CHAPTER 6

ANALYSIS AND INTERPRETATION OF DATA

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CHAPTER - 6

ANALYSIS AND INTERPRETATION OF DATA

The ideal of Integral Education took the form of a movement in Orissa beginning with the establishment of the Institute of Integral Education at Bhubaneswar in July, 1970. It was followed by 58 such institutions till the end of 1984. With a view to ascertaining the position, practices, problems and prospects of the schools, the investigator circulated the questionnaires and opinionnaire among the principals, teachers, students, parents and educationists. Data were collected under the following sub-heads.


6.1. General Information

Regarding general information of the Integral Schools, out of 58, the principals of 26 schools responded to the questionnaire and the name of these schools are given in the Appendix-I. Table 6.1 reveals the district wise distribution of the Integral Schools as on 1984-85 and responded schools.
Table - 6.1

Districtwise Distribution of Integral Schools as on 1984-85 and Responded Schools.

<table>
<thead>
<tr>
<th>Name of the District</th>
<th>No. of the school existed</th>
<th>Percentage</th>
<th>No. of the school responded</th>
<th>Percentage of the districtwise responded schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balasore</td>
<td>7</td>
<td>12.06</td>
<td>4</td>
<td>57.14</td>
</tr>
<tr>
<td>Bolangir</td>
<td>2</td>
<td>3.45</td>
<td>1</td>
<td>50.00</td>
</tr>
<tr>
<td>Cuttack</td>
<td>12</td>
<td>20.70</td>
<td>3</td>
<td>25.00</td>
</tr>
<tr>
<td>Dhenkanal</td>
<td>5</td>
<td>8.62</td>
<td>2</td>
<td>40.00</td>
</tr>
<tr>
<td>Ganjam</td>
<td>3</td>
<td>5.17</td>
<td>2</td>
<td>66.66</td>
</tr>
<tr>
<td>Kalahandi</td>
<td>5</td>
<td>8.62</td>
<td>3</td>
<td>60.00</td>
</tr>
<tr>
<td>Keonjhar</td>
<td>3</td>
<td>5.17</td>
<td>2</td>
<td>66.66</td>
</tr>
<tr>
<td>Koraput</td>
<td>4</td>
<td>6.90</td>
<td>1</td>
<td>25.00</td>
</tr>
<tr>
<td>Mayurbhanja</td>
<td>5</td>
<td>8.62</td>
<td>2</td>
<td>40.00</td>
</tr>
<tr>
<td>Puri</td>
<td>6</td>
<td>10.34</td>
<td>3</td>
<td>50.00</td>
</tr>
<tr>
<td>Sambalpur</td>
<td>4</td>
<td>6.90</td>
<td>2</td>
<td>50.00</td>
</tr>
<tr>
<td>Sundargarh</td>
<td>2</td>
<td>3.45</td>
<td>1</td>
<td>50.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58</strong></td>
<td><strong>100.00</strong></td>
<td><strong>26</strong></td>
<td><strong>44.83</strong></td>
</tr>
</tbody>
</table>

Table 6.1 indicates that out of 58 schools, 26 (44.83%) schools responded to the questionnaire. The number of Integral Schools in the district of Cuttack was more than any other district, but only 3 (25%) schools responded to the questionnaire. The percentage of Integral Schools in Bolangir and Sundargarh districts was not adequate. Figure 6.1 and Figure 6.2 given in page-152 & 153 reveal the percentage of district wise Integral Schools as on 1984-85 and percentage of district wise responded schools.
FIGURE 6.1
PERCENTAGE OF DISTRICTWISE INTEGRAL SCHOOLS AS ON 1984-85

- Sundargarh: 3.45%
- Samalpur: 6.90%
- Puri: 10.34%
- Mayurbhanj: 8.62%
- Koraput: 6.90%
- Keonjhar: 5.17%
- Kalahandi: 8.62%
- Ganjam: 5.17%
- Deulkhand: 8.62%
- Cuttack: 20.70%
- Bolangir: 3.45%
- Palashoir: 12.06%
Figure 6.2
Percentage of Districtwise Responded Schools
6.1.1. Location and Level of the Schools

Orissa consists of 13 revenue districts. The responded schools represented three distinct areas i.e., Urban, Rural and Tribal and three levels of the school i.e., Pre-primary, primary, and secondary. Table 6.2 indicates the district wise distribution of responded schools according to location and level of such schools.

<table>
<thead>
<tr>
<th>Name of the District</th>
<th>No. of the school responded</th>
<th>Type of the School</th>
<th>Level of the School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Balasore</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Bolangir</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Cuttack</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dhenkanal</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Ganjam</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Kalahandi</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Keonjhar</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Koraput</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Mayurbhanja</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Puri</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Sambalpur</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sundargarh</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>15</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>100.00</strong></td>
<td><strong>57.70</strong></td>
<td><strong>38.46</strong></td>
</tr>
</tbody>
</table>
It is evident from the Table 6.2 that 15 schools (57.70%) were located in Urban 10 schools (38.46%) in rural and one school (3.84%) in tribal area. Besides, 3 schools (11.54%) were at pri-primary, 14 (53.85%) at Primary and 9 (34.61%) schools at secondary stage. The percentage of urban schools as well as primary schools was more than other types and levels of schools.

6.1.2. Staff and Students position of the Schools

The principals of the schools were asked to give the staff and students position of their respective school in the questionnaire. The compiled data on position of teaching and non-teaching staff and students have been presented in Table - 6.3, Table - 6.4 and Table 6.5 respectively.

Table - 6.3

Position of the Teaching-staff

<table>
<thead>
<tr>
<th>Total Number of Teachers - 320</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Forms of the position</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>136</td>
<td>42.50</td>
</tr>
<tr>
<td>Female</td>
<td>184</td>
<td>57.50</td>
</tr>
<tr>
<td>Married</td>
<td>42</td>
<td>13.12</td>
</tr>
<tr>
<td>Unmarried</td>
<td>278</td>
<td>86.88</td>
</tr>
<tr>
<td>Followers of Sri Aurobindo</td>
<td>243</td>
<td>75.94</td>
</tr>
<tr>
<td>Non-followers of Sri Aurobindo</td>
<td>77</td>
<td>24.06</td>
</tr>
<tr>
<td>Trained</td>
<td>149</td>
<td>47.00</td>
</tr>
<tr>
<td>Un-trained</td>
<td>171</td>
<td>53.00</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>64</td>
<td>20.00</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>31</td>
<td>9.81</td>
</tr>
<tr>
<td>Arts</td>
<td>131</td>
<td>41.28</td>
</tr>
<tr>
<td>Under-Graduate</td>
<td>94</td>
<td>29.38</td>
</tr>
<tr>
<td>Teachers for fine-art music and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocational training</td>
<td>50</td>
<td>15.62</td>
</tr>
</tbody>
</table>

Table 6.3 reveals that the number of lady teachers (57.50%) was more than the number of male teachers (42.50%) and untrained teachers (53.00%) were more than trained ones (47.00%). Besides, mainly unmarried (86.88%) teachers were working in the Integral Schools and 75.94% of teachers were followers of Sri Aurobindo.
It was evident from the responses of the principals that 4 schools (15.38%) had no teachers for games and sports, art and music and vocational training. Most of the schools i.e. 17 (65.38%) were at primary and pre-primary stages. A clear-cut picture of the position of the teaching staff has been presented in a graphical bar diagram given in page - 157.

Table - 6.4

Position of Non-Teaching staff

<table>
<thead>
<tr>
<th>Forms of the non-teaching staff</th>
<th>No. of Schools having</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerk</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>Bearer</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>Gardener</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>Cook</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>Sweeper</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>Caretaker</td>
<td>9</td>
<td>34.61</td>
</tr>
<tr>
<td>Rickshaw Puller</td>
<td>7</td>
<td>26.92</td>
</tr>
<tr>
<td>Bus driver</td>
<td>3</td>
<td>11.54</td>
</tr>
</tbody>
</table>

The above table reveals that bearers were appointed in majority of schools (76.92%) and in other categories the percentages were not adequate.
FIGURE 6.3
POSITION OF THE TEACHING STAFF IN THE INTEGRAL SCHOOLS OF ORISSA (1984–85)

[Bar graph showing the percentage of teachers for fine-art, music & vocational training by category: male 42.50, female 57.50, married 13.12, unmarried 86.88, followers 75.94, non-followers 24.06, trained 47.00, untrained 53.00, post-graduate 20.00, graduate 51.00, under-graduate 29.00, teachers for fine-art, music & vocational training 15.62]
Table - 6.5

Position of the Students and Teacher-Pupil ratio.

<table>
<thead>
<tr>
<th>Total No. of schools</th>
<th>Total No. of students</th>
<th>Total No. of teachers</th>
<th>Average teacher-pupil ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys      % Girls</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>3098 65.95   1600 34.05</td>
<td>4698</td>
<td>320 1:15</td>
</tr>
</tbody>
</table>

It is evident from the Table 6.5 that the number of boys were more than the number of girls and the average teacher-pupil ratio was 1:15. So it can be inferred that there was enough scope for individual attention.

It is found from the responses that the weekly holiday of all schools was sundary and the schools, those had only one shift they managed their school time from 10.30 a.m. to 4 p.m. and the schools those had two shifts they managed their school time from 7.30 a.m. to 11.30 a.m. (Morning) and from 11.30 a.m. to 4.30 p.m. (day). The duration of the period was 35 to 40 minutes and the total number of working days in an academic year was 242 and holidays was 123. As such it is hoped that all schools were following a fixed time-table for each subject which is not in accordance with the principles of Integral Education.

6.2. School Plant

Regarding School plant data were collected through questionnaire and observation. The investigator included the following items in the school

All the items in the school plant should be both qualitative and quantitative. The schools those provided the above items are tabulated in Table - 6.6, given in page - 160.

