Towards Holistic Education

By

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Abstract

Most mainstream education institutions mainly focus on the intellectual and physical development while emotional and spiritual wellbeing gets ignored. This does not allow holistic development and the potential is not optimized. Process sensitivity (in adults) brings in elements that help bridge this gap.

Our experience of bringing process work in education (for close to two decades) has given us the opportunity to look at the role of process work as an enabler for all stake holders in the space. We engaged across age groups in schools and colleges and realised that a space that is non-threatening, dignifying, open and collaborative takes care of the wellbeing of the individual and also the holistic development.

Through this paper, we are attempting to capture our first hand experience of working in various learning spaces across age groups. The paper includes:

Impact of the current educational paradigm on the spirit/ psyche.

The processes and practices that allow a nourishing and nurturing space for learning/ conducive environment for learning

The role of process work in education – focusing on children, parents, teachers as well as their collective dynamics.

We intend to share and elaborate on some interventions and processes and their impact on students as well as teachers.

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Introduction

This paper is a sharing of our experience and understanding of education and process work for close to two decades. We are fortunate to have been a part of an education system where process work has been an integral part. It was an experience for us that opened up a whole new world of connecting dots, seeing perspectives, and getting a better understanding of ourselves as well as a better understanding of the human phenomena.

Both of us have been a part of Prakriya's journey of growth and evolution. We have also been a part of the core group that institutionalised some of the processes and practices for a conducive learning environment. This paper is a presentation of how process work sensitivity in an educational space can make a difference in a child's life.

Seetha Ananthasivan founded the trust, KNA Foundation for Education and started Prakriya Green Wisdom School[1] in 1999 and subsequently Bhoomi College[2] in 2008 under the same trust.

Seetha also co founded Aastha Foundation for Human Learning and Growth in 1996 with a focus on the education sector. Now in its present form Aastha[3] draws its membership from diverse individuals coming from corporate and social sector along with education sector.

For a long time there was a symbiotic relationship between Aastha and Prakriya. It was mandatory for all Prakriya teachers to attend at least one phase of internship at Aastha. One of the requirements for the role holders in Prakriya was the completion of internship in Aastha.

At present there are many members who are holding roles and anchoring institutional processes in all the three institutions (Prakriya, Bhoomi and Aastha).

Through our working in the process space, it was apparent to us how childhood experiences impact the emotive map of a child and how it influences the sense of self in the adult life. Also that some of the childhood experiences have life-long impact. Therefore, the need for a sensitive and empowering environment for children in their early years was felt. The prevalent paradigm of success and achievement, that sets uniform expectations from all and in that disrespects the individuality and diversity was questioned. These thoughts led to creating a space where wholesome development of children is possible and well being of a child is taken care of. The intent was to humanize education, give a space to children where they feel a sense of belonging, and have freedom to express their thoughts and feelings. Also, to have a space where they relate with ease - with people, nature and other beings.

With this intent Prakriya was co-created and using the deep understanding of process work, some of the first principles for the school were laid down. Since then it has been growing and evolving organically. From time to time dialogue spaces are created to question the givens and to review the relevance of certain practices.

Learnings from many more like-minded thinkers and visionaries from across the globe were integrated. This added to the process sensitivity that we wanted to inculcate in all. Gandhi, Tagore, J Krishnamurthi, John Holt, Carl Jung, Eric Erikson - their views on living and education complemented and added different dimensions to our working. Above all, learning from nature's principles formed the core of learning processes at Prakriya.

Repercussions of the Current Education System

The sole purpose of education today seems to be to get employment. And in the process of achieving this target, it ends up instilling **fear of authority, insecurity,** and **unhealthy competition.**

In the name of high achievement, pressure and competition is ever increasing; evaluation is becoming harsh and children are put through various coaching classes to perform better and better. Parents too, in their intent for the child to have a 'good life' push them through the rut and rigour. Children who are academically oriented manage to handle the pressure, however at a price. But there are some others who get caught between the education system and the aspirations of parents, often, pay a much higher price. Many of them get scarred in the process of the harsh evaluation and discrimination.

