CHAPTER V

SUMMARY AND CONCLUSIONS
5.1. INTRODUCTION

Education is a means to the enlightenment of human mind by adopting various innovative practices in education for getting solution to the problems faced by educationist. The proper understanding of the educational practices widens the horizons of intellectual potentials and resources. True innovative practices should find solutions for meeting individual differences created by various factors. In a wider sense, education means reaching to unreached in more innovative, meaningful and fruitful ways.

The present schooling system tends to forget that education has been with mankind from times immemorial, while the institution of school is only creation of the industrial age. Years spend in school are vital, but it is only one of the many dimensions of education. However, today, there is a trend to equate education with schooling. The 19th and the 20th century schools have destroyed much of the natural learning process. Thus there is a tendency to eclipse the ultimate aim of education under the outward core of excellent academic achievement.

It is in the light of these priorities and drawbacks of the conventional schools, that the concept of innovation gains importance. Experience has shown that any change introduced in the conventional practices is unsettling for staff and students alike and these trends to be a considerable time lag between the modification in the society and the changes introduced in the educational scene. There is hesitation to upset the conventional ideas concerning, both educational content and method owing to a fear that the change may not result in the expected outcome at all.
5.2 NEED AND IMPORTANCE OF THE STUDY

Even though many innovative ideas and practices are being implemented through the governmental organizations in the country, it could not satisfy the need of the children, society etc. The quantity being increased, but the quality of education provided is not satisfactory for the overall development of the individual and the society. In this context, the efforts put forward by the nongovernmental organizations, philosophers, educationalists etc in the field of education are worthwhile. There are many educational innovations developed, experimented and implemented in small samples in many parts of India, especially in Kerala which have many innovative features which are not practiced in conventional schools like, innovation in the area of curriculum, methodology of teaching, teaching learning process, importance given for total development, linking education with life skills, individual attention, satisfying the needs of the bright, average and below average, learning from the nature, relationship of the school with the parents and community around, management, administration, supervision, evaluation, use of media and materials etc.

In this new era of searching for the new developments in the field of education, to improve the quality and quantity of education it is an urgent need to study the innovative practices followed by these schools for the benefit of the education. It is expected that the present study may throw light on the impact of these practices on academic achievement and development of life skills of the students from the selected upper primary schools of Kerala.
5.3. STATEMENT OF THE PROBLEM

The present investigation is a comparative study of the institutional profiles of upper primary schools in Kerala following innovative educational practices. By using new ideas, methods, curriculum, evaluation, management, administration supervision, media and materials with that of the conventional schools. It also aims to find out the impact of the innovative practices on the academic achievement and life skills of students. So the problem is stated as "COMPARATIVE STUDY OF PRIMARY SCHOOLS WITH INNOVATIVE PRACTICES IN KERALA".

5.4 OBJECTIVES OF THE STUDY

1. To develop the institutional profiles for selected innovative schools and conventional schools of Kerala.

2. To compare the institutional profiles of the innovative schools and conventional schools.

3. To find out the effect of innovative practices on the life skills such as creative thinking, interpersonal relationship and communication skills of the students studying in the selected schools.

4. To find out the effect of innovative practices on the academic achievement of the students studying in the selected schools.
5.5 HYPOTHESES OF THE STUDY

1. There is no significant effect of innovative practices on the creative thinking of the students from the selected schools.

2. There is no significant effect of innovative practices on the interpersonal relationship of the students from the selected schools.

3. There is no significant effect of innovative practices on the communication skills of the students from the selected schools.

4. There is no significant effect of innovative practices on the academic achievement of the students from the selected schools.

5.6 METHOD

This is a survey type research, attempted to find out the effectiveness of innovative practices on academic achievement and various life skills selected, both quantitatively and qualitatively. The investigator, after selecting the problem, surveyed the innovativeness of various schools at upper primary level in Kerala. After the survey investigator collected information on each innovative school selected—through questionnaire and interview schedules for the Principal/Director of their schools along with academic achievement scores of the students studying.