It can be observed from the Table 6.6 that 23 schools (88.46%) had their own land and building; but 3 schools (11.54%) were running in rented house. No school had provision for museum, theatre hall and students' common room. The provision for conference hall, hostel, laboratory, stage, guest room was negligible and the physical facilities like principal's room, teachers' common room, silence room, prayer hall, land for cultivation, sale centre were not adequate. Only 8 schools (30.77%) had hostels.

Data revealed that only one school was residential and monthly boarding charge ranged from Rs.140.00 to Rs.180.00 and boarders were served both vegetarian and non-vegetarian diets.

Only 2 schools were maintaining health card of the students and sought the help of doctors twice within a year.

As many as 88.46 percent of the principals viewed that adequate physical facilities should be provided for all-round development of the students and 80 percent of the educationists opined for qualitative development of hostel, playground, garden, laboratory and library.
Table 6.6

Physical facilities in Integral Schools.

Total Number of Schools - 26

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Different items</th>
<th>No. of schools having</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School building</td>
<td>23</td>
<td>88.46</td>
</tr>
<tr>
<td>2.</td>
<td>Office room</td>
<td>23</td>
<td>88.46</td>
</tr>
<tr>
<td>3.</td>
<td>Principal's room</td>
<td>9</td>
<td>34.61</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers' Common Room</td>
<td>9</td>
<td>34.61</td>
</tr>
<tr>
<td>5.</td>
<td>Students' Common Room</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>6.</td>
<td>Silence Room</td>
<td>11</td>
<td>42.30</td>
</tr>
<tr>
<td>7.</td>
<td>Study circle</td>
<td>13</td>
<td>50.00</td>
</tr>
<tr>
<td>8.</td>
<td>Conference hall</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>9.</td>
<td>Prayer hall</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>10.</td>
<td>Guest Room</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>11.</td>
<td>Rooms for crafts</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>12.</td>
<td>Rooms for vocational Training</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td>13.</td>
<td>Museum</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>14.</td>
<td>Theatre hall</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>15.</td>
<td>Stage</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td>16.</td>
<td>Garden</td>
<td>18</td>
<td>69.23</td>
</tr>
<tr>
<td>17.</td>
<td>Land for cultivation</td>
<td>5</td>
<td>19.23</td>
</tr>
<tr>
<td>18.</td>
<td>Sale Centre</td>
<td>9</td>
<td>34.61</td>
</tr>
<tr>
<td>19.</td>
<td>Library</td>
<td>23</td>
<td>88.46</td>
</tr>
<tr>
<td>20.</td>
<td>Playground</td>
<td>25</td>
<td>96.15</td>
</tr>
<tr>
<td>21.</td>
<td>Hostel</td>
<td>8</td>
<td>30.77</td>
</tr>
<tr>
<td>22.</td>
<td>Laboratory</td>
<td>6</td>
<td>23.08</td>
</tr>
</tbody>
</table>
6.3. School Pattern

The responses indicated that contrary to common expectation 96.15 percent of the schools were non-residential i.e., day schools only. Only 33.77 percent of the schools maintained hostels where a small portion of the students stayed. The personal interaction between students and teachers was highly limited to that extent. All schools were however, co-educational. Only 3 (11.54\%) schools followed English as medium of instruction and the remaining schools followed the regional language oriya for the purpose.

All the schools were extension of Sri Aurobindo Study Circles. They, as a whole, claimed to be different from the traditional pattern. In regard to the school pattern the educationists and the students were asked to give their opinions in order to know the reliability of the data provided by the principals. The compiled data have been presented in the following tables.

Table - 6.7 A

Views of the Educationists regarding the School Pattern

<table>
<thead>
<tr>
<th>Serial Statements</th>
<th>Agree</th>
<th>Undecided</th>
<th>Dis-</th>
<th>N = 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integral Education Centres are in no way different from traditional schools</td>
<td>4</td>
<td>2</td>
<td>24</td>
<td>80.00</td>
</tr>
<tr>
<td>2. All schools have stereo-typed patterns</td>
<td>15</td>
<td>6</td>
<td>9</td>
<td>30.00</td>
</tr>
</tbody>
</table>
It is evident from the above table that 80 percent of the educators were not in favour of the first statement. It is clear that Integral Education Centres were somehow different from the traditional schools in providing better facilities for the growth and development of the students. But all schools were stereotyped as 50 percent of the educators were agree with this point. It can be inferred that Integral schools were neither Integral nor Experimental in character.

Table - 6.7 B

Opinion of the Students as regards to School Pattern.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree Percentage</th>
<th>Undecided Percentage</th>
<th>Disagree Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>You feel like home in the school</td>
<td>88.00</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 6.7 B reveals that 88 percent of students liked their schools and were happy because they could breathe the home atmosphere in the schools. The students were addressing their teachers not in the way like 'Sir' and 'Madam' but like Bhai (brother) and Apa (Sister). This could help them to have a sweet relationship between each other. This was the most cardinal point that differentiated the Integral Education Centres from other traditional schools.
All the schools claimed that they were experimenting Integral Education in their individual institutions. The Schools were affiliated to N.L.E.T. (New Life Education Trust) Bhubaneswar and recognised by the Government of Orissa and followed the curriculum prescribed by the B.S.E.O. (Board of Secondary Education, Orissa) C.B.S.E. (Central Board of Secondary Education) as the case may be, supplemented by some instructional materials of their own. Though the school were free from the control of B.S.E.O. up to standard-VII yet they came under the jurisdiction of B.S.E.O. in Secondary stage since the students of Standard X had to appear the examination conducted by B.S.E.O. at the end of each session. The schools were following their own syllabus but for standard IX and X they had to follow the syllabus prescribed by B.S.E.O. with some additional manuals of their own. It is evident from the responses of the principals that 22 schools were getting grants-in-aid facilities sanctioned by the Government of Orissa.

6.4. Curriculum

The curriculum followed by the schools conformed to those, prescribed by the N.L.E.T. or B.S.E.O. as the case may be, with general tendency for integral development. A syllabus for all Integral Education Centres in the State of Orissa, had been prescribed by N.L.E.T. but it was up to standard - VIII.

Integral Education has five principal aspects corresponding to the five principal activities of the human being: the physical, the vital, the
mental, the psychic and the spiritual. Each part however, calls for a special approach of education. As all the schools strived to implement this type of education they had to allot some periods in weekly time-table to provide all types of education. The allotment of periods has been shown in Table 6.8.

Table 6.8

Allotment of periods in weekly Time-Table

<table>
<thead>
<tr>
<th>Types of Education</th>
<th>Pre-Primary</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>8</td>
<td>22.22%</td>
<td>6</td>
</tr>
<tr>
<td>Vital Education</td>
<td>10</td>
<td>27.78%</td>
<td>8</td>
</tr>
<tr>
<td>Mental Education</td>
<td>12</td>
<td>33.33%</td>
<td>24</td>
</tr>
<tr>
<td>Psychic and spiritual education</td>
<td>6</td>
<td>16.67%</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00%</td>
<td>42</td>
</tr>
</tbody>
</table>

Table 6.8 indicates that the periods provided for different types of education were fixed and mental education was largely emphasized. Figure - 6.4 represents the percentage of time allocation for different curriculum areas.

No school had mentioned clearly about the activities organised in the school for the integral development of the child. So it is supposed that the organisers and the teachers were not clear about the integral curriculum. This supposition is also strengthened by the favourable opinion of the educationists as follows.
FIGURE 6.4
PERCENTAGE OF TIME ALLOCATION FOR DIFFERENT CURRICULUM AREAS

PRE-PRIMARY LEVEL

PRIMARY LEVEL

SECONDARY LEVEL

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Physical Education</th>
<th>Vital Education</th>
<th>Mental Education</th>
<th>Psychic &amp; Spiritual Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.76%</td>
<td>16.67%</td>
<td>33.33%</td>
<td>27.78%</td>
<td>14.22%</td>
</tr>
<tr>
<td>57.15%</td>
<td>14.29%</td>
<td>19.04%</td>
<td>9.52%</td>
<td></td>
</tr>
<tr>
<td>0.5%</td>
<td>0.5%</td>
<td>14.29%</td>
<td>71.43%</td>
<td></td>
</tr>
</tbody>
</table>
Table - 6.9

Views of the Educationists regarding the Curriculum operated in the Schools.  

<table>
<thead>
<tr>
<th>SI. No.</th>
<th>Statements</th>
<th>Agree</th>
<th>Un-decided</th>
<th>Disagree</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The organisers tend to think that a syllabus in Integral Education is physical plus mental plus this and plus that</td>
<td>18</td>
<td>60.00</td>
<td>16.67</td>
<td>23.33</td>
</tr>
<tr>
<td>2</td>
<td>The curriculum operated in the schools does not include total approach for the integral development of the child's personality</td>
<td>17</td>
<td>56.67</td>
<td>10.00</td>
<td>33.33</td>
</tr>
</tbody>
</table>

It can be observed from the table - 6.9 that 60% of the educationists agreed with the point that the organisers considered the syllabus of Integral Education like something i.e., physical plus mental plus psychic and spiritual and so on. It is clear that the organisers were not clear about the integral curriculum. It is also evident from the above table that the curriculum operated in the schools did not include integral approach for the harmonious development of the child's personality. Though 33.33 percent of the educationists were not favour of the second statement still the level of confidence can be put on higher percentage i.e. 56.67.
The centres of Integral Education were very far from an ideal curriculum. They had no adequate manuals and readers as models and guides. However, some efforts were made to develop different values among the educands.

6.4.1. Physical Education

Physical education includes games and sports, athletics, acrobatics, aquatics, Yogic asanas, health, and nutrition, rest and recreation and first aid. All the Integral Education Centres attempted to provide physical education through some physical exercises and games indoor and outdoor. Physical education was compulsory both for all boys and girls. No school had the provision for acrobatics, aquatics. 76.92 percent of the schools had first aid facilities and others had not. 50 percent of the schools imparted Yogic asanas. Students were getting physical education only in working days.

