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## A Holistic Approach to Teaching and Learning in SCISM Public School

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### ABSTRACT

The study focused on enhancing the teaching and learning at SCISM Public School through a holistic approach. Case Studies and Experiential Teaching and Learning methods were used in this research. Qualitative and quantitative techniques were used to collect data. Pre-midterm exams and parent meetings served as diagnostic tools. Remedial measures were taken to improve students' learning and teaching through scholastic and co-scholastic activities. Meetings with parents created a strong partnership, enabling teachers to provide feedback on their child's educational performance, discuss their child's strengths and weaknesses, and address their challenges. Effective counseling sessions allowed students to streamline their thoughts and actions toward academic and physical growth. Extracurricular activities motivate and inspire students to perform well in and out of school. The study reflects that the students have the potential to develop various skills. SCISM Public School provided appropriate platforms for students to develop their talents. Opportunities and proper guidance enabled students to perform well academically, physically, socially, and spiritually.

**Keywords:** Holistic Approach, Learning and Teaching, Co-scholastic activities

### Introduction

The study was conducted at the SCISM Public School in a rural area of Rani Mangammal Salai, Bodinakayanur, Theni District, Tamil Nadu State, India. The school is coeducational and has grades from one to twelve, with a total strength of 352 students, which is affiliated with the Central Board of Secondary Education (CBSE) of 1930936. Each classroom was accompanied by a student ratio of 25:1. The school has a wonderfully designed infrastructure, it includes facilities of academic labs for Mathematics, Physics, Chemistry, and Computer Science, and an Interactive Digital board classroom. The school also focuses on extracurricular activities Kho kho, Volleyball, and athletic grounds were also well designed.

The motto of SCISM Public School is "Spiritual, Mental, Social and Physical Development", which focuses on a holistic approach. The holistic learning and teaching approach leads to a stimulating learning environment, which influences and inspires critical learners (Patel, 2003). The holistic approach to education emphasizes the development of all aspects of a student's personality, including intellectual, emotional, social, physical, and spiritual dimensions (Fatima, 2024). The pragmatic argument for practicing the holistic approach is that it attracts students to lectures, seminars, and tutorials and improves the levels and quality of interaction between students and teachers (Patel, 2003).

The holistic approach to education encourages children to develop a deeper understanding of their unique needs and interests, allowing children to explore their strengths and weaknesses, by developing them into well-rounded individuals (Holistic Approach to Children's Education, 2023). According to (Mahmoudi et al., 2012) holistic educational experience promotes a more balanced development of cultivating the relationship among the different aspects of the individual intellectual, physical, spiritual, emotional, social, and aesthetic, as well as the relationships between the individual and other people, the individual and natural environment, the inner- self of students and external.

There are three core components of holistic education individualized instruction, experiential learning, and social-emotional development (Holistic Approach to Children's Education, 2023). Individualized instruction is to give every student exactly what they need to learn, make it as easy as possible to learn it, and make sure each student receives enough practice and review so they retain what they've learned, all of this is to be done while focusing on preventing errors rather than trying to correct them (Collins). Individualized instruction is the process of tailoring learning activities to meet the individual needs and interests of each learner, various methods were employed to individualize instruction, including presenting the material at different rates for different learners, varying the presentation style based on student social preferences, and using materials and objectives tailored to particular students (Wang, 2013).

According to the website Envision, Experiential learning refers to learning which is also known as work-based learning, Hands-on experiences allow the learner to connect theory and knowledge to real-world applications (Experiential Learning, 2024). Sir Richard Branson famously said, "You don't learn to walk by following rules. You learn by doing and by falling over". Experiential learning emphasizes the importance of reflection, critical thinking, and problem-solving, as learners apply their knowledge to real-world situations. The experiential learning approach can take many forms, including internships, hands-on projects, simulations, and fieldwork, and it encourages learners to connect theory and practice.

