CHAPTER 7

SUMMARY AND RECOMMENDATIONS

7.1. Major Findings of the Study.

7.2. Recommendations.

7.3. Further Implications of the Study.
CHAPTER - 7

SUMMARY AND RECOMMENDATIONS

7.1. Major Findings of the Study

The major findings of the study are as follows:

7.1.1. Educational Philosophy of Sri Aurobindo

Sri Aurobindo's philosophy of education involves the psychology of a whole man and the philosophy of life. A whole man is an integrated man and it implies an integrated personality. According to him, personality consists of four factors: the physical, the vital, the mental and the psychic. Psychic is the conscious form, the Divine growing in the evolution. This psychic being is the real master which takes the whole business of education and integrates the personality.

Sri Aurobindo's Philosophy of life is an integral view of life. Life is a journey towards perfection. The Divine within, wants to be manifested. To manifest the Divine, every thing is on the process of evolution. In this evolutionary process the aim of life is to attain the summit, that is realisation of the Divine. Education is a preparation for fulfilling the aim of life.

Yoga and education are identical in Sri Aurobindo's philosophy of education. He says that education is a part of the discipline of life, a continuous process of self-improvement and the life-long march towards perfection. Like education, Yoga, too, is a movement towards the perfection. Both education and Yoga are concerned for self-improvement.
Sri Aurobindo's philosophy of education is termed as 'Integral Education'. Integral Education is true education which leads to self-integration i.e. integration of all the aspects of human personality. According to Sri Aurobindo a true and living education helps to bring out to full advantage, makes ready for the full purpose and scope of human life all that is in the individual man and which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs.

7.1.1.1. Aspects of Integral Education

Integral Education has five principal aspects: Physical education, vital education, mental education, psychic education and spiritual education.

Physical education means education of the body. It is necessary to make the body beautiful in form, harmonious in posture, supple and agile in movement, powerful in its activities and resistant in its health and organic functions. In physical education the basic qualities like courage, certitude, wisdom, strength etc. should be developed.

Vital education is indispensable to channelise the life-force. Vitality means life-force. It is the seat of impulses and desires for acting and reacting. It is the store house of sensations. Knowledge comes through sensations. Building of character and training for the development of aesthetic sense are two parts of vital education.
Mental education is a process of training the mental faculties like attention, memory, organisation, judgement, imagination, creativity, intelligence etc. Purification of Citta is essential for purification of intellect.

Psychic education is necessary to bring the Psychic being to the forefront so that it can act upon the mind, vital and body, purifying and preparing them to be divine instruments. Psychic education is a step to Atmavidya (self knowledge).

Spiritual education brings the total change of consciousness. It brings down the higher consciousness into the lower. It is solely concerned with the inner awakening and realisation of the self. Spiritual atmosphere is indispensable for this type of education.

7.1.1.2. Methodology of Integral Education

There are three principles of teaching in Integral Education.

a) Nothing can be taught.

b) Mind has to be consulted in its own growth.

c) To work from the near to the far, from that which is to that which shall be.

Besides; instruction, example and influence are three instruments of teaching.
7.1.1.3. Technology of Integral Education

Technology of Integral Education includes the society, teachers, parents, administrators, learners and all the activities of the school. As education is a life-long process all these should grow consciously to implement the education effectively.

In technology of Integral Education ten factors are included as given below.


7.1.2. Integral Education in Historical Perspective

7.1.2.1. Development of Integral Education in India

Development of Integral Education in India dates back to the mid of the nineteenth century when the first Integral School was opened by The Mother on 2nd December 1943 at Pondicherry. In 1952, Sri Aurobindo International University Centre was started at Pondicherry and it was renamed as Sri Aurobindo International Centre of Education in 1959. In 1956, the second Integral School i.e. The Mother's International School was established at New Delhi. In 1956, there were 2 schools in India. Infact, Integral Education took its momentum during the period of 1962-79. In 1962 two Integral Schools were started and the number of Integral Schools was 13 in 1967-68.
In 1969, two more schools came out at Tamilnadu. In Orissa the movement of Integral Education was started in 1970 and the first school of Orissa was established at Bhubaneswar by that year. During the period of 1969-72 11 schools were emerged all over the country to work out Integral Education and the number of such school was 24 in 1971-72. Gradually the people of different states of India were more interested to implement Integral Education in their own areas. Only 46 schools were existed in India in 1978-79 and the number came to 82 by 1984-85. After the independence of India there was rapid growth of Integral Education and Orissa became the fore runner in this march.