6.4.2. Vital Education

In vital education so many activities are included such as sense training, general science Aesthetic and Art education, Recreational activities including work education or Socially Useful Productive Work for the
development of power of imagination and creativity. It is evident from the data provided by the principals of 15 (57.69%) schools that some efforts had been made for vital education through fine arts, hand works, music (vocal & instrumental), sense training, dramatic performances supplemented with occasional moral training for the formation of good character. In regard to the formation of a good character 60 percent of the guardians offered their independent opinion that, the students were seemed to be more disciplined, well behaved, straight forward, free and frank in their activities after two years of completion in the Integral Education Centre. So it may be accepted that 57.69 percent of the schools strived to modify the behaviour of the students and they imparted moral training through moral lessons only. Only 19.23 percent of the schools had provision for Socially Useful Productive Work.

6.4.3. Mental Education

In connection to mental education the periods provided for different subjects were in conformity with those, prescribed by the N.L.E.T. and B.S.E.O. Mental education should be provided for the harmonious development of cognitive, conative and affective aspects of child's personality. All the schools had provision for teaching of languages namely English, Sanskrit, Hindi and M.I.L. (Oriya). Besides some special periods were provided in the time-table, for mathematics, social and general sciences. Mental development is expressed through comprehension and cognitive development. Mental education aims at developing the mental faculties like attention, memory, organisation, judgement, expansion and suppleness,
imagination, creativity, intelligence etc. and the higher abilities. In this context the principals of 10 (38.46%) schools stated unanimously that mental education had been imparted through group teaching, individual as well as collective work.

According to Pavitra (1961 p.60) one thing should be common at all the stages, that is the research (invention and creation) as a process of learning. Only 5 (19.23%) schools had provision for taking research as a process of learning.

6.4.4. Psychic & Spiritual Education

Psychic and spiritual education can be provided through prayer and meditation, contemplation and concentration, reading, discussion and practice of spiritual literature and life ideals, emulation of examples etc. The responses of the principals of 7 (26.92%) schools indicated that the Centres of Integral Education attempted to communicate and develop the spiritual values through morning assembly, prayer and meditation class, narrating the lives of Sri Aurobindo and The Mother and other spiritual heroes, making conscious efforts to provide practice in meditation, self-introspection, habits of cleanliness and healthfulness. Only 26.92 percent of the schools maintained regularity in providing such type of education.

6.4.5. Co-curricular Activities

It is evident from the responses of the principals that only 5 (19.23%) schools had adequate provision for organising different curricular activities like athletic and allied competitions, physical demonstrations,
physical activities, coaching camps, health camps, dramatic shows, science exhibitions, hikings, trekkings, study tours, excursions, youth camps, social service projects and such other camps, literary activities or competitions and such other activities. The participation of students in those activities was normal. The organisation of those activities except atheletic activities was almost negligible in other 21 (80.77%) schools. Figure - 6.5 reveals the structure of curriculum for the integral development of the child. It may be of interest to mention that this structure has been adopted in the National Curricular Framework with slight modification under the National Policy of Education, 1985.

It is said that there is high correlation between students participation in co-curricular activities and their academic achievements. As many as 61.54 percent of the principals suggested that students should be motivated to participate in co-curricular activities and adequate finance should be provided for annual day celebration and publication of school magazine. Only 38.46 percent of the principals suggested that there should be educational radio and television programmes in order to motivate the students.

6.5. Methods of Teaching

Methods of teaching are meant to help the children to find their own inherent way of learning. Every teacher is free to develop his own method and keep it flexible enough in the case of individual children. It is seen that, to a real teacher, no method is something sacrosanct and
FIGURE 6.5
STRUCTURE OF CURRICULUM FOR THE INTEGRAL DEVELOPMENT OF THE CHILD
he is to freely determine what to use, when and where. Whatever the method adopted may be, the goal is to serve an educational process and to add to the world of knowledge. The aim of all methods in the Integral Education Centres is to create an attitude of affirmation towards life and towards the world knowledge and its incumbent challenges.

It has been indicated earlier that the Free Progress System is basic to Integral Education; but no teacher in any school used the method though a few (12.50%) of them were acquainted with its principles, but not the application of its techniques. The reasons were obvious. All the principals of 26 schools were unanimous in their opinion that the Free Progress System could not be introduced in the schools for following reasons:

1. The large number of students (in some schools) did not permit to introduce the system.

2. The schools were following the courses prescribed by the B.S.E.O and students were being prepared for appearing at the examinations conducted by the Board and the courses had to be covered and completed within a stipulated period.

3. Shortage of instructional aids.

4. All parents did not want such type of system.

The above reasons did not inspire any teacher to use the method even on experimental basis, inspite of the fact that some of them were acquainted with the principles. As Free Progress System is necessary to implement Integral Education, efforts should be made to put it into practice.
The principals of the schools were of the opinion that the teachers used different methods. All the teachers followed question-answer method. Table 6.10 reveals the percentage of different methods of teaching, used in the Centres of Integral Education.

**Table 6.10**

Methods of Teaching in the Integral Education Centres.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Methods of Teaching</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lecture-cum-explanation</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>2.</td>
<td>Inductive-deductive</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>3.</td>
<td>Question-Answer</td>
<td>26</td>
<td>100.00</td>
</tr>
<tr>
<td>4.</td>
<td>Discovery</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>5.</td>
<td>Analysis synthesis</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>6.</td>
<td>Problem-solving</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>7.</td>
<td>Experimentation</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>8.</td>
<td>Self-study &amp; Guidance</td>
<td>18</td>
<td>69.23</td>
</tr>
<tr>
<td>9.</td>
<td>Inquiry and explanation</td>
<td>15</td>
<td>57.69</td>
</tr>
<tr>
<td>10.</td>
<td>Thesis-Antithesis-Synthesis</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>
The above table indicates that all the teachers used question-answer method in teaching learning process; but none was following the method; Thesis-Antithesis-Synthesis. 57.69 percent of the principals expressed that the teachers were following lecture-cum-explanation, discovery, inquiry and explanation methods. 76.92 percent were of the opinion that the methods, Inductive-Deductive, Analysis-Synthesis and Experimentation were followed by the teachers. Besides 61.54 percent of the principals opened that problems-solving method was used in teaching-learning process and 69.23 percent were of the opinion in support of using self-study and guidance method.

It is also evident from the data provided by the principals that 45 (14.06%) teachers out of 320 were applying more or less the above methods and they were acquainted with the methods of teaching being followed in the International Centre of Education at Pondicherry. The responses of the teachers revealed that only 25 (41.66%) teachers out of 60, had attended the orientation camp in Integral Education Organised by New Life Education Trust. 85 percent of the teachers prepared lesson-plans and 65 percent of the teachers were making attempts in preparing instructional aids if it was needed.

It is seen that there are three ways of teaching in Integral Education. Firstly the teacher can instruct or guide if the pupil needs, secondly he should be an example before the pupils and thirdly he should have influence upon the pupils. All the principals were of the opinion in support of the way, that is, to render timely help to the pupils; but there was
no exemplary life for the other two ways of teaching as the teachers were lacking in spiritual growth. The teachers of only two schools did occasionally provide the students different worksheets to solve the problem. Besides, the students were also encouraged for invention and creation.

Table - 6.11 shows the students' responses as regards to the teaching-learning process of the Integral Education Centres.

Table - 6.11

Students' responses regarding the teaching-learning process of Integral Education Centres.

<table>
<thead>
<tr>
<th>SI.No.</th>
<th>Statements</th>
<th>Agree</th>
<th>Un-decided</th>
<th>Dis-agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching-materials and reference are sufficient for teaching-learning process.</td>
<td>11</td>
<td>11.00</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>You get the opportunity to learn from your experience i.e., learning by doing</td>
<td>19</td>
<td>19.00</td>
<td>5</td>
</tr>
</tbody>
</table>

It is evident from the above table that 89 percent of the students were not in support of the first statement. So it is clear that, schools had not sufficient teaching materials and other references. Again, 76 percent of the students were of the opinion that the schools were not able to provide facilities for different experiments. The students were not getting opportunity for learning by doing.
The teachers were also using uniform method for all students. In this context the educationists and the students were asked to give their individual opinion and the compiled data have been presented in the table given below.

**Table - 6.12**

Views of the Educationists and Students regarding the Uniform Method used for all students in the Integral Education Centres.

<table>
<thead>
<tr>
<th>Number of Educationists</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educationists' Response</th>
<th>Students Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Agree B-Undecided C-Disagree</td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>A %</td>
</tr>
<tr>
<td>The teachers use uniform method for all students</td>
<td>24</td>
</tr>
</tbody>
</table>

Table 6.12 reveals that 80 percent of the educationists were of the opinion that uniform method was followed for all students in the Integral Education Centres and 43 percent of the students were in favour of this point. 38 percent of the students were disagree and 19 percent remained silent.

The stability of the percentages was found out by using the formula given by Garrett (1966 p-197).

\[
\delta \% \text{ of } 43\% = \sqrt{\frac{PO}{N}} = \sqrt{\frac{43 \times 57}{100}} \% = 4.95\% \\
(\text{SE of } 43\%)
\]
The 0.95 confidence interval for the population percentage is 43% $\pm$ 1.96 x 4.95% or from 33.30% to 52.70%.

\[
\hat{p} \pm 1.96 \times \text{SE}(\hat{p}) = \frac{\hat{p}(1-\hat{p})}{N}\sqrt{\frac{N}{100}} = 4.85\% \quad (\text{SE of } 38\%)
\]

The 0.95 confidence interval for the population percentage is 38% $\pm$ 1.96 x 4.85% or from 28.50% to 47.50%. So confidence may be put on the percentage that is more than 50%. So it is clear that teachers were following particulars method for all students without looking their individual differences.

On the other hand the students were free to choose their optional subjects and some other activities. Teachers guided them an strived to answer the questions, asked by the students. It would be fair to say that the teachers had been working on traditional lines following traditional methods, with some extra skill. 60 percent of the teachers viewed that there should be a change in the methods of instruction for the interest of academic achievements. But a large number of teachers were ignorant of the principles and techniques of teaching in Integral Education.