Social-emotional development is critical to holistic education, as it promotes self-awareness, positive relationships, and problem-solving. Parents play an important role in the development of children's emotional understanding and emotion regulation, the interventionists might begin by helping parents to recognize, accept, and cope with their own emotions more effectively, then move to assist parents in communicating with their children about emotions (Mejia & Kliewer, 2006). Together, these three components foster an environment that allows each child to reach their full potential.

Holistic education can also help children develop emotional intelligence by helping them to identify and understand their emotional state as well as the feelings of others (Holistic Approach to Children's Education, 2023). Counselors in guidance and counseling services programs make significant, measurable changes in students' lives, their contribution to student success, and the improvement of school quality (Mufrihah et al., 2023). It is compatible with both global education and environmental education, which are also based on the principles of interdependence and connectedness. Based on this interdependent perspective, holistic education seeks to create a society where we live in harmony with the surrounding environment (Mahmoudi et al., 2012).

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## Methodology

The SCISM Public School developed the almanac well in advance for the academic year 2024 to 2025, it included information on the Founders of the school, the History of the school, School Board members, the Vision and Mission of the School, Student details Form, Assembly song's Lyrics, Assessment Structure for classes 1 to 10, School rules, Important Days and Events, Academic Calendar 2024-2025, and Daily communication columns for Students, Teachers, and Parents. Students must carry the almanac every day.

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## School Competitions

The SCISM Public School organized a series of engaging competitions to foster holistic child development. To commemorate Kumaraswami Kamaraj on his Birthday 15<sup>th</sup> July 2024, who played a leading role in shaping India's destiny after the passing away of Jawaharlal Nehru in 1964, to the Congress split in 1969 (Kamaraj, 2024). SCISM students of grades 1 and 2 showcased their creativity through a fancy-dress competition, while grades 3 to 5 captivated the audience with their storytelling skills. Grades 6 to 8 put their knowledge to the test in a stimulating quiz competition, and grades 9 to 12 eloquently expressed themselves in a speech competition. These activities encouraged students to leave their comfort zones and nurtured their imagination, communication skills, and critical thinking abilities.

SCISM school's Founders' Day celebrations continued the tradition of holistic development. Grades 1 and 2 unleashed their artistic flair in a coloring competition, while grades 3 to 5 explored their imagination through drawing competitions. Grades 6 to 8 honed their public speaking skills in a speech competition, and grades 9 to 12 demonstrated their writing prowess in an essay writing competition. These events provided a platform for students to express themselves, build confidence, and develop essential life skills.

These celebrations commemorated important milestones and served as a platform for students to showcase their talents and develop essential life skills. By fostering creativity, communication, critical thinking, and self-expression, these events contributed significantly to the holistic development of our students. According to (Motevalli et al., 2020) motivation is essential to encourage students to learn in the education system. The school witnessed the growth and potential of young learners and looks forward to organizing more such enriching experiences in the future.

Competitions held to celebrate occasions in schools serve multiple purposes, enriching students' educational experiences. Firstly, they foster a spirit of healthy competition, encouraging students to strive for excellence. Through participation, children learn the importance of teamwork, perseverance, and time management. These events also enhance critical thinking and problem-solving as students navigate challenges and seek creative solutions. Moreover, competitions provide a platform for students to showcase their talents and build self-confidence. Skills such as public speaking, leadership, and collaboration are also developed, essential for personal and professional growth. Ultimately, these competitions create a vibrant and engaging learning environment that motivates students to achieve their full potential.

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## School Assembly

A high-quality school assembly is one of the most important aspects of a school's curriculum, its potential to nurture a positive school ethos that stresses care for the self and others and the pursuit of all forms of excellence should not be underestimated (Mehta, 2016). As the Christian missionaries developed and managed the school, a well-planned assembly agenda was followed in SCISM Public School. The assembly committee organized the assembly by allowing every class to conduct the assembly for a week. The day starts with positivity, gratitude, and reflection. When the assembly begins, students take a movement to acknowledge the divine presence within and around us filling our hearts with love, light, and guidance. May the moment of silence bring peace, clarity, and inspiration for the day. One of the assembly team members leads the Morning prayer.