7.1.2.2. Development of Integral Education in Orissa

The history of Integral Education in Orissa was not a long story because the first Integral School of the State was emerged in July 1970. Before that there was a movement in the form of Pathachakras (Study circles). The people were used to come and discuss the philosophy of Sri Aurobindo and The Mother in the study circles. In 1949, the first study circle was started in Orissa and the second one in 1950.

In 1964, the movement of Pathachakra was revitalised. By 1964, there were 150 Pathachakras through out Orissa. In 1966, Navajyoti Karyalaya, a registered association published two periodicals namely Navajyoti and Lokasahitya to mobilize the people of Orissa towards the philosophy of Sri Aurobindo. In 1970, two more magazines were published and the people of Orissa were boosted to think for Integral Education. As a result, the first school, surnamed as New School, was born at Bhubaneswar on 15th July, 1970.
In 1973, the second school was set up at Rourkela and many a school came to the stage by and by. There were 8 Integral Schools by 1975-76. Government of Orissa recognised the above 8 schools and supported a grant-in-aid facilities to these schools in 1977.

In 1977, a central registered society, named as New Life Education Trust, was set up.

After 1977, the people of different areas were interested to open Integral Schools and in 1978-79, three more schools were established. By 1979-80 there were altogether 22 schools and all these schools were privately managed. The State Government recognised 21 schools by the end of the session 1979-80.

In 1980, the first batch of the Bhubaneswar school appeared at the H.S.C. Examination conducted by B.S.E.O. The demand for establishing the Integral Schools in Private sector still continued. In the session 1981-82, altogether 7 schools were set up and the number gradually increased. In 1980, co-ordinators were appointed by the New Life Education Trust to supervise the schools.

The organisers of different Integral Schools proposed to establish a college and the foundation stone for a college was laid on 4th April, 1982 at Dalijoda. New Life Education Trust felt the need of a uniform integral management of all the schools and formulated some basic principles and guidelines in 1983 for this purpose.
In 1983-84, only 3 Integral Schools were established. In the session 1984-85 a large number of schools grew up and the total number of the schools was 58.

Orissa consists of 13 revenue districts. All districts except Boudh Khandamal had Integral Schools. Out of 58 schools, 56 were recognised by the State Government and 39 were getting grant-in-aid facilities.

7.1.3. Analysis and Interpretation

7.1.3.1. General Information

The study revealed that 57.70% were urban, 38.46% were rural and 3.84% were tribal schools. The number of lady teachers and trained teachers were 184 and 149 respectively. They were more than the number of male teachers and untrained teachers. The teacher-pupil ratio was 1 : 15 and non-teaching staff was not adequate.

7.1.3.2. School Plant

Only one school was residential and no school was self-sufficient in all aspects of the physical facilities. Only 30.77 percent of the schools had hostels. None had provision for museum, theatre hall and students' common-room and 11.54 percent of the schools were running in rented house. As high as 88.46 percent of the principals were of the opinion that adequate physical facilities should be provided for effective teaching-learning process. Similarly 80 percent of the educationists opined that more attention should be given towards the quality of hostel, playground, garden, laboratory and library.
7.1.3.3. School Pattern

All the schools were co-educational. Only 11.54 percent of the schools were English Medium and the remaining schools were Oriya medium institutions. All of them were extension of Sri Aurobindo study circles. They were neither integral nor experimental in character. As high as 88 percent of the students liked their schools very much. All schools were affiliated to New Life Education Trust and the secondary schools. They were following the syllabus prescribed by Board of Secondary Education, Orissa with some additional manuals of their own.