5.7 SAMPLE

After surveying the innovative schools in Kerala, which follow innovative practices at least for a minimum of five years and have some component of innovativeness for educational practices were selected for the study on the basis of
purposive sampling. To do comparative study conventional schools, which have been matched with the innovative schools in terms of curriculum, medium of instruction and physical infrastructure constituted sample for the study. The detailed information on selected schools are given.

- Innovative CBSE school following CBSE curriculum and English as the medium of instruction.
- Innovative State School following State Board of Education curriculum and Malayalam as the medium of instruction
- Innovative flexible curriculum school
- Conventional CBSE school following CBSE curriculum and English as the medium of instruction.
- Conventional State School following State Board of Education curriculum and Malayalam as the medium of instruction

(The names of the schools are kept confidential due to administrative reasons.)

5.8 TOOLS AND TECHNIQUES USED FOR THE STUDY

The following tools and techniques were used for data collection for doing qualitative and quantitative analysis.

5.8.1 Qualitative data collection techniques:

The qualitative data have been gathered by observation, interview, analysis of the document and opinionaire.
5.8.2 Qualitative data collection techniques:

Quantitative data have been gathered through various tools on assessing communication skills, creative thinking, and interpersonal relationship of the students.

5.9 STATISTICAL TECHNIQUES EMPLOYED

The following statistical techniques are used in the present study.

- Descriptive Statistics
- Correlation
- One way Analysis of Variance (ANOVA)

5.10 DELIMITATIONS OF THE STUDY

1. The present study is delimited to the three life skills i.e., communication, creative thinking and interpersonal relationship only.

2. The study is delimited to three innovative schools of Kerala.

3. The study is delimited to the students of age group 12-13 years.

5.11 FINDINGS OF THE STUDY

The major findings of the present study are presented and discussed based mainly on two dimensions. The first one is based on the qualitative analysis of the institutional profiles. Secondly, through the various quantitative analysis the investigator found out the effect of the innovative practices adopted by selected
innovative schools on the Life skills, i.e. creative thinking, interpersonal relationship and communication skills and on academic achievement.

5.11.1 Comparison between Innovative CBSE School and Conventional CBSE School

5.11.1.1 Innovative practices followed in the innovative CBSE School

Based on the comparison of institutional profiles of the innovative CBSE School and the conventional CBSE School, the following innovative practices were observed.

1. The timetable designed in the school is unique. Three teachers on the same subject are teaching only one subject a day in each class in the morning section.

2. The school provides supervised study in the afternoon section. During this period the three teachers, who have taught in the morning section, go together to the same class. They give special attention to the students to clear their doubts on the subject that they taught in the morning class and help them to overcome their learning difficulties.

3. With regard to their examination and revision, the students were getting one-week revision for each subject followed by examination and thus they will get one-week gap in between each subject.

4. Students are not given any homework and are encouraged to do activities of their own interest and choice. They have freedom to go according to their interest and hobbies.
5. The school creates a tension free environment for students which motivates them to participate in all activities of the school.

The investigator has also found out the effect of these innovative practices on various life skills and academic achievement of the students which are briefly discussed here.

5.11.1.2 The effect of Innovative practices on creative thinking

1. The innovative practices followed in the innovative CBSE School have no effect on the creative thinking of the students.

2. The innovative practices followed in the innovative CBSE School have no effect on the verbal creative thinking of the students.

3. The innovative practices followed in the innovative CBSE School have no effect on the fluency of verbal creative thinking of the students.

4. The innovative practices followed in the innovative CBSE School have no effect on the flexibility of verbal creative thinking of the students.

5. The innovative practices followed in the innovative CBSE School have no effect on the originality of verbal creative thinking of the students.

6. The innovative practices followed in the innovative CBSE School have significant effect on the non-verbal creative thinking of the students.