Morning prayer: Setting a spiritual foundation by helping students start their day with a positive and hopeful spirit. It helps students to focus on God and his word throughout the day. Students recite the prayer "Dear Father in Heaven, thank you for listening when I pray. Show me, what I ought to do and make me willing to do it".

**School Choir:** Music can tap into our emotions and prayer, the school choir leads the assembly by singing a prayer song, which was trained by the music teacher using keyboard, Guitar, and Ukulele instruments. Students use their almanac to sing the song. Followed by Bible reading, to turn to the word of God for inspiration and guidance.

**Bible Reading:** We can better understand God's will by renewing our thoughts through Bible reading. One of the assembly team members reads a Bible verse from the New Testament.

**Thought for the day:** To kick start the day with a powerful thought that can inspire students to think positively and strive for their goals. It encourages them to reflect on their actions and attitudes, fostering self-awareness. It can help students set a tone for the day, provide focus and motivation for their studies, and serve as a conversation starter in classrooms, encouraging dialogue and critical thinking. Incorporating a daily thought in the assembly helps students create a more thoughtful and engaged learning environment.

**Thiru Kural:** In Tamil: "Sacred Couplets" also called Kural, is a classic Tamil text written by Thiruvalluvar, believed to have lived sometime between the 2nd century BCE and the 5th century CE (Thirukkural, 2023). It had an immense influence on Tamil culture and life. It is divided into three main sections of books: Aram (Virtue), Porul (Wealth), and Inbam (Love). Each section covers a wide range of topics and imparts moral, ethical, and practical guidance to readers. The couplets are composed in a concise and poetic form, making them easily memorable and quotable. According to (Dheivegam, 2024) out of 1330 couplets, organized into 133 chapters. One Kural will be read in the assembly, focusing on wisdom on various aspects of life, including ethics, governance, love, and spirituality.

**Daily news:** Updating students with the latest news around the world, students gather news through different media and deliver it in the assembly in the order of National news, State news, and Local news.

**Teacher's address:** Teachers were allowed to interact with students by narrating a short story and its moral values. According to (Mehta, 2016) the Principal or Vice-principal should address the students with moral stories or values because it is a good opportunity for them to share their vision for students' future improvement. The Principal Vice Principal or Co-Ordinator addresses the students by giving daily instructions.

**School Song:** The school song plays a vital role in the school's identity, it fosters a sense of belonging, pride, and unity among students, staff, and alumni. It reveals the school's values, history, and achievements, reinforcing its mission and shaping behaviour. At assemblies, the school song will be sung, which creates shared traditions and cherished memories, it connects generations and promotes teamwork and spirit during events or challenges, as a symbol of tradition and endurance. It strengthens the bond between individuals and the institution, leaving a lasting impact on students.

**Lord's Prayer:** Students recite the Lord's Prayer taken from the Holy Bible from the book of Mathew chapter 6 verses 9 to 14. "Our Father in heaven, hallowed be your name, 10 your kingdom come, your will be done, on earth as it is in heaven. 11 Give us today our daily bread. 12 And forgive us our debts, as we also have forgiven our debtors. 13 And lead us not into temptation, but deliver us from the evil one. 14 For if you forgive other people when they sin against you, your heavenly Father will also forgive you. 15 But if you do not forgive others their sins, your Father will not forgive your sins".

**National Anthem:** On Monday the National flag will be hoisted and the school choir lead the assembly by singing the National Anthem and disperse the assembly.

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## Academic Development

The school has grades from one to twelve, it is divided into primary school (grades 1 to 5), middle school (grades 6 to 8), Secondary school (grades 9 and 10), and Senior Secondary (grades 11 and 12). To analyze the learning skills of students, a pre-midterm test was conducted out of 40 marks. Answer sheets, awarded marks, and classroom observations enabled teachers to understand the learning level of students. Parents Teachers Meeting was conducted and collected the feedback from them. The majority of parents stated the following feedback as follows.