Whatever may be the method, the teachers were thinking for the betterment of the students. Their strenuous effort proved that the standard of teaching was comparatively better than other traditional schools. In this context 82 percent of the guardians were of the opinion that the performance of the students not only in academic side, but in other co-curricular activities also was good and it was one of the reasons to send their children to the Integral Education Centres.
It is clear from the statements of the guardians that the traditional schools stressed academic side only; but the centres of Integral Education offered thought and care to both academic and non-academic sides of the child's personality.

61.54 percent of the principals suggested that remedial teaching should be provided for improvement in methodology and experts should be invited for this purpose.

6.6. Teacher

6.6.1. Why of Teachership

It is undoubtedly true that every teacher has a special role in learning process. The teacher is no longer a teacher in the sense of an instructor. He is an educator in the sense that, he only helps the pupils to learn and acquire knowledge for themselves, he guides them to the source of knowledge. The International Commission for development of education (1973) points out:

"One of the essential tasks for education at present is to change the mentalities and qualifications, inherent in all professions; thus they should be the first to be ready to rethink and change the criteria and basic situation of the teaching profession, in which the job of educating and stimulating students is steadily superseding that of simply giving instruction" (p-216). This implies that a teacher is a friend and a guide to his pupils. But it is very difficult to have a teacher in its true sense for the purpose of Integral Education.

As the data revealed the devoted teachers aspired for realising Integral Education but gradually they adhered to their old succour and could not stand for a longer period. 30 percent of the teachers belonged to old category. 20 percent of them were near and dear ones of the
organisers or persons connected with Sri Aurobindo Ashram, Pondicherry. There were others who were well qualified but had not found suitable employment elsewhere and worked as teachers in the Centres of Integral Education for a temporary period and left the institutions as soon as they were better employed elsewhere. But majority (90%) belonged to a class of young women, married or unmarried, who had nothing else to do and had taken this work as a sort of engagement. The teaching staff in the schools was manned by those 40% who were neither qualified nor inspired to follow this line of life. They were least bothered about the ideal, much less about the skills and strategies. They worked there because they could not be employed elsewhere. This was the reason why the Integral Education Centres in Orissa were running without the necessary number of qualified and inspired persons.

6.6.1.1 Recruitment of Staff

New Life Education Trust had set some principles for the recruitment of teachers and other non-teaching staff of the school, (vide G.O.No.NLET 87/233 dt.11.8.87) as follows:

Recruitment of Staff

Integral Education Centres do not envisage to provide employment in the normal sense since the educational programme is a scheme of dedicated service to the cause of Integral Education, envisaged by Sri Aurobindo and The Mother. Teaching and other staff are accordingly recruited through a Selection Board, formed by the Managing Committee
of each school. While calling for interview, the candidates are appraised in detail about the programme and the conditions of services to be rendered, and when joined they are deemed to have accepted the principles and service conditions in the institution.

Eligibility

(i) A candidate must have a sound physique and to be free from physical and mental infirmity.

(ii) Must be of good character which shall be supported by certificate to that effect from two responsible persons who are not related to him, preferably from persons connected with (a) study circles and Institutions run according to the ideals of Sri Aurobindo and The Mother and (b) Sri Aurobindo Ashram, Pondicherry.

(iii) Minimum age of 20 years for entry, relaxable in suitable cases by the management.

(iv) The minimum educational qualification is matriculation or its equivalent. Graduation and Post-Graduation for higher classes and courses.

(v) Teachers should have undergone the prescribed training on Integral Education organised by the Trust.

Managing Committee of the school was empowered to select the teachers but they did not strictly follow the principles framed by the Trust. The responses indicated that the teachers were selected on the basis of qualification including training and devotion to the ideal. If experienced and devoted teachers were not available, the teachers were
recruited on the basis of academic qualification only. The argument of
organisers of such centres that untrained teachers were preferable to
trained ones had been refuted by all the respondents.

6.6.2. 'What' of teachership

It is said that a teacher is born not made. This means that one
should have the intrinsic qualities to become a teacher and by his swa-
bhava (a law of that nature) and swadharma (a nature of its own) he
should be fitted for the work. Teachership is a type of work, and as for
that every work should be chosen with joy, not taken up under force of
circumstances. A teacher can also be made. This means that a person can
be equipped with the necessary knowledge and skills through a process of
training to become a good teacher. In this context New Life Education
Trust stated the rules of conduct (vide G.O.No,NLET 87/233 dt.11.8.87)
for the teachers of Integral Education Centres in Orissa as follows:

Rules of Conduct

A. Personality traits of a successful teacher.

(i) Complete self-control not only to the extent of not showing any
anger, but remaining absolutely quiet and undisturbed under all
circumstances.

(ii) In the matter of self confidence, must also have a sense of the
relativity of his importance. Above all must have the knowledge that
the teacher himself must always progress if he wants his students
to progress, must not remain satisfied either with what he is or with
what he knows.
(iii) Must not have any sense of essential superiority over his students, 
nor preference or attachment, what so ever for one or another.

(iv) Must know that all are equal spiritually and instead of mere toler­
ance, must have a global comprehension or understanding.

(v) The business of the teacher is to enable and to help the child, to 
educate himself, to develop his own intellectual, moral, aesthetic 
and practical capacities and to grow freely as an organic being, not 
to be kneaded and pressured into form like an inter plastic material.

B. He/She should consider his/her work in the school as a part of 
his/her sadhana. Every difficulty and every difficult student will be 
an opportunity for him/her to find a solution, to the problem.

C. He/She should impart education according to the educational philo­
sophy of Sri Aurobindo and The Mother and for that purpose undergo 
such training, both theoretical and practical, as may be, provided 
by the management.

D. He/she shall attend study circles, seminars, conference and other 
meetings and short-courses of training, organised by the institution 
and the Trust in connection with Integral Education.

E. He/She shall at all times maintain absolute integrity of character, 
devotion to duty and decorum of conduct.

F. He/She shall carry out the activities of the institution according to 
the instructions of the school management.
G. He/She shall not, without the previous approval of the managing committee, engage himself/herself in any trade or accept any work under any other authority or person.

The investigator collected the views of the teachers, guardians and educationists regarding the devotion and dedication of the teachers to their profession. The responses of the teachers indicated that 22 (36.66%) teachers out of 60 were regular in attending the study circle and other meetings and seminars. They visited Sri Aurobindo Ashram and were acquainted with the teaching-learning process of Sri Aurobindo International Centre of Education, Pondicherry. As high as 90 percent of teachers were of opinion that they liked to apply self-control, self-confidence and self-discipline within their own life and worked with an attitude of Yogi and warrior. Even they thought of themselves as learners not as teachers. This information was cross-checked by the views of the educationists and the guardians in order to find out the reliability of the data.

As high as 80 percent of the guardians expressed that no school had devoted or dedicated teachers in true sense. A small number of the teachers aspired to become a teacher in true sense, but they were not getting proper soil to develop and they were living like fishes out of water. Stability of the percentage:

\[
\text{For } 80\% \quad \delta \% = \sqrt{\frac{80 \times 20}{50}} = 5.65\%
\]

The 0.95 confidence interval for the population percentage is 80\% ± 1.96 x 5.65\% or from 68.93\% to 91.07\%. So more than 50\% of the guardians were of the opinion that no school had sincere and devoted teachers in its actual sense.
Table - 6.13

Opinion of the Educationists regarding the personality traits of the Teachers.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Un-decided</th>
<th>Dis-agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers of the Integral Education Centres lack in many points especially in personality traits e.g. sincerity, honesty, sacrifice for the ideal etc.</td>
<td>24</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

N = 30

It can be observed from the Table - 6.13 that 80 percent of the educationists viewed that the teachers were not devoted and dedicated. The percentage of both the guardians and the educationists was same. So it is clear that the teachers did not think of their personality to become a real teacher. They hesitated to work for the sake of the ideal. In the absence of devotional attitude sense of sacrifice and spiritual growth, the teachers lagged in what they profess to do and what they actually did.
6.6.3. 'How' of Teachership

The task of a teacher is to make the environment congenial as well as conducive to students' learning. He should maintain his good will by removing the causes of disturbance and he should study the nature of his pupil and enable him to find his inner guide. In the society the teacher has to socialize the students on the one hand, and preparing them for their future responsibilities on the other. Pani (1987) points out that teacher effectiveness can be judged from four kinds of variables namely: Process variables, Presage variables, Product variables and Context variables.

6.6.3.1. Process variables of teacher effectiveness

Process variables refer to the assessment of teacher effectiveness through observation of the behaviour of teachers and their students as well as their interaction in the classroom. The researcher had personally met 20 (33.33%) teachers of different Integral Education Centres to know their attitude towards an outsider. The researcher came to know after discussion with the teachers that they were well behaved but always busy in their work. The researcher had attended three times in the teachers' meeting organised by New Life Education Trust. It was observed that the teachers maintained discipline and proved to be hard working.

As high as 89 percent of the students expressed that the teachers loved them and did not impose anything on them. All the principals were of the opinion that the teachers helped their students whenever and
wherever they needed. The students were free to ask any question to the teachers and the teachers were trying their best to answer the questions without hesitation. Besides, 64 percent of the guardians viewed that the teachers had occasional visit to their residences and consulted with them regarding the development of the students. In the centres of Integral Education the process of interaction between the teachers and the students was better than any other school. It is clear that a good relationship was established between the teacher and taught and efforts were made to love each other.

6.6.3.2. Product variables of teacher effectiveness

The product method determines teacher effectiveness through an appraisal of performance and achievement of students in subjects taught by the teachers. It is observed from the responses of the guardians in the chapter 6.5 that the performance and achievement of the students in different subjects was good. Though the teachers followed the traditional track, not yet the standard of teaching and the quality of achievement were unsatisfactory. The teachers, under pressure were striving to present their lesson through a simple and interesting way though they were not always successful.

The responses of the principals indicated that majority of the teachers prepared their lesson plans and managed the classroom activities. 20 percent teachers of 5 schools were conscious to honour their pupils and consulted with them in various activities. The students of standard-X had to appear at the High School Certificate (H.S.C.) examination
conducted by B.S.E.O and the performance was highly commendable; because 80 percent of the examinees had been securing first class in the examination. So it led to believe that the performance in academic side was satisfactory.