7. The innovative practices followed in the innovative CBSE School have no effect on the originality of non-verbal creative thinking of the students.
8. The innovative practices followed in the innovative CBSE School, has significant effect on the elaboration of non-verbal creative thinking of the students.

5.11.1.3 The effect of Innovative Practices on Interpersonal Relationship

9. The innovative practices followed in the innovative CBSE School have negative effect on the interpersonal relationship of the classmates.

10. The innovative practices followed in the innovative CBSE School have negative effect on the interpersonal relationship among the same gender classmates.

11. The innovative practices followed in the innovative CBSE School have negative effect on the interpersonal relationship among the opposite gender classmates.

12. The innovative practices followed in the innovative CBSE School have no effect on the interpersonal relationship of students with teachers.

5.11.1.4 The effect of Innovative Practices on Communication Skills

13. The innovative practices followed in the innovative CBSE School, has no effect on the communication skills of the students.

5.11.1.5 The effect of Innovative Practices on Academic Achievement

14. The innovative practices followed in the Innovative CBSE School, has no effect on the academic achievement of the students.
5.11.2 Comparison between innovative State school and conventional State school

5.11.2.1 Innovative Practices Followed in the Innovative State School

On the comparison of institutional profiles of the innovative State school and the conventional State school the following innovative practices were observed.

1. The school has a clear vision and unique philosophy on education i.e.
   (i) Emphasis on character development
   (ii) Uniting schooling with practical life
   (iii) Creating an environment of free and open inquiry
   (iv) Emphasis on holistic approach of education
   (v) Importance of community life.

2. The school is an education-centered community, which strives to impart community-centered education.
   (i) The school is part of an integrated community with lot of resources of its own.
   (ii) The school is not only a place for instruction but a community for living.
   (iii) The community centered education seen to fostering in children the spirit of critical injury, openness, respect for diversity self reliance, promotion of human understanding and fellowship.

3. Methodology of education followed in this school has uniqueness of its own.
   (i) In the school there are outdoor open classrooms circular shaped arrangement
(ii) The class was open to the outdoors nurturing curiosity, freedom, exploration and discovery.

(iii) The teachers used to take children out of classroom and learn from nature based on the topics of study.

(iv) The method of classroom transaction is highly pupil centered.

(v) Emphasis on developing reading habits and linking the classroom activities with library works.

4. Nature centered curriculum emphasizing on learning with nature and learning from nature.

(i) The learning process of Science, Mathematics, language, music, poetry and language were highly nature centered.

(ii) The feeling of preserving and recreating the environment is fostered.

(iii) Training in the areas of agriculture, sericulture, fruit preservation and animal husbandry are given

(iv) The nature club which fosters the importance of cultivation of indigenous herbal plants

(v) Trekking expeditions, campouts and picnics into the deeper interior tropical forests and unknown tribal communities.

(vi) The agricultural products prepared by the students were used in the canteen, where dietary lessons were imparted.

5. Learning to live together as a community

(i) The director, the teachers, the inmates and the students live together as responsible members of the community as in a Gurukula system.

(ii) The feeling at home in the hostel through the free interaction and gathering between the inmates.
6. The role of teachers

(i) Acting as guides, companions and friends. Teachers were referred to as "older brother" or "older sister".

(ii) As co-participants in community life, the relationship between the students and teachers was informal, open, fraternal and respectful.

(iii) Teachers used to do home visits of the students.

7. Exposure to pre-vocational training

(i) The learning by doing approach is emphasized.

(ii) The students studying in upper primary and high school level participated twice in a week for six hours in various crafts and training programmes including, carpentry, shoulder bag making, leather work, weaving, spinning, tailoring, pottery, ceramics, printing press operations, note book making, handicrafts, basket making, typing, electronic, electrical, embroidery, bakery, door mats, umbrella making and coir products.

(iii) Students are getting direct contact with the various elements of building a self sufficient and integrated community, which help them in their future life.

8. Importance on Health care and sanitation

(i) The students were getting classes on hygiene, nutrition sanitation three times a week.

