

CHAPTER 1

INTRODUCTION

1.0 Introduction:

The term education is derived from the Latin word *educare* which literally means to bring up and it is connected with the word *educare* which means to bring forth the idea of education is not merely to impart knowledge to some of the subjects to the child but to develop in him those habits and attitude with which he may successfully face the future. Education at all the stages has been regarded as a powerful instrument for social transformation. The major task of education in India is to usher in a domestic, socialistic secular society which removes prejudice among the people.

According to Gandhi 'By education, I mean an all around drawing out of the best in child body mind and spirit. Literacy is not the end of education, not even the beginning. It is one of the means whereby individuals can educate. Literacy in itself is not education.

Can anybody imagine the life without education? In present time education is the most important for everybody, without education a person cannot face the world's challenges. To face the challenges of the world the person must be competent enough. The competences required not only for to solve problems of his life as well as for the surviving himself and family also. In present time there are different kinds of educations are available in the academic field. There is religious education available, like a Gurukul for Hindus, Madrasa for the Islam, convent schools are mostly for the Christian. These educations provide through various systems of education system. There are three kinds of education is available in the education; such as Formal Education, Non- Formal Education, and Informal Education.

Formal Education means the education in which the formal school system is set up where teacher provides education to the students. There are two major components which make education possible first one is teacher and another one is student. They are the main part of the educational process. Formal system is the most popular educational system. The school and colleges education are known as formal

education. Second one is non-formal education, in which the education is provides the facilities to stay at home and learn with distance mode it is distance learning. There are so many schools and colleges provide this kind of facilities, such as Baba Saheb Ambedakar Open University, Indira Ghandi Open University, etc. Third one is informal education, in which person can get education from anywhere at any time, from his regular life, environment, family and from his personal experience.

I ancient time of India the education system was like Gurukul system, in which guru and shisya was the main pillar of education system. During the Muslim period of education was provided Madresha which was free education for Muslim people. In British period they have change the education system by bringing change as per their requirement. Some of emperor revolt for the girls education, which is deferent from the other educational system so in each late century several religious try to make place in Indian society and try to remain it

In India still the level of literacy is not satisfactorily. The ratio of the literacy in 2001 was about 74.4% and now in 2011 it was about 82.2%, which shows enhancement. In last 10 years around about 10% of incensement in literacy ratio and this result is also just only because of hard tired of Indian government (Census Board of Indian). According to the census (2011) Gujarat is the first states who gain the second number in literacy growth; it is just because of educational plan and system which make it improving more. In Gujarat several types of schools are run by the government. It follows the rules of free and compulsory education in modern time, here, classified the schools as per its function by the system such as, Day School, normal school, Gurukul, Ashram School, Vidyapith, Residential Schools. In present the researcher has going to study on one of the residential school, exist in Gujarat state.

Residential school:

Todays in the field of education there are so many types of schools are available. The residential school is the school at where students are stay and learn in the schools. The concept of the residential school becomes from the old ancient period of the Indian educational system, which were followed by a Guru and Shisya. Gurukul and Ashram Shalas are also known as residential schools. In the residential school the activities of the whole day decided and have to follow those activities by the students. Mostly in the residential schools a student has to awake early in the morning and

follows the schedule strictly. In the morning and start with the wash and prayer, breakfast, exercise, school time, lunch time, home work time, evening prayer, dinner, study time, and night prayer and sleeping time. Etc. and students and teacher and all the member of the residential school have to follow the schedule strictly. In residential school they provided additional facilities to the employ such as food provide, residence free, medical services, ambulance services etc.

1.1 Statement of the Problem:

A Case Study of Swaminarayana Vidyapith, Valasan

1.2 Research Questions:

The present study was carried forward few research question which research questions are as follows;

1. How is the teaching learning atmosphere at the school?
2. How does the school ensure all around development of the students?
3. What is relation between the teacher and student in the school?
4. What are the facilities provided by the school?

1.3 Objectives:

1. To study aims and objectives of the Swaminarayan Vidyapith.
2. To study the teaching environment of the Swaminarayana Vidyapith.
3. To study the infrastructure and administrative aspects of the Swaminarayan Vidyapith.
4. To study curricular and co-curricular activates in the Swaminarayan Vidyapith.
5. To identify the salient feature of the Swaminarayan Vidyapith.
6. To study reaction of the students on their experience at Swaminarayan Vidyapith

1.4 Rationale of the study:

Education is the means of leading a nation and community towards a particular goal. An education system is function according to the needs of the country and nation. Therefore, a system of education should be strong enough being effecting revolutionary changes in society. School is the place where revolution starts. Quality of living is the outcome of the educated society.

Nowadays education plays an important role in society, and various types' schools and educational institute are available in the academic level. There philosophies are , Idealism, Spiritualism, Pragmatism, Realism, Naturalism etc. based on these philosophy, various educationist has given their philosophy to provide education, the Ghandhiji, Swami Vivekananda, Aurobindo, Rabindranath Tagor, Lord Swaminarayana etc. each educational has it's philosophy based on which vision and mission of the institute decided. The Bhoya (2012) had mention about spiritual practiced, in which the school is follows the philosophy of Lord Swaminarayana. The philosophy has its educational implication and due to various residential schools is established in India to provide education.

Generally, the residential schools are unable to make development of students as a whole. The residential schools are high in fees and unable to provide necessary facilities to the child as well as there is also lake of warmth like parents, these all feature in the Swaminarayan Vidyapith, Valasan, and Anand. The SwaminarayanaVidyapith also residential an exclusive English, medium school where all around development of the students can find by the researcher. In the Vidyapith they provide education, all around development, warmth, suitable atmosphere, spiritual development, good environment and good hostel facilities and salient feature of the school is they believe in development according to the child's psychological need due to these entire qualities' researcher found interests in the school.

1.5 Operationalisation of the terms:

- **Teaching environment:** in the present study, teaching Environment refers to a learning environment provided by the teacher to the students. The facilities required for teaching learning activities are such as classroom facilities, teacher's

competences, teaching method adopted by teacher for teaching, material and techniques used by teacher, teacher's behavior, and student's participation in teaching learning process etc.

- **Co-Curricular activities:** the present study, co-curricular activities refers the other that curricular/ co-scholastic activities carried in the institution. The co-curricular activities such as sports, assembly, cultural programme, celebration of festivals, tours, and educational visits, etc. conducted at Swaminarayan Vidyapith.
- **Teacher student relationship:** For the present study, teacher student relationship means the interaction between teacher and students within and outside the classroom. In teacher students relation contain the behavior of the teacher, teaching pattern of the teacher, approach of the teacher with the students, rapport between teachers are included.
- **Infrastructure:** Infrastructure is one of the essential components of an educational institution. Infrastructure means the number of classrooms, hostel rooms, kitchen, administrative offices, staff room and its physical facilities available, laboratory, library, prayer hall, playground, sport equipments and other infrastructural facilities available in the institution.
- **Salient feature:** In present study, silent feature means, functioning of literary campaign as one of component of the Vidyapith. Swaminarayan Vidyapith floats unique due to some unique feature of the institute such as home-work check by Warden, various events occurrence in the institute, various tests conducted by the Vidyapith to choose the field, etc.

1.6 Chapterization:

The whole study was divided in five chapters. The chapters were systematized as below:

Chapter 1: Introduction

This chapter provides the frame of the context for the study. The chapter provides concept of education, statement of the problem, research questions, objectives of the study, rationale, explanation of the terms.

Chapter 2: Conceptual Framework and Review of Related Literature

This chapter comprises of two parts. The first part deals with theoretical framework and second part deals with review of related literature. In the first part of this chapter researcher has provided concept, education and philosophy, relation between education and philosophy, concept of idealism, Swaminarayana philosophy, Vidyapith's philosophy etc., and information of Swaminarayan Vidyapith. The second part comprises of 24 reviews of related literature studied by the researcher and it provided insight to the researcher to decide the appropriate technique for the present study.

Chapter 3: Research Methodology

This chapter talks about research design of the study, tools like observation, interview, rating scale, success story and field note used for data collection and analysis technique used by the researcher. It also provided understanding regarding sample and population of the study.