7.1.3.4. Curriculum

All the Integral Schools were following their own syllabus which was up to Standard-VIII. Mental education was largely emphasized. The schools were mechanical and the organisers were not clear about the integral curriculum.

Physical education was compulsory both for all boys and girls. Physical education was imparted in working days only.

Vital education was imparted through fine arts, music, handworks, paintings, sense training, moral training etc. in 57.69 percent of the schools only and 19.23 percent of the schools had provision for Socialy Useful Productive Work (SUPW).

Only 38.46 percent of the schools were imparting mental education through group teaching, individual as well as collective work. But only 19.23 percent of the schools had provision for taking research as a process of learning, which was inadequate.
In providing psychic and spiritual education 26.92 percent of the schools were maintaining regularity.

For better participation in co-curricular activities the students should be motivated. For this purpose as many as 61.54 percent of the principals suggested the following points:

1) Adequate finance should be provided for annual day celebration and publication of school magazine.

2) Radio and T.V. should be provided both for academic and non-academic growth of the students.

7.1.3.5. Methods of Teaching

The teachers were using question-answer method in teaching-learning process and 41.66 percent of the teachers were trained in Integral Education. They rendered timely help, but they were not sincere to be examples before the students and none had spiritual influence. The teaching-learning process was mechanical and stereotyped. As many as 43 percent of the students disliked the teaching method. The teachers were using uniform method for all students. Above all, they had been following traditional methods with some skills.

The principals of all the schools viewed that free progress system could not be introduced in the Integral Schools of Orissa due to the following reasons:

1. The large number of students, in some schools, did not permit the introduction of the system.
2. The schools those were under the jurisdiction of Board of Secondary Education, Orissa had to complete the courses within a stipulated period in order to prepare their students for the examination.

3. Shortage of instructional aids.

4. All parents did not want such type of system.
   As high as 61.54 percent of the principals suggested the following for the academic achievement.
   1. Remedial teaching should be provided.
   2. Experts should be invited for this purpose.

7.1.3.6. Teacher

The schools were running without adequate number of qualified and inspired personnel. As many as 40 percent of the teachers were neither qualified nor inspired to follow an ideal life. They were least bothered about the ideal, much less about the skills and strategies. They worked their because they could not be employed elsewhere. Only 36.66 percent of the teachers were acquainted with the teaching-learning process of Sri Aurobindo International Centre of Education, Pondicherry. As high as 80 percent of the parents opined that no school had devoted or dedicated teachers in true sense.

In the absence of devotion, sense of sacrifice and sincerity the teachers were far from their ideal.
The teachers, on the other hand, were quite student-loving and they did not impose anything on the students. They were preparing lesson plans and managing the classroom activities.

As high as 66.67 percent of the teachers were willing to work for life long in the schools with provision of only food, shelter and dress. Regarding the teacher effectiveness 38.46 percent of the principals suggested the following.

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

7.1.3.7. Discipline

No school followed self-discipline. They had to maintain discipline through some sort of punishment. Schools having hostels had no routine life. The students suggested that the teachers should come to the class with same uniforms like them.

7.1.3.8. Environment

Every school had a charm of its own. The school atmosphere was full of love and affection. The schools were conscious of cleanliness of campus and orderly arrangement of the furniture. They had made conscious efforts to beautify the campus in order to attract the students towards schools. Mostly the school atmosphere was favourable and the students were enjoying homely atmosphere in the schools.
7.1.3.9. Financial Condition

As high as 84.61 percent of the schools were getting grant-in-aid facilities and they had to follow the principles framed by the State Government for this purpose. Besides the Integral Schools mainly depended upon the amount collected from the students which constituted 57.60% of the total income and the other source was donations from the public which was 10.96% of the total income.

As high as 73.88 percent of the total income was consumed on the payment of honorarium, only 18.56% was for teaching-aids and other stationeries and the rest 7.56% was left for developmental activities.

