

TEACHING LEARNING PRACTICES IN SRI AUROBINDO'S INTEGRAL SCHOOL AT ELEMENTARY LEVEL: A CASE STUDY

ABSTRACT

Education brings emancipation from the darkness of ignorance and populates an individual's personality with the versatility of knowledge, skill, and abilities. In an education system, enthusiasm for learning and clarity in teaching multiply the success of what is a genuine desire of students and the objective of an institution. From western to eastern, from pre-independence to post-independence, the dynamism in the process of teaching and learning has always been a centre-center of attraction for all the educationists, policy-makers, committees, and commissions to provide effective assistance and self-evaluative measures to both learners as well as teachers. Hence, best practices of the teaching-learning process in the context of quality outcomes are always the need of the hour. Researcher-The researcher conducted a study to explore the teaching-learning practices of one Sri Aurobindo's Integral School located at Kendupatana village, Khordha district with regard to concerning physical, mental, emotional, social, spiritual development of elementary students, methods of transaction of curriculum, assessment and evaluation techniques perceived by teachers, perception of the headmaster on supervision and self-cooperation. Twenty-four teachers, one hundred-hundred-five students, and one headmaster were selected as a sample through a purposive sampling technique, and data was collected through a self-developed open-ended questionnaire and semi-structured interview schedule. Thick description and microanalysis of data resulted that learner-learner-centered approach was strongly followed in classroom transactions, a cordial teacher-taught relationship was developed, task analysis, storytelling, play way, demonstration, group discussion method, songs, and drama were the common strategies adapted-adopted by the teachers at the elementary level. Further, the institution focused on regular yoga practice, meditation, and pranayam for the development of students'-student's physical, mental, and psychological well-being. The headmaster of the institution was always ready and friendly to discuss anything regarding their school's improvement with their staffs and students.

Keywords: *Teaching, Learning, Integral Education, Elementary Level*

Background of the Study

Education has the power to change and modify individual's behaviour into a fullest extent. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeability and self-sufficiency. Education helps in development of personality by improving all aspects of life as

physical, mental, spiritual, vital, emotional, social and cultural. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as most important and critical input for growth and survival. In preference to searching at education really as a means of achieving social upliftment which ultimately depicts the importance and necessity of the appropriate way of gaining knowledge through suitable teaching learning process. Overall behavioural changes of an individual is shaped and moulded not merely as a result of maturation and coincidence, it is the effectiveness of planned teaching-learning processes. The practice of appropriate teaching-learning process plays tremendous role in reviving the knowledge, skill and abilities of both student and teacher. A good teaching learning practice can be done by good communication between teachers and students and providing active participation opportunities to the students. Teaching-learning practice deals with the process of transmission, well learning environment, student's participation, evaluation and higher index. Motivating and giving feedback to the children is the crucial parameter in teaching learning practice. Many educationists from eastern and western world put their valuable implications in the light of teaching-learning practices where Sri Aurobindo highlighted on integral system of education and emphasized on development of cognitive, physical, vital, spiritual and psyche aspects of personality with sense of integrity, beauty and harmony. He advocated that our education system should adopt innovative techniques for imparting education and make students multiskilled to face modern day challenges of life. In a broader sense, integral signifies evolution of humanity, promoting the principle of unity in diversity. The sense of integrity should be inculcated from the initial phase of education then only it can reflect through lifelong.

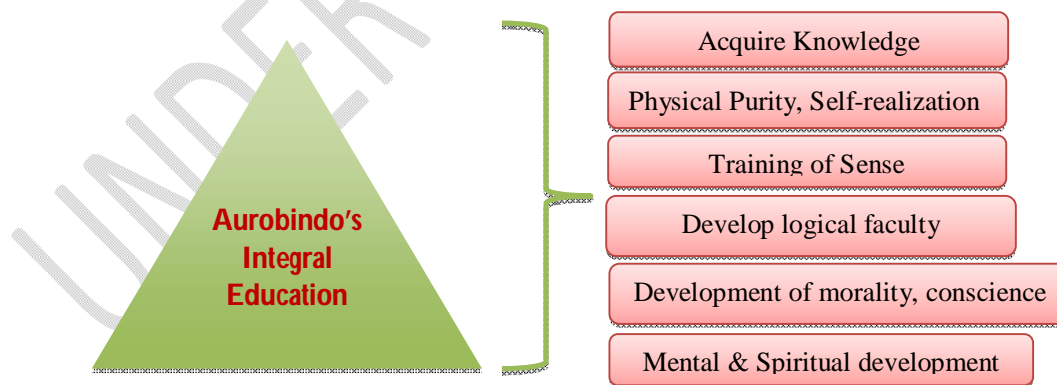


Fig 1. Focal points of integral education

Review of related literature

Goksoy (2018) has conducted a study on teaching learning practices. He has used survey method. Semi structured interview and focus group discussion to collect data. Research has used simple

random sampling to choose the sample. He has stated that school facilities and environmental condition affect teaching learning process.