Chapter 4: Data Analysis and Interpretation

This chapter contains analysis of collected data and interpretation of the data. The objective wise data analysis and interpretation were done by the researcher in this chapter.

Chapter 5: Findings, Implications and Suggestion

This chapter lists the findings of the study and offers suggestion for further study, implications of the study and conclusion of overall research report.

1.7 Conclusions:

The present chapter is about the education and its effect on society and about the residential school at the present time. Statement of the problem, Research Questions, Objectives, Operationalisation of the Term and Chapterisation of the study were mentioned.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.0. Introduction:

“Review of the related literature is one of the first steps in the research. It is valuable guide to define the problem, recognize its significance, suggesting promising data gathering device appropriate study design and source of data”- BEST. J. B. The review of related literature involves systematic identification, location and analysis of documents containing information related to the research problem. Reviewing the literature would help to determine what have already been done so far that related the research topic. Reviewing not only avoids the unintentional duplication but it also provides the understanding and insight necessary to develop a logical framework for the research. In short, the review tells the Researcher what has been done so far and also suggest to what need to be done. Being familiar with the previous research, help to point out research strategies, procedures, programme and measuring instatements that have been and that have not been found to be productive in the area of the investigation. The awareness about the previous research and studies also provide help for interpretation of the results of the study that the Researcher wish to do.

Researcher came across a number of studies in related to idealistic education, principles of the Lord Swaminarayan on education, this chapter comprises of two parts:

➤ Conceptual framework:

This part of the chapter contains about the Concept of Education, Nature of Education, Aims of Education, Concept of Idealism, Meaning of Idealism, Philosophy of Lord Swaminarayan, Philosophy of the Swaminarayan Vidyapith, Valasan, and brief feature of the Swaminarayan Vidyapith, etc.

➤ **Review of related literature**

This part of the chapter contains about the reviews which the Researcher had come through during the study and also mentioned about the Implications of the reviewed studies.

2.1 Conceptual Framework

This part provides understanding about study concept of Education, Swaminarayan Philosophy and principles and aims of education, and also about the Swaminarayan Vidaypith. The conceptual Framework of the study included:

2.1.1 Meaning of Education:

The most common Indian word 'shiksha' is derived from the Sanskrit verbal root 'shalas' which means 'to discipline', 'to control', 'to instruct' and 'to teach'.

Similarly the word 'vidya' is derived from Sanskrit verbal root 'vid' which means 'to know'. Vidya is thus the subject matter of knowledge. This shows that disciplining the mind and imparting knowledge where the foremost considerations in India.

Back in the 1500s, the word education meant "the raising of children," but it also meant "the training of animals." While there are probably a few teachers who feel like animal trainers, education these days has come to mean either "teaching" or "the process of acquiring knowledge."

Various Definitions are given by various Educationist and Thinker the concept of Education given as follows:

Definitions:

Mahatma Gandhi – "By education I mean an all-round drawing out of the best in man – body, mind and spirit."

Rabindranath Tagore – "Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life."

Dr. Zakir Husain – "Education is the process of the individual mind, getting to its full possible development."

Swami Vivekananda – “Education is the manifestation of divine perfection already existing in man.”

Aristotle - “Education is the creation of sound mind in a sound body.”

Herbert Spencer- “Education is complete living.”

Plato – “Education is the capacity to feel pleasure and pain at the right moment.

Aristotle – “Education is the creation of a sound mind in a sound body.”

So according to above given definitions Education mean all around development of the human-being, development of men as a whole, Education is ultimate Truth and it is reason for inner wealth, whole development of mind, divine manifestation perfectly which is already we have, it is sound of mind, it is complete living, it is capacity to feel pleasure and pain at right moment, it is creation of sound mind and sound body.

2.1.2 Nature of Education

Based on the various definitions given by various Educationist and Thinker, the Nature of the Education is given as follows;

1. Education is a life-long process: Education is a continuous and lifelong process. It starts from the womb of the mother and continues till death. It is the process of development from infancy to maturity. It includes the effect of everything which influences human personality.

2. Education is a systematic process: It refers to transact its activities through a systematic institution and regulation. To provide systematic Education procedure is adopted by the teacher. The structure of the Education should be systematic process adopted by the teacher for the development of the child so that they can face the World challenges.

3. Education is development of individual and the society: It is called a service sector facilities social development, which brings improvement in every aspect in the society. Education is the part of the society and it is work for the welfare of Individual and Society.

4. Education is modification of behaviour: Human behaviour is modified and improved through educational process. Through education value, discipline can

develop in the individual and can modify the behaviour of the individual by education.

5. Education is purposive: every individual has some goal in his life. Education contributes in attainment of that goal. There is a definite purpose underlined all educational activities. Each Educational activity has a specific purpose and gains that purpose it make competent the individual.

6. Education is training: Human senses, mind, behaviour, activities; skills are trained in a constructive and socially desirable way. Training is necessary for the child to develop him competent person,

7. Education is instruction and direction: It directs and instructs an individual to fulfil his desires and needs for development of his whole personality. The Educational activities provide the child to bring positive changes in his behaviour.

8. Education is life: Life without education is meaningless and like the life of a west. Every aspect and incident needs education for its sound development.

9. Education is continuous reconstruction of our experiences: As per the definition of John Dewey education reconstructs and remodels individual's experiences towards socially desirable way.

10. Education helps in individual adjustment: A man is a social being. If he is not able to adjust himself in different aspects of life, his personality can't remain balanced. Through the medium of education he learns to adjust himself with the friends, class fellows, parents, relations, neighbours and teachers, etc.

11. Education is balanced development: Education is concerned with the development of all faculties of the child. It performs the functions of the physical, mental, aesthetic, moral, economic, spiritual development of the individual, so that, the individual may get rid of his animal instincts by sublimating the same so that he becomes a civilized person.

12. Education is a dynamic process: Education is not a static but a dynamic process which develops the child according to changing situations and times. It always induces the individual towards progress. It reconstructs the society according to the changing needs of the time and place of the society.

13. Education is a bipolar process: According to Adams, education is a bipolar process in which one personality acts on another to modify the development of other

person. The process is not only conscious but deliberate. Act to bring changes in individuals.

14. Education is a three dimensional process: John Dewey has rightly remarked, “All education proceeds by participation of the individual in the social consciousness of the race.” Thus it is the society which will determine the aims, contents and methods of teachings. In this way the process of education consists of 3 poles – the teacher, the child and the society.

15. Education as growth: The end of growth is more growth and the end of education is more education. According to John Dewey, “an individual is a changing and growing personality.” The purpose of education is to facilitate the process of his/her growth.

Therefore, the role of education is countless for a perfect society and man. It is necessary for every society and nation to bring holistic happiness and prosperity to its individuals.

2.1.3 Aims of Education

Aims give direction to activities. Aims of education are formulated keeping in view the needs of situation. Human nature is multisided with multiple needs, which are related to life. Educational aims are correlated to ideals of life.

The goal of education should be the full flowering of the human on this earth. According to a UNESCO study, “the physical, intellectual, emotional and ethical integration of the individual into a complete man/woman is the fundamental aim of education.”

➤ Individual Aims:

Sir Percy Nunn observes, “Nothing good enters into the human world except in and through the free activities of individual men and women and that educational practice must be shaped to the individual. Education should give scope to develop the inborn potentialities through maximum freedom.”

- **Social Aim:** The supporters believe that society or state is supreme or real. The individual is only a means. The progress of the society is the aim of education. Education is for the society and of the society. The function of education is for the welfare of the state. The state will make the individual as it desires. It prepares the individual to perform various roles in the society. Individuality has no value, and

personality is meaningless apart from the society. If society will develop individual will develop automatically. Here society plays an important role.

2.1.4 Synthesis between Individual and Social Aims of Education:

Individual Aim and Social Aim of Education go independently. Both are opposing to each other. It is not in reality. Neither the individual nor the society can exist. The individual is the product of the society while society finds its advancement in the development of its individual member.