Some startling data to understand the situation –
- India has one of the world's highest suicide rates for youth aged 15-29.[4]
- Every hour one student commits suicide in India.[5]
- Young people find it difficult to cope with failure in exams and careers
- 42.5% of corporate employees in India suffer from depression or general anxiety disorder. [6]
- 38.5% of corporate employees sleep less than 6 hours a day.
- Students from "happy" families suffer from less depression[7].
- "The popular perception is that failing exams or inability to cope with academics is the primary reason for student suicides. This is rooted in a sense of helplessness or extreme frustration." [8]

The Changing Family System

Shifts in the family system - from **migration** leading to the **reducing size** of the family to **loneliness -**directly or indirectly have impacted children's wholesome development. A **scarcity** of time spent together as well as a perceived and/ or real scarcity of resources has brought in insecurities of various kinds. Very early in the child's life, he/she is sent to school away from home for a large part of the day. The remaining time at home is spent chasing targets created by school. With both parents working in many families, a child does not get enough non-purposive time to -

- have conversations with people around, ask questions, listen to the stories
- just *be* and discover one's *being*
- be able to listen to one's own voice and be driven by one's own instinct
- foster relationships with people, things and spaces without too much external orchestration
- make sense of the world on one's own terms.

Working with young people gives us an insight into their inner world, which does not seem as perfect and happy as it may appear. We come across youngsters struggling with a **sense of alienation, emotional insecurity, loss of purpose and meaningfulness, lack of inner fulfillment** - all stemming from a low sense of self.

Role of Process Work in Education

"The fundamental need of the self is to relate and express itself to discover the existential wholeness."[9]

Understanding the Holistic Being

In an educational space where process work is an integral part, teachers and other adults are sensitized to work with children in wholesome manner, to look beneath the surface and to see the multiple perspectives before making a conclusion. At the same time they are tough and firm when a child needs to break out of a dysfunctional pattern or need to come out of his comfort zone.

Jung's philosophy of whole self makes it simpler and easier to explain holistic development. We use his framework of four aspects of self to describe holistic development. We have adapted it to suit our need.

According to Carl Jung (a Swiss Psycholagist and Psycho Analyst) a human being is inwardly whole, and that most of us have lost touch with important parts of our 'selves'. The goal of life is individuation. If we realize our uniqueness, we can undertake a process of individuation and tap into our true self. Each human being has a specific nature and calling which is uniquely his or her own and that needs to be fulfilled through a union of conscious and unconscious. Self strives for unity, wholeness, and integration.[10]

Intellectual

Physical ——|—— Intuitive
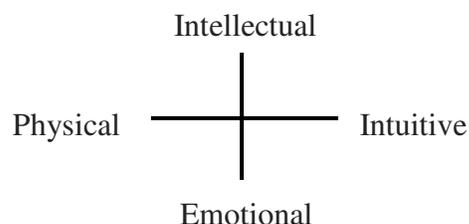
Emotional

In most formal school system the stress is on intellectual and physical development. There may be a few exceptions where some teacher may provide emotional support to children. The school system is not considered a place for emotional expression or psychic intuitive development. Children in today's time miss out on the development of these two aspects that lead to perspective building and fostering of wisdom.

Bridging the Gap

A lot of times people miss making connection between the behaviour of a child and her need for emotional and psychological security. The child is often labeled as lazy, bully, difficult, distracted, disruptive etc. What we miss out is to see the context of the child and understand what actually the child is seeking through this behavior. Or what are the gaps that she is trying to fill by doing certain things that may not be approved by others around.

Process work sensitivity helps in bridging this gap and enabling adults to understand a child's world better. An adult, instead of dismissing a child or labeling her, takes the responsibility of getting to the source of the behavior, handles her with sensitivity, gives her the nurturance and reassurance that she may need. Quite often, children respond beautifully just to an unconditional acceptance.

Humanising Education

Mainstream education is becoming increasingly mechanized and there is a need to bring in the heart and soul to the body. There is a need to humanize education and for that one needs to review the relevance of the following –

- The objective of education
- The content of the curriculum
- Physical and psychological structures

To look at these objectively one needs to break out of the comfort zone of working with what is familiar; to be in touch with feelings and to channelise those feelings towards positive action. This requires deep level of working with self and understanding our role as a parent, as a teacher and as a thinking-feeling human being. School is a space that brings a community of adults – parents, teachers, role holders and others – together to invest in the development of a child and for the well being of all involved. In our experience Process Work has been an enabling factor in achieving this.

Meaning Making

Process work, as we understand, is man's eternal search for meaning. It is a way of life that provides a realistic and practical framework to enable individuals to make conscious action choices. This is also what we see as the larger purpose of education.

