

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

Analysis of data is very important aspect than any other component of the research process. Inappropriate analysis can lead to directionless research conclusion. There are many satisfied approaches available to a research. It is upon researcher's ability to apply and interpret these statistics. Interpretation states what are the results? What do they mean? What is their significance?

For the present study the researcher has analysed open-ended items base on content analysis and close ended items were analysed in the percentage.

Thinking, analysis and experimental works have been made to take the education to a single person of the society so that the people of whole country get fruits of Lok Bharti's contribution. In this direction, it shows new educational horizons. Not only Manubhai Pancholi but Nanabhai Bhatt's faith and motivational force remained a centre of the belief that true wealth of the nation would be achieved through education.

Lok Bharti Gramvidyapith's education is having some distinct aspects of traditions. The Institute is set up to provide education to Uttar Buniyadi students who could take leadership for rural society so that Swrajya could be set up and built according to the Nation. A glimpse of it can be given in the following way.

On the campus of Lok Bharti at shetrunji Dam, at Palitana, a college for Nai Talim graduates GBTC began in 1929 and since 1972 it's running on the Lok Bharti Gramvidyapith campus, at Sanosara. Its curriculum is implemented with the various objectives of basic elements of Nai Talim and social work. The student can get efficiency of becoming a primary, secondary or college teacher or education inspector. GBTC aims at to prepare trained graduates who can work as a teacher in Uttar Buniyadi schools i.e. in high schools for Agriculture, Cow-breeding, subjects like English, Mathematics, Science and other languages. Trained graduates are

prepared who can work in Nai Talim secondary Schools and match themselves to work, community living, social service, service-extension and educational atmosphere.

4.1 FOUNDERS AND COLLEAGUES

1) Nanabhai Bhatt



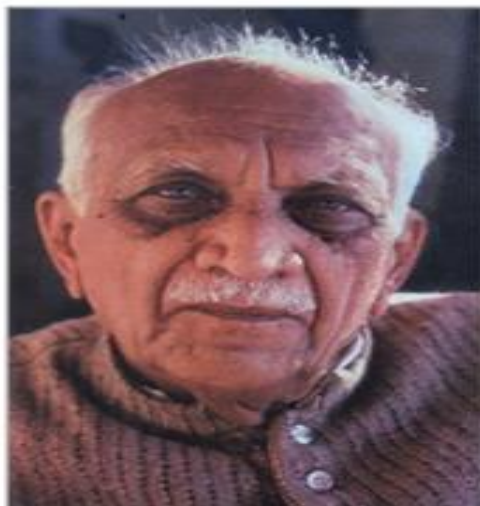
A scholar educationist Nrisinhprasad (Nanabhai) Bhatt was born on 11th November, 1882 in the Prasnora Nagar community. He studied up to class IV, in a Gujarati primary school of Khoja Hirjibhai Jamalbhai. He studied first year in Samaldas College, first ever college Saurashtra. For the inter study, he got admission in Elphinston College, a famous college of Mumbai. He had to complete the last year of B.A at Bhavnagar as plague broke out at a time in Mumbai. He was appointed as the ‘fellow’ soon after he passed B.A in 1903. Next year he became the Head Master at an English school, Mahuva. He took training in the secondary teacher’s college which begun in 1905. With the subject of History and Economics, he got degree of M.A. in 1906. Nanabhai Bhatt welcomed the thought and gave birth to Dakshinamoorti Student Hostel on December 28, 1910. The name of this hostel is followed after Shriman Sharma’s gog: Dakshinamoorti- a young incarnation of Lord Shiva. Then the Institute did not remain only a hostel but it became an educational institute. He became the Vice Chancellor of Gujarat Vidyapith. He set up Gram Dakshinamoorti, at Ambla in 1939 with the collaboration of Manubhai Pancholi. He became the Educational

Minister of Saurashtra State. He, with Manubhai Pancholi thought that there should be a higher educational institute which can carry forward Gram Dakshinamoorti ideals, and they gave birth to Lokbharti Gramvidyapith. When Gandhiji brought Nai Talim philosophy, he accepted the challenges to put it into right practice. At the age of 73 when he founded Lokbharti Gram Vidyapith, there was not any idea to anybody in India to have a higher education system. In this sense he was a visionary educationist.

It is great fortune of Bhavnagar district that the first president Dr. Rajendraprasad, appointed Nanabhai Bhatt as a Rajyasabha member for the period of 1954 to 1957. This was a great respect paid to his matchless contribution to education and literature. Because of his powerful contribution of various fields, he was awarded Padmasree by the President of India. He was a visionary and so he can see change required for coming era and also implemented established developed in their education system. He has opened a new way of education and stated a new age.

Some of the people know Nanabhai as the devout exponent of Gandhi professed basic education and Nai Talim programme. It could be concluded that whatever shape of Gandhiji's Buniyadi education had same is shape of Nanabhai education philosophy. In fact Nanabhai philosophy was having mixture of Gandhian philosophy, his spirituality, Indian culture and civilization which reminds ancient education system followed in ashrams. He followed and maintained high standards set by his own self throughout his life time and even at the time of death. He left for heavenly abode on 31st December, 1961.

2) Manubhai Pancholi



Manubhai(Manhar) Pancholi was born on 15th October, 1914 at a small village Panchasia of Vankaner Taluka. His father Rajarambahi was a Head Master at Lunsar of Vankaner state and then at Tithava. After taking education of class IX, he joined nationwide Salt Satyagrah and it was the end of formal education for ever. As he was the first Satyagrahi of Vankaner, to practice the Gandhian ideals, Manubhai Pancholi was the first one whose contribution was notable. When his father was about to retire, manubhai Pancholi was in search of a work. He came across Nanabhai Bhatt at Dakshinamoorti. By the recommendation of Mohanlal 'Sopan', he was given the rector's responsibility at Dakshinamoorti. He had a great pleasure as he could live together with Nanabhai Bhatt, and turned out to be a magical touch for him.

Primary and secondary education of Bunyadi education emerged at gram Dakshinamoorti by Nanabhai Bhatt and Manubhai took them at the top. Manubhai's multi-dimensional personality could be seen behind the well-mixed stuff of knowledge and science, arts and the life with hard work at Lok Bharti Gramvidyapith. After Nanabhai's death, for nearly 40 years Manubhai played a key role in the concept clarity of higher rural studies and its implementation, provided motivation, guided actively, and encouraged experimental nature of the colleagues. This was the first ever experiment of higher rural study in India and it got nation-wide acceptance. 'Quit India' movement began in 1942 and both Nanabhai Bhatt and Manubhai Pancholi joined it. In the world, there are some who are born great, some become great, some are imposed greatness upon, some are known as great. But there are some who become great through their duties, constructive works, public services, folk education and their educational and literary contribution to the society, and to this category belongs the great personality- Manubhai. If manubhai's career, achievements and contribution are assessed, it could be said that through exercise, work and thoughts he continued to develop a teacher within him though he had taken formal education up to class IX. Next to Nanabhai, Manubhai is another respectable public teacher of that time. He was a person in whom many found their last solution.

Manubhai's philosophy and vision was universal but always kept eyes on villages. He had deep sensibilities to downtrodden living in the villages, opposed social injustices but always treated Gandhi advocated ways and believed it is necessary to make deep study for the socio-economic problems. Manubhai's place could be put in to the front row of our national education along with its bright teachers. He was not only busy in writing and studying history but also remained too active creating history.

3) Mulshankar M. Bhatt

Mulshankar Bhatt was born on 26th June, 1907 at Rojka village, near Dhandhuka city. As there was constellation-mool his name was kept after it as Mulshankar. After having studied two years at the primary school of his village Rojka, he went to Wadhaman city to his maternal uncle's home and studied two years over there. Then the mother took him to Nanabhai who was at Bhavnagar. Nanabhai and Mohanlal (Mulshankar's Father) both were cousins. After the latter's demise, the former took up Mulshankar's responsibility. Nanabhai showed a great interest in shaping Mulshankar's character with the values of love, faith, and patience. Till the degree of 'Vineet', he studied in Dakshinamoorti, at Bhavnagar. And in 1924, became a graduate with a special subject of music from Gujarat Vidyapith, Ahmedabad.