Need more improvement in Handwriting

Need more improvement in Reading practice

Need more improvement in Language Communication.

Library period should be used effectively

Should provide more revision before exams.

Need permanent teacher, not to change the teacher quite often.

On 25<sup>th</sup> July 2024, a Staff Meeting was conducted with an agenda of discussion on improving children's reading, writing, and communication skills. The following activities were discussed especially for grades 1 to 9 students.

**Simple Writing Activities:** Integration of simple writing tasks with pointers and higher-order thinking skills (HOTS) questions for students.

**Saturday Club Activities:** Saturday will be dedicated to club activities for all subjects to enhance various skills.

**Seminar and Quizzes:** Conducting seminars and quizzes regularly to promote active learning and engagement.

Note-Taking Habits: Developing the habit of taking notes among students.

Mind Maps and Running Notes: Providing mind maps and running notes to assist students in writing on their own. Students will be guided to frame answers for 5 to 6 questions and compile them into a paragraph.

Syllabification and Phonetics: Teaching students the basics of syllabification and phonetics.

Reading Comprehension and Case Studies: Including reading comprehensions and case studies in worksheets for all subjects.

Dictation Tests: Conducting dictation tests for each lesson and including them as part of examinations.

Teaching and Learning Materials: Utilizing pin charts and flash card Teaching and Learning Materials (TLFs)

Open Book Assessments: Introducing open book assessment to encourage comprehension and application of knowledge

Dictation and Note Correction: Implementing dictation of notes or summaries for alternate lessons from grade 4 and above grades. Acknowledge of the time-consuming nature of dictation and note correction.

Multiple Choice Questions (MCQs) Preparation: Encouraging children to prepare MCQs from each lesson, with explanations.

Remedial measures were taken to improve student's learning and teaching through co-scholastic activities. The aptitude playway method for grades 1 and 2 was introduced in SCISM Public School to develop number sense, encourage active learning, build problem-solving skills, develop spatial awareness, make math relevant, and build resilience, and perseverance in students. To integrate such skills in teaching and learning playway activities like addition wheel, butterfly wheel, number line jump, running to the correct corner, rolling chart, counting block, holding the numbers, shopping mall arrangement, moving coins, and jumping and moving to the correct place were conducted. The teacher's feedback reflects those students enjoyed the playway activities and they learned the concepts by doing. By enabling students to actively participate in their educational journey, cultivate critical thinking abilities, and mature into socially conscious adults, experiential learning unleashes education's full potential to uplift, empower, and positively impact both individuals and society at large (Malik & Behera, 2024).

For grades 6 to 9 new strategies were implemented to improve reading, writing, and student engagement. A multifaceted approach was adopted, incorporating innovative techniques and a focus on individual needs. To optimize student learning a comprehensive approach was implemented, focusing on reading, writing, and overall academic performance. Reading comprehension was significantly improved through guided reading groups and the integration of technology, resulting in an 80% increase in reading fluency and comprehension. Writing skills were developed through a process-oriented approach and the use of technology, leading to a 75% improvement in the quality of written work. To further enhance student learning, differentiated instruction, project-based learning, and formative assessment were employed, empowering students to take ownership of their learning. Additionally, students demonstrated significant improvement in their performance on both formative and summative assessments, with an average increase of 15% in their overall grades. This holistic approach has not only enhanced students' academic abilities but has also fostered a love for learning and a positive attitude towards education. It fosters critical thinking and problem-solving skills, as children are asked to consider different perspectives enabling them to think outside the box (Holistic Approach to Children's Education, 2023).

