

PG DIPLOMA IN INTEGRAL EDUCATION

PROGRAMME DESCRIPTION

In this PG diploma programme, the learners complete a short introductory course, four 'core content' courses, attend a 7-day Personal Contact Period at SACAR, and complete a final interview to earn a total of 32 credits. Learners are assigned a programme mentor who will serve as the coordinator for other facilitators teaching different components in the programme and will be responsible for ongoing assessment of the learner's progress and for the final evaluation at the end of the programme.

This PG Diploma course may be of significance to anyone interested in the education of children and adults. Current and future teachers at school and college level, educational administrators and policy-makers may especially benefit from this.

PROGRAMME DURATION

- One (1) year for full-time students
- Two (2) years for half-time students
- Maximum time allowed to complete the programme: Three (3) years

PERSONAL CONTACT PERIOD

Important note for August 2009 candidates for Certificate, PGD, MA, M.Phil & PhD programmes:

7-day PCP will be held at SACAR, Pondicherry from July 27-August 2, 2009

Foreign applicants, please email at sacaroffice@gmail.com for details

While the bulk of the learning and teaching for this programme is conducted online, learners are asked to come to SACAR, Pondicherry for a 7-day personal contact period held at the beginning of the programme. During this time the learners participate in a series of learning activities which serve as an orientation for their programme. They are also given demonstration and hands-on training for the online learning system used for the programme. Additionally, learners benefit immensely by experiencing and absorbing the spiritual atmosphere of Sri Aurobindo Ashram and Auroville.

Learners are awarded 4 (four) credits for attending and completing the PCP.

PGD IN INTEGRAL EDUCATION AT A GLANCE

FOR FULL-TIME STUDENTS

7-Day Personal Contact Period at SACAR (4)	Semester I		Semester II		
	Sri Aurobindo and His Essential Thought (3)	Educational Thought in India (7) OR Holistic Education in the West (7)			
	Principles of Integral Education (7)	Practical Approaches to Integral Education (7)			
	Education in Ancient India (3)	Final Interview (1)			
4	13		15		32

FOR HALF-TIME STUDENTS

7-Day Personal Contact Period at SACAR (4)	YEAR ONE		YEAR TWO		
	Semester I	Semester II	Semester III	Semester IV	
	Sri Aurobindo and His Essential Thought (3)	Principles of Integral Education (7)		Practical Approaches to Integral Education (7)	Educational Thought in India (7) OR Holistic Education in the West (7)
Education in Ancient India (3)	Final Interview (1)				
4	6	7	7	8	32

Programme design may be revised from time to time; enrolled students will be notified of the changes at the appropriate time.

COURSE DESCRIPTIONS

Sri Aurobindo and his Essential Thought

This course introduces the learner to some of the key details of the outer life and personality of Sri Aurobindo. Learners also learn about his spiritual collaborator, the Mother, and gain a brief overview of their vision and work. Through the selected readings learners are exposed to the multiple facets of Sri Aurobindo as a political revolutionary, nationalist and globalist, philosopher, social thinker, psychologist, yogi and a poet. They also write a short paper on any one particular facet of Sri Aurobindo and his work in that area.

Principles of Integral Education

This course introduces the learner to the fundamentals of Integral Education as developed by Sri Aurobindo and The Mother. This educational philosophy and approach aims to develop the whole person, including the spiritual part, by bringing out what is latent in the being and seeking to emerge. Thus, it is a learner-centered approach, grounded in the individual student's unique personality, capacities, and style and rhythm of progress. The focus of this course is on the nature and training of the spiritual, psychic, mental, vital, and physical parts of the being.

Educational Thought in India

This course introduces the student to educational philosophies of several important Indian thinkers – Mahatma Gandhi, Rabindranath Tagore, J. Krishnamurti and others. Students will also be asked to follow a comparative approach to learning which will help them develop a broader understanding and appreciation of holistic and integral approaches to education as emerging from within the Indian thought.

Education in Ancient India

Though not much of it can be applied in the present scenario, it is important to study the ideals of education in ancient India for they serve as a window to the cultural roots of India. Educational institutions always mirror the times and thus we can get by this study a good understanding of India's ancient civilisation. Its educational centres preserved and propagated the ancient Indian ideal of life on its moral, mental, aesthetic and spiritual levels when the modern methods of disseminating ideas through printing and publication were not available.

The basic idea of education that was prevalent in the ancient times was that all education is never ending and that it is essentially a mode of self- development, progress, prosperity and self-realisation. It has been in its peculiar manner an integral approach to development of personality: a full fledged training of duties and *dharma* of each individual in society, an inculcation of social duties, and upholding the national culture. In brief education was aimed at life fulfillment and self-realisation.

This course will be a review of the ideals of ancient Indian civilisation as reflected in its system of education.

Holistic Education in the West

This course is designed to provide an overview of the philosophies, theories and approaches that are frequently understood as guiding the holistic education movement in the West (focus being on the United States) and are reflected in the pedagogy and practice of holistic education. The student will be asked to explore and understand at a personal and professional level the theories of holistic learning as well as the social and psychological benefits of holistic education. Another part of the course will require the student to do a comparative study into one Indian and one Western thinker's approach to Integral or Holistic Education.

Practical Approaches to Integral Education

The course content is divided into two components. For the first part, the focus will be on selected practical approaches to implementing the ideals of Integral Education in real-world classrooms. Published material based on the experiences of teachers and schools currently employing these approaches will be researched, reviewed and discussed. Challenges in the application of Integral approaches to education will also be brought forth.

The work done in this first component will prepare the student for the observations and interviews to be conducted at an Integral Education Centre at a convenient location. SACAR faculty will help arrange this 3-day visit.

In conjunction with this school visit, this school visit, the student will be asked to prepare a short course (of two-week duration) on any topic in a subject area of personal choice keeping in consideration some of the principles and approaches to Integral Education learned in the previous courses. This short course may cover a topic from traditional subject areas such as languages, science, mathematics, social studies or be based on any contemporary social or cultural issue facing India and/or the world.

The student will present the "self-designed course" in the form of a talk or workshop to a small group of interested teachers at a local school of their choice in their geographic area. The student will design a simple feedback form which will be used to gather input from the audience. The student will compile this feedback, make appropriate revisions to the course design, write a personal reflective assessment of course design and presentation experience, and submit all the work as part of a portfolio for final assignment of this course.