There were many aspects of Mulshankar's personality, that are found into various addresses used for him e.g. 'the best teacher', 'a rare brother', 'motivator of public strength', 'a complete man', 'a devotee to knowledge', 'a traveller from a Rector to the Guru', 'honour of a worship'. He had a wonderful talent to understand and solve problems of students. He believed education was his religion. In order to have help in his duty as a rector, he learnt deeply physiology. This was an interesting example showing his devotion to the work. He was directly shaped by Nanabhai Bhatt and indirectly by Mahatma Gandhi.

After leaving Lokbharti Gramvidyapith, last two decades Mulshankar passed with his family members in Bhavnagar, where he guided many public and social activities. He also served as the Managing Trustee of 'Lokmilap Trust' run by Mahendrabhai Meghani, and of Dakshinamoorti, Bhavnagar. He loved mankind

but loved truth more than that and that's why everybody was moved whenever he came across to him. Now there are rare who can have the position of a Guru but Mulshankar held it. He served well to both the positions- a teacher and a rector, continuously and purely like that of an Acharya of ancient times.

4) Natvarlal P. Buch

Natvarlal Prabhulal Buch was born on 21st October, 1906 at Porbandar in Vadnagara Nagar community. He took primary education at Porbandar and higher secondary education at Sangramsinhji High School of Gondal state and for higher education joined Ferguson College, Pune. As he was the native of Gondal state he had not to pay college and hostel fees for six years he studied there. In 1927 he acquired the degree of B.A. with Sanskrit and English subjects and in 1930 the degree of M.A. During those days National Independent Movement was going on and he could see various ideological ways of Lokmanya Tilak, Gopal Krishna Gokhale and Mahatma Gandhi. He got remarkable opportunity to listen to all of them.

Because of the efforts made by Chandulal Patel- the Education Inspector, Gondal state, Nanabhai Bhatt and Harbhai Trivedi, Bachunhai joined Dakshinamoorti on June 1, 1930. This was the time when Nanabhai, Harbhai and Gijubhai were brilliant educationists at Dakshinamoorti. He felt as if he reached to a new world, because the very institute based upon the foundation of freedom. Buchbhai got educational principles from Dakshinamoorti. He became a teacher there in the school that was having an air like that of an Ashrama school. From June 1948, he joined Gram Dakshinamoorti as a primary teacher educator. There he had to take on hand a complete responsibility of Ambala campus as Lokbharti Gramvidyapith was founded in 1953 and when his services were required for administration and education over there Buchbhai also went to Lokbharti and during the years he passed on the Campus he became 'Kaka'(-uncle) and 'Dada'(-Grandpa) of many.

He did not get much popularity in the outer world as an educationist. As an educationist or as an author he did not hit the audience, neither he wrote much

articles or books on education but he could manifest four virtues: friendship, compassion, kindness and gratitude into reality.

4.2 GENERAL DETAILS

Table 4.1 Information about Lok Bharti Gramvidyapith

1	Name of the Trust:	Lok Bharti Gramvidyapith, Sanosara
2	Name of the Institute:	Snatak Nai Talim Mahavidyalaya(GBTC)
3	Name of the village:	Sanosara
4	Taluka:	Sihor
5	District:	Bhavnagar
6	Distance from nearest town:	2 km. away from Sanosara
7	Year of establishment:	Lok Bharti Gramvidyapith-1953 B.Ed (Basic)-1969
8	Registration no.:	NCTE-Code No-313037
9	Telephone no.:	02846-283528
10.	Degree given by:	Bhavnagar University
10	Working hours:	7 to 11 a.m. and 2 to 5 p.m.
11	Medium of instruction:	Gujarati
12	Type of Education	Co-education
12	Website	www.lokbharti.org

4.3 OBJECTIVE WISE DATA ANALYSIS AND INTERPRETATION

The researcher had analysed collected data objective wise in order to better understanding and clarity. The objective wise analysis of data is presented as follow.

4.3.1 OBJECTIVE NO 1: To study the aims and objectives of Lok Bharti Gramvidyapith

- To impart all-pervading education based on principles of truth and non- violence to the people.
- To make efforts to mould the society through education as may be consistent with civilization and psychology of India.
- To prepare ground for realistic education as may enable the people of India to develop moral and healthy personality on their natural level.
- To contribute to build up a pattern of society and to protect and foster the same through democratic principles conducive to truth and non-violence.

Lok Bharti Gramvidyapith had chosen its Motto from *Ishopanishad* which suits to its aims and objectives. This Motto is:

विद्यां य अविद्यां य यस्तद् वेदोऽयम् सह ।
अविद्यया मृत्युं तीर्त्वा विद्यया मृतमश्नुते ॥

Lok Bharti Gramvidyapith has adopted an inter-disciplinary approach in studies suitable to its motto. Lok Bharti Gramvidyapith has made the study of sciences and humanities compulsory for every student because it aims at the synthesis of expertise and wisdom, competence and sensitivity, strength and understanding and technical knowledge and humanity. The unique aspect of Lok Bharti's syllabus is that a student offering one special subject could also study subjects of other disciplines too.

4.3.2 OBJECTIVE 2: To study the Infrastructure and Administrative aspects of Lok Bharti Gramvidyapith, Sanosara.

4.3.2.1 ADMINISTRATIVE ASPECT

➤ MANAGEMENT

The detail of management of the institution was given as follows. The management committee of the institution consisted of 8 trustees and 1 director.

Table 4.2 Management Details

Sr.No.	Name/Address	Designation	Phone No.
1.	Jayaben Shah 73, Monalisa, 7th Floor Ambavadi circle Ahmedabad-380006 Gujarat	Managing Trustee	(079) 26446396
2.	Anilbhai Bhatt Gramdaxina murti Lokshala At, Ambla-364 210 Dist: Bhavnagar- Gujarat	Managing Trustee	(02846) 244607
3.	Balwantbhai Parekh Mafatlal House Backbary Reclamation 2nd floor, Mumbai- 400 020	Trustee	(022) R.-23522352 23523558 O.-22044889
4.	Kantisenbhai Shroff At: Bhujodi Ta-Dist: Kutch-Bhuj	Trustee	(02832) 240272 241903
5.	Dalshukhbhai Godhani Lokbharti Sanosara-364 230 Dist: Bhavnagar Gujrat	Trustee	(02846) 283266
6.	Jyotibhai Desai At. Vedchhi Ta-Valod, Dist- Surat Gujarat	Trustee	(02625) 220380
7.	Raghuvirbhai Chaudhari A/6 Purneshwar Flats, Gulbai Tekara, Ahmedabad – 380 015	Trustee	(079) 26303132
8.	Hasmukhbhai G.patel Mandavi ,kutch	Trustee	
9.	Pravinbhai Thakkar Lokbharti- Sanosara- 364 230 Dist- Bhavnagar Gujrat	Director	(02846) R. 283262 O. 283528

➤ **NAME OF PRINCIPALS**

Many people worked as a principal of B.Ed. (Basic) college of Lok Bharti Gramvidyapith. The names are mentioned as follows.

Table 4.3 Name of Principals

Sr. No	Name
1.	Shri Manibhai N. Pandya
2.	Shri Dhirajlal P. Desai
3.	Shri Govindbhai M. Sarviya
4.	Shri Ramchandrabhai F. Pancholi
5.	Shri Tulsibhai G. Patel
6.	Shrimati Pritiben J. Maiyani (At Present)

➤ **STAFF DETAIL**

The detail of B.Ed. (Basic) staff is given below. There were one principal and 3 teacher educators 1 Clerk and 1 Peon in the B.Ed. course.

Table 4.4 Staff Details

Sr. No	Name	Designation	Method/ Subject
1.	Dr. Preeti M. Maiyani	Principal	English
2.	Dr. Dhirubhai Rathod	Professor	Social Studies, Mathematics, Science
3.	Dr. Dhirubhai Sendhav	Professor	Gujarati, Agriculture
4.	Mr. Yogeshbhai Chavda	Visiting Lecturer	Hindi
5.	Mr. Dipakbhai S. Vyas	Clerk	-----
6.	Mr. Kalubhai T. Luni	Peon	-----

In the institution various records were maintained for smooth functioning of the institution. The list of records maintained in the institution was as follows.