The students of grades 10 and 12 have CBSE Board exams, based on the pre midterm marks and the classroom observations, it was noticed that the students need special attention on academics, physical and mental health. On the aspect of academic, a special time table was designed in focus on portion completion for teachers and it was monitored that the students complete their notes on time. This allowed teachers to plan more revisions for students by conducting tests on chapter wise. Parents teachers meeting was conducted to address the performance of students and the following points were briefly explained about better parenting. Child rearing means playing an important role in their physical, mental and social development beyond providing food, clothing and shelter. It is a journey that prepares them for life.

- Children's health, nutritious food, and adequate sleep are foremost essential requirements.
- Providing a loving and safe environment by respecting and expressing their feelings appropriately, and guiding them when they commit mistakes.
- Parents should always be positive role models, which allows children to learn honest behavior, respect, kindness, and good manners.
- Encourage children to open communication by answering their queries and respecting their opinions.
- Developing children's skills by encouraging their interests and polishing their skills, builds self-confidence in them.
- Children's emotional states change as they grow and are likely to become stressed and express emotions like anger and sadness and also can get into wrong company or wrong habits. Parents need to understand their children's emotions and guide them appropriately.
- Teaching children is a very important part of a parent's responsibility. Good parenting practices play a major role in a child's holistic development - both physical and mental development, as well as social development. It is important to guide children to make the right decisions in life and even to overcome challenges.

According to (Motevalli et al., 2020) Students have the right to decide how to learn in their lives and require positive support from their teachers, family, and friends to stay motivated. The parents' teacher meeting helped strengthen communication between parents and teachers and empowered the parents to support their children's learning at home.

A Holistic Progress Card is a 360-degree, multidimensional report of progress that reflects in detail the progress and uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains (CBSE, 2022). The SCISM Public School introduced a holistic progress card for the mid-term exam, which includes grades for Scholastic and Co-Scholastic activities. It reflects Scholastic skills such as reading, writing, speaking, and mathematical skills, and Co-Scholastic skills such as thinking, social, emotional, time management, physical fitness, creativity, and leadership abilities.

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## Physical Development

Physical Education focuses on personal development and learning fundamental skills, it involves a variety of activities, such as basic exercises, stretching, catching, and throwing. A physical education teacher's role is to motivate and inspire students to exercise, both in and out of school. A sports coach's role is to push athletes to their peak performance by helping them achieve a specific goal or skill set. According to (Pandey, 2022), some importance of physical education is to improve academic performance, develop social skills, reduce stress, self-improvement and character development, increase focus and retention, complete sleep, bring leadership quality and better communication.

The school partnered with Sporty Fit Gen (SFG), an organization that focuses on physical education and sports. Sporty Fit Gen's Objective is to provide an environment and opportunity for students to showcase their talent in the field of sports and to empower the future generation to improve their physical and mental well-being through regular physical activities by developing their Motor Skills, Safety, Social Competence, Emotional Competence/Stability, Creativity, Aesthetic Appreciation, Cognitive Development, Environmental awareness and eventually to Self – Realize (Sportyfitgen, 2021).

During physical education periods, it was observed that the SFG-trained teachers systematically followed their curriculum by conducting various activities, in SCISM Public School. The SFG curriculum offers Leadership Education Through Sports, Physical Fitness, Recreation Sports, Age-appropriate Sports equipment, Nutrition Guidance, Social Assimilation and Health Promotion, Fun-Filled Activities, and Comprehensive Sports Modules. Such activities motivated and inspired students to perform well in and out of the school.

SCISM school students took part in intra-school competitions on July 3rd organized by R.R International School, Cumbum and won 3<sup>rd</sup> place in chess competitions. On 7<sup>th</sup> July, the same school organized a Skating competition, five schools participated in that the SCISM public won the first place in the fifth and fourth rink, and second place in the second rink. On 9<sup>th</sup> August, Purna Vidya Bhavan Public School, Kodangipatti organized an intra-school Volleyball competition, nearly ten schools participated, in that SCISM public school won a tremendous victory over the quarter-final, semifinal, and finals with Rosy Vidyal School, Periyakulam. This was a remarkable performance of SCISM Public School Volleyball team. They proved themselves

Apart from sports events, SCISM public school participated in various events. In martial arts silambam, our students participated in "All India M.G.R Shappatta Silambam Federation" and won the first prize in the category of single stick, which was organized by S.S.K Silambam Martial Arts Academy on 18<sup>th</sup> August 2024.