6.6.3.3. Presage variables of teachers effectiveness

The presage approach refers to those determinants of teacher effectiveness which takes into consideration the pre-existing teacher characteristics and teacher competencies such as his qualification, experience and personality traits.

Only 10 percent of the teachers were working in the Integral Education Centres for 10 to 15 years. 47 percent of the teachers were trained graduate. Though they were not competent but aspired to be, struggled hard for the purpose. They stepped on the trial and error path. 80 percent of the teachers viewed that they were striving to develop right attitude towards life, child, education and society. 61.54 percent of the principals viewed that the teachers were punctual to class, regular at duties, willing to accept the responsibility though they were not fully devoted and dedicated. Regarding the teacher effectiveness 38.46 percent of the principals suggested the following points:

1. Teachers should have moral and professional obligation.
2. Teachers should take initiative in developmental work of the school.

6.6.3.4. Context or Environmental variables of teachers effectiveness

Context variables are of two kinds: External context and Internal context. As context or environmental variables include so many situational
factors, they are beyond the control of the teachers. The teachers can face or control some environmental variables if they have growth of consciousness. 66.67 percent of the teachers were willing to work for life long in the Centres of Integral Education at the cost of only food, shelter and dress. Mostly they were lady teachers. This type of attitude had been developed in them. This was a significant point which differentiated them from their counterparts in other traditional schools.

6.7. Discipline

Self-discipline is essential to Integral Education and this was followed and encouraged in all the schools under consideration. The researcher from his personal observation found that 10 (38.46%) schools followed rules and regulations and 21 (80.77%) schools put some sort of punishment to maintain discipline. No school followed self-discipline through self-activity. True discipline comes from within, but 80.77 percent of the schools had no such programme to promote it. The schools had however, not indicated the nature of disciplinary problems encountered by them. Hence it was difficult to state how far the self-disciplinary system was effective in its application. In this context the educationists were asked to give their opinion and the compiled data have been presented in the Table 6.14.

| Table - 6.14 |

Views of the Educationists regarding self-discipline.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree %</th>
<th>Un-decided %</th>
<th>Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-discipline is found to be lacking among</td>
<td>15</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>the teachers and the students</td>
<td>50.00</td>
<td>10.00</td>
<td>40.00</td>
</tr>
</tbody>
</table>
The above table reveals that 50 percent of the educationists were agree and 40 percent of them were dis-agree with the statement. So the efficacy of the self-discipline pattern adopted by the Centres of Integral Education had not been ascertained. On the other hand level of confidence can be put on higher percentage.

Table - 6.15

Views of the Teachers and Guardians regarding Disciplinary Action of the Schools.

<table>
<thead>
<tr>
<th>Teachers' Response Categories</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Guardians' Response Categories</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>The process of disciplinary action of the school is favourable</td>
<td>24</td>
<td>40.00</td>
<td>5</td>
<td>8.34</td>
<td>31</td>
<td>51.66</td>
<td>24</td>
</tr>
</tbody>
</table>

It is evident from the Table - 6.15 that 51.66 percent of the teachers and 52 percent of the guardians were not in favour of the process of disciplinary action taken by the schools.

Stability of the percentages

(1) For 51.66% \( \hat{\theta} \% = \sqrt{\frac{51.66\times48.34}{60}} = 6.45\% \)

The 0.95 confidence interval for the population percentage is 51.66% ± 1.96 x 6.45% or from 39.02% to 64.30%.
(ii) For 52\% \ 6 \% = \sqrt{\frac{52 \times 48}{50}} \% = 7.06\%

The 0.95 confidence interval for the population percentage is 52\% \pm 1.96 \times 7.06\% or from 38.17\% to 65.83\%.

Considering the population percentage at 0.95 confidence interval it can be stated that disciplinary measures taken by the authorities of the school was not satisfactory.

The schools having hostels avoided routine life as if they were not to be restricted; but to be free from all types of limitations. This type of attitude at the beginning stage is harmful because there is every possibility that the students have to misuse the value of freedom.

The researcher personally contacted with 30 students. They found fault with the teachers who were putting on ultra modern dresses. They suggested that the teachers should have uniforms like the students.

6.8. Environment

Environment is an important factor in Integral Education. The pupil learns himself in a right environment. This is the process of self-education. Almost are the Integral Education Centres were conscious of providing an environment sanctified with love and affection. Every school had a charm of its own. The researcher by his personal observation of the school plant found that 80.77 percent of the schools kept an eye to the cleanliness of the campus and orderly arrangement of the furniture. The photographs and calendars of Sri Aurobindo and The Mother were put with sanctity in the meditation hall and some other rooms.
As many as 69.23 percent of the schools were blooming with seasonal flowers. The gardens were properly maintained. Only 34.61 percent of the schools had Sri Aurobindo’s Relics Centres that increased the beauty and sanctity of the schools. One tribal school was like 'Bana Vidyalaya' which was enjoying the natural calmness and serenity with full beauty of flora and fauna.

As high as 80 percent of the guardians viewed in the support of favourable atmosphere of the schools. 91 percent of the students expressed that the school environment was agreeable to them. The educationists were also in favour of this point. The compiled data have been presented in the following table.

Table - 6.16
Views of the Educationists Regarding the Environment of the Schools.

<table>
<thead>
<tr>
<th>SI. No.</th>
<th>Statements</th>
<th>Agree</th>
<th>Percen-</th>
<th>Un-</th>
<th>Percen-</th>
<th>Dis-</th>
<th>Perce-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>tage</td>
<td></td>
<td>decided</td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>1.</td>
<td>The Students of Integral Schools are getting best possible opportunities to have appropriate relationship with the teachers and to create a climate of mutuality that they may feel as their home.</td>
<td>20</td>
<td>66.67</td>
<td>2</td>
<td>6.67</td>
<td>8</td>
<td>26.66</td>
</tr>
<tr>
<td>2.</td>
<td>The school atmosphere is favourable for teaching-learning process.</td>
<td>25</td>
<td>83.33</td>
<td>3</td>
<td>10.00</td>
<td>2</td>
<td>6.67</td>
</tr>
</tbody>
</table>

N = 30.
It can be observed from the Table - 6.16 that 66.67 percent of the educationists viewed that the students were getting opportunities to develop sweet relationship with the teachers and 83.33 percent of the educationists were in favour of the agreeable atmosphere of the school. It is now clear that the school atmosphere was living and charming and the students were getting opportunities to create a climate of mutuality. They were also enjoying homely atmosphere in the school.

The researcher experienced through his observation that 50 percent of the teachers were always busy to motivate the pupils in maintaining a silent and busy atmosphere in the school.

6.9. Financial Condition

It is true that no school can run without finance. The greatest difficulty in experimentation and implementation of Integral Education comes from weak financial support.

All the Integral Education Centres except one were beset with this difficulty. The school which was financially strong did not offer a good salary to the teaching and non-teaching staff and its main source of income was lottery system.

Sri Aurobindo Action, a monthly magazine, June 1985 revealed that 39 (67.24%) Integral Education Centres out of 58, were getting an additional support of aids granted by the State Government. As data revealed out of 26 responded schools, 22 (84.61%) schools were getting grant-in-aid facilities. Besides financial support for education comes from
the fees collected, from the students, donations from the public and charitable endowment, sale centre and aids from voluntary organisations. Government of Orissa supported a grant to one teacher for 40 students, but the Centres of Integral Education the teacher-pupil ratio was 1:15. So the grant-in-aid facility supported by the Government was quite insufficient. Government of Orissa formulated the grant-in-aid principle for the Integral Education Centres of Orissa (vide Letter No.VIEA (Sch)-34/86, 6185/EYS dated 6.2.87) as follows:

Grant-in-aid Principles

a) The grant should be limited to the salary of trained matriculate teachers admissible in a primary school under State Government on the basis of students' strength. For the purpose of assessment of the admissible number of teachers in an Integral School the entire student strength of the school from K.G.II to the highest available class need be taken into consideration.

b) The teacher-pupil ratio should be 1:40.

c) The grades of the Integral Schools should first be recognised before Government pays any grant.

d) No non-recurring grant would be given to the institution receiving recurring grants.

Besides the Government also directed that all the Integral Schools should be kept open for inspection by officers of Education & Youth
Services Department. The institution receiving Government grant-in-aid should furnish the utilisation certificate to the proper quarter in time.

The researcher studied the financing of Integral Education in Orissa in order to objectively assess the sources of income:

Table - 6.17

Sources of Financing Integral Education.

(1984-85)

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Sources</th>
<th>Amount in Rupees</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tuition fees and annual donation received from the students</td>
<td>666643.25</td>
<td>57.60</td>
</tr>
<tr>
<td>2.</td>
<td>Donation received from other sources</td>
<td>126841.75</td>
<td>10.96</td>
</tr>
<tr>
<td>3.</td>
<td>Government Grants</td>
<td>363815.00</td>
<td>31.44</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1157300.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The above table reveals that the Integral Education Centres had the above three sources of finance during the session 1984-85. Those were tuition fees, donation paid by the students, donation received from the public and government grants. Amount collected towards tuition fees, and donation received from the students constituted 57.60% of the total income of Integral Education Centres. Donation received from other sources was 10.96% of the total income during the session 1984-85 and the rest 31.44% of the total income was government grants. The pie-diagram given in page-196 reveals the percentage of sources of financing of Integral Education Centres in Orissa.

It is clear from the above discussion that Integral Education Centres mainly depended on the amount collected from the students and government grants during the session 1984-85.