(ii) Emphasis on exposing students on sex education from the lower class onwards.

9. Importance on arts and cultural programmes

(i) All the students were encouraged to develop their own artistic potential, not limiting to do the talented ones.
(ii) The school gave more priority on personal growth, imagination, originality, and spontaneity and individual expression in the performance facts.

(iii) The students are getting courses in art, sculpture, music, dance, public speaking, story telling and drama from villagers, traditional tribal artists and professional artists.

(iv) More emphasis given on indigenous arts and cultural programmes of rural communities.

10. Importance given in training in indigenous sports and games along with modern sports and games.

11. The integrated community offers the children to have interaction with eminent persons in various fields in and outside the country.

12. The teachers and students were receiving additional exposure by participating in the workshops, seminars, camps and conferences on various subjects and on leadership skills inside the community.

The effect of these innovative practices on various life skills and academic achievement of the students are:

5.11.2.2 The effect of Innovative Practices on Creative thinking

1. The innovative practices followed in the innovative State School have significant effect on the creative thinking of the students.

2. The innovative practices followed in the innovative State School have significant effect on the verbal creative thinking of the students.

3. The innovative practices followed in the innovative State School have significant effect on the fluency of verbal creative thinking of the students.
4. The innovative practices followed in the innovative State School have significant effect on the flexibility of verbal creative thinking of the students.

5. The innovative practices followed in the innovative State School have no significant effect on the originality of verbal creative thinking of the students.

6. The innovative practices followed in the innovative State School have significant effect on the non-verbal creative thinking of the students.

7. The innovative practices followed in the innovative State School have no significant effect on the originality of non-verbal creative thinking of the students.

8. The innovative practices followed in the innovative state school have significant effect on the elaboration of non-verbal creative thinking of the students.

5.11.2.3 The effect of Innovative Practices on Interpersonal Relationship

9. The innovative practices followed in the innovative State school have no effect on the interpersonal relationship of classmates.

10. The innovative practices followed in the innovative state school have significant effect on the interpersonal relationship among same gender classmates.

11. The innovative practices followed in the innovative State school have no effect on the interpersonal relationship among opposite gender classmates.

12. The innovative practices followed in the innovative State school have no effect on the interpersonal relationship of students with teachers.
5.11.2.3 The effect of Innovative Practices on Communication Skill

13. The innovative practices followed in the innovative state school has significant effect on the communication skills of the students.

5.11.2.4 The effect of Innovative Practices on Academic Achievement

14. The innovative practices followed in the innovative state school have significant effect on the academic achievement of the students.

5.11.3 Comparison of Innovative Flexible Curriculum school with CBSE and State Schools

5.11.3.1 Innovative Practices Followed in the Innovative Flexible Curriculum School

Based on the institutional profile, the following innovative practices were observed.

1. The school community gives greater importance to work experience, crafts, music, dance, kalaripayattu, meditation and yoga when compared to the study of subjects like Science and Mathematics. They earn money for learning through the productive works, crafts and arts, since other sources of financial assistance are very less and they are self-sufficient.

2. The various educational and economic based productive works and crafts practiced in the school are pottery preparation, greeting cards, cover picture of cassette, sewing, carpentry works, animal husbandry, farming works including working in the paddy fields and tapping of rubber, construction of huts etc.

3. The different arts practiced in the school which give recreational value as well as financial assistance are music programmes, dance programmes, drawings, paintings etc. based on traditional and modern themes.
4. For the balanced development of body, mind and spirit the school spend more time in kalari, yoga and meditation and there are sufficient facilities for these. Sports and games are given less importance.

5. Each day the school and community devotes a minimum of one hour for meditation for their spiritual awakening i.e. for the realization of self. They used to have monthly meditation for three days in the school or in the forest. The students are practicing meditation personally too.