Individual cannot develop in vacuum. According to John Adams, "Individuality requires a social medium to grow." And T.P. Nunn says, "Individuality develops in social environment." The society helps in its own value system which it has based on certain philosophy.

2.1.5 Meaning of Philosophy:

Philosophy is the study of general and fundamental problems, such as those connected with reality, existence, knowledge, values, reason, mind, and language. Philosophy is distinguished from other ways of addressing such problems by its critical, generally systematic approach and its reliance on rational. In more casual speech, by extension, "philosophy" can refer to "the most basic beliefs, concepts, and attitudes of an individual or group".

The word "philosophy" comes from the Ancient Greek, which literally means "love of wisdom". The introduction of the terms "philosopher" and "philosophy" has been ascribed to the Greek thinker Pythagoras.

2.1.6 Relation between education and philosophy

There is strong relation between Education and Philosophy. The relation of Education and philosophy is given below:

- 1) Both, Philosophy and Education are based on the conceptions of wisdom, ideology and critical enquiry, the difference being that philosophy is contemplative in nature while education is an active process.

- 2) The philosophy of education is that branch of knowledge which is in constant quest of truth and those who are lovers of visions of truth are called philosophers. Thus a philosopher naturally becomes an educationist.
- 3) Every man has his own philosophy of life and it is natural that he will seek to influence and convince or convert others to his way of thinking. And education is nothing but this process of influencing, convincing and converting. Thus education is a practical means of realizing the philosophical idea of life and it is fundamentally dependent on the philosophy.
- 4) Philosophy toward life and values in general determine what the individual feel towards the role of education in shaping a child's character. For eg. Earlier, corporal punishment was a preference whereas now it is an aversion. Thus it can be seen that the setting and subsequent changing of a curriculum is highly influenced by philosophy held by people at a particular point of time.
- 5) The interdependence of philosophy and education can be found in lives and teachings of all great thinkers. Eg. Socrates and Dewey in the West to Yajñavalkya and Mahatma Gandhi in the East. And Plato's philosophy in the Republic is universally accepted as a classical treatise on education.

Various kinds of philosophy have been practiced in the field of education and the educational institute functions according to particular philosophy such as Realism, Naturalism, Pragmatism, Existentialism, and Idealism.

2.1.7 Concept of Idealism:

Idealism stresses the central role of idea or the spiritual in the interpretation of experience. It may hold the world of reality exist essentially as spirit or consciousness, that abstraction is more fundamental in reality than sensory things, or at least, that whatever exists is known in dimensions that are chiefly mental thoughts and ideas. Thus there are two basic types of idealism, Metaphysical Idealism and Epistemological Idealism. In philosophy, Idealism is the group of Philosophies which assert that reality, or reality as we can know it, is fundamentally mental, mentally constructed, or otherwise immaterial. Epistemologically, Idealism manifests as skepticism about the possibility of knowing any mind-independent thing. In a

sociological sense, idealism emphasizes how human ideas-especially beliefs and values-shape society. As an Ontological doctrine, idealism goes further, asserting that all entities are composed of mind or spirit. Idealism thus rejects physicality and dualist theories that fail to ascribe priority to the mind.

The earliest extant arguments that the world of experience is grounded in the mental derive from the India and Greek. The Hindu Idealists in the India and the Greece Neo-Platonist gave pane theistic arguments for an all pervading consciousness as the ground or true nature of reality. In contrast, the Yogacara school, which across within the Mahayana Buddhism in India 4th CE. Based its “mind-only” idealism to a greater extent on phenomenological analysis of personal experience. This turns towards the subjective anticipated empiricists such as George Barkley, who revived idealism in 18th C. Europe by employing skeptical arguments against materialism? Some of the name of idealists:

Beginning with Immanuel Kant German idealist such as G.W.F., Johann, Gottlieb Fitch, Wilhelm Joseph Schelling, and Arthur Schopenhauer dominated 19th C. philosophy. This tradition, which emphasized the mental or ideal character of all phenomena, birthed Idealistic and subjectivist schools ranging from the British idealism to phenomenally to Existentialism. The historical influence of this branch of idealism remains central even to the school that rejected its metaphysical assumptions, such as Marxism, Pragmatism, and Positivism.

2.1.7 Meaning of Idealism:

Idealism is a term with several related meanings. It comes via idea from the Greek Idein, the meaning "to see". The term entered the English language by 1796. In ordinary use, as when speaking of Woodrow Wilson's Political Idealism, it generally suggests the priority of ideals, principles, values, and goals over concrete realities. Idealists are understood to represent the world as it might or should be, unlike Pragmatists, who focus on the world as it presently is. In the arts, similarly, Idealism affirms imagination and attempts to realize a mental conception of beauty, a standard of perfection, in opposition to Aesthetic Naturalism and realism any philosophy that assigns crucial importance to the ideal or spiritual realm in its account of human existence may be termed "Idealist". Metaphysical idealism is an Ontological doctrine that holds that reality itself is incorporeal or experiential at its core. Beyond this,

idealists disagree on which aspects of the mental are more basic. Platonic Idealism affirms that abstractions are more basic to reality than the things we perceive, while subjective idealists and phenomena lists tend to privilege sensory experience over abstract reasoning. Epistemological Idealism is the weaker view that reality can only be known through ideas, that only psychological experience can be apprehended by the mind.

In India there are various types of philosophies which are practiced under the title of the Idealism such as, Samkhya, the enumeration school, Yoga, the school of Patanjali (which provisionally asserts the metaphysics of Samkhya), Nyaya, the school of logic, Vaisheshika, the atomist school, Purva Mimamsa (or simply Mimamsa), the tradition of Vedic exegesis, with emphasis on Vedic ritual, and, Vedanta (also called Uttara Mimamsa), the Upanishadic tradition, with emphasis on Vedic philosophy, BAPS Swaminarayana philosophy, Gandhian philosophy, Aurobindo philosophy, Tagor philosophy etc..

Based on such philosophy, various institutes are providing education in Indian society. Swaminarayana philosophy is kind of philosophy which is highly accepted by an Indians. Many institutes follow this philosophy for holistic development of child. From school Education to higher education are run by the follower of this philosophy.

2.1.8 Swaminarayan Vidyapith:

Swaminarayana Vidyapith is a most spiritual and cultural developing school, which is situated in Valasan. Rural area of an Anand District, they operate 4-12 standards, English medium. This school is only for Girl's Residential School. Generally in Swaminarayana Smpraday the Schools Vidyapith or Gurukul of them are run by Saints but this is only first Vidyapith which is by a BAPS Sanstha, it is also only one Vidyapith for girls in their Sansthan.

2.1.9 Philosophy of Vidyapith:

The philosophy of the Vidyapith is based upon the Idealism. The teacher is as a guru, have great respect for them. Guru is at place of god, whatever he teaches is final, and student is as a Shisya, they have to follow all the instruction of the Guru, but guru treat student as their children and student also show trust on them. In this Vidyapith teacher and student staying together. It is a Residential School. Students and teacher

wakes up early in the morning and start their routine as per ideal regulation. They start from the prayer, they also perform the yoga and physical exercise every day and teachers are also involved in the same activities and they also have to perform. They teach their student educational as well as spiritual lessons. They also teach about the faith in God, compromise, humanity and help in developing good personality. They try to makes all around development of the students. They also provide scholarship for those who are not financially capable for the higher studies.

➤ **Vision of the BAPS Swaminarayana Vidyapith, Valasan**

Propagate true education in the world is the noblest work for all, they believe that only worldly education is not the real education, but, the education with the ethical values and spiritual is real education. They put their vision Vidyapith onwards the propagate the Sampraday, proper education, wholistic of the student.