Teachers were getting very meagre amount of honorarium which was a point of their discontent. All schools were greatly constrained about their financial resources and handicapped in achieving their ends.

The following findings were relevant to the improvement of the financial resources of the schools.

1. A school can strengthen its financial condition by providing vegetables, fruits, coconuts, or cottage industrial goods like coir-ropes or coir-mats, cane and wooden furnitures, incense sticks, perfumaries, ink, soap, hair-oils, toys and such other things.

2. It can take forests, orchards, weekly markets on lease to add something to its financial resources.
3. Organisation of chit-funds, lotteries, 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 also a source of income.

7.1.3.10. Management

New Life Education Trust was the Central Controlling body for all Integral Schools of Orissa. Besides, every school had its own managing committee. Schools were also under the control of State Government regarding grant-in-aid facilities and high school certificate examination. Principals and teachers of the schools felt that the school should be remain free from the control of State Government. They strongly opined:

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.

There was mal-administration in the management of the school inspite of the presence of Managing Committee. Mis-management of the schools had resulted on account of the following defects of Managing Committee.

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

2. Majority of Organisers were not familiar with the principles of Integral Education.
Senior students and teachers were consulted in the organisation of the school programmes.

Only 23.07 percent of the schools supplied some eatables to the students during the recess where as other schools had no such provision.

The managing committee was deciding the course of action to be taken for breach of conduct rules and other problems.

Only 38.46 percent of the schools had regular teachers meeting and 11.54% of the schools had special subject committees.

As many as 57.69 percent of the principals recommended the following points for better management of the school.

7.1.3.11. Parental Co-operation

Parents should be educated as regards educational development of their own children. As many as 70 percent of the parents viewed that they were over burdened and 66 percent of the parents viewed that they had no time to co-operate with their children in their study and other activities. They also affirmed that they had no knowledge about Integral Education. Only 40 percent of the parents and as high as 80 percent of the teachers suggested that the parents should undergo special training in Integral Education.

Only 30 percent of the parents strongly affirmed that they had to follow some sort of punishment to make their children disciplined.
As high as 66 percent of the parents opined that the 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 teachers and parents and to motivate the students.

Schools were holding parents' meeting. As may as 61.54% of the principals and 66.67% of the teachers were of the view that the parents were not co-operating them in both academic and non-academic matters. Similarly 69.23% of the principals suggested the following points for developing parental co-operation.

1. Parents should be encouraged to pay 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-parents relations.
4. Teachers should be made interested in maintaining proper contact with students and parents.

7.1.3.12. Evaluation

Examinations in the Integral Schools were conducted throughout the year and the average cumulative scores were taken as the result of the students for promotion.

Students performance in H.S.C. Examination was good. Different assessments were organised both in academic and non-academic aspects. Students were promoted to the higher class on the basis of performances in both academic and non-academic aspects.
Only 7.69% of the schools maintained cumulative records for individual students. No schools had provision for double promotion. There was no detention and no wastage and stagnation in Integral Schools.

Progress reports were served to the parents twice in an academic year.

Only 57.69 percent of the principals suggested that monthly progress reports should be served to the parents.

The students had to appear at the H.S.C. examination at the end of secondary stage and they had to go elsewhere for their higher studies as there was no college for Integral Education. Principals of the schools suggested that the schools should be free from the control of Board of Secondary Education, Orissa since it restricted the free activities of the schools.

7.1.3.13. Problems

7.1.3.13.1. Origin and Pattern

All Integral Schools had emotional background. The organisers were ignorant of Integral Education. As many as 57.69% of the principals suggested the following points in opening a new school.

1. There should be a strong organisation before starting a school.
2. The organisers should have knowledge about Integral Education.
3. The parent organisation should be financially strong.
4. More emphasis should be given on the setting up of qualitative schools.
Integral Schools of Orissa were not Experimental Schools because they had no experimental design. The educationists suggested to develop suitable experimental design for Integral Education.