6. There is no structured, curriculum, no specific textbooks or syllabus, no teachers for teaching and no fixed timetable. They are focusing on learning from nature and with nature. The curriculum in this school is highly flexible and the curriculum transaction is done by the guidance of Director and his wife through the activities like reading library books, group discussions, debates, self learning, peer group teaching, classes taken by visitors, manuscript writing, mass media, camps, workshops, visits to various places and contact with other teachers and eminent persons.

7. The school is giving more emphasis to the tribal dialects in the initial stages of education and as a medium of conversation among pupils. The curriculum includes the languages Malayalam, English and Hindi and subjects Science, Social Science and Mathematics. But in this school emphasis is given more to learn different languages and not on subject areas.

8. The grouping of the children is done based on the mental capacity, talents, age and mastery over the competencies and skills. The grouping is flexible in nature and at the time of the present study, there were three groups. There is no fixed standard for the child. The students in one group could join in the other group based on the topics of the study and ability.
9. The evaluation is done in a continuous manner and is done by systematic observation, assessment of abilities, reports by the peer group who are teaching etc. There is no systematic examination as found in other schools. They focus on the development of the full potential of the child. So they do not believe in examinations and certificates.

10. The fund for the functioning of the institution is gathered through the sources like, the public programmes by the whole group, the agricultural products, handicrafts, pottery, audio-cassette, greeting cards and contributions by well wishers. The community lives a simple life.

11. The interested students are allowed to appear for the public examination conducted by the National Open School, New Delhi in secondary level, through their Accredited Institution, as it has a high degree of flexibility in time, subject areas, age limit, entry qualification, place of study and number of appearance of examination.

12. The preparation for the public examination is done with the assistance of the Director’s wife through various strategies like learning through self learning materials, audio video programmes, peer group teaching, using of library books, contact with external teachers, doing practical in other formal schools, and through Student Exchange Programme.

13. The school maintains good relationship with the tribal community around through various means like conducting parents meetings once in a month, allowing the parents to stay with the children in the school, classes taken by tribal elders on various aspects of tribal culture, participation of tribal parents in the agricultural works of the school, mutual help of financial assistance in need etc.
14. The school keeps good contact with other non-tribal community through various means like the participation in Kalari and traditional medical and treatment provided in the community, public programmes, mutual transaction of financial assistance etc.

15. The Student Exchange Programme between the innovative flexible curriculum school with an alternative school in Bangalore- a new experiment in the field of education has contributed to this school children in various outcomes like; high exposure to reading, writing and speaking skills in English language, love and respect for different cultures supplementing the preparation for National Open School Public Examination doing practical, using computer, gathering study materials, clearing of doubts from teachers of the alternative school, enrichment in self-formation, transmission and transformation of new knowledge ideas, skills etc.

16. All the pupils in the school are getting training in the martial art kalari. Through the practicing of kalari the children are developing properly with a sound body, sound mind, courage and concentration power in studies.

17. The kalarippayattu included in the public programme of the school resulted in the high publicity of kalari in Kerala and abroad.

18. The school community is giving more importance to train the children in developing a unique and highly creative personality to think differently, to do differently, to write differently, to draw differently, to act differently, to work differently and to live differently.

19. The major focus of the school is to provide and experiment an education, which could raise the child to the level of self-actualization i.e. to the level of a divine perfection, which is within him. For that proper training is given by the director
and the community to have a sensitivity to emotions, feelings, time, money, weaknesses, positive aspects of self etc. The meditation, yoga and kalari are all focusing to raise the child to become a creatively talented personalities. The children have to write daily dairy on the basis of the day-to-day activities to have a personal reflect, self-admission, emotional openness and good use of time.

The effect of these innovative practices followed by the innovative flexible curriculum school on various life skills areas (as there is no examination system the academic achievement has not taken for comparison) of the students compared with both conventional and innovative state schools and CBSE schools and the findings are:

**5.11.5.5 The effect of Innovative Practices on Creative thinking**

1. The innovative practices followed in the innovative flexible curriculum school has significant effect on creative thinking.