➤ **OTHER DETAILS**

- Salary of the staff is according to the government norms.
- Staff quarter also provided to the teachers, it is observed that in staff quarter good facility over there.
- Admission is given according to the merit of the students.
- There are different buildings for girl and boy hostels. Students are getting scholarship according to the government norms.
- Students who pass out with good grade institution awarded those students with token of money or by award.

➤ **LIST OF REGISTERS**

Table 4.5 List of Registers

Sr.No.	Name of Register
1.	Hostel Register
2.	Attendance Register
3.	Storage Register
4.	Teachers' Register
5.	Parents visit Register
6.	Stationary Register
7.	Dead stock Register
8.	Students leave Register
9.	Teachers leave Register
10.	Khadi Bhandar

In the institution various records were maintained such as attendance of teacher educators and students, storage of crop, stationary, details of sports equipment, science equipment, agricultural tools, records of books, records of Khaddar clothes, etc. In the institution, the researcher had observed that they are well maintained. The

information mentioned in all documents is up to dates. For various purposes various record books/ register are maintained. There is no government holidays given to the students and teacher educators but if any emergency then only students or teacher educators could have leave. In hostel, regular attendance is taken by the rector. All the registers are in good position and date wise maintained.

4.3.2.2 INFRASTRUCTURE DETAILS

Following are the infrastructural details observed during research.

a) Laboratories

The researcher had found that there are different laboratories were there in the institution such as Language Lab, Science Lab, Psychological Lab, Kantan Vibhag (Spinning Department) etc. in the labs enough numbers of tools were observed by the researcher. There was proper arrangement of tools and other equipment. Enough space and other physical facilities provided for the each lab.

b) Prayer Hall

As all male and female students, teacher educators, workers and their family members live on the campus compulsorily. An evening prayer is arranged daily with a view to develop healthy mind. There is a hall named ‘Sarswat Bhavan’ allocated for prayer. The prayer is followed by Bhajans, Chants and a brief reading of inspirational events. All students are assigned date to present their thoughts in the evening prayer.

c) Hostel rooms

All hostel rooms are given names. Boys hostel rooms- Vandana, Sadhna, Vishakha, Aradhna. In the morning these rooms are used as classrooms and at night the boys sleep in the same room. So, for boys, classroom and hostel rooms are same. There are enough numbers of bathrooms and toilets for the students. In girls hostel rooms there are enough numbers of fans and tube lights. Six girls share one room. There are attached toilet bathroom in each room.

d) Library

Institution has a very big library. The library possesses more than 50,000 books, 160 periodicals, 720 dictionaries and reference books. Sometime exhibition of books is organized. The library remains open for ten hours every day. Till now Dipakbhai Mehta, Narendra Zaveri, Naranbhai Patel had served as the librarian and presently Jayendrasinh is serving as librarian in the institution. There is another separate library for the B.Ed students where enough books and magazines and periodicals are available. Students of B.Ed could use both the library.

e) Classrooms

For boys Classroom and hostel rooms are same. Each room has a name such as Vandana, Sadhana, Vishakha, Aradhana etc. there are four classrooms where both girls and boys are having education. There are a fan, a tube light and a pug point, two windows and two doors found in the each classroom. The classrooms are decorated with different teaching aids and crafts. There are inspirational thought are written on each blackboard in and outside the classroom.

f) Kitchen

The researcher had found that meal is served on time in the institution. Every day, after group prayer, starts breakfast, lunch and dinner. Meal is served according to the demand of the students and availability of the items. Students are assigned group wise and regularly during lunch and dinner, particular assigned group make the food and serve the food. They also clean the kitchen after lunch and dinner. It is also found that there is enough source of water. Kitchen is clean and neat. All the students do their assigned task very well. There is a hall where enough space and good seating arrangement are provided for students to have their meal. In the breakfast Bhakhri and Milk and tea is provided, in the lunch Sabji, Roti, Dal, Rice and Buttermilk is given and in the dinner Sabji, Roti and Milk is given to the students. Meal is served on time. Every day at 6:30 breakfast is served, at 11:10 a.m. lunch is served and at 6:00 p.m. dinner is served. There is no fix menu for the food.

4.3.3 OBJECTIVE NO: 3 to study various Curricular and Co-curricular Activities of Lok Bharti Gram Vidyapith.

4.3.3.1 CURRICULAR ACITIVITIES

Following are the curricular activities observed during research.

a) STUDENTS' DAILY ROUTINE

It was found that in the Lok Bharti Gramvidyapith, B.Ed. (basic) students has special time table for the daily routine. All the activities of the institution are done according to the daily routine time table.

Table 4.6 Students' Daily Register

Sr.No	Time	Activity	Remark
1.	5:30 - 6:00 a.m	Awakening and morning activity	Exercises
2.	6:00-6:45 a.m	Homework, Cleaning and breakfast	According to group
3.	6:45-7:00 a.m	Classroom cleaning and other work	Bulletin board and inspirational thought writing
4.	7:00-8:00 a.m	Yoga-teaching work	Core subject
5.	8:00-8:15 a.m	Relaxation, preparation for Udyog	Students bring needed tools for udyog from their hostel
6.	8:15-10:20 a.m	Udyog work	Agricultural work, TLM preparation
7.	10:20-11:10 a.m	Preparation for lunch	Kitchen work according to suggested group
8.	11:10-11:45 a.m	Lunch	Serving work according to suggested group
9.	11:45-12:00 p.m	Kitchen cleaning	Cleaning and Arrangement of kitchen vessels

Sr.No.	Time	Activity	Remark
10.	12:00-2:00 p.m	Break	Personal work
12.	2:00-3:00 p.m	Teaching work	Core subject
14.	3:00-3:45 p.m	Method 1	Teaching work
15.	3:45-3:55 p.m	Break	-----
16.	3:55-4:35 p.m	Method 2	Teaching work
17.	4:35-4:40 p.m	Preparation for meeting	-----
18.	4:40-4:55 p.m	Meeting	-----
19.	4:55-5:15 p.m	Lesson Guidance/Kitchen work	Guidance according to need of the students
20.	5:15-5:50 p.m	Playing game	Outdoor/indoor games
21.	5:50-6:30 p.m	Dinner	Preparation of dinner, dinner and kitchen cleaning after dinner
23.	6:30-7:00 p.m	Rest	Roaming in the campus
24.	7:00-8:00 p.m	Prayer	Prayer in Sarswat Bhavan
25.	8:00-10:00 p.m	Reading	Students read or do their homework during this time.
26.	10:00 p.m	Sleeping	-----

It is found that institution believed that there is an equal importance of scholastic and co-scholastic activities for the students. So the time table of the institution is also arranged accordingly. There is equal time assigned for curricular and co-curricular activities. The above daily routine activities of the college have been fixed and it has been followed strictly by the students. All students work according to the timetable and it is found that they like their time table schedule and enough time is provided for the studies and other activities.

The researcher observed the curricular activities take place during the college time i.e. 7 to 11a.m and 2 to 5 p.m. It is found that teaching activities began with prayer wherein all students, principal and teacher educators participate. Teacher educators of the Lok Bharti Gramvidyapith believe that prayer is the best way to start the day, the prayer is followed by some other activities viz. shlok, prayer, bhajan, thought of the day, news, education talk, national song etc. these activities are arranged in such a way that all the students are involved in these activities.

b) CO-EDUCATION

In the Lok Bharti Gramvidyapith, boys and girls take all responsibilities of the hostel. The rector never remains unknown whenever a problem takes place and turns serious. Morarji Desai, once a trustee of Lok Bharti, said: “have a fence between boys and girls but do not build a wall”. (Lok Bharti Gramvidyapith-P.G.Korat). From students’ live contact with the teacher’s family members, their desire for homely love is realized. It also makes them to take man-woman relationship as natural, mutual and healthy. Because of this purpose Lok Bharti Gramvidyapith provides co-education in all its educational departments. It is not so that no problem ever take place, but many problems has come which are found during the period of youth, but they are not sharp-edged.

c) TEACHING-LEARNING PROCESS IN THE INSTITUTION

Teaching learning process is most important part of any institution. To observe the teaching learning process of B.Ed course of Lok Bharti Gramvidyapith, the researcher had observed following aspects of teaching learning process done in the classroom.