The researcher experienced the meagre economic condition of the school while he was working in an Integral school. Politicians and political parties drained out the industrialists and business men to such an extent that they hardly felt inspired to donate for benevolent and charitable causes. The middle class public which was generally generous was hard hit due to constant rise of prices. The few rich classes had other means of expenditure than offering donations to the schools. Only the well wishers and devotees paid a thin amount which was a drop in the ocean. The Integral schools are therefore, greatly constrained about their financial resources and handicapped in achieving their ends. Table - 6.18. reveals the different heads of annual expenditure of Integral Education Centres during the session 1984-85.
FIGURE 6.6
FINANCING OF INTEGRAL EDUCATION CENTRES OF ORISSA (1984–85)

- 31.44%
- 10.96%
- 57.60%

AMOUNT COLLECTED FROM STUDENTS:
AMOUNT SUPPORTED BY THE STATE GOVERNMENT
AMOUNT COLLECTED FROM PUBLIC

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Heads of Expenditure</th>
<th>Amount in Rupees</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Salary of teaching and non-teaching staff</td>
<td>854978.10</td>
<td>73.88</td>
</tr>
<tr>
<td>2.</td>
<td>Purchase of teaching aids and other stationeries</td>
<td>179157.65</td>
<td>15.48</td>
</tr>
<tr>
<td>3.</td>
<td>Rent and other taxes</td>
<td>35721.40</td>
<td>3.08</td>
</tr>
<tr>
<td>4.</td>
<td>Developmental activities</td>
<td>87442.85</td>
<td>7.56</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1157300.00</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

It can be observed from the Table - 6.18 that the amount collected during the session 1984-85 was consumed under four heads:

a) Salary of teaching and non-teaching staff.

b) Purchase of teaching aids and other stationeries.

c) Rent and other taxes.

d) Developmental activities.

As many as 73.88 percent of the total income was consumed on the payment of salary or honorarium.

Besides, 15.48 percent and 3.08 percent of the total income were diverted towards the purchase of teaching aids and other stationeries and in the payment of rent and other taxes respectively, during the session 1984-85. The rest 7.56 percent was left for developmental activities. This has been shown in the figure 6.7 (Pie Diagram) given in page - 198.
FIGURE 6.7.
EXPENDITURE OF THE INTEGRAL EDUCATION CENTRES OF ORISSA (1984-85)

PAYMENT OF SALARY:
- PURCHASE OF TEACHING AIDS AND OTHER STATIONERIES:
- DEVELOPMENTAL ACTIVITIES:
- RENT AND OTHER TAXES:
Diagram shows that a major amount of the financial resources was consumed on the payment of salary or honorarium.

There was no particular scale of pay for the teaching and non-teaching staff of the school. They were getting very thin amount of honorarium. It is evident from the responses of the teachers that the salary structure of the teachers extended from Rs.50/- to Rs.500/- per month. As many as 66.66 percent of the teachers responded that they were getting less than Rs.200/- per month which was quite insufficient for a teacher to meet the daily necessities. So percent of the parents viewed on this point that the teachers were actually ill paid, and 96.66 percent of the teachers viewed against the payment. No school was able to bear all the expenditure of teachers. In this respect the teachers were feeling hopeless and helpless.

It is well known that the quality of education has direct correlation with the financial status of the school. All the principals, educationists and parents were of the same opinion that all the Integral Education Centres in the State of Orissa were greatly constrained about their financial resources and handicapped in achieving their ends. This was the point of deterioration of the quality of education.

Principals of the schools suggested that there was the possibility of improving the financial resources of the schools if they had to tap other sources.
The sources are as follows:

1. A school can provide vegetables, fruits, cocoanuts or cottage industrial goods like, Coir-ropes or coir-mats, cane and wooden furniture, incense sticks, perfumaries ink, soap, hair-oils, toys and such other things, and get profits from the sale proceeds.

2. It can take forests, orchards, weekly markets on lease and get money from these sources.

3. Organisation of chit-funds, collection of advertisements through publication of souvenirs are also some sources of income.

4. Regular contribution of a certain percentage of income from the society members and well-wishers is a steady and stable source of income.

6.10 Management

6.10.1. Categories of Management

The quality of management of an institution has much influence on the quality of teachers, curriculum and students admitted to it. The Institutions of Integral Education should be managed properly for ensuring effectiveness.

Out of 26 responded schools, 23 (88.46%) schools were managed by New Life Education Trust, and other 3 (11.54%) schools were managed by Local Bodies. The Trust had been formed for necessary co-ordinating work for all intents and purposes. This Trust worked like a copula between the Government and Integral Schools. The Trust had its own governing
body and all the secretaries and the principals of the schools were included as members. The Trust had to organise training camps, various meetings, conferences, seminars and formulated guiding principles for the management of the Integral Schools.

Many schools (84.61%) were getting grant-in-aid facilities supported by the Government of Orissa and 4 (15.39%) schools were unaided. All the aided schools followed the principles regarding grant-in-aid, formulated by the State Government.

6.10.2. Institutional Management

6.10.2.1. Managing Body and Other Disciplinary Committees

The sponsoring organisation which maintained school had, as a rule, special committee to see the management of the school. The Managing Committee of the school consisted of 9 to 11 members. The structure of the Managing Committee was as follows:

1. President.
2. Secretary.
3. Two Local Educationists.
4. Two Local Guardians.
5. One Government Officer (Representative of the Government).
6. Principal of the School.
7. Teacher representative.
8. Two other members.
The above structure reveals that at least one government officer had been represented in the Managing Committee of the school. All the principals and the teachers were of the opinion that the school should be kept free from the control of the government for the following reasons:

1. Government interference might dilute and ultimately put a death blow to the experiment of Integral Education.

2. Schools would be restricted in their activities as they had to do something to please the officials.

It is however, felt that presence of a Government representative in the Managing Committee would not be a problem. Rather it would contribute to the smooth functioning of the institution.

Besides, 75 percent of the teachers pointed out that despite the presence of Managing Committee, there was mal-administration due to the following drawbacks:

1. The members of the Managing Committee followed traditional lines.

2. Majority of organisers were not familiar with the Principles of Integral Education.

In this respect data were collected from the educationists and the compiled data have been presented in the Table - 6.19.
Table - 6.19

Views of the Educationists Regarding the Defects of Managing Committee.

<table>
<thead>
<tr>
<th>SI.No.</th>
<th>Statements</th>
<th>Agree</th>
<th>%</th>
<th>Undecided</th>
<th>%</th>
<th>Disagree</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The members of the managing committee are following the traditional lines</td>
<td>21</td>
<td>70.00</td>
<td>2</td>
<td>6.67</td>
<td>7</td>
<td>23.33</td>
</tr>
<tr>
<td>2.</td>
<td>Majority of Organisers are not familiar with the principles of Integral Education</td>
<td>24</td>
<td>80.00</td>
<td>2</td>
<td>6.67</td>
<td>4</td>
<td>13.33</td>
</tr>
</tbody>
</table>

The above table indicates that 70 percent of the educationists were of the opinion that the members of managing committee followed the traditional lines. It can be inferred that the organisers come forward to organise a new school with good will, but remained handicapped by their inertia. 80 percent of the educationists viewed that majority of organisers were not familiar with the principles of Integral Education.

As many as 60 percent of the teachers viewed that the members of Managing Committee were displaying their superiority and only 30 percent of the teachers were of the opinion that the teachers were not involved in the decision-making. It is clear from the data that there might
be groupism between teachers and organisers; but this supposition has been corroborated by 73.33 percent of the educationists who were asked to give their opinion in the matter.

The researcher collected data from the principals of the schools regarding organisation of schools programmes. 57.69 percent of the principals viewed that Managing Committee was interfering in the school programmes and 42.31 percent of them remained silent. It may be inferred from the above data that majority of principals were of the opinion that there was interference of the Managing Committee in the school programmes.

Regarding other disciplinary committees the responses of the principals revealed that only 38.46 percent of the schools were organising staff-meetings regularly. However, 88.46 percent of the schools were organising parents meeting and no schools had students association. Besides, 42 percent of the principals were of the opinion that there was the provision for teachers and students to get together for finding out the way in organising different functions of the schools.

Only 3 schools had special subject-committees consisting of teachers, with a convenor. They had to sit occasionally to discuss about the progress of the subjects and individual pupils, slow learners for finding out ways to help them.

All the principals were of the opinion that the students were grouped class-wise, not age-wise in the organisation of physical education programmes. But effective organisation of physical education programmes
necessitates age-wise grouping of students. Regarding effective management of the school 57.69 percent of the principals suggested that staff-council meeting should be held in each week and school-community relationship should be developed.

6.10.2.2. Selection of Students

Data revealed that there was no distinction of caste, creed, sect, religion etc. in the selection of the students in the Integral Schools of Orissa. But it is found that maximum students were selected from rich families because they could afford higher expenses for their children. Besides, 88.46 percent of the principals strongly opined that Integral schools were comparatively costlier than the traditional schools.

6.10.2.3. Recruitment of Non-Teaching Staff

The Managing Committee of the school was all in all in the selection of non-teaching staff. It is revealed from the data provided by the principals of 38.46 percent of the schools that the secretary was all in all in recruiting non-teaching staff without taking their qualification, ability and interest into consideration. According to the views of 57.69 percent of the principals the members of non-teaching staff were not interested in the development of the institution. It is but natural that the same level of commitment and involvement cannot be expected from all the staff members.
6.10.2.4. Sharing of Responsibilities

The management of the school should be based on the democratic values; such as Law, Liberty Justice, Equality and Fraternity. The head of the institution should work as a democratic leader, co-ordinator and senior participant.

As many as 90 percent of the teachers were of the opinion that the principle i.e., Division of Labour was followed in the Integral Schools. The teachers were consulted in the organisation of various programmes and in solving the problems of the schools. The principals of all the schools viewed that the teachers and senior students of the schools were consulted in the organisation of various co-curricular activities. In this context the educationists were asked to give their individual opinion and the compiled data have been presented in the table given in page - 207.

It can be observed from the Table - 6.20 that above 60 percent of the educationists were of the opinion that the students and the teachers were consulted in the organisation of school programmes.

