

# School of Holistic Development: A Case Study A Unique Program of Life Transformation through Educational Metamorphosis of Students

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#### **ABSTRACT**

Holistic development of students for life transformation through process of educational metamorphosis with the help of pentagonal model of integral education is the unique program of School of Holistic Development (SHD). With a vision to create and nurture the 'Wholesome' Personality of student to build 'Winning Personalities and Comprehensive Global Professionals' enabling them to meet challenges of career as well as life with skills, sensibility and sense of responsibility towards society and humanity by emphasizing on enhancing Employability of students by building Skills, Competencies and Multiple intelligence, Character, Values of Life are the objectives of the program. Inspired with this Indic approach SHD has designed a unique model of creating and fostering wholesome personalities through Integral Education. Indic wisdom of personality talks of five aspects (Panch Kosh). This 'Pentagon' of five 'Koshas' emphasizes five-dimensional development like Physical, Emotional, Psychological and Intellectual Development and Spiritual Awakening. This program at SHD works at levels of senses and for healthy body; mind, emotions and psychology; skills and competencies for technical and intellectual enhancement, responsible behavior towards society and environment, yoga, values and spirituality to achieve the final objective of self-realization, selfdiscovery and finding out one's own real-life purpose. The paper discusses the case study of SHD, launched by MIT Arts Design Technology University, Pune, India gives details of conceptual framework, vision, mission, objectives, methodology and tools adopted under SHD for holistic development of students and also compares and gives similarities between SHD and the National Educational Policy of Indian 2019.

#### 1. Introduction

School of Holistic Development (SHD):

'Creating Winning Personalities and Comprehensive Global Professionals'

School of Holistic Development (SHD) is a unique program by MIT Arts Design Technology University (MIT ADT University) is inspired by an Indic wisdom, has designed a unique model of creating and fostering wholesome personalities by appending the core curriculum of chosen areas of study with specific courses to cater for other intelligence through Integral Education.

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## 1.1. MIT Arts Design Technology University, Pune, India

The MIT Group of Institutions was founded by Dr. Vishwanath Karad, the visionary leader in pursuit of providing world-class high-quality education since 1980's. By the year 2015 the MIT Group developed into a vast ocean of learning in the field of higher education, with more than 10 campuses in the state of Maharashtra covering almost 1000 acres of area, more than 60000 students, over 65+ institutes, 4000 teaching staff and almost more than 6000 non-teaching staff.

In 2016 MIT Group launched their first State Private University in Pune, India. Our patron and President Hon'ble Dr. Vishwanath Karad sir believes in - higher emphasis in imparting value based education by sensitising the students to the rich Indian ethos of respect for parents and teachers (Pitra devo bhava, Guru devo bhava), compassion for fellow beings ('Vasudhaiv kutumbakam') and concern for environment and world peace via fusion of Science and Spirituality.

On similar guidelines, hon'ble Dr. Mangesh Karad sir has established School of Holistic Development, his dream project, which has aim to develop wholesome personality of the students for successful career. Our key approach is to develop an Indic and Vedantic method for education and holistic development of our students to achieve knowledgeable, wise, responsible and successful graduates who will contribute remarkably to nation, society and humanity.

# 1.2. Comparison of Concept of School of Holistic Development with other approaches

## 1.2.1. National Education Policy (NEP) 2019

Structure of School of Holistic Development and NEP 2019 has multiple similarities as below:

- 1. Development of good, well-rounded and creative individuals, with intellectual curiosity, spirit of service and a strong ethical compass
- 2. more imaginative and broad-based liberal education as a foundation for holistic development of all students to develop both sides of the brain both the creative side and the analytical side
- 3. Inclusion of lessons in 'SEVA' / service as part of liberal education
- 4. Use of MOOC Massive Open Online Courses