Table 4.7 Teaching-Learning Process in the Institution

Sr. No.	Particulars	Remarks
1	Organization of teaching learning process	Proper time slot is provided between two periods.
2	Teaching method	Innovative methods are used by the teacher educators; more emphasis is given to practical aspects of the subjects.
3	Teaching approaches(integrated approach)	Integrated approach is used by the teachers.
4	Explanation of topic	Teacher educators have command on explanation of topic/content.
5	Illustration provided:	Very good examples are provided to the students
6	Relating the content with students' environment	Yes
7	Skill of questioning	Proper
8	Communication skills	Very good
9	Confidence while teaching	Good
10	Black board work	Proper, neat and clean black board work is found.
11	Use of teaching aids, Projector and computer.	Teacher educators use teaching aids Whenever needed. Maps, charts and mathematical tools and Science tools are available in adequate condition.
12	Summarization of content taught	Good
13	Activity conducted during class room teaching	Teacher educators give more emphasis on activity based on real life situation.
14	Homework	Homework is given sometimes. Many times assignments are given to the students.

In the institution the researcher had observed that the teacher educators are confident while teaching and they pay equal attention to all the students. They use different way of explanation of the subject matter. They provide enough examples of the content so that students can clearly understand the content. Teacher educators sometimes use projector and other teaching aids but most of the time they use lectures method so students became bore in the class. It is also observed that many times teacher educators taught students in open ground which is reminded the old Gurukul tradition of teaching. It is also found that the teacher educators do not give homework on daily basis but sometimes they give assignments and project works to the students. In the institution students are provided enough time for the lesson planning and assignments. Students are not only provided bookish knowledge but they also made to learn the real life problems and solutions. They are also taught different craft works and agricultural works.

d) PLACE TO SELF-STUDY, EXERCISE AND LIBRARY WORK

The researcher had found that the institution has planned curriculum for students in such a way that under a teacher's observation and guidance 20% to 25% of syllabus is done through self-study, exercise and library work. As a part of this design it is made compulsory for a student to prepare a small article or a holistic project on a particular topic. It encourages insight of a student. For this it is necessary to have big, up to date and rich library. Whatever amount it may require it is to be met with and so Lok Bharti Gramvidyapith's founders had taken care to have a good library. Nanabhai used to say, "A Gramvidyapith can afford a few building but library must be rich enough to serve the purpose." (Lok Bharti Gramvidyapith) The library has been enriched through books, reference books and periodicals. It has also been provided that students spend his time there and could finish the work.

e) INTERNSHIP IN THE PROGRAMME OF STUDENT TEACHING

The student teaching programmes of B.Ed. (Basic) of Lok Bharti Gramvidyapith institutions has an important component of internship. The internship programme has various objectives. They were:

- **To provide to the trainees all experiences to shoulder the manifold responsibilities of a regular teacher**

These responsibilities include, besides teaching in the class, organizing daily assembly, sports, looking after sanitation, craft work etc. it is found that the trainee takes part in all the activities mentioned above and also in the school community kitchen participating in cooking food and organizing the lunch and dinner programmes.

- **To participate in the productive work activities of the school**

Usually, the school selected for the internship programme is a basic or a post-basic secondary school in a remote village. The trainee participates in agricultural programmes. The trainee organizes other work-oriented productive activities for the children and provides orientation to teacher educators.

- **To participate in the community life of the village**

The trainee participates in the ongoing community programmes and also takes initiative in organizing community service activities along with local teachers and school children. In the village, trainees discuss with a group of village leaders about the problems of villages.

- **To have experience in community living in a new setting**

The trainees get the experience of community living in the institution. But during internship, they live with the children and participate in all the activities which children undertook. This includes preparing broomsticks, cleaning the school campus, cleaning toilet blocks, cooking, organizing prayers, assembly sessions, etc. Thus, it is found that the internship programme has a number of objectives. The work of the trainee is evaluated by the school principal on the basis of evaluation form supplied by the colleges of education.

f) TRAINING METHODOLOGY

Training methodology is an important component of the work-centred teacher training programme of this institution. The teacher participation programme is innovative as it includes a number of topics not included in the state prescribed syllabus. In the programmes of this institution, the training methodology has innovative features. Some of these features are:

- 1) The lecture method is being used to a minimum extent for training purposes. The lecture method is being replaced by work centred learning. In the teaching of crafts, whether it is agriculture or paper- card board work or spinning, the trainees are provided work situations and through work, they learn the theoretical principles. There is integration of theory and practice.
- 2) The trainees are encouraged to use the process of self-learning. They refer to library books, visit the museum, go to the fields, observe the agricultural operations, collect samples of different types of soils, examine them and through this process, they develop their own knowledge and understanding about the various units of the course in agriculture. This is learning through doing.
- 3) The group learning is encouraged. When the trainees are on the farms and the fields in groups, they discuss their observations with one another and if necessary consult the books and the teacher educators. In addition to usual university qualified staff, there are persons experienced in agricultural operations and they are always available to trainees for guidance.
- 4) The trainee learns while he works on the fields; and he learns when he is engaged in dairy work in the cowsheds. He do not merely remember facts; he put his knowledge on charts, models and uses the same for teaching children during the student teaching sessions and used them during his extension activity directed to the rural community.

- 5) The trainees mostly come from basic and post-basic secondary schools with a similar background. This results into identity of goals on the campus.
- 6) The teachers and trainees live on the same campus sharing the facilities and the inconveniences together.

g) TEACHING AND EVALUATION

Present education system is not only education system but a testing system at such a place instead of values; only obtained marks are paid attention to. The researcher had found that some freedom is given to teacher educators that they can make experiments in educational and evaluation methods.

The study found that in the classroom, as the content and nature of each topic and sub-topic are different and so are the various methods like questionnaire, group discussion, survey, field work, demonstration, observation, visiting a place, library work and project, essay writing, tours, camps, work experience, assignments, and film shows used by teachers. Because of those various methods education becomes not only live, interesting and deep but also an emotional association can be attained through students' participation in those activities. Various evaluation methods are also used e.g. question paper, exercise, presentation in the class, report writing, survey findings, observation notes, field work conducted by the teacher educators. One of the aspects of Lok Bharti Gramvidyapith is that since the time of Lok Bharti Gramvidyapith's beginning, instead of marking system, gradation system has been given place. Passing of both internal and external examination is compulsory to get degree. Teacher educators are given full autonomy to assess the students through various methods. This leads the students to take study in the real sense.

h) SPECIAL FEATURES OF PRODUCTIVE WORK CURRICULUM

- Centrality of work in the curriculum to reduce the gap between work and education.
- Contents of academic subjects related to Socially Useful Productive Activities.

- Emphasis on self-reliance, team spirit and cooperation.
- Learning released from its bookishness and related to productive work.
- Learning system organized through formal and non-formal settings.
- Flexibility in the content of learning, teaching methodology and evaluation techniques.
- Focus on providing opportunities to learners to participate in social and economic activities outside the institute.
- Involvement of local community in the education of students/teachers.

4.3.3.2 CO-CURRICULAR ACTIVITIES

In the institution, along with curricular activities various co-curricular activities are also done by the students. These activities are divided in three categories such as Education, Extension and Research. These activities are mentioned as follows.