Navigating the Inner and Outer Worlds

Human beings tend to ride two worlds - the outer world and the inner world. Our education, upbringing and learning mostly help us to navigate the outside world. The inner world remains largely un-touched and a mystery. Ironically, what happens in the inside world strongly impacts the action choices and relationships in the outside world. When the inner world is in balance one brings joy and stability in the outer world and when the inner world is in conflict one projects the same in the outer context. Process Work provides us with the wherewithal to understand our inner world. This helps synchronise the inner world and the outside world, which then can lead to a sense of well being for the individual.

Processes and Practices – Integrating Process Work in Education

Reading and writing develop knowledge, conversations foster wisdom.

Prakriya derives its core principles from the panchamahabhootas – Prithvi, Jal, Agni, Vayu, Aakash. The principles of diversity, flow, energy, relatedness and infiniteness embedded in the five elements are lived out by ensuring that each of the processes embodies all these principles.

To enable the philosophy of the school to be lived out on a day-to-day basis, certain processes and practices are put in place. These are adhered to in a cyclic manner year after year. Following is a broad list of some of those.

S. No	Processes	Focus	Practices	For whom
1.	Admission	Partnering in the child's growth - Ensuring that parents are with the school philosophy	Meeting with parents at multiple levels, spending a day in school	parents
2.	Engaging and interacting with parents	Joining in the child's learning	PTM twice a year, need based meetings, workshops on parenting	parents
3.	School Programmes	Holistic development	Academics, sports, art & craft, Gardening, Field trips, Annual functions, Real time Projects, Circle time	Children
4.	Teacher Selection	Sensitivity, learning-unlearning processes	Written application, interview, demo, observation in class	Teachers
5	Familiarising with school philosophy and culture	Co holding the philosophy of the school	Induction, orientation, Institutional meeting	Teachers
6.	Review and feedback	Investing in teachers for personal and professional development	Workshops through the year, mentoring, feedback twice a year, retreat	Teachers and role holders
7	Institutional meets	Co-holding & co owning institution	3 day meets at the beginning and the end of the year.	teachers

Below is a mention of some of these in detail:

a.   with children
b.   with teachers
c.   with parents

a. Processes and Practices in Working with Children

Conducive Learning Environment

A space that is non judgmental, accepts children as they are, respects diversity, does not evaluate a child based only on his/ her academic performance – when children are given such an environment where they feel belonged, do not feel lesser than the others, they generally grow and mature feeling whole. Their sense of self remains intact when children are given a space to express themselves without the fear of being judged or humiliated.

Physical Space. Children, growing up in urban areas are losing touch with nature leading to Nature Deficit Disorder[11]. Increasing number of cases of depression in young people is also linked to this fact. Being in nature also helps children to be more observant and learn from real things rather than learning from text books alone. Being outdoors in natural environment helps in expanding their horizon.

Prakriya campus has over 108 species of trees, medicinal garden, scared grove etc. Children learn to coexist with other beings such as frogs, bugs, insects, bees, cats and snakes.

Gardening, Pottery and Nature Walk

Nature has a great healing power. Children learn to connect with soil and nature during the gardening or pottery sessions. Ravi Mantha in his book 'All About Bacteria'12 writes about a non pathogenic bacteria Mycobacterium vaccae that is found in soil, cow dung and other organic matter. When this bacteria comes in contact with the human body, it helps release serotonin in the brain. Serotonin helps to uplift mood and spirit. Research has been done to show that serotonin acts as an antidepressant.

We have seen children and adults feeling relaxed and happy after a gardening or pottery session. It reduces stress and brings positivity along with the joy of creating something or watching a seed that you have sown grow into a plant.

Gardening and working with hands by itself provides multiple perspectives. A teacher needs to have the ability to see the part and the whole and make connections between the underlying links. Make the invisible, visible to the child. Teachers who have gone through process work understand the meaning making processes better.

Small Class Room Size

When the number of children in a class is kept low, a teacher is able to understand and relate with each child. She has the time and energy to invest in each one of them. She is also in a better position to build rapport with a child and help her in the moments of difficulty. This leads to a relationship of trust.

Circle Time

Circle time is a space where children bring issues and ideas to talk about. The objective is that, for children, a habit of circle time is inculcated from very early in life – a habit of respecting diversity, of taking into account different perspectives, to be in touch with the other's reality and also looking at one's own role in the larger scheme of things. Circle time can be used for

Non-purposive interaction – At the reopening of school or when some children want to share happy or sad moments. For example – birth of a sibling, parent returning after a long tour, pets, birthday celebrations, etc. or departures, death, separation, divorce at home.