6.10.2.5. Financial Management

As found in chapter 6.9 of the present study, except one school all other schools were running with deficit budget. All the principals of the schools were of the opinion that teaching and non-teaching staff were ill paid, and the schools were not able to organise various co-curricular activities properly and timely due to the shortage of money. Besides,
Views of the Educationists regarding the involvement of Students and Teachers in the Management of the School Programmes.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Statements</th>
<th>Agree</th>
<th>Un-decided</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The senior students ought to get an opportunity for participation in the management of school programmes. Integral Schools are following this principle.</td>
<td>18</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>All the educational programmes should be decided by a team of teachers and responsibility should be taken jointly. Integral Schools are following this principle.</td>
<td>19</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
15.38 percent of the schools were not collecting any fee or donation from the students and they had to depend on the government grant and public donation. Only 30.76 percent of the schools had provision to spend a thin amount on purchase of daily newspapers and magazines.

6.10.2.6. Daily work in an Integral School

As found in chapter 6.3 of the present study no school was fully residential. All the schools were day schools. Regarding the daily work of the school the researcher collected data from the principals of the schools and the data have been presented as follows.

Academic session of an Integral Education Centre began at the third week of June and ended by the last week of May. There were two long breaks that is, 20-25 days for summer vacation and 10-15 days for Puja holidays. The working time of 69.23 percent of the schools was 7.30 a.m. to 11.30 a.m. and for 15.38 percent of the school the working time was 10.30 a.m. to 16.00 p.m. and other 15.38 percent of the school had double shifts (morning and day) i.e., from 7.30 a.m. to 11.30 a.m. and from 11.30 a.m. to 16.30 p.m. Only 26.92 percent of the schools had their own rickshaws to collect the children, 11.54 percent of the schools had their own buses and for other 61.54 percent of the schools the guardians had their own arrangements to send their wards to the schools. Only 23.07 percent of the schools had provision to supply some eatables to the children during the recess.
6.10.2.7. Course of Action for breach of Conduct Rules

All the schools had to follow the procedure formulated by N.L.E.T. vide its Letter No.NLET 87/223 Dt.11.8.87, as presented in the chapter 6.6.2 of the present study. The following course of action has been suggested for breach of conduct rules.

1. The cases of indiscipline should be decided by the Managing Committee of the institution which are referred to it by the Secretary of the institution.

2. The Secretary and the Principal shall sort out the cases to be referred to the Managing Committee.

3. The Managing Committee if necessary, may enquire of cause and the cases referred to it in any manner befitting the issue.

4. The Managing Committee or the members, if aggrieved by the decision of the Managing Committee may refer the matter to the Trust for a decision and the Trust on such reference shall decide its course of action.

As high as 88.46 percent of the principals viewed that the Managing Committee was deciding the course of action to be taken for breach of conduct rules.

6.11. Parental Co-operation

6.11.1. General Information about the parents

Parents are the first teachers in Integral Education. Unless they are educated, and oriented, Integral Education cannot be imparted properly.
Academic achievements of the students is highly co-related with their socio-economic background. Data were collected regarding the educational qualification and occupation of the parents/guardians of the students. The compiled data have been presented in the following tables.

### Table - 6.21

Educational Qualification of Parents/Guardians.

<table>
<thead>
<tr>
<th>Educational Qualification</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under Matric</td>
<td>12</td>
<td>24.00</td>
</tr>
<tr>
<td>Matric</td>
<td>15</td>
<td>30.00</td>
</tr>
<tr>
<td>Bachelor Degree in Arts/Sc./Com.</td>
<td>9</td>
<td>18.00</td>
</tr>
<tr>
<td>Master Degree in Arts/Sc./Com.</td>
<td>7</td>
<td>14.00</td>
</tr>
<tr>
<td>Degree in Technical Subjects</td>
<td>7</td>
<td>14.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The above table reveals that 24 percent of the parents/guardians were Under Matriculates, 30 percent were Matriculates, 18 percent were having Bachelor Degree either in Arts or Science or Commerce, 14 percent were having Master Degree and rest 14 percent were educated in different technical subjects. It is clear from the table that 54 percent of the parents/guardians were not qualified.
Table - 6.22

Occupation of the Parents/Guardians.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>6</td>
<td>12.00</td>
</tr>
<tr>
<td>Teachership</td>
<td>10</td>
<td>20.00</td>
</tr>
<tr>
<td>Cultivation</td>
<td>5</td>
<td>10.00</td>
</tr>
<tr>
<td>Other Government Services</td>
<td>29</td>
<td>58.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The Table - 6.22 reveals that 12 percent of the parents/guardians were businessmen, 20 percent were teachers, 10 percent were cultivators and the rest 58 percent were government servants. It is clear that majority of parents/guardians of the students were government service holders.

Regarding the education of the parents, 91.54 percent of the principals viewed that parents should be educated for the educational development of the children and they should have strong commitment for the education of their children.

Only 50 percent of the principals suggested that the parents should be motivated and interested in the school programmes, and 80 percent of the teachers suggested that parents' attitude towards education should be developed and they should be trained in Integral Education.
6.11.2 Co-operation of the Parents in the Home

Integral Education includes the education imparted in the school by the teachers and the education in the home imparted by the parents. Children learn more things from other's doings. For the educational development of the children and formation of character, parents should co-operate their children in the home, in academic matters and they themselves should be living examples before their words. Data were collected from the parents regarding their co-operation with the children in the home. 70 percent of the parents viewed that they were over burdened and busy in their own business and 64 percent of the parents were of the opinion that they had no time to co-operate the child in his/her academic matter or other activities. They also viewed that they had no knowledge about Integral Education. Only 40 percent of the parents suggested that parents should be motivated to attend orientation classes in Integral Education and such type of classes should be taken by the experts of Integral Education.

As many as 56 percent of the parents had no control over their children due to over affection. Only 24 percent of the parents viewed that they expected many things from the children. Regarding "to be example before the child" no parents responded. Rather 58 percent of the parents suggested that they should live by that what they expect from their children.
Only 48 percent of the parents were of the opinion that children were not docile, and 30 percent of the parents viewed that they had to follow some sort of punishment to make their children disciplined. Besides, 33.33 percent of the teachers also opined that the parents were following some sort of punishment to prevent the children from wrong doings and to correct them. Regarding the punishment 30 percent of the students viewed that they were getting physical punishment either in academic matter or in other wrong action, and other 70 percent remained indifferent to this point. So it is clear that mostly the teachers and the parents were not following the old principle, "Spare the rod and spoil the child" to make the children disciplined.

Only 50 percent of the students expressed that they were getting regular guidance from the teachers and the parents in their daily activities. 35 percent remained indifferent and 15 percent viewed that they were not getting regular guidance. It is clear that the students were getting occasional guidance from the parents and the teachers in their daily activities.

For better co-operation the teachers should have occasional visit to the students' home. Regarding this teachers' visit, 82 percent of the parents were of the opinion that the teachers were consulting with them regarding the development of the child and 66 percent of the parents viewed that teachers were not regular visitors of their residences. They suggested that a teacher should visit the student's home at least once a month in order to strengthen the cordial relationship between the parents and teachers and to motivate the students.
6.11.3. Co-operation of the Parents in the School

It is clearly mentioned in the chapter 6.10.2.3 of the present study that 88.46 percent of the schools were holding parents' meeting to develop sweet relationship between the teachers and the parents and to find out remedial measures for various behavioural problems of the students. Teachers and principals were asked to give their opinion regarding parents' co-operation in various activities of the school. 61.54 percent of the principals viewed that the parents were not co-operating them regarding the academic matters of their children and 66.66 percent of the teachers agreed on this point. Besides, 61.54 percent of the principals viewed that a few parents were co-operating them in the school programmes and in other developmental activities. For the improvement of parents' co-operation 69.23 percent of the principals suggested the following points:

1. Parents should be encouraged to pay regular visits to the institutions.
2. Parents should be motivated to take interest in Integral Education.
3. An open-day system should be introduced to strengthen teacher-parent relations.
4. Teachers should be made interested in maintaining proper contact with students and parents.

6.12. Evaluation

Assessment of performance is an integral part of any process of learning and teaching. As a part of sound educational strategy, examinations should be employed to bring about qualitative improvements in education.
Regarding the examination system 88.46 percent of the principals were of the opinion that the students were not examined in traditional way i.e., appearing at the annual examination and showing the memory power in the subject matter. They viewed that examination in the Integral Schools was not a terror for the students. It was applied psychologically to the child's consciousness so that he/she could take it in a play-way spirit. Examinations were conducted all through as usual performances and the average cumulative scores were taken as the result of the child for the whole year.

Continuous and comprehensive evaluation incorporates both academic and non-academic aspects of education, spread over the total span of instructional time. Regarding academic aspect, 88.46 percent of the principals viewed that the subject teachers had to conduct tests monthly, quarterly, half yearly, and annual according to their schedule and submit scores in the school office. They viewed that examination was nothing but a series of such tests taken in the classes.

As the schools came under the purview of Board of Secondary Education, Orissa the students of 3 schools appeared at the High School Certificate Examination conducted by B.S.E.O. in 1985. 30 students had appeared at the examination and all passed in the examination. 50 percent of the examinees secured 1st class, 33.33 percent secured 2nd class and 16.67 percent secured 3rd class. They were also provided certificates for their higher studies.
Trust had no autonomy to conduct its own examination at the end of secondary level. So students had to go else where for their higher studies.

All the principals unanimously opined that all Integral Schools should be free from the control of B.S.E.O. since it restricts, the free activities of the schools.

Regarding non-academic aspect, 84.61 percent of the principals were of the opinion that assessment of co-curricular activities were done in terms of credits and they stated that the students were promoted to the higher classes on the basis of their achievements in all tests conducted during a session. No arbitrary decision was taken on the performance of the students and all decisions were taken in the staff-council meeting. To record the personal development of the students only 7.69 percent of the schools were maintaining cumulative records for individual students.

There should be provision for double promotion in Integral Education, but it was found from the responses of the principals that no school had provision for double promotion in order to maintain the balance. The principals also viewed that double promotion in the particular subject might cause various difficulties especially in academic matters. All the heads of the institutions opined that there was no detention in the same class for another year.