#### 1.2.2. Integral and Integrated Education – STEMM

The National Academics of Science, Engineering and Medicine (NAS report, 2018) has published a consensus study report *on 'Integration of Humanities and Arts with Sciences, Engineering and Medicine in Higher Education: Branches from the Same Tree'*. (HA with STEMM) Broad agreement between employers and Institutes of Higher education on certain student learning goals: Enhancement of Skills & Capabilities like -

- Communication skills
- Interpersonal Communication
- Critical thinking and problem solving
- Creativity and innovation
- Teamwork skills
- Ethical Decision making
- Analytical and Ethical reasoning
- Ability to apply knowledge in real world settings
- Intercultural skills and abilities
- Knowledge of languages other than English
- Knowledge of Sustainability

## 1.2.3. Integral Education for Holistic Development

According to one current definition, an Integral education considers the manydevelopmental lines in a human being *cognitive*, *emotional*, *interpersonal*, *artistic*, *moral*, *spiritual*, *and others*... It also acknowledges the importance for an individual's development and motivation *of states of consciousness*. Some of other referenced are mentioned as:

The correlation between participation in the arts and the advancement of science, engineering, and medicine:

Integration of knowledge promotes innovative thinking that can lead to significant scientific breakthroughs has enough historical support how breakthroughs in science have been inspired by analogies provided by the arts. Compared with scientists who are members of Sigma Xi, a society in which any working scientist can be a member, Nobel Laureates were 2 times as likely to be photographers, 4 times as likely to be musicians, 17 times as likely to be artists, 15 times as likely to be crafts people, 25 times as likely to be creative writers, and 22 times as likely to be performers. (NAS report, page 52) For example, Kepler's Third Law emerged from his search to describe the polyphony of the planets. Faraday discovered electromagnetic induction while investigating Wheatstone's novel musical/sonic devices, Newton imposed the musical scale on colors, and Helmholtz developed alternative geometric "spaces" in response to his work on music and vision. (NAS report, page 53)

Integral education is comprehensive and innovative, establishing guidelines that warrant consideration as a distinct, progressive, and potentially corrective pedagogical model. In Education: General Principles (Ghose & Alfassa, 1972 a), the Mother informs us that in order to be "complete", an integral education must possess "five principal aspects relating to the five principal activities of the human being: the physical, the vital, the mental, the psychic, and the spiritual" (p. 8). These innate human attributes are acknowledged as being fundamentally holistic, humanistic, and divine and must all be addressed to achieve a complete integral education. Sri Aurobindo and Mother MirraAlfassa recognized the breadth and depth of whole personhood hence the alignment and interrelationship between the five principal aspects conceptualized in both frameworks honors personal reflection and integration, as well as adherence to methodology, process, and self-awareness. (Zulaski, 2017) The Waldorf curriculum, created in 1919, engages the body (for example, movement, agility, strength, balance, coordination, training of the senses), the heart (emotional responses to story, music, drawing, and nature), the mind (language, science, mathematics, history), and the soul (aesthetics, nature, exemplary stories). The Integral approach provides a framework to understand any endeavor from at least four perspectives, called "quadrants." (Wilber, 2000). In total there are five components to the integral approach resulting in what Wilber (2000) describes as "AQAL" which means all quadrant, all level, all lines, all states, all types. Since quadrants are the most readily understood in this approach, they are offered here as a starting point. They are: subjective, objective, intersubjective, inter-objective. A survey of Massachusetts Institute of Technology (MIT) alumni demonstrated that graduates rely more heavily on communication, teamwork, and interpersonal skills throughout their careers than the specific technical and engineering skills that they learned as undergraduates. (Source: Box 2-1, NAS report, page 45) Identification of four 'Capability Platforms' for STEM workforce need to be successful: are as digital fluency, innovation excellence, "employability" skills, and discipline specific skills (STEM Innovation Task Force, 2014). The NAS report states few examples given by Einstein (all knowledge is connected), work of Robert and Michelle Root-Bernstein (correlations between leadership in science and engagement with arts and crafts), Bernstein and colleagues (scientists, Nobel Laureates, National Academy of Sciences members and Royal Society members' engagement in arts and crafts, along with factor of an entrepreneurial innovator, (Root-Bernstein et al., 2008). A study that examined Michigan State University Science and Technology graduate found that, STEM majors are far more likely to have extensive arts and crafts skills, arts and crafts experiences are significantly correlated with producing patentable inventions and founding new companies, the majority believe that their innovative ability has been stimulated by their arts and crafts knowledge, and lifelong participation and exposure in the arts and crafts yields significant impacts for innovators and entrepreneurs (LaMore et al., 2013). In the book 'Music and the Making of Modern Science', Peter Pesic describes how breakthroughs in physical science and mathematics were inspired through musical analogies (Pesic, 2014). Additionaly groups of students who typically underperform in STEM subjects, would benefit more than other groups of students from visio-spatial training (Sorby and Baartmans, 1996). Integration of Stem into the Curricula of Students in the Arts and Humanities Can Promote Scientific and Technological Literacy. Jenney (2011) of Purdue University talks on the holistic Development of college students with spirituality as a predictor. The students were asked to self-rate on factors which were divided into four major groups:

- 1. Achievement orientation- which included courage, creativity, dependability, drive-to- achieve, leadership ability, and self-confidence (intelligence);
- 2. Compassionate self- concept, which included altruism, compassion, empathy, forgiveness, generosity, gratefulness, helpfulness, kindness, and patience;
- 3. Social, which included cooperativeness, humility, loyalty, open-mindedness, respectfulness, self-awareness, self-confidence (social), self-understanding, and understanding of others; and
- 4. other collegiate outcomes, which included emotional health, physical health, spirituality, religiousness, respect for diverse religious/spiritual beliefs, opportunity for religious/spiritual reflection, satisfaction with sense of community, satisfaction with interaction with students, and satisfaction with overall college experience.

#### 2. School of Holistic Development

School of Holistic Development (SHD) has established on 02 August 2018. SHD caters to training needs of all graduate students (approximately 1800) of every year of graduation studies of 13 Institutes from various faculties from Arts, Design and Technology under MIT ADT University.

#### 2.1. Vision of School of Holistic Development

School of Holistic Development aims to foster wholesome progress and nurtures the learners' intrinsic beliefs in a healthy and compassionate environment thereby empowering human values and promoting meaningful existence.

#### 2.2.Mission of School of Holistic Development

We at SHD, see the world as a vast interconnected, organic tapestry. In this infinite lattice work, we are creating a world in which ideally every ones' and every thing's needs and desires are included, considered, respected, honoured and empowered. We are one of its kind school where the neophyte to veteran's journey is carefully graphed while keeping their innocence intact; and thereby creating winning personalities. We are the pioneers in the making.

## 2.3. Philosophy of School of Holistic Development

MIT-ADT University (MIT-ADTU) endeavors to provide world class, value based high quality education through all its constituents. MIT-ADTU aims to create and nurture the 'Wholesome' Personality of a student to build Winning Personalities and Comprehensive Global Professionals enabling them to meet challenges of career as well as life with skills,

sensibility and sense of responsibility towards society and humanity. School of Holistic Development emphasizes on enhancing Employability of students by building Skills, Competencies and Multiple intelligence, Character, Values of Life through Integral Education.

## 2.4.Preamble of School of Holistic Development

The core philosophy of the MAEERS group as ingrained into the culture of the MIT-ADT University, is to develop "Winning Personalities". As articulated by our founding father, Prof. Dr. Vishwanath Karad and reiterated by the Executive President of MIT-ADT University, Prof. Dr. Mangesh T Karad, the winning personality encompasses the virtues of 'Physically Strong, Mentally Alert, Innovative Outlook, Morally Straight and Spiritually Enlightened'.