➤ **Mission of the BAPS Swaminarayana Vidyapith, Valasan**

Based in its Mission and Vision are decided, which are as following;

To Teach: 1) Vidhya : Modern Education
2) Savidhya : Traditional Education
3) Brahmvidhya : Spiritual Education

In Vidyapith they put Emphasis on Vidya, Savidya and Brahmvidya, which means all around development of the students. Modern Education, Spiritual Education and Traditional Education are the mission of the Vidyapith. In Vidya they intended to cover modern Education, which means the education of present time, according to the current need, for that they applied C.B.S.E. Board in the Vidyapith. They try to contemporary with Gujarat Education Society. There is also co-scholastic activities administer in the Vidyapith. In Savidya they say about the Traditional Education, the Religious growth with the formal Education. We can notice that from the time-table of Sabha and prayer in the school as well as in the hostel and they follow this chart time to time, they do prayer before and after the food and Sleeping. They also performed the Yoga as a part of God Worship. They also participate in the Bhajan-kirtan, and prayer, singing competition. Third is Brahmvidya which is says about the Spiritual Education means of the Spiritual development of the Students. They put some time spare for religious sessions, in which they share thought of Lord

Swaminarayana and sing Bhajan and kirtan they also share spirituality amongst the students of the Vidyapith. They called this session as Sabha.

From the beginning of the day till night various activities are performed into the Swaminarayan Vidyapith for Religious development of the students.

➤ **Activities carried out in the Swaminarayan Vidyapith:**

Throughout the day various activities performed by the student. The list of various activities are given below:

Education (Scholastic Activity)

Agriculture Expansion

Campaign for National Language

Social Services

Co-operation and Cultural Activities

Exhibition each year

Inter Student Festival

Teacher Student's Seminar

Summer Camp

Literacy Campaign

Physical Exercises

Yoga Knowledge

Self-Discipline, Personality Development Classes

Prayer Singing Competition

Music Learning

Self-Defense Classes

➤ **The Unique features of the Swaminarayan Vidyapith:**

Primary-secondary school

Youth hostel

Scholarship

Book, bank, and library

Training camp, board examination

Language Lab

Good feasibility for labs

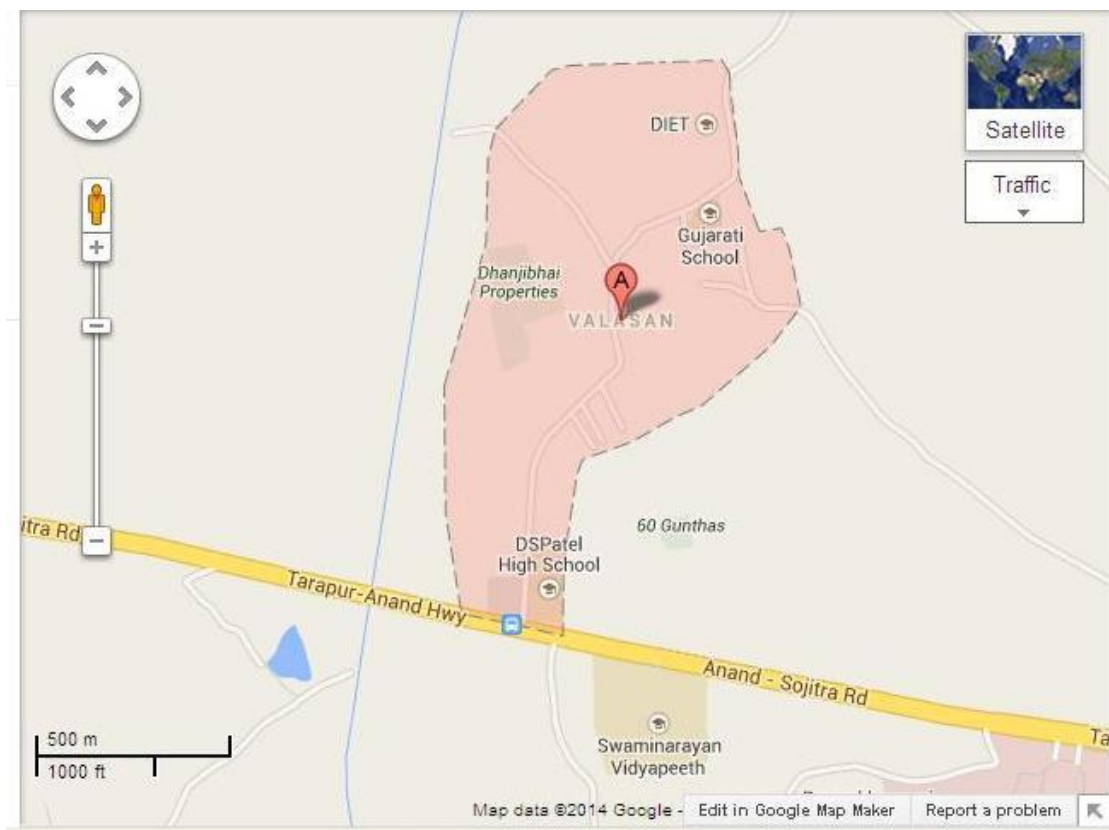
Rich library

Good auditorium

Conduct psychological test

➤ **Map of VALASAN:**

Valasan is a small village of Anand Taluka, and its district is also Anand. In Valasan there are lots of schools are available who provided good quality of education. The Swaminarayana Vidyapith is famous in the Valasan. There is a center for a DIET for Anand district.



2.2 Review of related studies:

Introduction:

“Review of the related literature is one of the first steps in the research. It is valuable guide to define the problem, recognize its significance, suggesting promising data gathering device appropriate study design and source of data”- BEST. J. B. The review of related literature involves systematic identification, location and analysis of documents containing information related to the research problem. Reviewing the

literature would help to determine what have already been done so far that related the research topic.

Chavada (2013) conducted *study on post basic high school of Sarvodaya Saraswati Mandir, Babapur* the Researcher has collected data by personally. The objectives of the study were: to study aims and objective of the Post Basic High School of Sarvodaya Saraswati Mandir , Babapur ,to study infrastructure and administrative aspects of the post basic high school of Sarvodaya Saraswati Mandir , Babapur,to study various Curricular and Co- Curricular Activities,, to study the contribution of lineage and their impact on the institution, to study the achievement of alumni of post basic high school of Sarvodaya Saraswati Mandir , Babapur, to study the reaction of the students on their experience at the post basic high school of Sarvodaya Saraswati Mandir , Babapur. The informational schedule and structured interview were used to collect data, the finding of the study revealed that: in this school, the aim of post basic education is fulfill, suitable infrastructure and administration of the school, various types of Curricular and Co-Curricular activities being held during the year, there was contribution of lineage and their impact in Education, they put reaction of study on the student.

Pandya (2012) conducted *A case study on Mitra School Mogri, Anand*, the objectives of the study were: to study the teaching learning environment of the school, to study the activities in the school, to make the child self- sufficient, to study the academic achievement of student of past year, and to study teacher students relation in the school, to study infrastructure of the school. The informational Schedule and Structure Interview used to collect data, the finding of the study revealed that: the teacher use love and care to teach special children in the school, the school has appropriate facilities in the school for special children, the school has children friendly infrastructure, the teacher was use different techniques to teach the student, teacher sometimes take the help of parents to help the student, teacher were patient and qualified to handle the special children, the school also run the courses for teaching special children.

Manavdariya (2012) conducted study on *A case study on the G.B.T.C. Programme of Lok Bharti, Sansora*, the researcher was collected data personally. The objectives of the study were: to study aims and objectives of the G.B.T.C. Programme of Lok

Bharti, Sansora, To study infrastructural facilities and administrative aspects of G.B.T.C. Programme of Lok Bharti, Sansora, To study curriculum and co-curriculum activities of the G.B.T.C. Programme of Lok Bharti, Sansora, To study teacher students relation of the G.B.T.C. Programme of Lok Bharti, Sansora, To study problems of functioning of G.B.T.C. Programme of Lok Bharti, Sansora, to study reaction of the students on G.B.T.C. Programme of Lok Bharti, Sansora. . The informational schedule and structure interview used to collect data, the finding of the study revealed that: the aims and objectives of the G.B.T.C. Programme of Lok Bharti, Sansora is to develop children as a whole, they have good infrastructure as well student friendly environment provide, various kind of curricular and co-curricular activities being held there, the student of the G.B.T.C. Programme of Lok Bharti, Sansora given positive reaction towards the institute.