Emerging themes – Current happenings in the campus or the city, news, etc. For example, no medals for sports day, no junk food, Nirbhaya case.

Conflict resolution – bully in the class, a fight between two children, etc

Discussion – issue of incontinence in a child in class, a child with learning difficulty, brainstorm ideas for real time project.

Circle time is generally anchored by a student and each one is given a space to share their viewpoints. Feelings are given importance over the data. (Some examples given in annexure 1)

A teacher, in the role of a facilitator, should be able to respect and have faith in the innate wisdom of the child. Also should be able to let go of the control and allow children to take charge and make decisions. At the same time needs to be ready to handle what emerges and intervene if required. This is possible if a teacher is secure within and does not feel threatened. Also, it requires a teacher to empathise and be able to see beneath the facts and data and not jump to quick conclusions. In our experience a teacher who has worked at self-level is better equipped to handle such situations.

Feedback to Children

Children are much more than their marks or grades. They need not be evaluated or labeled "good student' or 'bad student' based on their academic performance alone. However, we believe that a feedback is essential for a child to know his strengths and areas of growth.

At Prakriya, younger children do not get a mark sheet and older children get a marks report but without any rank in class etc. What is more important is at the end of the year a letter is written to each child. In the letter teachers try to capture the essential spirit and unique gifts of a child. Letter talks about a child's patterns, attitude and dispositions as observed by teachers; it is a teacher's experience of a child. The letter also talks about the shifts that the child may have made from the earlier years. It also reflects on some of the areas that the child may need to work on. The writing of the letter is a very significant activity at Prakriya as the effort is to be non judgmental, non labeling and sensitive as well as honest.

Children and their parents love to read these letters. For the graduating students, this is the most precious gift that they carry and most of them preserve it for a long time. *(2 sample letters are attached as annexure 2 & 3)*

This process requires for a teacher to accept an individual as a person beyond all benchmarks. This significant process is possible only if a teacher has accepted diversity and incompleteness within. In order to be non-judgmental and non labeling a teacher needs to work with the judge

and evaluator within and accept and value multiple facets and shades – good, bad, ugly within herself/himself.

Sports Programme

At Prakriya Sports Day is held a little differently. Being a school that does not believe in competition there was a need to maintain the energy, enthusiasm and joy of playing a sport without bringing in competition. Prakriya motto for sports day is "Shram, Shraddha, Shakti, Santrupti". Children are encouraged to enjoy the game and give their best rather than trying to defeat the other. Very often, on a sports day we see the top two contenders in an event giving tips to each other on how to jump higher or longer or throw the shot put farther without bothering that if the other gets it right, he/she would be the winner. It has now become a tradition for class 10 students to run the last race of 200 mts where each one stops just before the finish line and waits for everyone to catch up, they hold hands and cross the finish line together. The entire school waits to watch this moment.

It is a challenge for teachers to come out of their comfort zone of working with familiar and try new and innovative ways of playing sport which is as enjoyable without the single goal of victory and medals. A teacher needs to bring a balance between target and process focus.

Mixed Age Group

The nursery and primary school children spend their day in mixed groups. The premise being that in a natural setting, all humans interact in mixed age groups rather than same age groups. Each child moves as per his/ her own pace of learning. This space runs more on collaboration rather than competition or outdoing each other. Here they learn from each other more than only from the teacher. The older children take charge automatically. There is space and scope for some younger children to work at a much higher level, if they wish to. Differing abilities get more inclusion and space as per their pace here.

b. Processes and Practices in Working with Teachers

Sensitising Teachers

It is also important for a teacher to connect with children, to create a space of trust, to understand the needs of a child. A teacher needs to be firm and gentle at the same time; to give that optimum pressure to a child so that she is able to give her best without feeling burdened. Many of these qualities are not the ones that you can learn in a workshop. They require working with self. Only when we know ourselves deeply as individuals are we able to understand and invest in the child in the manner that we ought to.

Prakriya offers a five-day Retreat every year to all the teachers where they engage in a self-exploratory work. 'Retreat' helps in visiting and revisiting the process space collectively. It entails investing in self while investing in others, understanding one's own patterns and beliefs and learning to take onus and initiative for growth. The Retreat helps teachers to understand each other personally and as a consequence helps in a deeper and a stronger alignment to the ethos of the institution.