2. The innovative practices followed in the innovative flexible curriculum school has significant effect on verbal creative thinking.

3. The innovative practices followed in the innovative flexible curriculum school have significant effect on fluency of verbal creative thinking.

4. The innovative practices followed in the innovative flexible curriculum school has significant effect on flexibility of verbal creative thinking when compared with State school.

5. The innovative practices followed in the innovative flexible curriculum school has significant effect on originality of verbal creative thinking.
6. The innovative practices followed in the innovative flexible curriculum school has significant effect on non-verbal creative thinking.

7. The innovative practices followed in the innovative flexible curriculum school has no significant effect on originality of non-verbal creative thinking.

8. The innovative practices followed in the innovative flexible curriculum school has significant effect on elaboration of non-verbal creative thinking.

5.12.3.3 The effect of Innovative Practices on Interpersonal Relationship

9. The innovative practices followed in the innovative flexible curriculum school has significant effect on the interpersonal relationship among classmates.

10. The innovative practices followed in the innovative flexible curriculum school has significant effect on the interpersonal relationship among same gender classmates.

11. The innovative practices followed in the innovative flexible curriculum school has significant effect on the interpersonal relationship among opposite gender classmates.

5.11.3.4 The effect of Innovative Practices on Communication skill

12. The innovative practices followed in the innovative flexible curriculum school has no significant effect on communication skills.
5.12 RESULTS AND DISCUSSIONS

The major findings of the present study are summarized in the table below:

Table 5.1. The summary of the findings

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<td>Creative Thinking</td>
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<td>Inn State</td>
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<td>Originality Non-Verbal</td>
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<td>Interpersonal Relationship</td>
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<td>Among Classmates</td>
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*Inn- Innovative , **Con-Conventional

From the table 5.1, it is found that the innovative flexible curriculum school stands the first position in the Creative Thinking and its various dimensions, and
Interpersonal relationships and its dimensions and stands fourth position for the communication skills, when compared to both innovative and conventional Central Board of Secondary Education (CBSE) and State Board of Education schools of Kerala. It is also found that there was no significant difference of communication skills of the students in the Innovative flexible curriculum school and students in the other four schools selected for study. This indicates that the innovative flexible curriculum school contributes very high towards life skills. The important aspect to be noticed from the results obtained in the study is that the students studying in the innovative and conventional state schools and innovative flexible curriculum school are coming from mostly the tribal communities in Kerala, who belong to the deprived groups of the society. The findings of the present study give a clear indication that the deprived sections of the society can also be raised to a higher level through proper education. The results are an indication of the success of the innovative practices followed in the innovative flexible curriculum school for the upliftment of the students of the deprived society. The experiments conducted by the director and the community of the flexible curriculum school, where there are no teachers and no examination system is challenging the modern view on education based on academic achievement. The other factor of this flexible curriculum which challenges the modern system of education is that all the students studying in this school are drop outs from the main stream of education at their early stages of education. Here comes the research question of which are the factors contributed for their success. This need an indepth study of the philosophy of the school.

The innovative state school, which is also standing for the upliftment of the weaker sections of the society especially the tribal communities in Kerala and the students studying there are also the drop outs from the main stream, the open air
classrooms, the residential nature, the emphasis on pre-vocational training provided, the better living, classes taken by the visitors, are common for both the schools. So this innovative state school can act as the base line for finding the answer to the above question of the high success of the flexible curriculum school. Even though the innovative state school could contribute a significant variation when compared to conventional state school they lack behind the CBSE schools. On comparing the two schools and excluding the common aspects of innovation the researcher could come to one main predicting factor i.e. the higher aim of education and the training given for the aim of education ie the aim of raising the child to a level of self actualization and the training given for the same act as the key component of the highly significant variation of the innovative flexible curriculum school compared with both conventional and innovative state and CBSE schools.

The results showed that the academic achievement is not the only factor, which decides the life skills abilities like creative thinking, interpersonal relationship and communication skills.