It is stated by the heads of all Integral Schools that progress reports were sent to the parents of the students twice a year, that is
in the month of December and May. Only 57.69 percent of the principals suggested that monthly progress report should be provided to the parents if the finance permits.

As many as 61.54 percent of the schools had sent the sample of their progress reports to the researcher and it was found from the progress reports that it contained both academic and non-academic achievements of the student.

Regarding the improvement of the performances of the students and meeting their individual needs principals of 2 schools suggested the following points:

1. All the teachers and the students should be accommodated in the school campus.
2. There should be concomitant changes in instructional materials and methodology.
3. Teachers should develop devotion towards teaching profession.
4. School practices should be kept free from social prejudices.

Regarding the purpose of the study The Mother (1978 vol.12. p.202) says:

"It is not for our family, it is not to secure a good position, it is not to earn money, it is not to obtain diploma, that we study. We study to learn, to know, to understand the world and for the sake of the joy that it gives us".
But 63 percent of the students of Integral Schools in Orissa responded that they read to have a lucrative service to secure a good position. This type of attitude went against the ideals of Sri Aurobindo and The Mother. Regarding this aspect 38.46 percent of the heads of the schools viewed that unless there was any change in the attitude of teachers, parents, and organisers towards such type of education, nothing could be expected in the change of students' attitude.

Regarding the wastage and stagnation, 88.46 percent of the principals were of the opinion that there was no wastage and stagnation in their respective school. They also stated that the number of students were increasing every year due to sweet relationship established between the teachers and the students and better care in academic achievements.

6.13. Problems

As found in the chapter 2.2 of the present study all the Integral Schools in the State of Orissa did not have the same background. The cities and the villages had their respective sub-cultures, with differences in norms and values. The parents did not belong to the same economic group and social status. There was a great disparity in the outlook of parents also. So there was not a single school without problems. Problems may be inside or outside the school system. Teachers, principals and educationists were asked to give their free opinion regarding various problems of the Integral Schools. They also suggested some remedial measures to overcome the problems. Data collected on various problems have been presented in the following sub-heads.
6.13.1. Origin & Pattern

As many as 61.54 percent of the principals viewed that the first and foremost problem of Integral schools is its origin. They pointed out that many village people and organisers who had no knowledge about Integral Education wanted to open a school in the name of Sri Aurobindo. This was the original mistake and the schools were established emotionally, not rationally.

As high as 80 percent of the educationists viewed that Integral Schools of Orissa had emotional background. Without having experience in Integral Education, the organisers opened such type of schools.

In this context 57.69 percent of the principals suggested that the following points should be considered in opening a new school.

1. There should be a strong organisation before starting a school.

2. The organisers should be well acquainted with the principles of Integral Education and should visit Sri Aurobindo Ashram and Sri Aurobindo International Centre of Education, Pondicherry.

3. The organisation should have the capacity to finance the Integral Education properly.

4. More emphasis should be paid on the setting up of qualitative schools.

All the schools were following traditional pattern though they were providing better facilities than traditional schools. 50 percent of the educationists viewed that Integral Schools in Orissa could not claim as
Experimental Schools because they did not have any experimental design. So they should develop experimental design to experiment Integral Education in a proper way.

6.13.2 Curriculum

It is found from the syllabus (1985) that the curricular contents prescribed for psychic and spiritual education were not adequate to have any impact on the development of the personality of learners. 61.54 percent of the principals viewed that the curriculum did not suit the needs of every student on the basis of the principles of freedom and flexibility. They viewed that the following points should be considered in developing a balanced curriculum.

1. The School/Trust should organise orientation classes in order to train the teachers and parents regarding psychic and spiritual education.

2. The teachers and experts should prepare instructional materials, manuals, other readables and syllabus for Secondary Stage. For this purpose the Trust should organise various work shops.

3. Schools should organise study tours, picnics, field trips, excursions, hikings, symposia, health camps and work camps to promote mental health of both the teachers and students.

6.13.3. Methods and Materials of Teaching

As high as 83.33 percent of the teachers viewed that there was no provision for orientation programme for the teachers in different subjects. They suggested such type of orientation programme. Besides, 88.46
percent of the principals were of the opinion that the teachers were not trained properly. The teachers who had knowledge about the methods lacked in skill. For effective teaching, the principals advised for some practical points as given below.

1. Efforts should be made to follow free progress system.

2. Training facilities should be adequate.

3. Subject experts should be invited for orientation class.

4. Modern technological devices should be provided.

5. Teaching aids and references should be adequate.

6.13.4. Teacher

All the principals, parents and educationists viewed that lack of trained and dedicated teachers was a constant problem for all the Integral Schools.

All the principals and teachers were of the opinion that frequent leaving of the teachers from the schools was creating some sort of problem in teaching-learning process.

Only 20 percent of the educationists viewed that the teachers were not conscious of their role that is to be Yogi and warrior in Integral Education, so it was the problem for them to be an ideal teacher. 83.33 percent of the educationists suggested the following points to motivate the teachers for teaching profession.

1. There should be security of service.
2. The teachers should be well accommodated and well paid.

3. They should be encouraged by regular training course and other research work. For this purpose one training institute and one research institute should be established.

4. They should be provided recreational facilities.

5. Creative and intelligent teachers should be encouraged with proper incentives.

6. There should be mutual transfer for teachers.

7. Teachers should be consulted in all intents and purposes.

As high as 88.46 percent of the principals suggested that all schools should have daily discussion class on Integral Education for teachers.

6.13.5. Organisation

All the educationists viewed that the organisation of Integral Education in the State of Orissa was in the beginning stage. 60 percent of the educationists viewed that the organisers had no idea about an integral view of life, and they had no spiritual growth. In the words of one teacher: "Many study circles were inactive because the members of the study circles became solely occupied with the schools. They were more eager to start an Integral School and remained consoled leaving its character and keeping off its spirit". This was an organisational defect.
As many as 60 percent of the educationists suggested that the organisers should have full dedication and sole interest in the organisation of the schools. Besides 88.46 percent of the principals suggested the following point for better organisation.

1. The organisers of the schools should read and practise the ideals of Sri Aurobindo in their day to day life.

2. They should be regular and punctual at Sri Aurobindo Study Circle.

3. They should have full co-operation with the teachers and students in the school programmes.

4. Parents and public should be motivated in evincing interest in the school programmes and school developmental programmes.

5. The organisers should not display their superiority in any case rather they should have positive attitude, self-confidence and self-reliance to overcome the problems.

6. Trust should organise more training camps, teachers meetings, seminars, workshops, summer courses and holiday homes, zonal camps, etc. throughout the year.

7. Adequate number of co-ordinators should be appointed for monthly supervision of the schools and for strengthening the co-relation among them.

8. The pathachakras (study circles) should be reorganised systematically.
9. More experienced teachers working in the older schools should be
deputed for a short period to the newly started schools with less
experience and help in organising the school programmes in the
latter.

6.13.6. Evaluation

As many as 61.54 percent of the principals were of the opinion that
evaluation process was not dynamic and comprehensive. Teachers and
parents were not fully conscious of effective use of the evaluation process.
They suggested the following points to make the evaluation process
dynamic.

1. Sincere efforts should be made to keep personal records of the
   students.

2. There should be scope for intensive experiment in the schools.

3. The Trust should invite the valuable opinions of educationists,
   experienced teachers and research scholars regarding the practices
   of Integral Education.

4. Trust should take initiative for periodical assessment of its practices
   and a bulletin should be published in respect of this assessment.

5. The Trust should conduct its own examinations to be free from
   Government Control and set its own standard.

6. The Trust should adequately finance for one research institute for
   specialisation and evaluating the process of Integral Education.
6.14. Prospects

Integral Education is an alternative in the field of education; but it is not so easy to implement. As found in the chapter 2.2 of the present study, Orissa was the fore runner in the movement of Integral Education. It was supposed that the movement of Integral Education in Orissa might take its momentum in future. This supposition was also strengthened by the opinions of the teachers, guardians and educationists. The compiled data have been presented in the following tables.

Table - 6.23 A

Views of the Teachers and Guardians regarding the prospects of Integral Schools of Orissa

<table>
<thead>
<tr>
<th>Statement</th>
<th>Teachers' response categories</th>
<th>Guardians' response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>It seems that future of Integral School of Orissa is bright</td>
<td>A %  B %  C %</td>
<td>A %  B %  C %</td>
</tr>
<tr>
<td></td>
<td>45  75.00  6  10.00  9  15.00</td>
<td>32  64.00  8  16.00  10  20.00</td>
</tr>
</tbody>
</table>
It can be observed from the Table 6.23 that 75 percent of the teachers and 64 percent of the guardians had a positive opinion towards the future of Integral Schools.

**Stability of the percentages**

(i) For 75% 

\[ \hat{p} \% = \sqrt{\frac{75 \times 25}{50}} \% = 5.59\% \]

The 0.95 confidence interval for the population percentage is 75% ± 1.96 x 5.59% or from 64.05% to 85.95%.

(ii) For 64% 

\[ \hat{p} \% = \sqrt{\frac{64 \times 36}{50}} \% = 6.78\% \]

The 0.95 confidence interval for the population percentage is 64% ± 1.96 x 6.78% or from 50.72% to 77.28%.

**Table - 6.23 B**

Views of the Educationists regarding the Prospects of Integral Schools of Orissa.

\[
\begin{array}{cccc}
\text{Statement} & \text{A} & \% & \text{B} & \% & \text{C} & \%\\
\hline
\text{The future of Integral Education Centres of Orissa depends upon the aspiration and consecration of the teachers and organisers.} & 27 & 90.00 & 3 & 10.00 & 0 & 0.00 \\
\end{array}
\]
It is evident from the above table that 90 percent of the educationists were in favour of the statement. As the confidence interval for the population in all the cases is above 50%, it was a matter of belief that the future of Integral Schools is full of possibilities and its certainty depends upon the degree of sacrifice of both the teachers and organisers.

It can be inferred that the prospects of Integral Education Centres of Orissa seems to be bright.