#### 2.5.Program Objectives

School of Holistic Development expects to nurture a unique value system and thought process in our students by offering various programs. (Refer to Diagram 1)

The program should help the students;

- To enhance their physical and emotional strengths and overcome weakness
- To imbibe values for life and build character
- To be physical fit, mentally alert and spiritually awakened
- To become responsible and wise human being and successful professional in pursuit of excellence in career and life
- To respect Parents, Teacher, Family, Relations, Nation, Humanity and Environment
- To inculcate 'Universal Brotherhood' (विश्व बंधुत्व (to contribute remarkably and sustainably towards society,
- nation, humanity and environment
- To take success with commitment, peace of mind, happiness and content
- To face failures with courage without losing self-esteem and real identity
- To start journey of self-awareness, self-realization and self-discovery
- To identify one's own mission of life for purposeful and meaningful living

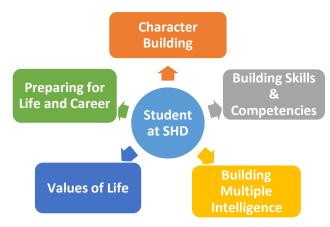


Diagram 1. Program Objectives of SHD

Sourse: Author's Compilation

ओउम्। केष्वन्तः पुरुष आ विवेश कान्यन्तः पुरुषे अर्पितानि।

एतद् ब्रह्मन्नुप वल्हामसि त्वा किँ स्विन्नः प्रति वोचास्यत्र ॥ ओउम् । पञ्चस्वन्तः पुरुष स आ विवेश तान्यतः पुरुषे अर्पितानि । एतत्त्वात्र प्रतिमन्वानो स अस्मि न मायया भवस्युत्तरो मत्॥ (यजुर्वेद 23|51,52)

(Source: Yajurved)

एतमन्नमयमात्मानमुपंसङ्क्रम्य । एतं प्राणमयमात्मानमुपंसङ्क्रम्य । एतं मनोमयमात्मानमुपंसङ्क्रम्य । एतं विज्ञानमयमात्मानमुपंसङ्क्रम्य । एतमानन्दमयमात्मानमुपंसङ्क्रम्य । ॥ ५ ॥ दशमोऽनुवाकः ॥

(Source: Taitteriya Upanishad')

'Bhrigu Valli' of 'Taitteriya Upanishad' (Verse 5; Anuvak 10) has deciphered the five *Koshas* (Sheaths) of human personality, enabling to reveal and construct those secret five sheaths to identify one's own personality.

## 2.7. 'Panch Kosha' Model -5 sheaths/cells of human personality

School of Holistic Development inspired with this Indic approach has designed a unique model of creating and fostering wholesome personalities by appending the core curriculum of chosen areas of study with specific courses to cater for other intelligence through Integral Education. (Refer to Diagram 2 & 3)

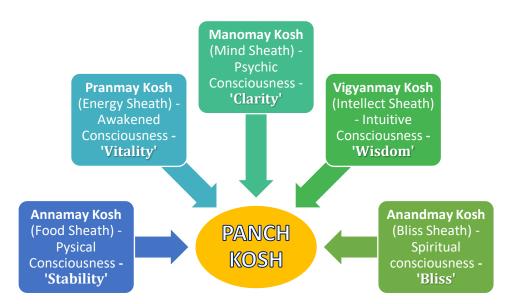
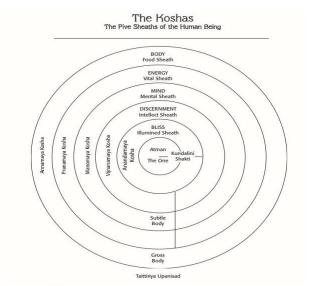


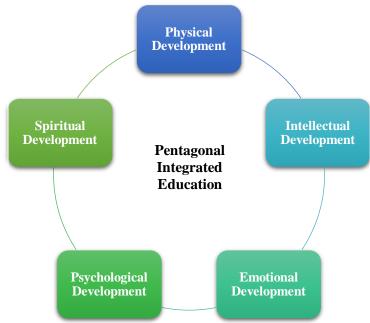
Diagram 2. Indic 'Panch Kosh' Model of Human Personality (Sourse: Author's Compilation)

Diagram 3 talks about the details of five koshas of human personality.