A. EDUCATION

a) Compulsory Hostel Living: The Foundation of Character Building

Father of Nation, Mahatma Gandhiji considered true education in the development of three things: heart, head and work efficiency. Communal living at a hostel is an effective medium and inevitable for the training. Because Lok Bharti Gramvidyapith considered community life important for character building it has a vital place because the founders had felt a rich experience of nearly half a century regarding Dakshinamoorti(1910-bhavnagar) and Gram Dakshinamoorti(1938-Ambala) and they thought that such type of a living had potentiality for an individual's growth and for a sense of civilian duties. That's why since Lok Bharti Gramvidyapith's beginning community life has unfailingly and compulsory been linked to its all educational units and departments.. For overall and balanced development of all students, Lok Bharti Gramvidyapith has considered hostel life not only the best but also a compulsory medium. So it is thought that teacher educators are desirable to hold the post of the hostel rector. Each week the rector holds a meeting, attended by departmental heads, directors, coordinators, and other male and female rectors. Community living is doesn't have a narrow meaning as 'facility for living and dining' but it includes: homework, independence, preparing for community responsibilities, eradication of

caste, community and male female differences, nourishing and developing feelings of love, clean personality and good manners, fire camps, exercises to reveal hidden mind power, getting student groups ready for social responsibilities, taking meal at a groove or dining together, live and cheering programmes like folk dances and songs.

b) Variety of Campus and Tours

Lok Bharti Gramvidyapith is providing such an education in which camps and tours had been accepted as educational methods. There are two types of camps: in the first category, camps are organized occasionally. Among some of such camps are:

1. Peace Army
2. Knowing Activity Camp
3. Ravindra Week or Saradhabu Week Celebration
4. Law Guidance etc.

Some of the camps are organized each year regularly. They are:

1. Stay and Work with Farmer Family
2. Village Camp
3. Tribal Area Study Camp
4. Health and Eye Check up
5. Children Camp (Balwadi) etc.

Lok Bharti Gramvidyapith organizes tours every year since its beginning. Long tours of North India or South India or tour to any state like Gujarat, Rajasthan or Madhya Pradesh are organized. Generally national, historical, and religious places are chosen for Lok Bharti Gramvidyapith tours. Besides visit to study centers, research centers, Museums and interviews for the purpose of study are without fail organized. It is found that students has to manage many things during tour such as planning preparations, everyday responsibilities, watching a particular place, various experiences, and power to face difficulties, patience, their memories and reports regarding whatever has they seen, known and felt. It has been seen and taken care well that they become pleasant as well as source for knowledge.

c) Social Useful Productive Labour Work

Lok Bharti Gramvidyapith has given place to work in its entire educational department. Scientific work production is made compulsory part of the study. Students learn to respect the work by doing 250 hours annually in each educational departments of Lok Bharti Gramvidyapith. Even though a student passes in the subjects he learns, without completion of assigned work hours, he cannot be eligible for the next year. Mahatma Gandhi advocated spinning programmes but Lok Bharti Gramvidyapith's Founders Nanabhai Bhatt and Manubhai Pancholi had early understood the basic needs of the country and placed farming and animal husbandry in its curriculum.

d) Celebrations of Festivals and Days

Lok Bharti Gramvidyapith regularly organizes celebration of festivals and cultural activities such as: Gandhi jayanti and his death anniversary, Kite flying day, Holi, Rakshabandhan, Independence Day, Republic Day, Christmas, Playing Garba and Dandiya. Wallpapers and Magazines, Poetry recitation competition also organized in the institution. It is to be noted that the students' participation is found all the way.

e) Arrangement of Lecture-series

The researcher has found that nearly forty expert lectures and other speakers are invited each year in Lok Bharti Gramvidyapith and they are attended by all students, employees and their family members. Other lectures are also organized in the campus of Lok Bharti Gramvidyapith. The list of these lecture series is given as follows.

- 'Lok Bharti Trust sponsored "Late Nanabhai Bhatt Memorial Lecture Series" in memory of Lok Bharti founder Nanabhai Bhatt.
- 'Pandit Sukhlalji Lecture Series' from the donation of Late Mridulaben Mehta.
- 'Shri Madhusudan Kapadiya Literary Lecture Series' from the donation of Sri Madhusudan Kapadiya.
- 'Shri Vajubhai Shah Village Re-construction Lecture Series' from the donation of Jayaben Shah.
- 'Sri Rambhai Patel History Lecture Series' from the donation of late Manubhai Pancholi 'Darshak'.

- ‘Sri Mulshankar M .Bhatt education Lecture Series’ from the donation of Rameshbhai Soni
- ‘Manubhai Pancholi Memorial Lecture Series.

f) Prayer for Healthy Life

As all students, teacher educators, workers and their family member live on the campus compulsorily, an evening prayer is arranged daily with a view to develop healthy mind. From the past many years Lok Bharti Gramvidyapith has voluntarily given place to this evening prayer and it has been made compulsory since last four years. The prayer is followed by Bhajans, Chants and a brief reading of inspirational events.

g) Place to Khadi

Lok Bharti Gramvidyapith has given place to Khadi. In the institution, students, teacher educators and workers wear Khaddaar clothes in order to help the weavers and carders. In the Lok Bharti Gramvidyapith campus, there is a ‘Khadi Bhandar’ where all the members of institution can buy khaddar clothes at reasonable price.

B. EXTENSION WORK

Since last few decades, the UGC emphasises on the need of extension work to be done in the field of education and educational matters. In Lok Bharti Gramvidyapith the second step of education is extension work which has been carrying out since its beginning. It has two aims: one is the student get education and the other is the villagers are benefited. Since the beginning Lok Bharti Gramvidyapith’s founders had an attitude and logic that the higher education did not solve social problems or provide opportunities to understand them, the education remained one sided and cut off from society so it should be done that whatever the students learn in the classrooms is only testified well in the rural society. Through the interaction with Principal (B.Ed.), teacher educators and students of B.Ed. (Basic), researcher had

identified some works done by the Extension department of Lok Bharti Gramvidyapith. Those works are:

a) Village Library

To provide good reading to the rural society libraries are set up by the Extension Department, Lok Bharti Gramvidyapith. Thus the Department does an important work to lead the rural society towards reading.

b) Organizing Fairs

In the Lok Bharti Gramvidyapith, Public fairs, religious fairs and farmer fairs are organized by the extension Department. On the last day of Bhadrapada a public fair is organized at the Lord Shiva temple, Sandhida, near Lok Bharti by this Department where cleaning the campus, providing herbal soup, herbal medicine exhibition, and cattle exhibition, playing Dandiya- Raas competition, distribution of health nutrient dishes at reasonable rates are the various programmes organized by the B.Ed. students. When there is not even the facility for drinking water these students distribute pure drinking water to the public.

c) Adult Education

Lok Bharti Gramvidyapith, with the help of Adult and Continuous Education Department, Bhavnagar University, and students of the extension Department, Lokseva Mahavidyalaya undertakes a project of making Sanosara village 100% literate village that has populace of nearly 12000 people then. A survey is made in the beginning and it is found out the village had 360 males and 533 females illiterate ones. Then they are divided into 30 groups and an education centre is opened for each one of them.

The programme is brought by Bhavnagar University, along with Literacy Mission, also helps to provide lights on people awareness, day-today problems, growth of

production, growth of milk production and children welfare and development. This provides an opportunity to participation of people into various programmes.

d) Farming and Nursery

In Lok Bharti Gramvidyapith, the Department of Farming and Nursery has made an arrangement in 15 surrounding villages for the farmers to get easily the seeds of traditional crops like wheat, millet, hybrid cotton no.4, hybrid castor, til that yield early, ground nut, soybean, sunflowers, Rajka and jawar, cumin and vegetables. To make experiments in various crop production and development on the Lok Bharti Gramvidyapith farms, the experiments are provided by farming universities, Bhabha Atomic Research Center, Food Corporation and other Manufacturers. When these are demonstrated, farmers of surrounding village gathered to the place and where they are explained and guided well.

