## TABLE OF CONTENTS

Title	Page No.
List of Figures and Tables	i
List of Annexures	i-ii
Abstract	i-ii
Chapter 1 <sup>st</sup> INTRODUCTION	1
- Universal Role of Education in Human Development	2
Three Pointers of Human Development in Education	3
- Domains and divided individual	4
- Norms and politics of normalcy	5
- Learning: A dynamic trait	7
Human Development and Education: Three Fold Relationship	9
Education for Liberation: A Contemporary Approach	11
Integral Education for the Soul— A Deeper Psychological Pursuit	12
- Approaches to perfection and progress and aim of life	14
Fivefold Education	15
- Physical Education	15
- Vital Education	17
- Mental Education	18
- Psychic and Spiritual Education	19
Pointers of Human Development and Integral Education	20
Scheme of the Chapters	21
Endnotes	21
Chapter 2 <sup>nd</sup> REVIEW OF RELATED LITERATURE	23
Alternative versus Mainstream Education	24
Alternatives and Innovations in Human Development	27
Tracing 'Innovations' in Mainstream Education	34
Lessons from Innovation and Mainstream Education	39
Integral Worldview	40
- Integral worldview and the Indian view	41
Role of Faith in Innovative Education	42

- Development of faith in collective identification of individuals	•.	43
- Integral view of faith: A 'developmental' quality	,	44
Statement of the Research		46
Rationale of the Study		47
- Personal Quest		48
- Conceptualization of the research: A journey		48
Main Research Question		49
- Specific Research Questions		. 49
Endnotes		50
Chapter 3 <sup>rd</sup> METHODOLOGY	·	52
Description of the Field		52
- Schools		54
- Participants		55
Ethnography		57
Ethnography in Changing Times		58
- Emerging sites and changing levels		59
Culture at the Field		62
Epistemology in the Integral Worldview		63
Steps in the Fieldwork		63
- Techniques		65
Organization of the Data: Sources and Nature	,	67
Data Analysis		68
- Steps in Analysis		69
Challenges of the Design		72
Relations in the field: 'consciousness', 'gratitude' and 'goodwill'	,	73
The Scheme of the Results' Section	•	74
Endnotes		75
Chapter 4 <sup>th</sup> SCHOOLING: SPATIAL AND TEMPORAL ASPECTS		76
The Ashram Schooling Spaces— Crossing Boundaries	,	76
- Linking the Several Boundaries		80
Expanding School Structures at Auroville	-	80
	-	
ii		

.

	••
Spatial Organization of Sports Program	. 83
- Spatial arrangement of the sports at SAICE	83
- The Playground	84
- The Sports ground	85
- The Tennis ground	86
Spatial Arrangement at LB	86
Spatial Arrangement at the AID	86
Classroom Setting, Objects and Usage	87
Spatial arrangement in the classrooms	87
- Making use of the objects	88
- Learning with the objects	89
- Beauty in the environment	91
- Other objects of significance	93
Relevance of Schooling Spaces	93
Organization of Classes and Learning	98
Unfolding of Time: Annual and Quotidian	100
Timing the Learning	101
- Pacing and Unpacing with the time	102
- Spaces, time and leaning 'sans' adults	103
- Regularity' in the sports	104
Conclusion: Essentiality of the Space, Time and Movements	105
Endnotes	106
Chapter 5 <sup>th</sup> EXPLORATIONS OF INDIVIDUAL &COLLECTIVE ASPECTS	OF
FAITH	108
Naming the Houses and Communities	108
Naming Individuals	111
Defining School Culture: Rituals and Practices	113
Samadhi— Silence, Surrender and Prayer	114
- Pranam: bowing down to the Masters	115
- Life around the Samadhi	117
The Matrimandir- Beauty, Meditations and Aspirations	118

		·
	Learning Environment at Matrimandir	119
	Visiting the Masters' Rooms	120
	- Reminiscences of the Masters: Living in their presence	124
	- March Past	124
	- Role of the prayers	126
	- Prayers, invocation and music	127
	Growth of the Faith	129
	Faith in Collective Living and Development	130
	Networking: Over Generations, Work and Lifestyles	- 132
	- Volunteering	132
	- Family Patterns	139
	Conclusion: A Faith System	139
	Endnotes	141
	Chapter 6 <sup>th</sup> LEARNING PROGRAMS FOR MIND & BODY	143
	Teacher Learner Ratio	144
	- Organizing levels and abilities of learners	144
	Knowing and Understand the Child	147
	Teacher's Role and Reflection	154
• • •	- Reflective practitioners	155
	- Challenges of an Integral teacher	158
• •	- Researcher's growth and learning	162
·	Nature of Learning Opportunities	163
	Nature of Learning Opportunity and a Knowledge Area	164
	- Foci of content and method	166
	- Co-curricular learning opportunities	171
	- Co-existence among the learning opportunities	173
	- Features of an 'alternative inside' world	175
	- Relevance of age, learning and content appropriateness	177
	Conclusion: Learner and the Knowledge Forms	179
·	Endnotes	181
	iv	
<u>.</u>	۸۷	
•		. ·
		-

Chapter 7 <sup>th</sup> PHYSICAL EDUCATION FOR BODY AND MIND	183
The Two Programs: PED and Dehashakti	184
Division of Groups: Basis, Rationale & Practices	185
- Virtues of commands, and uniforms	186
- The competitions	187
Various Aims of the Programs	187
- The 'official' aims	188
- Norms: recorded, notified, and analyzed	189
- Participation of various age groups	192
- Physical Education program: Compulsion or discipline?	193
Body and Sports: the Relationship	194
- Response to injuries or an illness	197
- Injury: healing or escaping?	199
Food: Spaces, Occasions and Relevance	200
- The cooking experiments	201
Conclusion: The Mind-Body Dynamics	202
- Overlap of domains	203
- Mind body unity	203
- The essence of learning opportunities for the body	204
Endnotes	205
Chapter 8 <sup>th</sup> SUMMARY AND CONCLUSIONS	206
Issues of Faith and Praxis: Three Experiments of Integral Education	207
- Porous boundaries of the two worlds	209
Evolving Views for Human Development and Education	210
- Future thought and researches	213
A Final Thought: An Oasis in the Desert	213
Endnotes	214
REFERENCES	215
ANNEXURES	i-xxxvi