Feedback System for Teachers

Soul of the feedback is investing in the personal and professional growth of an individual. Focus of the feedback is to highlight one's strengths and allow working with the dysfunctional patterns. These meetings have the process elements of creating non-judgmental, non- threatening spaces based on trust and respect.

Giving and receiving feedback requires maturity to understand that the soul of feedback is to invest in each others' growth and not to criticize and also to know that it is important to express and state with honesty what one is feeling and thinking to clear out assumptions and maintain the hygiene of the work environment.

Mentoring

Mentors handhold with teachers and work with issues wherever the mentee feels stuck. As the daily schedules are quite packed, mentor meetings allow for some time to reflect, review the issue at hand and work at the self-level. Mentoring also helps in culture-building processes and in ensuring that the philosophy of the institution is being lived out and getting transferred to the next generation.

It is important that a mentor creates a space of trust with the mentee, identifies patterns and helps the mentee find the source of it. Also, this helps the mentee to understand the consequences of her/his behavior. All the mentors are teachers who have been through many years of self level work and are able to facilitate this process.

Workshops

Some workshops directly cater to the human element and group dynamics while the academic and skill-based workshops are designed in a manner that process sensitivity is ingrained in them. These workshops start during induction and continue at regular intervals through-out the year. Given below is a list of workshops along with the objective of each. In each of these workshops the effort is to make the link between the philosophy and a practice evident to teachers.

List of Workshops for Teachers

Multiple Intelligence – Theory of Multiple Intelligence by Howard Gardner is explained to teachers to help them accept and respect diversity in children and not to judge children who may not be high on Verbal Linguistic or Math Logic.

Learning Styles – To understand the three learning styles – Visual, Auditory and Kinesthetic and plan the lessons such that all the three can be addressed.

Discover Your Strengths – Again to understand the diversity principle and provide opportunities for children to enhance their natural strengths

Circle Time – Understand the finer nuances of holding the Circle Time. Importantly, how to let children take the lead and offer perspective rather than being prescriptive.

Writing Feedback Letter – To be able to observe a child closer to the his/her true nature without being biased by one's own values and beliefs. To write a letter, that is honest and encouraging and captures the essence of the person beyond the academics. Also, to be aware of one's own filter and lenses while being with children.

Active Learning Methodology – ALM is a methodology where children take the onus of their learning. Teacher facilitates the process and just provides the triggers for learning.

Thematic Learning Classes – Theme based learning helps a child in learning by associating and going from familiar to unfamiliar.

Natural Learning – At young age children learn by imitation. So when a teacher is teaching, they learn how to teach. When a teacher learns along with them, they learn how to learn.

Natural Learning providing an environment to children, specially the younger ones where they learn in a complete unstructured manner, without any lesson plan or curriculum. Children enjoy learning by being in nature, observing the surrounding, wondering, questioning and making connections.

Emergent Curriculum – In a natural learning environment, where there is no pre-planning done, curriculum is emergent and based on children's observation and questions. A teacher explores along with children.

Mixed Age Group Learning – For teacher to able to work with multiple age groups, handle the dynamics of the class and design learning sessions accordingly.

c. Processes and Practices in Working with Parents

Meetings and Workshops

It is encouraged that parents journey with the school and come for meetings and workshops that the school offers. The endeavor in these meetings is to touch upon and sensitise parents in looking at a holistic growing up of the child. These meetings are also essential from the point of view of both being on the same page. It is important that a child does not receive conflicting messages at home and in school leading to confusion and doubt in his mind.

Workshops for parents are offered on issues that emerge and we feel the need to address as a collective. Through such workshops we try to establish connections between success, fulfillment, societal benchmarks, finding one's inner calling, respecting the individual, etc.

Challenges of Integrating Process Work in Education

Over the years we have learnt a lot by facing emerging realities, looking at different ways of working around issues and moving on. As much as the possibilities would energise us, there would be challenges that would be draining and disheartening at one level but also providing opportunity for additions and moving out of complacency at another level.

Given below are some of the challenges that we have faced along the way – with children, teachers and parents.

With Children

Growing up in a free environment with a sound sense of self, children feel very free and empowered. There are chances that they easily lose touch with a sense of **boundary**. There have been instances where boundaries have been broken and the fine line between expression and impertinence has been crossed; where freedom has led to disrespect of an adult be it a teacher or a staff member.

Adolescence being a stage where **autonomy** sets in, resisting outside control brings in authority issues.