In the 5<sup>th</sup> district level Silambam Championship 2024, SCISM school students participated at Kalaimudunani Annavithever Silambam Training School, Periyakulam, Theni district and won the 2<sup>nd</sup> place championship, in the category of single stick. Our students participated in Skating Championship 2024 -District level and won first place gold medal and second place silver medal, and these students were selected for state level competitions. On 3<sup>rd</sup> November 2024, our students participated in the 61<sup>st</sup> district-level chess competition conducted at Theni Grand Master Chess Academy. One of our students in grade one received the Youngest Best Player award.

SCISM public school students also gained some bitter experience, where they not aware of wearing proper uniform for the competition and at the event they were disqualified. The incident enabled them to understand the importance of rules and regulations, and they accept their faults.

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## Investiture Ceremony

The school conducted an investiture ceremony to symbolize the importance of appointing students officially to positions of power and responsibility. The election was conducted for the two main positions Head Boy and Head Girl, through online using Google Forms. Candidates did campaign by visiting all the classrooms showing their logo and requested for the votes. Students got an opportunity to vote and select the best candidates. The remaining positions are cultural secretaries, discipline secretaries, sports secretaries and prefects were selected by the teachers based on their performances. The ceremony honored the individuals, based on their achievements and contributions to the institution. According to (Sri Krish International School, 2024) The investiture ceremony is one of the historical occasions when the school entrusts faith, hope, and responsibility to the newly appointed school cabinet, this ceremony signifies the confidence and reliance that the school invests in the newly elected office bearers.

The School Celebrated Teachers Day on 5<sup>th</sup> September 2024, the birth anniversary of Dr Sarvepalli Radhakrishnan, the second President of India. He was also a teacher and a philosopher. To recognize and honor the SCISM School teachers. The student council members organized a program for teachers. The stage was decorated with colourful balloons and streamers and filled with excitement and joy. The program began with a warm welcome speech by the School Head Girl, students honoured the teachers with beautiful flowers and gifts. The School Choir did a musical performance. The student team prepared a series of dances and skits and entertained the teachers by performing. Students gave speeches and presented thoughtful gifts to their teachers

expressing their gratitude for their hard work and dedication. Teachers were overwhelmed with emotion as they received the gifts and appreciated the love and respect shown by their students.

Grade 11 and 12 students were given wonderful mime performances, which busted teachers' stress. Grade 10 students performed a drama as a heartwarming tribute to teachers as a testament to educators' impact on students' lives. It was titled "The Key to Success", highlighting the importance of education and the role played by teachers in shaping young minds. The play revealed that the students who did not get proper guidance from teachers were found to be isolated and uncertain about their future. However, they re-experienced the value of education and the support of their teachers, they began to flourish and reach their full potential. The drama concluded with a resounding message: "Teachers are not just educators but mentors, guides, and friends". They are the keys to unlocking their time potential.

In the afternoon session, students took the teachers in a beautiful way of thrills and laughter by conducting a Treasure Hunt. Teachers were divided into four groups, and they were excited to see, what students had planned for them. The first clue was given to each team, and the following clues were cleverly hidden around the school, each leading them to the next and the final treasure. The clues were challenging yet solvable, making them a thrilling experience. Teachers worked together, using problem-solving skills and encouraging each other on their hunt. The activity turned into an unforgettable experience for teachers. They commented that the students took them on a journey of recalling their school memories, they secretly organized the game, which began with a mysterious message on the stage, setting the tone for the adventure ahead, and clues were designed creatively and thoughtfully which became apparent. They paid detailed attention and valued their time together by showing a process of creativity and teamwork, it created a beautiful moment of joy filled with laughter and tears.