*Diagram 3.* Indic 'Panch Kosh' Model of Human Personality Source: SAVY International Inc.

## 2.8. Pentagon of Integral Education



*Diagram 4.* Pentagon of Integral Education at SHD (Sourse: Author's Compilation)

The school will mainly work on five aspects of integral education called as 'Pentagon of Integral Education'. The five approaches or tools have been derived from the above mentioned 'Pancha Kosh' system of Indian perspective of Holistic Development.

The 'Pentagon' emphasizes Physical, Emotional, Psychological and Intellectual Development and Spiritual Awakening.

This program at School of Holistic Development will work at levels of senses and for healthy body; mind, emotions and psychology; skills and competencies for technical and intellectual enhancement, responsible behavior towards society and environment, yoga, values and spirituality to achieve the final objective of self-realization, self-discovery and finding out one's own real life purpose. (Refer to Diagram 3)

## 2.9. Program Structure of School of Holistic Development

School of Holistic Development offers various certificate courses to all students of graduate program under MIT ADT University. The courses are offered against University Credits (compulsory or elective). (Refer Table 1)

Table 1. *SHD Program Structure* 

Year Semester Course Credit Cord				
Year	ear Semester Course			Cord
1	1 2	1.Communication 1 (UCC)	2	SHD
		2.Health Practices 1 (UCC)	2	SHD
		1.Communication 2 (UCC)	2	SHD
		2.Health Practices 2 (UCC)	2	SHD
		Culture and Sports	*	Univ
	3	Spirituality & Value Education (UCC) 1		
		Workshop / Lectures on Spirituality	1.5	SHD
		SEVA – Social Connect		
		a) Creative Courses 1 (for Technical Institutes) (UCE) <sup>1</sup> OR	2	SHD
		b) Adv Technical Courses 1 (for Non-Technical Institutes) (UCE) <sup>2</sup>		SHD
2		Spirituality & Value Education (UCC) 2		
		Workshop / Lectures on Spirituality	1.5	SHD
	4	b. SEVA – Social Connect		
		a) Creative Courses 2 (for Technical Institutes) (UCE) <sup>1</sup> OR	2	SHD
		b) Adv Technical Courses 2 (for Non-Technical Institutes) (UCE) <sup>2</sup>		SHD
		Culture and Sports	*	Univ
	5 6 5 & 6	Foreign Language 1 (UCC) 1 out of 7 languages	2	SHD
		Entrepreneurship 1 (UCC) Atal Incubation Centre (AIC)	1.5	
3		Foreign Language 2 (UCC) 1 out of 7 languages	2	SHD
3		Entrepreneurship 2 (UCC) Atal Incubation Centre (AIC)	1.5	
		Career Development Centre 1	0	SHD
		Culture and Sports	*	AIC
	7	VAP1	2	
	7	Career Development Centre 1	0	
4	7 8	VAP2	2	
		Career Development Centre 2	0	SHD
		Culture and Sports	*	AIC
		Total Development Credits	26	
		Legend		
		University Common Compulsory		UCC
		University Common Electives		UCE
		Recorded for the Whole Year		*

(Sourse: Author's Compilation)

#### 3. Extra Initiatives under SHD

Under University Credits, SHD offers various Programs to graduation students in three years of their education. Along with regular University Credit (26) Programs, SHD organises various initiatives and projects for holistic development of student as below:

- English Mapping Test
- 'ADT Talks Championship'

## 3.1. English Mapping Test

When any student takes admission to any course under any school / faculty of MIT ADT University, the student comes in scope of School of Holistic Development for entry level English Mapping Test. SHD conducts English Mapping test for all students of first year of

the graduate program for 100 marks. The test is of screening type for 100 marks. The pattern of mapping Test and format / structure of mapping test is described below: (Refer Table 3 & 4)

Table 3.