The results obtained in this study are in agreement with studies conducted by Rajalakshmi(1996) on academic achievement and creativity where she found that there was an insignificant relationship between the two. There are various studies conducted in this area which are in disagreement with the results obtained in the present study. The studies conducted by Sharma(1971),Joshy(1972),Thampuarathy, et al.(1995) Kauser, et al.(1995) shown a positive correlation between academic achievement and creative thinking.

The various theoretical and experimental studies by Maslow (1954)on the need hierarchy has shown the level of self actualization as the highest motive of human beings. Maslow identified the various characteristics of self actualizing people
namely, spontaneity, simplicity, naturalness, efficient perception of reality, limited but strong friendship, feelings of kinship and identification with the human race, ethical discrimination between the good and evil, unhostile sense of humour, balance between polarities of personality etc. are in similarity with the life skill abilities.

The emphasis on linking education with life skills by National Curriculum Frameworks NCERT (2000, 2005), UNESCO report (1994) on four pillars of education proposed by Delors, the various philosophies on education including Mahatma Gandhi, Swami Vivekananda, and the philosophy of Gurukula education recommend on a system of education where it should develop the basic life skills in the children and to make them highly creative personalities and maximum development of the potentials are in agreement with the achievement of the innovative flexible curriculum school. Hence it can be stated that the emphasis given in the innovative flexible curriculum school on life skills and the importance given for the spiritual development of the child for reaching the level of self actualization through the activities like meditation, yoga and kalari focus on a need for thinking of a new system of education where the main focus is not only on academic achievement but also on developing the maximum potential level for achieving self actualization goal suggested by Maslow.

The study conducted by Mathew (2004) on teaching Science through integration of spiritual values and to raise the child to the level of self actualization was focused on the need of meditation as an important part of education. In the study on the effect of training on self actualization, Oren (2006) focused on the means to achieve that level also supports the present study.
There was another study conducted by Mathew (2006) on various levels of children to realize the source of all creativity within the child, supported the importance given in for self meditation and love for nature for a creative personality.

5.12 EDUCATIONAL IMPLICATIONS

1. Each school should have a clear vision on education and clear objectives and must have a philosophy of its own based on the community, which it belongs.

2. The curriculum should be highly flexible and should have enough space to practice novel ideas related to the community. The text books, the evaluation system, the classroom teaching be used as learner friendly so that the child become the key center of education.

3. The outdoor open class rooms and the schools without walls are all means to have the child more open to the nature, knowledge and the spirit behind every natural phenomenon.

4. The schools should be a place for communal living in order to develop the feeling of cooperation, integrity, feeling of oneness, and experience the feeling of learning to know, learning to do, learning to live together and learning to be.

5. Our educational system should have a higher aim of education to reach to the maximum potential ie to the level of self actualization. The means to attain this level and the environment conducive to foster the development of the child should be framed and introduced in the mainstream in order to have a massive change in the weaker sections of the society.
6. Our culture which is having deeper forces of education based on gurukula system of education should be reestablished in order to develop creatively talented, personalities.

7. The interaction with different communities, mutual exchange of ideas knowledge, should be fostered through education in order to have a peaceful society.

8. The education system should be reframed with larger scope for prevocational training, cultural interaction, preserving the local culture, preserving the nature and to attain self-sufficiency.

9. The importance given to the tribal dialect in the initial stages of education and shift over to other languages should be maintained in the schools which offer education for the tribal population.

5.13 SUGGESTIONS FOR FURTHER RESEARCH

The present study throws following insights on further research on life skills

1. The effect of innovative practices followed in the innovative schools on the life skills of decision-making, problem solving, critical thinking, coping with stress, coping with emotions, empathy and self-awareness skills can be done.

2. An in depth study on the philosophy and the means by which the innovative flexible curriculum school has attained the life skills can be done.

3. The need and impact of school as a community living can be done based on the schools living as a community.