Bhoya (2011) A Case Study on Swaminarayana Gurukul, Malanpada, Dharampur. Researchers found the objectives of study were: to study the teaching environment of the school., to study the co-curricular activities in the school., to study the academic achievement of student in the past., to study the teacher student relation in the school, to study the infrastructure in the school. The informational schedule and structure used to collect data, the finding of the study revealed that: The school has big building, It has 33 classes, 20 computers in the computer lab' Big language lab. Big campus, garden and assembly hall. Natural environment around the school. Camera facility in all classrooms. The co-curricular activities in the school ensure all around development of all student, building human value amongst the student.

Rathwa (2011) conducted study of *Don Bosco School, ChottaUdepur*, the researcher was collected data personally. The objectives of the study were: to study aims and objectives of the of Don Bosco school, ChottaUdepur, to study functioning of Don Bosco school, ChottaUdepur with respect to preventive system of education, to study physical facilities of Don Bosco school, ChottaUdepur, to study various curricular and co-curricular activities of the of Don Bosco school, ChottaUdepur, to study reaction of the teacher, boarding, masters and students towards the school and boarding. The informational Schedule and Structure Interview used to collect data, the finding of the study revealed that: the aims of the institute to provided quality to poor and marginalized to get their status in society, the institute provided primary education in 32 villages through VEP Project, the infrastructure of the school and

boarding is best having very good facilities. Whose environment is very good with trees and garden, 80% of teachers and 64.44% of students said the school facilities is excellent, 100% of students agreed that the school environment was loving and enjoyable, and behavior of the teacher and students are friendly and kind, there are 4 football and 2 volley ball ground and 1 basket ball, 80% of students said that they were happy with boarding facilities. Environment around school, and C.C.T.V. camera facilities for all classrooms.

Parmar (2010) conducted study on *A Case Study of Girls in Primary School at Sayajipura Vadodara*, the researcher collected study personally. The objectives of the study were: to study girls' education in primary school at Sayajipura Vadodara, to study interaction pattern of the teacher and students at primary school at Sayajipura Vadodara. The informational Schedule and Structure Interview used to collect data, the finding of the study revealed that: relation of achievement of girls and boys score, its positively co-related, most of the girls have no time for study at home, because they were active member in household work, the household work and taking care of sibling were major interference in study of the girls education, 82% of girls said that their parents were not supported them for the study because they are illiterate and busy in their occupation, Majority of the Girls were have difficulties in the Mathematics, 36% of Girls were having difficulties in the English subject, more that 70% of girls were satisfied with result because they were able to read, write, and calculate.

Joshi (2010) conducted a survey study on *Jamnagar, Junagadh, Rajkot ane Amreli Jilla ni Uttar Buniyadi vidyalaya ni Pravrtman Paristhiti no Abhiyas*. The objectives of the study were: to know growth and development, educational and co-educational activities, uniqueness, relation with the society and other institutes of the Uttar Buniyadi Schools in those districts. The study found that the most of the Uttar Buniyadi Vidyalaya establishment in the year of 1981 to 1990. After the year 2000, there was no establishment of any Uttar Buniyadi Vidyalayas, above district, Uttar Buniyadi Schools were giving importance to cultural and physical activities, and the agriculture and veterinary were the common subjects offered to the students. Hostel facilities were not as good as compare to city hostels but their relations with other schools and institutions were good.

Solanki (2010) conducted a survey study on *Suratane Tapi Jillao ni Ashram Shalao ni Pravartman Parishthi*. His major objectives were to know the co-educational activities and its impact on the society, the study found that 1980, only one Ashramshala was establishment and most of the Ashramshala were running by private trust. All Ashramshalas were running night classes in the school. Government was paying less attention towards such schools and so the delay of grant occurs many a time. Most of the schools were doing, people awareness activities and giving their contribution to the society and villages. Teachers of the Ashramshalas were opening that all schools should be treated equally, educational inspections should be done regularly and provide regular grant to enhance the physical facilities of the Ashramshalas and should not create any difference between schools and Ashramshalas by the government.

Patel (2009) conducted a study on *Uttar Buniyadi Vidyalaya: Smt.M. JaniJivanShala, Ambardi (Jam) Vyakti no Abhiyas*, the objectives of the study were to study the philosophy of the Nai- Talim in the institution. To study the philosophy of the NaiTalim, curriculum, and curriculum translation, different facets (production, self-reliance, character building and life style) of the school by considering the elements of NaiTalim. The major findings were: students were being taught agriculture, veterinary, swimming, boating, shooting, knitting, in the institute and to develop their social Harmon prayer, group cleaning, cultural programme, arrangement of experts' lecture were being organized in the institute. To enhance the educational achievement of the students, school had being organized science fair, project competition, experts' guidance, and night classes in the institute. The relations between students, teacher and principal were harmonious.

Patel (2009) conducted a study on *Uttar Buniyadi Vidyalaya, Vechadi.Ek Vyakti Abhiyas*. The major objectives were: to study the objectives of Buniyadi vidyalaya, to study the systematic Administration of Buniyadi Vidyalaya (physical, Human,) study the different facts (self-reliance, community life, Udhyog, curriculum and co-curricular activities, philosophy of Buniyadi education) of Vidyalaya on the bases of NaiTalim and educational mutterers, co-educational activities, and extension activities. The major findings were: institution was functioning very well and all the staff members and students have harmonious relations with each other's. Agriculture and veterinary, in social science subjects like Udhyog (work) have co-relation with

society and nature, Prayer, cleaning, vivid competitions, celebration of vivid days, self-reliance, tours, Gandhi fair activities were being done by the institution considering the NaiTalim. Institution was teaching tribal students of around so it had created good reputation among the society.

Makwana (2008) conducted study on *A Case Study of Community Science Centre, Vadodara*, and researcher was collected the data personally. The objectives of the study were: to study objectives of the community science Centre, Vadodara, to study extent of the achievement of the objectives sets by the center, to study actual functioning of this Centre in the terms of administration, activities and facilities. The informational schedule and structure interview used to collect data, the finding of the study revealed that: it was revealed from the study the community centre was a non-government organization, and it was recognized as regional community center, it was evidence from the study that centre was function in close collaboration with Gujarat government Council on Science and Technology, the Centre all revenue that was generate by the membership fees and donation, it was reveal that there were various Clubs regularly running and all need base like Science Club, mathematical Club, computer Club, aero modeling Club, astrology Club, etc the study that the fees of the Center was various and very normal for club membership, it was revealed that only science club provided separate instructor for English and Guajarati Medium students, center given harmonious for their service for full time staff and 80 rs. P/H

Parmar (2007) conducted a study on *Uttar Buniyadi Vidyalaya English Shikshan ni Pravrtman Paristhiti no Abhyas*. The objectives of the study were: to know about the current condition of the English Language teacher's opinions of the same school and collected possible suggestions from the teachers. The study found that in the year 2005-2006 result of the students was good in the English textbooks are based on communicative approach so it was difficult for students to get efficiency in speaking. Teacher were opening that speaking test should be conducted to know the impact of the new approach.

Rathwa (2006) studied *Education in Thakkarbapa Ashram Shala*. The objectives of the study were: to study available physical facilities, enrolment and drop out of the students, To study the curriculum and co-curriculum activities and reaction of the teachers and students towards these activities and physical facilities. The findings of the study revealed that there were no facilities for the sports, games and music

equipment. This Ashram Shala was not providing teaching and learning materials. The teacher focused more on education of the upper primary than the lower primary. The teachers used negative reinforcement and excessive punishment for the students.

Chauhan (2004) conducted study on *A Case Study of the Present Status of the Education for Deaf in Mahatma Mandir Navsary*, The objectives of the study were: To study organizational and administrative set out of the school in terms of physical facilities, financial source, staff composition, teacher student ratio, number of pupil enrolled, number of pupil dropped out, To study instructional programme of the school in terms of co-curricular activities and evaluation pattern, To study general problems of the principal and teacher of the school, To study problems of the students in terms of participation in activities, instruction provided in the school, social adjustment, interest and initiative taken towards studies. The informational schedule and structure interview used to collect data, the finding of the study revealed that: they have better infrastructure facilities; they provided administrative and early practice to teachers who were new to school. The main objectives of the optimal learning, affected by many factors like, curricular, communicative competencies, reached student ratio, early training for speech and language, they gave special training for communication and sign learning, they also helped the students for vocational learning, and they put emphasis on child's all around development.