Rao (2018) has conducted a study on teaching and learning practices. He has used survey method, questionnaire and interview schedule for collecting information. He has concluded that teaching and learning are to join hands and a synthesis to bring about desired changes in the behavioural pattern of the learners.

Oyekan (2018) has conducted a study on teaching as a profession. He stated that teaching is a honest profession that calls for the highest degree of responsibility. It is a creative, intellectually, demanding and rewarding job. Naime (2011) has conducted a study on different learning styles. He used survey method, questionnaire and focus group discussion as tools, the objective of the study is how the students are learning effectively by using different kinds of learning styles. He has found that learning style specialists have confirmed the theory that students will learn more and enjoy the class experience and environment when they can use their preferred learning styles.

Coombs (2017) has conducted a study on school support towards quality education. He has found that the schools manned by well-motivated professional teachers shall readily churn out responsible competent manpower resources to managing our economy and environment for sustainable development. The researcher used survey method and semi structured interview schedule, questionnaire for collecting data.

Cooks (2016) has conducted a study on impact of teaching. He found that teaching is an instrument to effect personal and national development. They would be able to exchange creative ideas and skills as means to enhance their teaching competencies and a professional growth.

Jung (2016) has stated that major differences in the way people envisioned, the way people made decisions, and how active or reflective they were while interacting with others. The majority of learning style theorists believe in four style of learning. The mastery style learner, the understanding style learner, the self-expressive style learner and the interpersonal style learner. The researcher has used survey method, interview schedule and focus group discussion for collecting data.

Chachra (2015) has conducted a study on teaching and learning practices. The researcher has used survey method. The objective of the study was the need of teaching learning practices for present generation. Interview schedule and questionnaire are used as a tool for collecting data. He has stated that teaching learning practices of the institution is one of the most important criteria. These are the important pillars of education on which building of the future is to be constructed.

Costa (2015) has conducted a study on awareness of students towards teaching and learning practices. He has used survey method. Focus group discussion to collect information. Simple random sampling to choose sample. He has concluded that available information affect teaching learning process in elementary and secondary level.

Fatt (2015) has conducted a study on effectiveness of learning styles. Objective of the study was to know how students are learn effectively by using different learning styles. He used survey method, interview schedule and questionnaires to collect data. He has found that students who adapt their learning style to the tasks presented are considered to have a versatile learning style. According to Fatt- a person need not have predominantly a preferred learning style but can also function with other learning styles at different times in different situations.

Kappan (2015) has conducted a study on effectiveness of teaching by using survey method. Objective of the study was to understand how students are learn and develop. Questionnaire helps the researcher

to collect data. He found that teaching involves mutual respect and well-placed optimism. It develops knowledge and practical skills, the ability to make informed judgements and understanding of how children learn and develop.

Objectives of the Study

1. To find out the teaching learning practices followed in elementary level with regard to mental development, physical development, emotional development, social development, spiritual development.
2. To find out the perception of teachers about the teaching learning practices with reference to methods of transaction, teacher-taught relationship and active interaction and assessment and evaluation.
3. To find out the perception of headmaster about the teaching learning practices with reference to supervision and self-cooperation.

Research Questions

1. What are the teaching learning practices taken by Sri Aurobindo's Integral School with regards to mental development, physical development, emotional development, social development, spiritual development?
2. How do the teachers of Sri Aurobindo's Integral School perceive about the teaching learning practices with reference to methods of transaction, teacher-taught relationship and active interaction and assessment and evaluation?
3. How do the headmaster of Sri Aurobindo's Integral School perceive about the teaching learning practices with reference to supervision and self-cooperation?

Case Size

The study consisted twenty-four teachers, one hundred five students and one headmaster of Sri Aurobindo's Integral School located at kendupatana village of Khordha District as sample of the study which were selected through purposive sampling technique. Focus of the study was on the elementary level teaching learning Practices of Sri Aurobindo's Integral school.