The Nursery Department is turned a barren, infertile, desert like place into a place with full of decorative trees, flowers, fruits, plants and vegetable plants and creepers. The Nursery activity began by flora and fauna lover Ismailbhai Nagori who had proven its multi-utility. Plants and cultivated plants of mango, chikoo and lemon have been made available by the Extension Department into the surrounding villages. Moreover the farmers are provided best and tested vegetables seeds by the Department.

e) The Cowshed and Extension Work

During the twenty years beginning from Lok Bharti Gramvidyapith's establishment in 1953 to 1973, nearly 400 bulls of best breeds has been prepared and sent into different villages and that way Lok Bharti Gramvidyapith contributes in breed improvement. The Lok Bharti Gramvidyapith Cowshed functions by demonstrating surrounding villages how can milk production be increased into the different cow breeds. With the help of Bhavnagar District Panchayat Animal Welfare Group, and donors, the students arrange programmes to cure goitre, and typhoid, and of mass vaccination. This stops or removes the animal diseases. Arranging a check-up and surgery camps,

animals are treated free of cost on the campus itself. People living in the surrounding village brought their ill animals to the campus, and in such a single camp there would be nearly 1500 to 1800 animals came. Slide shows, chart exhibition too, are arranged. Along with this, casual problems are also solved. Because of the extension work of the cowshed, Lok Bharti Gramvidyapith there is nearly 400 pure Gir and qualitative hybrid animals are found in surrounding villages. Cows that are bred in Lok Bharti Gramvidyapith and nearby villages has greater demands in whole of Gujarat and India.

f) Health Department

Lok Bharti Gramvidyapith, in its curriculum has given a place to medical treatment, science of sanitation, health, and nutrient food. Ayurvedic, homeopathic, and herbal treatment are given importance. Teachers of all the departments, workers and their family members, students living on the campus, were treated with Ayurvedic medicines. Plants that were easily found has been grown in Lok Bharti Gramvidyapith's medicinal and herbal garden. Treatment or checks up camps are organized for teeth, eye, piles, fistula, skins disease, bone disease, diabetes and vaccination. Blood donation awareness is done through blood grouping camps. The classroom teaching has been linked with Disease-cure, herbal medicines, preventing disease outbreak, seasonal fevers, occasional fevers and accidents. The students learn first-aids treatment, use of medicinal plants, handy treatment skill, healthy routine, and all such things are put into practice into villages during extension works. Under extension activities, health related various experts deliver speeches and health survey of rural society is also undertaken. All activities are done by the students and concerned teachers participated in the programmes. The students in surrounding villages perform various tasks of canvassing, distributing pamphlets, registering names, and other random duties.

g) Rural Development Department

Society is an important part of Lok Bharti Gramvidyapith. The faculty of Lok Bharti Gramvidyapith believe that bookish knowledge given in the classes become totally

dry and dead as it has no any touch with contemporary social problems. Such type of education can merely become a treasure of information but cannot help students in their daily life. This Department has few objectives as given below.

- To find out and solve problems of rural society
- To understand demands of village community and to find new methods for the same.
- To provide guidance for the farming and animal husbandry and to provide them government schemes and to make it functioning as well.

This Rural Development Department becomes helpful in coordinating and managing Extension activities done by various departments. The following are extension works of Rural Development Department:

- To form rural development association.
- Teaching and training programme for farmers, cattle breeders and women.
- Sales and distribution of agro-equipment.
- Agro shops.
- Water storage programme to save water, recharging 225 wells, spreading drip irrigation system.
- Constructing 599 gas plants, 1135 toilets and smokeless stoves.
- Help to small farmers and craftsmen for getting subsidy.
- Extension work for afforestation, horticulture and plantation of 6 lacks of trees on untilled land.
- Famine relief works.
- Free buttermilk distribution centres.
- Help in collective works useful to rural society.

This work is done by Lok Bharti Gramvidyapith to extend higher education and knowledge into surrounding villages, so that science and knowledge can be spread, and constructive programmes are made to eliminate illiteracy, poverty and chaos. The students participate in all those extension works.

h) Water Preservation

Lok Bharti Gramvidyapith has done an exemplary work with the help of various people organization and group in order to solve acute water crisis felt in many areas of Saurashtra. It has also been planned that Lok Bharti Gramvidyapith students can get direct experience that matches to their education.

In Lok Bharti Gramvidyapith, in 1954, a check dam built on the nearby river Sindari is the remarkable work of the founders' vision. The dam is heightened and made it pakka in 1976-77 as they faced draught, water crisis, famine and need of water for the institutional development. Stopping a great flow of water, the students make a canal and water is directed into 'seven ponds' situated on the campus. It is not only benefited for Lok Bharti Gramvidyapith but wells of nearly 30 small farmers who live down the stream are also benefited. Few last years of departing 20th century made Saurashtra realised acute water crisis. To solve the problem 'Water Resource Development Scheme' is accepted which is given by the Rural Area Development and the Ministry of Employment, Government of India.

The works under these projects are:

Check dam:	71
Small bridges:	29
Reservoir lakes:	26
Total:	126
Village covered:	27

A beginning is made by introducing and implementing a subject "Development and Management of Natural Resource" in Lok Bharti Gramvidyapith's BRS degree course suggested by the Water Resource Development Project. And the same project has been accepted by nearly 22 other Vidyapiths. Teaching, aided with extension work, gives real meaning to Gandhi advocated Nai Talim education. Kumudchand Thaker, Arunbhai Dave, Pravinchandra Thakkar, Mansukhbhai Salla, Vitthalbhai Vachhani, Kantibhai Gothi and Vinubhai Rajyaguru remained a true and experienced guide to the project committee

i) Other Programmes

(1) Pandit Sukhlalaji Informal Centre

One of the important objectives to set up this centre was the people should be given education when India got democracy. Manubhai Pancholi founded Informal center at a small and corned Maidhar village of Palitana Taluka. On 21st April, 1979, this was named after Pandit Sukhlalji. It is the idea that a school goes to people as in a democratic country people don't go to the centre. It had some of features: (1) a short term training classes of two day or four day are arranged to sharpen the skills of farming, animal husbandry, factory work, co-operation, panchayat and women teaching and daily practices. (2) Programmes that shape communal living and character building were undertaken. (3) Programmes that provide direct education to the public are: camps, celebrations, khadi fair, lectures, cattle breeding, moving library, saving energy, farming, tours, exhibitions, health and check-up, nursery, film show, slide-show, dramas, Bhajan and songs, writing on the walls etc.

(2) Employee's Insurance Scheme

In Lok Bharti Gramvidyapith, any worker is hurt, fell seriously ill or died; a small amount is collected on an appeal. This leads to have an insurance scheme for Gram Dakshinamoorti and Lok Bharti Gramvidyapith's employees and so the scheme began from 1977.

(3) Employees Welfare Fund

The board of Trustees, Lok Bharti Gramvidyapith has made a decision to use fixed amount from the development fund collected from its workers and family members for such programmes and activities that can support to their needs. Each year nearly an amount of Rs. 13000/- is collected by the Management Committee made of selected employees.

Through this fund the following activities are done:

- Assistance in the family tours of employees.
- Helps in purchasing tools.
- Help in subscribing magazines
- To assist the nursery and primary school equipment and tools purchase.
- Support financially during any illness.
- To bear tea party expenditure at the retirement party of any employee.
- To support skill development programme organised for the women of Lok Bharti Gramvidyapith employees.

(4) Publication, Selling and Distribution

In Lok Bharti Gramvidyapith, the booklets describing experiences of 26 past students has been published titled as “Know Trees by its Fruit”. Special issues are brought out on the extra ordinary and remarkable achievements of Lok Bharti Gramvidyapith like its Foundation, Silver Jubilee, Golden Jubilee, foundation of Public School at Maidhar, Nanabhai Birth Caremony and on some eminent personalities like N.P. Buch, Manubhai Pancholi. A proper selling, distribution system of these issues is also made. For the utility of work and thoughts, this publication activity has remained purposeful.

(5) The Grocery Store

In Lok Bharti Gramvidyapith campus the grocery store is available to provide small as well as big daily necessities to nearly 400 students and 300 employees and family members. It sells and distributes grains, pluses, jiggery, spices, vegetables and such other things. Nothing is sold on cash but the employees pay the billed amount on each month. Profit is not aimed at but it is seen that all things are made available. In the year 2007, the store sold the stuff worth Rs.35 Lakhs. The girls extend their hands in cleaning grains and pluses while the boys in other activities. The store is run and managed by the store committee. Vitthalbhai Kothari, Dineshbhai Bhatt, and Rameshbhai Kher shouldered responsibilities of the store.

(6) The Audio Video Department

Lok Bharti Gramvidyapith, too, is matching its steps in the fast developing time of science and technology. Its Audio Visual Department is well equipped with up to date gadgets. The teachers and students either in the campus or out of the campus use them in various programmes.