7.1.3.13.2. Curriculum

In the syllabus, the curricular contents prescribed for psychic and spiritual education were not adequate. As high as 61.54 percent of the principals viewed that the curriculum should be flexible and comprehensive. They suggested the following points in order to develop 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 workshops.

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

7.1.3.13.3. Methods And Materials of Teaching

As high as 83.33 percent of the teachers and 88.46% of the principals viewed that training facilities were inadequate. For effective teaching the following suggestions were put by the principals.

1. Training facilities should be adequate.
2. There should be provision for orientation programme in different subjects.

3. Subject experts should be invited for orientation class.

4. Modern scientific appliances should be provided to the schools.

5. Teaching aids and references should be adequate.

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

7.1.3.13.4. Physical Facilities

The educationists viewed that all schools looked in providing physical facilities. They also suggested that more attention should be given towards the improvement of the quality of hostel, playground, garden, laboratory and library for better academic achievements.

7.1.3.13.5. Teacher

All the principals, parents and educationists affirmed that lack of trained and dedicated teachers was a constant problem for all Integral Schools. Besides, frequent school leaving of the teachers was also another problem for the schools.

As many as 83.33% of the educationists suggested the following significant points to motivate the teachers for teaching profession.

1. There should be security of service.

2. The teachers should be given adequate accommodation and pay.
3. They should be imparted regular training and research facilities. For this purpose one training institute and one research institute should be established.

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

5. The teachers should be provided recreational facilities.

6. There should be mutual transfer for teachers.

7. Teachers should be consulted in all matters.

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

7.1.3.13.6. Organisation

Organisational defect were the constant problem for the schools. The organisers were not regular at the study circle. They did not aspire to grow spiritually.

As many as 60% of the educationists suggested that the organisers should have dedication for the interest of the schools.

As high as 88.46% of the principals offered valuable opinions as given below for the improvement of school organisation.

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

5. The organisers should not display their superiority in any case rather they should maintain good rapport with the teachers.

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

7. Adequate number of co-ordinators, should be appointed for monthly supervision of the schools.

8. The study circles should be re-organised systematically.

9. More experienced teachers working in the older schools should be deputed for a short period to the newly started schools to help the teachers and organisers.

7.1.3.14. Evaluation

As high as 61.54% of the principals were of the opinion that evaluation process was not dynamic and comprehensive. 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 the practices of Integral Education and a bulletin should be published in respect of this assessment.

5. Trust should conduct its own examinations to be free from Government control.

6. It should adequately finance one research institute for specialisation and evaluating the process of Integral Education.

7.1.3.15. Prospects

As high as 75 percent of the teachers as well as 93.33% of the educationists and 64% of the parents opined that Integral Education Centres of Orissa moved towards a bright future.

7.2. Recommendations

On the basis of the above findings the following recommendations are made for the balanced and rational development of the Integral Education in the State of Orissa.

7.2.1. Origin and Pattern

(i) The organisers of Integral Schools should have sufficient knowledge about Integral Education and keen interest in teaching profession.
(ii) Suitable experimental designs should be developed for Integral Education and more emphasis should be paid on the setting up of qualitative schools.

(iii) School must be residential to implement the Integral Education properly.

7.2.2. Physical Facilities

Efforts should be made to provide adequate physical facilities and more attention be given towards improving the quality of hostel, playground, garden, laboratory, library, meditation hall and rooms for cultural activities.

7.2.3. Curriculum

(i) Curriculum should be flexible, relevant to the life and environment of students and the teachers should prepare instructional materials for various groups of learners.

(ii) Adequate steps should be taken for the organisation of co-curricular activities effectively and study tours, picnics, field trips, excursions, hikkings, symposia, health camps, workshops, School Broad Cast Programme from improving students' achievements.

(iii) Adequate finance should be provided for annual day celebration and publication of school magazine.
7.2.4. Methods of Teaching

(i) Training facilities for the teachers should be adequate and the Trust should organise various training camps, seminars, summer courses, Zonal camps and subject camps to re-orient the teachers with modern innovations.