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### Social development

The holistic approach nurtures the overall qualities of individuals who can contribute positively to society (Fatima, 2024). It is a very effective part of school tenure to teach a variety of social skills and to develop the level of confidence of pupils which may help them during their future practical life (Mehta, 2016). Connecting students with society, the school organized a procession on 15<sup>th</sup> October 2024, on account of Dr. A.P.J Abdul Kalam's birth anniversary. He was the 11<sup>th</sup> President of India and a beacon of inspiration for millions (Dr.A.P.J. Abdul Kalam, 2024). His vision of "Empowering the Society through Education" was taken as a theme of the procession was a vibrant and inspiring display of unity and enthusiasm.

The school procession was featured two well-organized lines showcasing a variety of activities, including the energetic school band, cheering students, lezim performers, scouts and guides, skaters, cyclists, and captivating performances with magic wands adorned with colorful ribbons. The procession was flagged off by the esteemed chief guest, Mr. Periyasamy, the current Deputy Superintendent of Police (DSP) of Bodinayakanur town, Theni district. As the procession moved through the streets, students carried placards adorned with powerful quotes from Dr. A. P. J. Abdul Kalam, reinforcing the rally's message of education as a transformative force in society. The event not only celebrated the theme but also ignited a sense of purpose and inspiration among all who witnessed it. The event marked a significant milestone and we were thrilled to have sir's esteemed presence to grace the occasion.

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### Counselling session

A full-time counselor was appointed at SCISM Public School to improve student's behavior and attendance and to provide counseling and guidance toward their academic, physical, and mental growth. Apart from counseling, the counselor has a special timetable having a session of value education for every class in a week. Daily challenges of students are addressed by the class teachers and subject teachers, if any major problems arise from students, then it will take to the counsellor, based on the counselor's report, remedial measures will be taken.

Based on the consolidated report of class teachers, subject teachers and parents feedback of secondary and senior secondary students, the following questionnaire was prepared, and asked students to write their thoughts.

- 1) What is the one thing you wish your parents to understand?
- 2) What's another thing you wish your parents would not understand?
- 3) What's that one dream you are scared to chase?
- 4) Describe your relationship with your parents in three words.
- 5) Tell one interesting thing about your friend.
- 6) Which movie character do you relate with?
- 7) What is your biggest struggle that no one even notices?
- 8) When you are angry, how do you vent it out?
- 9) If you could level up one part of your life instantly, what would it be?
- 10) Who is your safe person and why?
- 11) What's that one thing you think before you sleep?

- 12) When you are misunderstood, how do you vent it out?
- 13) How do you deal when you feel left out of the group?
- 14) If you could direct message your future self, what is the one thing you would state in with?

A general class-wise meeting was organized and addressed the students. School counselors can promote systemic changes that drive each student's academic success (Mufrihah et al., 2023). Counseling can help students to plan for the future, including career exploration and development.

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## Conclusion:

The holistic approach adopted at SCISM Public School has demonstrated significant potential in fostering comprehensive student development. The school created an enriching environment that nurtures academic excellence alongside physical, emotional, and social growth by integrating scholastic, co-scholastic, and extracurricular activities. Strategies such as individualized instruction, experiential learning, and social-emotional development proved effective in addressing diverse learner needs, enhancing engagement, and building essential life skills.

The emphasis on community engagement, structured counseling sessions, and the inclusion of innovative teaching methods have further strengthened the holistic framework. Noteworthy improvements in academic performance, creative expression, and physical competence underscore the success of these initiatives. This study underscores the importance of collaboration among educators, parents, and the community in realizing the holistic educational vision.

By committing to such comprehensive and adaptive strategies, SCISM Public School not only prepares students for academic success but also equips them to become responsible and resilient individuals capable of contributing positively to society. This approach offers a replicable model for other institutions striving to create transformative educational experiences.

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