. They have curiosity to know the cause behind the colours of butterfly, about the eggs of ants, shape of the leaves of different trees. They climb to the trees, give foods to dogs in Tiffin time, drenching in the rain, playing in soil.
- Though individual differences are there but the students have multiple intelligence. The education of Patha Bhavana develops different sides among the students. Effectiveness of Holistic Education and Transformative Learning is seen in the behavior of students. They can cope up with odd situations. Senior students are more rational to choose their field. Sometimes shuffling of students in different sections happen in commencement of new class. Transformative learning helps to overcome the situation.

5. CONCLUSION:

Tagore's dream school Patha Bhavana makes the students holistically rich and prepare them to survive in the world. They can be identified among a group of people with their approach, behavior which is inculcated in Patha Bhavana. Patha Bhavana believes in simple living and high thinking and prepares the students for participating in a democratic society. Tagore's educational thought make the students eligible to lead life in today's tough world.

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