(ii) School should have adequate teaching aids, references and modern scientific appliances and both the teachers and students should be encouraged to utilise them to the optimum for improvement of the academic achievement of the students.

(iii) Remedial teaching is essential for improving achievement of weaker students.

(iv) Efforts should be made to apply free progress system in teaching-learning process as far as practicable.

7.2.5. Teacher

(i) Dedicated and devoted teachers should be recruited and they should have moral and professional obligation.

(ii) The teachers should be paid adequately and have security of service.

(iii) They should be encouraged to undertake research work and go for higher studies with proper incentives.

7.2.6. Environment

(i) School atmosphere should be sanctified with love and affection and school atmosphere should be free from politics, pretence and falsehood.
7.2.7. Discipline

Physical punishment should be totally abolished and self-discipline should be taught to the students.

7.2.8. Financial Condition

Schools should be self-sufficient with increasing resources by taking the following steps:

(i) The schools having agricultural lands should be utilised properly to support the school.

(ii) They can develop certain small-scale industries e.g. coil-ropes or coir mats, cane and wooden furniture, incense-sticks, perfumaries, ink, soap, hair-oils, toys and such other things.

(iii) They can also take local forests, orchards, weekly markets on lease to improve their financial stability.

(iv) Collection of advertisements through publication of souvenirs, regular contribution of a certain percentage of income from the society members and well-wishers are also some sources of income.

7.2.9. Parental Co-operation

(i) With a view to improving school community relations and students' behaviour in-and-outside the school frequent personal contacts should be made with the parents and students by the teachers and principals.

(ii) In view of the specific importance of parent-teacher relations in improving school conditions as well as pupils' growth the principals should take initiative for parent-teacher organisations in their school. An open-day system should be introduced for this purpose.
(iii) With a view to solving the day-to-day problems of the schools as well as students, improving the physical facilities of schools and performance of students, parents meeting should be convened from time to time so that the parents could be kept informed with the academic progress of their ward.

(iv) The school should organise special orientation classes for the parents for improving home situation and they should be motivated in evincing interest in the school development programmes.

7.2.10. Institutional Management

(i) Since all teachers of a school need be involved in decision-making and in jointly solving day-to-day problems in respect to curricular and co-curricular programmes, staff council meetings should be held as frequently as possible.

(ii) School managing committee should be held regularly and special meeting should be convened to take immediate decision and necessary action.

(iii) The principals should involve their colleagues in decision making and assign suitable responsibility to teachers for ensuring success of all programmes in schools.

(iv) Since the principals and teachers are the key persons in implementing various programmes they should be given adequate freedom facilities and incentives in organising various programmes in their schools.
(v) School should provide mid-day tiffin to the students during recreation period in order to enable them to participate in the school programme with renewed energy and interest.

(vi) School community relationship should be developed through relevant programmes like parent-teacher association meeting, organisation of Socially Useful Productive Work and soon.

(vii) School should be kept free from the control of State Government and other agencies for smooth management of the institution.

7.2.11. Organisation

(i) The organisers of Integral Education in the State of Orissa should be dedicated and devoted to the ideals of Sri Aurobindo and The Mother.

(ii) They should be regular and punctual in attending the study circle and co-operate the teachers and students in organising various school programmes.

(iii) To establish a proper co-ordination among the schools, adequate number of co-ordinators should be appointed by the Trust.

(iv) Study circles should be reorganised systematically and the Trust should organise more training camps, teachers meetings, seminars, holidays homes to harmonise the entire movement of Integral Education in the State.
7.2.12. Evaluation

(i) Evaluation process should be dynamic and scientific. Teachers should be sincere in keeping personal records of students and there should be scope for making experiments in the schools.

(ii) The Trust should take initiative for periodical assessment of the movement of Integral Education and a bulletin should be published in respect of this assessment. It should invite valuable opinions of educationists, experienced teachers and research scholars regarding the practices of Integral Education.