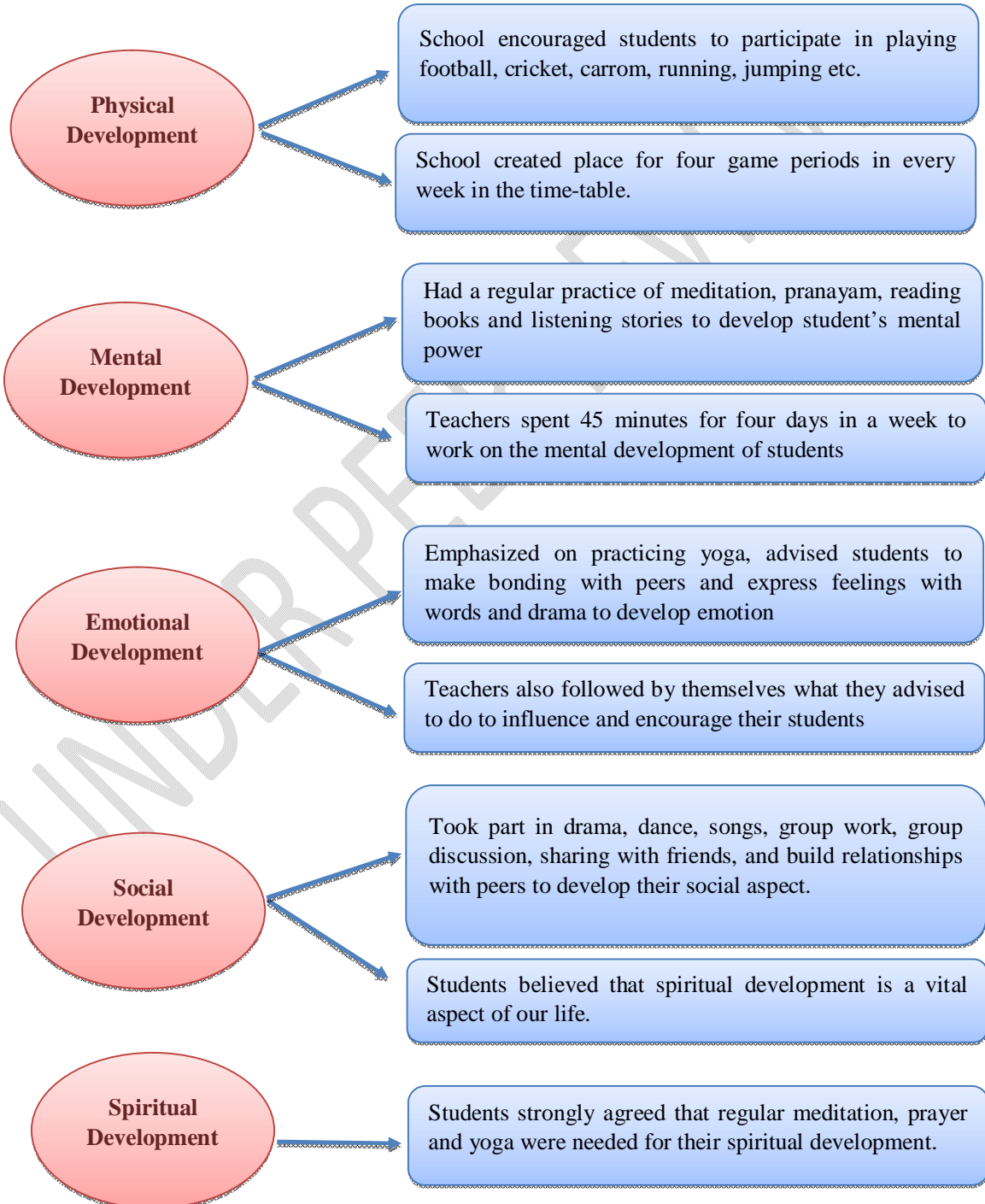
Data collection and data analysis

The required data was collected through administering open-ended questionnaire to students and semi structured interview schedule to headmaster and teachers. The tools developed by the researcher considered mental development, physical development, emotional development, social development, spiritual development, methods of transaction, teacher-taught relationships, assessment and evaluation, Supervision and Self-cooperation as the dimensions of the study. After preparation, the content validity of the tools was tested by 5 experts and special educators. The investigator also analysed data observed by her with thick description. The interview had been transmitted into verbatim. Micro analysis on the verbatim had been done manually.