Pattern of Mapping Test

Sr. No.	Topic	Marks
1	Reading	20
2	Grammar Vocabulary	20
3	Listening	20
4	Writing	20
5	Speaking	20
Total		100

(Sourse: Author's Compilation)

Table 4.

Format of Mapping Test

Sr No	Module / Activity	Marks	Duration
1	Comprehension Paragraph with 10 Questions	20	10 minutes
2	Fill in the Blanks – 10 Questions	20	10 minutes
3	Listen to provided audio / video and answer 10 Questions	20	15 minutes
4	Extempore	20	5 minutes
5	Short essay writing	20	20 minutes
	Total	100	60 minutes

(Sourse: Author's Compilation)

The students then rated as below based on the total score of the English Mapping Test as described below: (Refer Table 5)

Table 5.

Output of Mapping Test

<b>Category Student</b>	<b>Mapping Test Scores</b>	Action Plan / Projects (additional)
Red	<40	'Super 30' Challenge
Amber	41 to 60	'Super 30' Challenge
Yellow	61 to 75	'ADT Talk' Championship
Green	>76	'ADT Talk' Championship

(Sourse: Author's Compilation)

## 3.2. MIT ADT Talk – Super Speaker Oratorical Championship

#### 3.2.1. Concept Note

The comedian George Jessel once said: "The human brain starts working the moment you are born and never stops until you stand up to speak in public."

Most of the students have a terrifying experience of freezing up when asked to speak unexpectedly. This is an identified glitch among students which need be addressed in present scenario to improve their public speaking skills. In order to strengthen the communication abilities of students, the ADT Talk championship is organised every year by MIT ADT University as mega event which is an exclusive effort for students who are good in grammar and other language aspect of English and need improvement in spoken skills, public speaking etc. Beyond communication ADT TALK program targets listening, critical thinking, giving

feedback, time management, planning and implementation, organization and delegation, facilitation, mentoring, motivation, and team-building. The main focus of this event will be to help the students to improve their English communication. The main focus of this event will be to help the students to improve their spoken and overall English communication. In the time of globalization, English has appeared to be a universal language to link people from different background around the world. Structure of the champtionship is described below. (Refer Table 6)

#### 3.2.2. Objectives of ADT TALK

- To take a step towards winning personalities
- To discover speaking skills the students already have and skills that need some grooming
- To be enable the students to speak before the audience with confidence
- To make aware the students about public speaking and help them to explore their potential as a speaker

Table 6. Structure of ADT TALK

Sr. No.	Rounds	Students
1	Audition	400
2	Preliminary Round 1	30 (Only 3 students out of 30 will be selected for final round)
3	Preliminary Round 2	30 (Only 3 students out of 30 will be selected for final round)
4	Preliminary Round 3	30 (Only 3 students out of 30 will be selected for final round)
5	Final round among 9	9 Students
	students in 'Persona Fest'	

(Sourse: Author's Compilation)

## 4. Conclusion

Bringing integrated education for holistic development of a student at university education needs multidimensional efforts with innovation, creativity and flexibility in typically structured education system and process. School of Holistic Development focuses mainly the experimental learning, application based methods and connecting the knowledge and skill to the extreme exterior atmosphere and bring the exploration to the once own self core for self realization. An additional angle of social connect, spirituality, wisdom and purpose of life in all it's broader aspects should help the student to find his /her real mission of living rather than taking education merely to develop means of living.

## Acknowledgment

This paper is an output of the activities conducted during academic year 2018/19 and 2019/20 till now. The activities are launched by of School of Holistic Development established by MIT Arts Design Technology University, Pune India with an objective of wholesome personality development of Students of University to create 'Winning Personality' and to develop 'Comprehensive Global Professionals'. Persona Fest is the only activity which is launched by MIT ADT University since 2017 and SHD has major role to organise the Fest every year.

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