Parmeshwaran (2001) conducted a survey study on *Art Education at the Secondary School Level*. The objectives of the study were: to study the present art education system at the secondary level with references to the present day practice of art education at secondary level the present day art curricula at the secondary school level, to study the needs and requirements of the students in relation to art education the secondary school level, to develop curriculum for secondary school art education. To the study the effectiveness of the developed secondary school art education curriculum. The study has employed survey and experimentation method. Findings of the study were: the survey conducted on secondary schools in the Rajasthan and the analysis of the secondary art education guidelines of the CBSE and RSBSE revealed that problems are existing not only in the infrastructure facilities and other basic requirements to function art in a meaningful way, but also in the present art education syllabus and its methodology of teaching. The effectiveness of the developed secondary school curriculum was checked during the creative art works

and there were better participation in their art classes. It also pointed out that the requirements of the secondary students and experiment conducted for one academic year was effective. The students found to have formed a positive attitude towards the developed art education curriculum.

Chauhan (1997) studied *Education in Shri Jawaharnagar Ashramshala*. The objectives of the study were: to study the growth and development of Shri Jawaharnagar Ashramshala in terms of Enrolment and drop out Physical facilities, to study the and curriculum and co-curriculum activities in of Shri Jawaharnagar Ashramshala, to study the reaction of the teachers and students towards physical facilities and curriculum and co-curriculum activities in of Shri Jawaharnagar Ashramshala. The major finding of the study indicates that: garden and playground was well maintained but the sports material was lacking. The school building was not having sufficient rooms and class rooms were overcrowded. Curriculum and co-curriculum activities were given equal importance is given the institution.

Chaudhari (1998) conducted a study on *Education in Umarda Ashram Shala, Umarda*. The objectives of the study were: to carry out an in-depth study of the school in terms of, physical facilities, curriculum and co-curriculum activities and, the reaction of students and teachers towards school programme. The major findings of the study found that the: school prepares the pupils for S.S.C.E. Examinations and based on results Prizes were rewarded to bright students. The school oriented pupils for scientific agricultural farming. Agriculture was the special subject of the study. There were basic physical facilities for curriculum and co-curriculum activities in the Ashram Shala. However, there was a need of additional class rooms and hostel rooms well as staff quarters.

Patwardhan (1992) conducted *a study of the origin and development of the GyandeepAnupkunwarba High School, Anand*. The objectives of the study were: to trace the origin, history, growth and development of the G.A. high school, to study administrative and management set up, funds and financing of the institution, physical facilities, co-curriculum activities like music, debates, drawing, dance etc. To study the pupil-teacher relationship. The findings of the study revealed that: there was a good level of satisfaction for school functioning among the students and their parents with respect to the curriculum activities and teaching methods. Various types

of services and facilities made available to the students are fairly satisfactory. The pupil-teacher relationship was fairly good and cordial.

Kotak (1991) studied *Growth and Development of Shri Swaminarayan Gurukul, Rajkot*. The objectives of the study were: to trace the history, growth and development of Shri Swaminarayan Gurukul, Rajkot. To study Job Satisfaction of teachers and teacher-pupil of the Gurukul. The major findings of the study found that there was a remarkable climate of discipline at the Gurukul-Cum-School. Apart from annual examinations, internal tests, oral test and other standardized achievements tests were also organized. The whole society knows the saints, so in return it expected that the students should utilize their time for welfare of people. These expectations were fulfilled by Gurukul saints.

Purandare (1987) studied *progress and problems of Ashram School of Thane District*. The major finding of the study found: State and Central government provided financial assistance to these schools, The students were provided books, school uniforms and medicines along with an allowance for lodging and boarding in the hostel, Ashram schools did not get equipment due to administrative delays; There were some difficulties in admitting the students to these schools, all the equipment, books and uniforms were not given to the students in the month of June every year.

Jha (1985) conducted study on *Evaluated Hostels and Ashram for Tribal Girl Students*. The findings of the study were as followed: like most of the other beneficiary schemes meant for tribal, mostly the rich amongst the tribal community availed of the facilities like toilet rooms, bathrooms, water and electricity, the amount of the scholarship given to tribal girl students quite inadequate. The measures suggested to overcome problems faced by student were: tribal girl hostels should be established in only those areas where there was a large concentration of tribal population, basic facilities and sports materials should be available in the hostels, training in some more skills like embroidery, tailoring, painting, etc. should be introduced.

Desai and Patel (1981) conducted study on *Evaluated Ashram Schools of Gujarat*. The sample of the study consisted of 22 Ashram Schools of 8 different districts of Gujarat. Information was collected by visits to Ashram Schools. Information was also obtained through questionnaire and interviews. From study, it was found that the overall wastage rate 44.42% in those Ashram Schools and average rate of stagnation

was 7.01%. In the case of boys, it was found to be higher than of the girls. Most of the tribal parents opined that the education provided in those schools was not relevant.

Dave (1980) conducted a *Survey Study to Investigate the causes of decay of Basic Education and search for new modes that would reinforce Basic Education and make it meaningful and functional in the context of modern society*. A pilot questionnaire of 40 items, 20 check list type items, a final questionnaire of 20 items were prepared and to get comprehensive view 600 questionnaire were distributed among five groups namely students-trainees(N=180), head of high schools (N=150),social workers, basic teachers(N=120), teacher educators(N=150),and government administrator(N=100). The data analyzed on various dimensions of basic education-philosophical, academics, social, economic, vocational and psychological. The Major findings of the study were indicated that: the majority of the respondents opined that the system of the basic education failed to satisfy the needs of the present age, the main reasons for failure of basic education were prejudice in so-called sophisticated society, a dearth of committed followers, rigidity of approach and misinterpretation of the co relation between work and subject teaching. Fifty-five percent of the respondents suggested continuance of the same name pattern of basic education after some changes in system. However, a new name, “Life Education”, suggested as a better description of the study.

Kansara (1977) conducted a *Survey to know the impact of basic education of last thirty years on education and society*. The objectives of the study were: to study the source of basic education leading to its development, the progress of basic education in pre-independence and post-independent era, comparison between basic education and other system of education and impact on the person who received basic education. The Major findings of the study found that education includes all good points of ancient and modern educational systems of India and almost all educational innovations. It suffices the basic inherent educational needs of the child and through this; it achieved the cherished national goals and social needs. It stimulates self-expression, enjoyment, liberty, and nearness to nature. It builds better pupil-teacher relationship, inner discipline and mutual co-operation. Compared to other systems, basic education develops dignity of work, socialization and wider outlook of thinking.

Nanavati (1976) conducted a *study of Growth and Development of Smt. N.T.Patel Vidyalaya, Kailas Ashram* the study found that the physical facility of the school was adequate. The organization and administration of the management was model for others to follow Samagra Gram Seva Mandal played very important role in spreading secondary education and popularizing educational activities in the whole region-This Vidyalaya had rendered great service to the region by providing a boarding house.

Sen (1973) conducted a *study to know the impact of Gandhiji's philosophy in present time*. The objective of the study was to ascertain the place of Gandhiji as an eminent educational philosopher. The study adopted a historical-cum-critical method. The necessary data were collected through extensive library work, field trips, interviews and observation. The study revealed that basic education was education for life, which was based on a socially free from exploitation. The idea behind basic education was that the handicraft was one of the medium of learning. In spite of Gandhiji's conviction, basic education cannot achieve hundred percents self-sufficiency. At the same time, basic education was not mere expensive than the traditional education. There is no child labor exploitation in basic education. There was scarcity of trained and fully devoted teachers in basic education. The future of basic education does not seem to be bright in general and it was even difficult to predict the impact of basic education on the new generation.

