CHAPTER-V
FINDINGS, CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS

- Major Findings
- Conclusion
- Recommendations and Limitations.
- Suggestions for further researches
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On the basis of the strength of analysis and results, the investigator is in the
stage to draw the findings. The present chapter has focused mainly on four aspects
such as major findings, conclusions, recommendations & limitations and suggestions
for further researches. These have been presented below in the same sequence.

5.1 Major Findings.

5.2 The Conclusion.

5.3 Recommendations and Limitations.

5.4 Suggestions for further researches.

5.1 Major Findings:-

The major findings of the study were:

(1) The educational ideas and ideals of Sri Aurobindo were the outcome of the
emerging period of renaissance in India.

(2) The concept of integral education aimed at all-round development of
personality and realization of self through the development of physical,
vital, mental psychic and spiritual faculties.

(3) The psychological and sociological basis of Aurobindo's scheme of
education were integral because he envisaged all-round development of
personality and at the same time give equal importance to the individual, to
the community and to humanity. His scheme of education found no conflict
in individual, national and universal aims and principles.
Physical education, according to him, was to be based on Yogic exercises.

In the integral scheme of education neither the educator nor the educand was solely important rather both were unified in common bond. According to him teacher was helper and the guide of the child. The education, he advocated provided full freedom to the individual growth of the educand. His free progress system was based on subject evaluation by the teacher.

His philosophy of education was a happy synthesis of idealism, spiritualism, naturalism, realism, individualism and socialism.

According to him, an accelerated evaluation from man to supra-mental being was through the practice of integral yoga and evaluation of super mind.

The system had not started supramental education, but it had modest achievements in the area of psychic and spiritual education and significant achievements in the physical, vital and mental areas.

Introduction of integral development as well as integral yoga in education was one of the most important contributions of Sri Aurobindo to the theory and practice.

According to him, the psychic development of the individual was based as physical, vital and mental development.

His educational psychology was humanistic in nature. Sri Aurobindo had designed the future development of human society and through about integrated education for all round development of the society, which was the basic philosophy of humanism.
(12) As an educationist, Sri Aurobindo continued the traditions of Vivekananda and Tagore. He advocated integral education.

(13) Education, according to him should not be content with the provision of sole able competence but most also instill a self-confidence that will train students to improvise the necessary skills to meet the challenges of an unknown future.

(14) There was a positive attitude of learners towards Sri Aurobindo’s integral Education system.

(15) There are significant different between the control group and experimental group on the various aspects of Sri Aurobindo’s Integral Education System.

(16) There was a significant relationship among the different aspects of Sri Aurobindo’s integral Education system.

(17) The teachers had positive attitude towards Sri Aurobindo integral education system.

(18) An analysis of interactions encountered during participant observation throws light on informal lines of communication between the teachers and students, ‘power’ or ‘control’ does not lie with the teacher and negotiations help to maximize students effort. The school provides opportunities for enriching the student’s sense of commitment self-reflection and evaluation which is a step towards maintaining a good working relationship.

(19) The ideological goals of Mirambika purport child centered view of providing education which serves as a precondition for espousing work as suitable method of teaching and learning.
(20) Teacher’s role is more of a facilitator, a generalist than a specialist. Teaching style can be labeled as informal participative and democratic.

(21) The school however, is constantly striving to maintain a balance between its two goals; transcendental and operative in terms of values, aims and believes through its various pedagogic, processes and co-curricular activities.

The findings suggested that, if the academics wanted to serve the ideas of regular effective study and integration of the individual, the nation and the world, they should employ the free progress system.

5.2 The Conclusion

Sri Aurobindo’s Integral education gives complete description of education system and also the consciousness structure of the human being. Basing itself on this process the free progress system is developing its form of organization. The system has really geared itself towards achieving goals of evolutionary development of learner. Its achievements so far are enough to certify that this philosophical, experimental and case study approach in education is proving a great success. It is concluded that the integral education system is an unprecedented experiment in education in the educational history of the country and also the experiment is not ended.