Creating spaces that are non-threatening; spaces to delve into the inner world - demand more time. We face **shortage of time** in balancing these with fulfilling the important requirements of the ICSE Board.

With Teachers

On-boarding teachers with **process sensitivity** is the biggest challenge. This being a pre-requisite for joining the school, we find very few individuals who are willing to delve deeper.

With many practices requiring process sensitivity, it becomes imperative that the teacher has a deeper understanding of it. At the same time process work being a self paced journey, each one can be at a **different level**. At times an inexperienced teacher may find it difficult to handle a delicate situation.

We come across teachers, who, after experiencing a process lab feel that it does not sit with their belief system and they have **other ways of working** with self. Some teachers find the self-exploration **threatening**, while some other teachers reach a point where they cannot go further in this ongoing journey.

The teaching community being dominated by women and also the majority coming with a **limited world-view** find it difficult to open up, deep dive into the emotive world and work with themselves. Because of personal **inhibitions**, they also find it difficult to work with issues like sexuality, abuse, etc. We struggle with many of them to tread a path that is unknown and ambiguous.

With Parents

We have come across some parents who consider the school as a transactional space and want **deliverables** in terms of performance of the child. We have faced resistance from them when asked to understand the grain of the child.

Quite often their **denial** in accepting their child's dysfunctional propensities comes in the way of working with the child.

When parents are too **enmeshed** with the child they are not able to see things in the right perspective. It requires several meetings and a lot of effort for the school to help them understand the situation and to get them to cooperate with school in working with the child.

 We have faced challenges if there are **differences between both the parents** of the child or if one of them is non co-operative in this journey. We have seen that if the parents are unwilling to work with themselves, their insecurities and fears get transferred to their children.

Case Studies

Prakriya from the beginning has been an inclusive school. While we largely have students who are academically oriented and intellectually sharp, we also have about 10 percent of children who need special attention. There are children with dyslexia, dysgraphia, ADHD, autism spectrum disorder, to those who come from rural background and cannot understand or speak the language of instruction. There are many children who are going through emotional complexities too. There is a constant endeavor to integrate the child in the collective as well as sensitise the group to the reality of the child.

We are presenting in brief - stories of three students (2 from Prakriya School and 1 from Bhoomi college). We are sharing their transformative journeys after having been a part of the space. These are attached separately as annexure 3.

Conclusion

At this stage, having seen and worked with this (integration of process work in education) at Prakriya Green Wisdom School and Bhoomi College, we are affirmed with the results that we see and feel a sense of deep fulfillment.

After touching the emotive, intuitive universes, we have experienced considerable shifts at both personal and professional levels. We see in teachers and students - an increasing acceptance of themselves and others, a higher sense of ownership, seeing what part have they played in the problem, a renewed purpose in life which brings in a vibrancy in the individual as well as the collective that he/ she is a part of.

We also are acutely aware of the fact that this is an ongoing process. School being a part of the larger eco-system, it influences as well as also gets influenced by the society. There is a need that we continue to work with the processes that keep emerging.

Our interest in this area keeps us wanting to explore further and understand and engage with it as much as possible. Our experience has been very meaningful and enriching in our personal as well as our professional spaces. This journey has been exciting, challenging, rewarding and quite joyful.

We hope that this kind of integration reaches out to more spaces and touches more lives.

References

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[2] – Page 4 - Link to Bhoomi College Website http://bhoomicollege.org

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[5] – Page 6 - Source – 2015 data from the National Crime Records Bureau (NCRB)

[6] – Page 6 - A study by the Associated Chambers of Commerce and Industry of India (Assocham) shows 42.5 percent of employees in the private sector suffer from depression or general anxiety disorder.

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[9] – Page 8 - Prof Pulin Garg, Aphorisms on Being Human

[10] – Page 8 - Source – Wikipedia

[11] – Page 12 - A term used by Richard Louv in his book – Last Child in the Woods

[12] – Page 13 - Ravi Mantha is a nutritional and wellness expert and the author of "The Baby Elephant Diet: A Modern Indian Guide to Eating Right". His first book on health is titled "All About Bacteria". Ravi is an organic farmer, health guru and specializes in treating chronic pain and illnesses. He tweets at @rmantha2 and is on Facebook at www.facebook.com/ravi.mantha.author. Ted talk by Ravi Mantha https://www.youtube.com/watch?v=1mMAH_O1A2U.