Bhatt (1961) conducted an *Experimental Study to know the Achievement of Children of Basic Education in the State of Saurashtra*. The study intended to device a methodology of assessment of achievement in basic education, find out and apply analytical tools of evaluation and compare achievement in basic and non-basic schools. The sample of the study consisted of 90 pairs of students from Basic and Non-Basic Schools. These pairs were selected on the basis of socio economic status and intelligence. The study found that: In personality development and character qualities, the Basic School Children were found to be superior to the Traditional School Children. The mean scores on the physical education achievement tests of Basic school children were significantly better than those of Traditional School Children and students from basic education are highly socially adjustable compare to Traditional school students.

2.3 Observation and implication of the Review of Related Study:

The researcher came across studied related to basic Education, philosophy of Gandhiji on Education, case study and experimental research and some survey studies. Bhatt (1961) conducted experimental study. He made experiment in the state of Saurashtra to compare achievement of Basic and Non Basic children. He found that students of Basic Education are better than the students of non-basic school. Basic school children are socially adjustable, physically fit and value oriented. Sen (1973) opined that Gandhiji's view on basic education is very right and through that education, teachers can inculcate values of environment, work ethics and taught some craftwork to children. The Researcher did not find any relevant study related to Case Study of institute between the years 1962 to 1972. Kansara (1977) found out that Basic Education stimulates self-expression, enjoyment liberty, and nearness to nature, builds better teacher-pupil relationship, inner discipline and mutual co-operation. Basic education develops dignity of work, socialization and wider outlook of thinking. Dave (1980) found that basic education failed because most of the people have misunderstood its concepts and lack of committed teachers in the field of Basic Education. Parmeshwaram (2001) study revealed that problems was existing not only in the infrastructure facilities and other basic requirements to function art in a meaningful way but also in the present art education syllabus and its methodology of teaching. Parmar (2007) found that students were not fluent in speaking English. Joshi (2010) studied Uttar Buniyadi Vidyalayas, and establishment of any Uttar BuniyadiVidyalaya in the district of Jamnagar, Junagadh, Rajkot and Amreli. Buniyadi schools were giving importance to cultutal and physical activities. Agriculture and Veterinary were the common subjects offered to the students. Solanki (2010) all the Ashramshalas are having the staff quarters in the campus of the school. Government had payed less attention towards such schools. Kotak (1991) found those good physical facilities of Gurukul schools and its contribution to the society. Nanavati (1976) and Patwardhan (1992) studied on growth and development of schools, physical facilities, and its important role in education, co-curriculum activities, administrative and management set up and teacher-student relations. Patel, J. (2009) and Patel, N (2009) had conducted study on two different Uttar Buniyadi

Vidyalayas. Both of them were opined about Uttar Buniyadi Vidyalaya that school is functioning very well and all the staff members and students having harmonious relations with each other's. Agriculture and Veterinary, social science subjects like Udhog (work) have co-relation with society and nature, prayer, cleaning, vivid competitions, celebrations of vivid days, self-reliance, tours, swimming, boating, shooting, knitting, Gandhiji fair activities are being done by the schools considering the NaiTalim. The case studied by Desai and Patel (1981), Chauhan (1997), Chaudhari (1998), Rathwa (2006) studied on Ashram Shalas were related to physical facilities, co-curricular activities and enrolment and dropout rate, wastage and stagnation. Their studies revealed that there were insufficient physical facilities, lack of sports equipment. Jha (1985) and Purandare (1987) evaluated Ashram Shalas with respect to physical facilities and problems of tribal education. Manavadariya (2012) found that aim of institution was to impart a knowledge, which could liberate human being from this materialistic world and helps him to achieve the height bliss of knowledge. He found that infrastructure was good and appropriate classroom and methods room for different methods. "Udhog" was given importance to cultivate dignity of labor and SUPW were observed and given grade for it.

There was study on Swaminarayan Philosophy based Education system. The Researcher made an attempt to study the Swaminrayan Vidyaith, Valasan.

2.4 Conclusion:

This chapter contain about the detail about the Conceptual Framework in which all the detail about Education, philosophy, and about the philosophy of Lord Swaminarayana were contain and also menttioned about the detail about the Review of Related Literature and implications of the Reviwes were given.

CHAPTER 3

METHODOLOGY OF THE STUDY

3.0 Introduction:

Methodology is called the main body of the research. It decides the plan, nature and procedure of the study. Appropriate methodology can help to get proper research outcome. So, it is desirable to have a proper methodologically design research plan. This is the soul and substance of the research. Plan and procedure includes method of investigation, selection of sample, tools and test to be used and others. Aspects of research design and data collection. . It is important part of the total research design. It bears a very close relationship with the purpose of study and hypothesis or questions of the Researcher.

An appropriate methodology can help in getting proper research outcomes. As per present study was case study in nature; the procedure of scientific research has been followed. In this chapter, the different aspect of procedure of research such as, methodology, research design, population and sample, tools of the study, data collection, and analysis have been included such as,

3.1 Research Design:

The study was qualitative in nature. Case study design was selected for the study.

3.2 Population of the study:

Researcher took Swaminarayana Vidyapith, Valasan as a case study. One principal, 32 school teachers, 1 warden, 450 students from 4 to 12 standards and parents of those students consisted population of the study.

3.3 Sample of the study:

The Swaminarayana Vidyapith consisted of 100 members holding various positions in the institution. The 8th standard students were selected by employing cluster sampling techniques. There were two division of 8th standard in the institution. There were 30 students in each division of 8th standard. So, total 60 students of 8th standard were taken as sample. Teachers were selected by employing voluntary sampling technique.

3 school teachers were taken as sample for the study. 1 principal and 1 warden were taken as sample. Convenient sampling technique was used to select parents of the present students. 3 parents were selected as sample for the study.

3.4 Tools and Techniques:

Various tools and techniques were employed to collect the data. The data collection techniques and tools are presented as follows.

3.4.1 Tools for collecting Data:

Semi-structure interview, reaction scale, observation schedule and field note were used as tools for the study. The detail descriptions about tools are presented below.

1. Semi-structure Interview:

- Semi-structural interview was prepared by the researcher for the principal, teacher, warden, parents, and alumni of the Vidyapith.
- **Principal:** Researcher took personal interview of principal. The question were about the aims and objectives of the Vdyapith, unique features of the Vidyapith, views about Swaminarayan philosophy and basic education, student teacher ratio, parents participation, curricular and co-curricular activities, organization of shibir (camp), which criteria adopt for the selection of the students and teacher, types of craft, practical approaches, community participation, administrative aspects and evaluation pattern etc.
- **Teacher:** Researcher took personal interview of teacher. Questions were asked about the different method used by the teacher to teach the student, about practical works, extension work, different methods, student's teacher relationship and their opinion about students and institutions.
- **Warden:** Researcher took personal interview of wardens. Questions asked about aims and objectives of the hostel, special features of the hostel, infrastructure facility, mess facility, quality of food, working style, student's enrolment in the hostel and fees structure etc.
- **Parents:** The Rresearcher took personal interview of parents of Swaminarayan Vidyapith's students. Questions asked about the do they follow this philosophy at

home, satisfaction of their child's development and facilities provided in the Swaminarayan Vidyapith, and also about the happiness of them with Vidyapith.

2. Reaction Scale:

It was consisted 36 statements for the student of the institution. Five-point reaction scale was prepared by the investigator. The statements were designed to know their reaction towards the institution. The statements were about the objectives of the institution, rules and regulations, about their syllabus, curriculum and methods of the teacher, their food facility, student-teacher relationship and their like- dislikes about the institution.

3. Observation Schedule:

Observation schedule included the information about the institute's personal detail, events occurrence, and register of school as well as hostel, the teaching learning process, physical facility of the institution, kitchen observation, hostel's room observation, food quality, library facility, lab facility etc.

4. Field Note:

Investigator prepared field note for record the data, event and activities. It was helpful for provide clear picture of the data collection.

3.4.2 Techniques for collecting Data:

1. Document Analysis:

The documentation included collection of document like curriculum, syllabus, last 2 years results, daily schedule, different register, dairy and calendar of the Vidyapith, total number of books in the library and evaluation criteria.