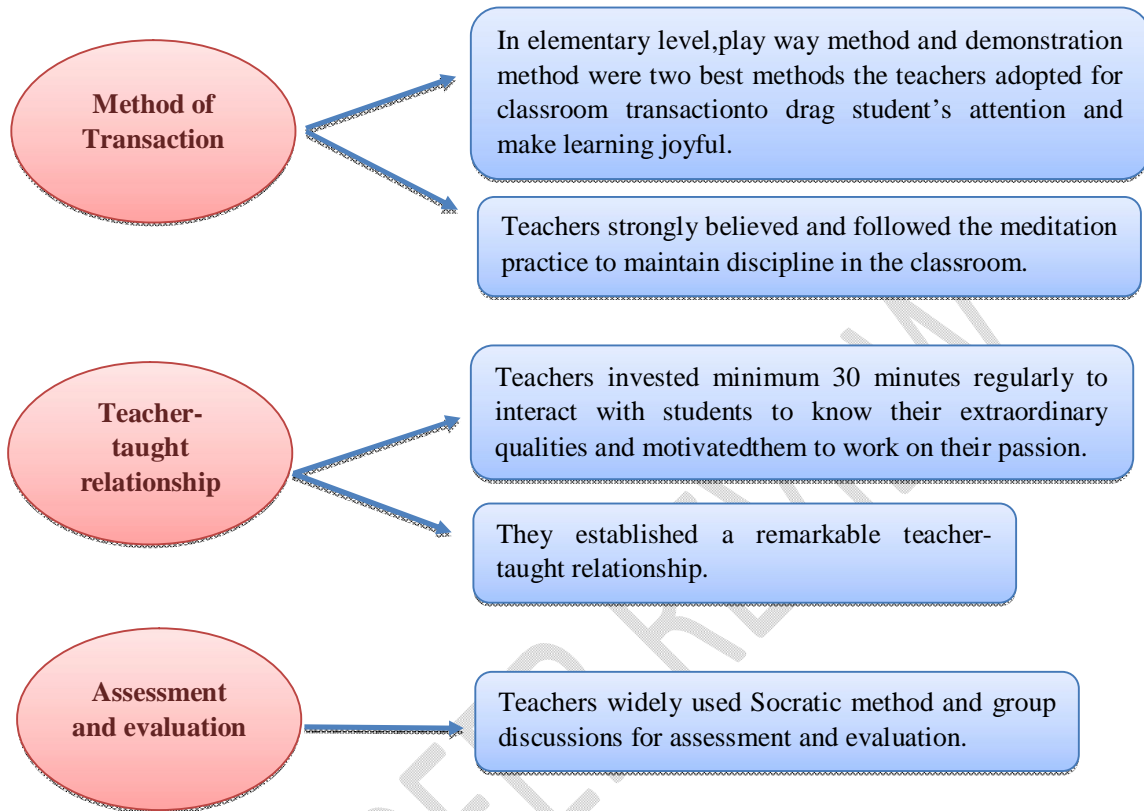
Findings and Conclusions

The present study explored following details of the Teaching Learning Practices at Elementary Level of selected Sri Aurobindo's Integral School as per the objective of the study:

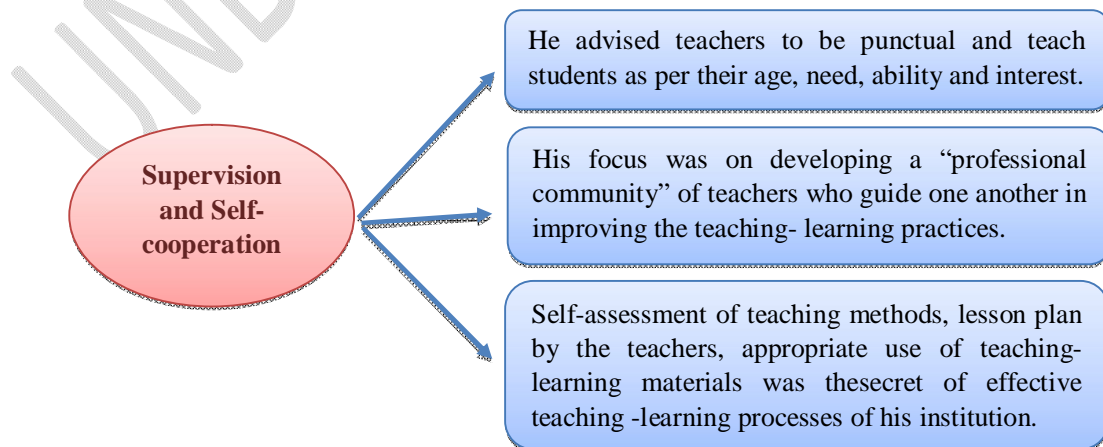
1. What are the teaching learning practices are taken by Sri Aurobindo's Integral School with regards to mental development, physical development, emotional development, social development and spiritual Development?



2. How do the teachers of Sri Aurobindo's Integral School perceive about the teaching learning practices with reference to methods of transaction, teacher- taught relationships, active interaction and assessment and evaluation?



3. How do the Headmaster of Sri Aurobindo's Integral School perceive about the teaching learning practices with reference to Supervision and Self-cooperation?



Shortcomings of the institution to adopt better teaching-learning practices

- Lack of competency of their teachers in using ICT.
- Not getting any financial assistance from the government to buy different modern style teaching materials.
- Lagging behind in gaining technological facilities or smart teaching-learning environment.

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