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

(iv) As Integral Education is self-education, and it can not be implemented over night, all the teachers, organisers and parents should be conscious of the ideals of Sri Aurobindo and The Mother.

7.3. Further Implications of the Study

The scope of the study is undoubtedly very wide. Since there are limitations as mentioned in the chapter 3.3, the researcher felt that:

(i) there should be a study in the development of Integral Education at National Level,

(ii) a study can be undertaken in the State of Orissa including all the existing Integral Schools.
(iii) a comparative study can be undertaken to know the impact of Integral Education on the Educational System of Orissa.

(iv) there should be a comprehensive and critical study especially on educational philosophy of Sri Aurobindo.

(v) a critical study can be undertaken on each aspect of Integral Education.
SUPPLEMENT

A VISION OF THE FUTURE

Man can not remain content with mere 'animal enjoyments' and with what he is, It is the evolutionary nature and spirit that compels him to march on, however painful his journey. He must climb the high hill rise ever higher up to the highest peak. Infinite is his thirst for the Infinite. The startling development of science and technology has not yet been able to satiate the human thirst rather has enkindled it. Only a radical transformation of human nature can survive the humanity and can raise to that desirable height with a gleam of wonder. This inner change is possible only by Integral Education.

The researcher would like to peep into the education of the future i.e., Integral Education which aims at growth of consciousness and development of values. Future is knocking at the door. Pavitra (1961) says:

"Future is not only what comes after the present, but what is different from it and especially what is 'open'. Future is not 'closed', it is 'open' (p-20)."

'Science and education' have so far been used to raise the status of man economically, now they are to be used for the growth of consciousness, the awakening of the knowledge of the self, the discovery of the self and the release of its self-power.

In the future world the children would know themselves what they are and why they are. They would be able to ransack the inner drawer which is full of possibilities. They will grow as they should, and become
fore runners of a race of supermen. They are really the hero warriors who fight successfully the great battle of the future. Sri Aurobindo (1978) has actually seen them, and in mantric incantation he summoned them to our presence:

"I saw them cross the twilight of an age
The sun-eyed children of a marvellous dawn
The great creators with wide brows of calm
The massive barrier-breakers of the world
And wrestlers with destiny in her lists of will
The labourers in the quarries of the gods
The messengers of the Incommunicable
The architects of immortality".

(Savitri pp.343-344)'

Surely enough, there is a quest for a new philosophy of life. This is the saving point in the present dismal situation. In future, the children will march forward for the evocation of the real man within. They will start their education from seeking in oneself. The role of the school would also change to a great extent accordingly. Iyengar rightly says:

School is not a Place but a way of living.

"It is where there is aspiration and progress.
It is an open world of meetings and exchanges.
Where it is easy to enter into contact.
With beings, objects, aspects of reality.
In which one is interested.
A school has neither teachers nor professors but helpers".

(Quoted by Dowsett & Jayaswal, 1976, p-37)

In future, Integral Education will be a true and living education which can reunite the matter with spirit and tap the inner resources for manifestation of the Divine.
In future, an environment will be created, an ambience provided, that will facilitate the child's discovering and activising the psychic being within.

The school atmosphere with intimations of the Divine presence, the love of the teachers that gently opens the windows of the pupil's psychic self, the fellowship of the other pupils, the endless romance of life, the constant play of curiosity, the thrill of doing things on one's own or by spontaneous co-operative effort, these are among the elements of the educational engineering that will make of the future children the hero warriors of a new race.

Integral Education is like a plant which can grow slowly and steadily. The whole universe would be a school for the future education. The children will move with a poise and purpose, see more and understand more, and find all knowledge and experience, all facts and figures. They will shine with the flame of freedom in their souls and they will also readily engage in a God's labour for the sheer joy of it.

Undoubtedly, Integral Education would show the children the true face of the world instilling a spur of creative optimism within himself. The future is thrilling to contemplate. Shakespeare has rightly remarked:

"The day shall not be up so soon as I
To try the fair adventure of to-morrow."

(King John Act-V seen-V line-21)