C. RESEARCH

The UGC has given an important place to research in higher education. The research is made at post-graduate departments, but Lok Bharti Gramvidyapith has been alert in it since its foundation. Researches made somewhere else but they are positively put into practice as well as demonstrated by Lok Bharti Gramvidyapith on some matters like use of lady fingers to whiten jiggery, horticulture, hybridizing fruit plants and other plants, compost fertilizer. Other researches include the experiments made in seeds of cotton hybrid Sankar-4, tuver, til, groundnut and bajara, and breeding in cows.

a) The Wheat Research Centre

Dr. Zaverbhai H. Patel, the Director, Agriculture Department, Mumbai state, the retired in 1967 and met the leaders of Lok Bharti Gramvidyapith to make researches on wheat. This was the time when the country began to spread the ideas of green revolution. To have independence in food, there was a big necessity to increase the production per acre. A Ph.D. from Illinois University, the USA and a native of old state of Palitana, Dr. Zaverbhai Patel had brought with him nearly eight to ten different types of Mexico wheat. Ambavibhai Bhalani and Devdasbhai Gohel joined as the assistants while Ushakantbhai Vaidya, Vandrabhai and Manubhai Zalavadia occasionally helped Dr. Patel. They worked till long and did experiments. Out of this in 1982 was born 'Lok-1' – a hybrid wheat seed that had leading place in the Central Zone of India in giving maximum production then the others. This breed was approved by the Government of Gujarat and India. The credit mainly goes to Zaverbhai, a humanitarian scientist. He refused to name this breed after him and

called it 'Lok'-i.e. 'The people'. Lok Bharti Gramvidaypith wheat breeder is one of 31 wheat breeder seed producers in India. Each year nearly 15 to 20 wheat varieties generally remain under trials of experiments at Lok Bharti Gramvidaypith Wheat Research Centre. To carry out experiments, lots of seeds are made available from various centres, Summit, Mexico.

b) Lok Bharti Goshala

The Silage experiment is done by the Lok Bharti Gramvidyapith. Established in 1953-54 the coshed was aimed at to enrich the animal husbandry for the overall development of villages, the institute has placed the subject of animal husbandry in its curriculum to study it as a general and a special subject. Students get training for cattle health, cattle breeding, dairy science, and milk products.

Many hybrid cows like pure Gir, Jersey, Holstein, Fresian has got leading position at the state and national levels. In 1969 Sevika Gir cow stood first in India with the yield of 23 kg milk, in 1986 'Mena-79' jersey cow stood first in the Gujarat state producing 36.7 kg milk. Within 360 days this cow gave 5640 litre milk. A museum has been set for different kinds of hay and grass. Twenty new kinds of hay and grass had been introduced. Experiments and demonstrations are made regarding Wormy compost, and Wormy wash. Natural herbs are mixed into the cow urine and insecticides and cow essence are made. The cowshed possessed its own meadows where cattle could graze for the hay and grass. In the Cowshed special attention is paid to veterinary and dairy farm management. A dead animals' post mortem is made for the anatomy practical. For the milk and milk products modern gadgets and milking machines has been purchased and for the students a class- room laboratory is also made.

c) Agriculture and Horticulture

Lok Bharti Gramvidaypith aims at to have regular income from the agriculture. In Lok Bharti Gramvidaypith, students get direct knowledge of farming and horticulture. The land allocated to Lok Bharti Gramvidaypith was completely infertile, so initial decade was completely spent for its improvement. Surveys are made, divisions of land are made and to develop production efficiency of fertility and dampness of the land,

green jute, castor stuff, fine soil of lakes, natural fertilisers, and fish-fertilisers were used and experiments are undertaken. Hybrid plants are prepared in chikoo, mango, hog plum, pomegranate, berry and other fruits.

d) The Community Science Centre (Vigyanbhavan)

On 26th January, 1973 at Lok Bharti Gramvidyapith, the Community Science Centre was founded to develop scientific attitude and outlook. This Science House aims at seeing problems of village people in a larger scale, understanding them and also resolving them with a scientific mind. The basic goals of the Science House are:

- To develop a scientific temper for daily life.
- To acquaint students with scientific and technological discoveries.
- To find out scientific reasons, events, and changes of daily life and of natural calamities.
- To make oneself free from blind faith and superstitions.
- To make easy, interesting, cheap and life-oriented scientific study.

To fulfil these objectives, the centre has decided some target groups which are: Lok Bharti Gramvidyapith students, students and teachers of surrounding villages to Lok Bharti Gramvidyapith, public schools Lokshalas of Saurashtra, Rural women, farmers and common people, people who are interested in environment and science. The centre has some of the programmes. They are:

- Arranging science related lectures, exhibitions, slide-shows, film-shows, sky observation, science-fairs, group discussion etc.
- Create simple, cheap toys explaining laws of science as well as sell and canvass them.
- Take the science-literature to people at the concessional rates.
- Activities and special programmes for elimination of superstitions and beliefs, caring environment and removing pollution.
- Arranging learner-focused science education training with the help of the District Training Centre.
- Demonstrate and sell gadgets like smokeless stoves, biogas plant, star lamps, solar cooker, solar hot water system, and other power saving gadgets.

- Use and promote the use of central government approved ‘Energy Park’ and ‘Science Park’ built by Lok Bharti Gramvidyapith Science centre.
- Lok Bharti gramvidyapith community science centre is visited by nearly 1000 people each month.

e) The Nursery: A Laboratory

Lok Bharti Gramvidyapith has a Nursery as a live laboratory for the students and students actively participate in all its activities. The campus provided them an opportunity to study nearly 182 plant-breeds. Students prepare various plant breeds, learn the use of hormones and make experiments or demonstrations in tissue-culture and net house. The students prepare plants, siblings, bags or pots, soil. In that laboratory students are taught to make jams, jelly and crushes so they will also be trained for self-employment in time to come. On a large campus of Lok Bharti Gramvidaypith, at a teacher’s or an employee’s house one can find fruit and flowering trees, plants, sapling and boughs in the courtyard or garden.

Such types of small and big events in a long period of fifty years have come before the institute.

4.3.3.3 PERCEPTIONS OF TEACHERS AND TEACHER EDUCATORS

The researcher had a chance to interview teacher educators and teacher and principal (B.Ed.). Regarding education, their perceptions are quite different from those of traditional teacher educators and teachers.

They opined that:

- School education should be provided through formal and non-formal arrangements;
- The whole education system should be flexible;
- The institute curriculum should be built round local environment.
- Centrality of work should replace the centrality of textbook learning.
- Self –learning should occupy a prominent place in any programme of education.

- Education should closely integrate with useful productive work.
- Education with useful productive work is helpful for personality development of the child and social transformation.
- Useful productive work activity should be provided to students with opportunities of participating in social, educational and economic activities inside and outside the classroom; and
- Community living and community services should be important components of an educational system.

4.3.4. OBJECTIVE 4: To study the reaction of the students on their experience at Lok Bharti Gramvidyapith.

REACTION SCALE FOR THE STUDENTS ON THE BASES OF EDUCATION

Table No. 4.8 Related to Curricular activities

Sr.No.	Statement	Agree	Strongly agree	Undecided	disagree	Strongly disagree
1.	Lok Bharti Gramvidyapith follows ideals given by Gandhiji.	70.22%	29.78%			
2.	Students and teachers have harmonious relationship in the institute.	78.72%	21.27%			
3.	Education should be on practical bases.	61.70%	29.78%	6.38%	2.12%	
4.	It is students' responsibility to keep clean the campus of the institute.	87.23%	12.76%			
5.	Students are allowed to suggest change in the institute.	70.22%	27.65%	2.12%		
6.	In the institute teachers bring change in their teaching methods.	48.93%	46.80%	4.25%		

Sr.No.	Statements	Agree	Strongly agree	Undecided	disagree	Strongly disagree
7.	The learning becomes more interesting when teachers use different methods of teaching.	70.21%	27.65%		2.12%	
8.	Students get involved in the each activity of the teachers.	48.93%	46.80%	2.12%	2.12%	
9.	Students can share their personal problems to the teachers.	61.70%	29.78%	6.38%	2.12%	
10.	Teachers give personal guidance to the students.	74.46%	17.02%	6.38%	2.12%	
11.	Students are provided academic and vocational guidance by the teachers.	40.42%	59.57%			
12.	I follow the instruction given by the teachers in the classroom.	53.19%	46.80%			
13.	I feel proud to be the student of Lok Bharti Gramvidyapith.	59.57%	38.29%	2.12%		
14.	Teachers serve information other than textbook.	61.70%	36.17%	2.12%		
15.	Behaviour of principal and teachers is polite and friendly.	57.44%	40.42%	2.12%		
16.	The Lok Bharti Gramvidyapith serves higher quality of education.	23.40%	74.76%	2.12%		
17.	I like what teachers teach because teachers give only information regarding the textbook.	2.12%	10.63%	14.89 %	42.5%	29.7%
18.	Our classroom is lively because of discussion and activities.	57.44%	40.42%	2.12%		
19.	Students frequently watch educational movies and videos.	31.91%	21.27%	12.76 %	17.02%	17.0%
20.	Teachers are interested in our study except the time of classes too.	68.08%	31.91%			

Sr.No.	Statement	Agree	Strongly agree	Undecided	disagree	Strongly disagree
21.	In the institute experts are invited regularly for the educational purpose.	68.08%	29.78%	2.12%		

From the above table the reaction taken from students are interpreted.