Like the researcher, the teachers and learners also believe that the integral education system has achieved the considerable success, in the areas of physical, vital and mental education, but as to its success in the psychic and spiritual education, it is premature to pronounce any opinion. They also like, the researches believe that the Sri Aurobindo’s education philosophy as it stands now does not attend to the supramental education. When compared with the system of education in India, the free
progress/integral education system is grand success as far as the mental knowledge of the learners concerned.

Tanmay, who was chief person—in-charge of the pilot experiment of the free progress system, pronounced a similar observation on the system’s achievement in the area of mental education. But, he also added that they might reach the goal within two three years.

They feel that there is under achievement in the area of mental education. Put it must be born in mind that there judgment concerns the aspects of physical organization of the free progress system, has good achievements in the area of mental education.

It needs still better methods and techniques of teaching and learning that implement and promote the ideal and practice of self learning to the students, so as to work out fully in the free progress and integral education system the principle, “......nothing can be taught”. The teacher is not an instructor or task master, he is facilitator and a guide. His business is to suggest and not to impose (Sri Aurobindo & the Mother, 1973).

A Bible story relates that man do not put new wine in old bottles because the aging process will burst the bottles. Instead new wine is placed in new bottle to preserve the wine. There is little doubt that Sri Aurobindo’s Integral Education System new bottles, a new delivery system. The question remains, however, “are Aurobindo’s Integral Education System old wine in new packaging?” Have teachers, policy makers, administrators, national curriculum planners and decision makers taken an academic concept that garnered limited acceptance in the past, wrapped it in the glitzy attire of this approach, and presented it as the pedagogical discovery of the century?
5.3 Recommendations and Limitations

The following recommendations and limitations are offered in regard to this study.

(1) The study administered treatments to the experimental group for six months activities. As a result, the treatment may be satisfactory to direct a significant effect on the dependent variables. If the treatments had been administered for a longer period, the results could have been different from the ones derived in this study. This implies future studies need to be conducted by administrating the treatments for a longer period, even though it is not easy to produce the treatment for a multiple sessions. Further studies need to control this confounded aspect in order to yield more valid and authentic results. Smaller group discussion might not be beneficial to those students who tend to be quite by nature and feel less responsibility for cooperative responsibility. Consequently the instructor needs to arrange moderators who will encourage a more frequent interaction among those students and then a special training for an active group participation in problem based instruction.

(2) This study also has a limitation in generalizing the findings to all of the Delhi school students measuring in science at this large school system (Delhi Administration, Kendriya Vidyalaya and Public School), because the sample is drawn only from those school systems. In other words, this study has a threat to external validity. However, this threat to external validity could be offset in that. This study is an impact study primarily concerned with finding evidence of causal relationship rather than providing the transferability of an effect to other locations.
5.4 Suggestions for further researches

Sri Aurobindo writings on the integral education, their various talks and conversation, to numerous disciples and the phenomenon of the evolving Free Progress System of Education are very wide and profound fields of knowledge from which the learner intellect can harvest different types of crops of educational and psychological researches of theoretical as well as applied mature. Some of the areas of researchers that occurred to the researcher’s mind, during his pursuit of present study, are presented below.

(1) The inner consciousness of the human being and the educational methods and techniques of developing subtle senses.

(2) The educational principles of the free progress systems of education according to the teachers.

(3) A comparative study of psychological foundations of gurukul system of education of aryasamaj and those of the free progress system of education.

(4) Study of the nature and functions of the mental-physical, the physical-mental, the mental-vital, the vital mental and the physical – vital of the human being.

(5) A comparative study of the concept of environment of the western scientific psychology and that of integral psychology.

(6) A critical study of the problems of free progress systems of education. A survey of the experiences of the teachers of the S.A.I.C.E.

(7) A critical study of the study of the items of physical exercise and programme invented by the Department of Physical education of Sri Aurobindo Ashram.

(8) A critical study of the organization of artistic studies and programmed in the progress system of education and its role in education of the vital being.
(9) A critical study of special techniques and teaching aids developed by the teachers of the S.A.I.C.E for developing different capacities of the mind.

(10) A critical analysis of “Free Progress System” in Higher Education Courses.