➤ **Interpretation**

1. 72.22% students *strongly agreed* that Lok Bharti Gramvidyapith follows ideals given by Gandhiji.
2. 78.72% students *strongly agreed* that students and teachers have harmonious relationship in the institute.
3. 61.70% students *strongly agreed* that education should be on practical bases.
4. 87.23% student *strongly agreed* that it is students' responsibility to keep clean the campus of the institute.
5. 70.22% students *strongly agreed* that students are allowed to suggest change in the institute.
6. 48.93% students *strongly agreed* that in the institute teachers bring change in their teaching methods.
7. 70.21% students *strongly agreed* that the learning becomes more interesting when teachers use different methods of teaching.
8. 48.93% students *strongly agreed* that students get involved in the each activity of the teachers.
9. 61.70% students *strongly agreed* that they can share their personal problems to the teachers.
10. 74.46% students *strongly agreed* that their teachers give them personal guidance.
11. 59.57% students *agreed* that they are provided academic and vocational guidance by the teachers.
12. 53.19% students *strongly agreed* that they were following the instruction given by the teachers in the classroom.
13. 59.57% students *strongly agreed* that to be the student of Lok Bharti Gramvidyapith is a matter of pride.

14. 61.70% students *strongly agreed* that teachers serve information other than textbook.
15. 57.44% students *strongly agreed* that behaviour of principal and teachers is polite and friendly.
16. 74.46% students *agreed* that the Lok Bharti Gramvidyapith serves higher quality of education.
17. 42.55% students *disagreed* that they like what teachers teach because teachers give only information regarding the textbook.
18. 57.44% students *strongly agreed* that their classroom is lively because of discussion and activities.
19. 31.91% students *strongly agreed* that they frequently watch educational movies and videos.
20. 68.08% students *strongly agreed* that teachers are interested in their study except the time of classes too.
21. 68.08% students *strongly agreed* that in the institute experts are invited regularly for the educational purpose.

Table No. 4.9 Related to facilities

Sr. No.	Statement	Agree	Strongly agree	Undecided	disagree	Strongly disagree
1.	Students are satisfied with the facilities provided by the institute.	38.29%	51.06%	2.12%	6.38%	
2.	Institute has enough numbers of sports equipment.	55.31%	23.40%	21.27%		
3.	Our Food facility is good and hygienic.	76.59%	17.02%	2.12%	4.25%	
4.	The institute should increase the facilities of the students.	25.53%	40.42%	12.76%	8.50%	2.12%
5.	There are sufficient numbers of books, magazines and newspapers in the library.	85.10%	10.63%	4.25%		

Sr. No.	Statement	Agree	Strongly agree	Undecided	disagree	Strongly disagree
6.	Student can read or study anywhere in the campus of the institute.	57.44%	23.40%	6.38%	8.51%	4.25%
7.	There are sufficient numbers of equipment in the computer laboratory, science laboratory and language laboratory.	55.31%	40.42%	4.25%		
8.	There are sufficient numbers of agriculture equipment in the institute.	70.21%	25.53%	2.12%	2.12%	
9.	Students are allowed to keep mobile phones with them.			2.12%	10.63%	87.23%

➤ Interpretation

- 51.06% students *agreed* that they are satisfied with the facilities provided by the institute.
- 55.31% students *strongly agreed* that institute has enough numbers of sports equipment.
- 76.59% students *strongly agreed* that their food facility is good and hygienic.
- 40.42% students *agreed* that the institute should increase the facilities of the students.
- 85.10% students *strongly agreed* that there are sufficient numbers of books, magazines and newspapers in the library.
- 57.44% students *strongly agreed* that they can read or study anywhere in the campus of the institute.
- 55.31% students *strongly agreed* that there are sufficient numbers of equipment in the computer laboratory, science laboratory and language laboratory.
- 70.21% students *strongly agreed* that there are sufficient numbers of agriculture equipment in the institute.
- 87.23% students *strongly disagree* that they are allowed to keep mobile phones with them.

Table 4.10 Related to Co-curricular Activities

Sr. No.	Statement	Agree	Strongly agree	Undecided	disagree	Strongly disagree
1.	The tours are organized regularly in the institute.	82.97%	17.02%			
2.	Shibirs organized by institution provides lots of information.	76.59%	23.40%			
3.	Different competitions are organized in the institution.	44.68%	8.51%	6.38%	8.51%	31.91%
4.	Students participate in various co-curricular activities.	59.57%	29.78%	10.63%		
5.	Different festivals are celebrated in the institute.	70.21%	19.14%			
6.	Students participate in the practical work (to work in farm) of the institution.	70.21%	29.78%			
7.	Science fair is frequently organized in the institution.	53.19%	31.91%	12.76%		2.12%
8.	Teachers motivate the students to participate in different cultural programmes.	80.85%	14.89%	4.25%		

➤ **Interpretation**

1. 82.97% students *strongly agreed* that the tours are organized regularly in the institute.

2. 76.59% students *strongly agreed* that shibirs organized by institution provides lots of information.
3. 44.68% students *strongly agreed* that different competitions are organized in the institution.
4. 59.57% students *strongly agreed* that they participate in various co-curricular activities.
5. 70.21% students *strongly agreed* that the different festivals are celebrated in the institute.
6. 70.21% students *strongly agreed* that they participate in the practical work (to work in farm) of the institution.
7. 53.19% students *strongly agreed* that science fair is frequently organized in the institution.
8. 80.85% students *strongly agreed* that the teachers motivate the students to participate in different cultural programmes.

Table 4.11 Other Aspects

Sr. No.	Statement	Agree	Strongly agree	Undecided	disagree	Strongly disagree
1	The spirit of brotherhood is nurtured with everyone in the institution.	82.97%	10.63%		4.25%	2.12%
2	The institution is like their family to them and they feel like being a member of this family.	74.46%	25.53%			
3	The environment of Lok Bharti Gramvidyapith is cheerful.	82.97%	17.02%			
4	Students feel happy and proud of being self-sufficient.	82.97%	17.02%			
5	Social service is important in students' life.	78.72%	17.02%		4.25%	

➤ **Interpretation**

1. 82.97% students *strongly agreed* that the spirit of brotherhood is nurtured with everyone in the institution.
2. 74.46% students *strongly agreed* that the institution is like their family to them and they feel like being a member of this family.
3. 82.97% students *strongly agreed* that the environment of Lok Bharti Gramvidyapith is cheerful.
4. 82.97% students *strongly agreed* that they feel happy and proud of being self-sufficient.
5. 78.72% students *strongly agreed* that social service is important in students' life.

4.4 CONCLUSION

Thus, in this chapter researcher has covered all the main activities and programmes organized in the Lok Bharti Gramvidyapith. Study found that all the members of institution enthusiastically participate in all the activities of the institution. It is also found that they all are very near to community life and work for the fulfilment of the main objective of the institution i.e. Rural Development. All the details are given objective wise which give clear picture of Lok Bharti Gramvidyapith.