1. Observation:

The Researcher had used observation technique to collect data. For that the researcher had made observation schedule in order to observe kitchen, classroom, hostel, teaching learning process, and other infrastructural details.

2. Interview:

The Researcher had used semi-structure interview to collect data from Principal, teachers, students, and wardens, parents of the Swaminarayan Vidyapith.

3.5 Data Collection:

First of all, researcher had decided the topic for the study and then after formatted research questions on the basis of aim and objectives of the study. Then researcher decided techniques for the data collection by keeping in mind the research questions and design of study. On the basis of techniques, Researcher prepared tools for the data collection. Those tools were checked by Researcher's mentor and principal. Then researcher took permission from the Principal of the Swaminarayan Vidyapith in order to visit the institution and collect the data for some days. The researcher visited Swaminarayan Vidyapith for the seven days and observed and interacted with the principal, teachers, warden and students of Vidyapith.

The Researcher was collected and stored multiple sources of evidence comprehensively and systematically. To collect data for the first objective researcher had used interview and document analysis. To collect data for the second objective the researcher had used observation schedule, observation, and interview and document analysis. For the third objective researcher had used observation, interview, and document analysis. For the fourth objective, researcher had used reaction scale for the students. To collect data for the fifth objective, the researcher had used observation, interview, and document analysis and field notes.

3.6 Data Analyses:

The data were analyzed by employing content analysis techniques and percentage analysis technique was adopted to analyse the data collected from reaction scale.

3.7 conclusions:

In the present chapter researcher had put all the detail about the data collection and tools and techniques of the data analysis.

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 the researcher's ability to apply and interpreted these statistics. Importance states what are the results? What do they mean? What is their significance? In this chapter, data analysis and interpretation is present objective wise.

For the present study, the data were collected by various tools were analyzed by employing qualitative techniques for the data analyses. The data collected analyzed by percentage and content analyses.

Overview about Swaminarayana Vidyapith:

The Swaminarayana Vidyapith was established in the year 2001 and it was inaugurated by Mrs. Atal Bihari Bajpai. This institute was trusted by a saints and some of the trustees who were follows the the Swaminarayana sampraday, some of those were associated with the education field and they were stayed in Anand and Ahemedabad. Now some of them were retired and some them are continues by their children and another trustees were saints of BAPS the aim of this institute when it was established Yogiji Maharaj wanted to give gift to the society and he wished for them for bright future of the society by education, he was Guru of Shri Pramukhswami Maharaj, so he established this institute to fulfill Guru's aim. This institute was situated on the Valasan highway, in front of the Pramukhswami Mediacollege near the Karamsad which is 4 k.m. away from the Vidyapith, Valasan raised in the Anand district and taluka. Vidyapith was under the C.B.S.E. Board and school index number was 13008. They have staff of 32 teaching and 68 non-teachings. They have very enriched library and they have 10000 books and reference book and magazine and news paper too.

Table no.4.1 observation schedule of Vidyapith

Name of the institute	Swaminarayan Vidyapith
Name of the school	Swaminarayan Vidyapith
Name of the village	Valasan
District	Anand
Taluka	Anand
Year of the establishment	2001
Name of the trust	Bochasanvasi Akshar Purusottam Sanstha
Drop out of the student of last year	-
Degree given by	C.B.S.E
School index no.	13008
Teaching staff	32
Non-teaching staff	68
Distance from the nearest town	4 K.M.
Telephone no.	02692-222444
Academic result of last 2 year	100%
Working hours	8:15 a.m. - 4:15p.m.
Laboratory facilities	Provided all labs
Building infrastructure	Adequate
Playground	Yes there were 3 play-grounds
Compound wall/gate	Adequate
Cleanliness and hygiene of compound	Very Clean and Hygienic
Building adequately and neatly clean	Very clean

Above given table shows the detail about the Swaminarayan Vidyapith in which all the detail regarding the trustees, management, working hours, near town, staff are given.

4.1 Data Analyses and Interpretation:

4.1.1 Objective No.1 To study aims and objectives of the Vidyapith.

Aims and objectives of the of Swaminaraya Vidyapith were analyzed based on various facilities and activities provided in the institute such as school, hostel, labs, etc.

Vidyapith aimed at to provide education on Swaminarayan philosophy of *simple living and high thinking and to create self-confidence, social awareness and self-reliance amongst the student's constructive activities.*

School aimed at the all around development of the students, harmonious development of the body, mind and spirit.

School aimed at to produce useful citizen.

Aims and objectives of the swaminarayan vidyapith's Hostel.

They strive for excellence in all their pursuits' academic, sporting, spiritual, and cultural, mature, responsible member of the society.

To prepare a child for complete living she could adjust herself to self, her occupation and her society.

The Swaminarayana Vidyapith has aimed to develop child as a whole and propagate the sampraday too. In institute the students were thought how to maintain balance between the spirituality and modernity. Their aimed at develop character and make true patriot so that secular harmony in all religious. Their objectives of the institute were to preparing students as best friend of the environment and make guard of nature, make them able to socially responsible citizen, and become a self-reliable. They could able to know the value of law and obey the rules. They did not become a selfness aims, prepare them for selfless character. Creativities and positivity can be measure in all their values.

Based on vision and mission of the institute, aims and objectives were decided. The aims and objectives of the Swaminrayan Vidyapith are given below:

➤ Aims SwaminarayanaVidyapith:

1. Propagate and promote the message of Bhagvan Swaminarayana.
2. Build up the best character of students through the real education
3. Develop comprehensive studies in each field.
4. Train the students to be the best patriot.
5. Create secular harmony among the all religions.
6. Balance between spirituality and modernity

➤ **Objectives of Swaminarayana Vidyapith:**

1. To development of environment student friendly.
2. To develop socially responsible citizen.
3. To develop patriotic feeling amongst the student.
4. To make student self- reliable.
5. To prepare law-abiding citizen.
6. To develop positive value amongst the students.
7. To develop creative value.
8. To develop activity amongst the all students.
9. To develop selflessness' among the students.

4.1.2 Objective No.2 To study the teaching environment of the Swaminarayan Vidyapith.

The teaching environment is one of the essential aspects of educating the students. In the institute, teaching-learning environment create by the teacher and students in the classroom. By the observation of the teaching-learning environment in the classroom data were collected. Based on collected data the teaching-learning process were analyzed and the data.

In this objective researcher means teacher creating environment through learning for the students. The Swaminarayana Vidyapith was aimed at the all around development of the students; they wanted to develop as a whole. In Vidyapith they tried to give best education for the girls and for that organize the different activities in the school. In the Vidyapith for teaching uses different charts, maps and also use doing by learning method, they use activities base, project base and assignment base work and other teaching aids, so that, they are independent in their work and they were smart in using internet as well as they are very brilliant in their work.

Table no.4.2 Observation of teaching-learning activities in the Vidyapith

Component of Teaching	Remarks
Organization of the teaching-learning process	Good, they always kept in mind that they have to clear topic of the content.
Teaching methods	Child centered, used technology were good
Teaching approaches	Integrated and child centered
Explanation of the topics	They have good command on the explanation
Illustration provided	Very good explanation provided by examples, relate with real life and environment
Relating the topic with the child's environment	Yes
Relating the content with real environment	Yes, very much
Skill of questioning	Proper and sequential questions were asked to the child
Communication skill	Commanded
Confidence while teaching	Very good
Black board work	Yes they were using, and neat and clean work
Use of teaching aid	They were used proper aids as per the need of the subject and topic.
Summarization of the content thought	They were do it very interestingly
Activities conducted during the class teaching	Mostly they conducted activities
Home work	Every day home work given to the students and check it regularly

Above given table highlight the teaching-learning activities in the Swaminarayan Vidyapith. Swaminarayana Vidyapith had a very reach in prevarication of the teaching aids. As well as the researcher also mentioned in the table that the teaching-learning methods and approaches of the teaching in the Vidyapith were according to the need and interests of the students. They are very logically provided the techniques so that they could make easy task for the students as well as they also can make teaching interesting. They were using modern techniques like LCD to teach the students, which were also effective for students, such as assignment work and home-

work, and project work, communication skill, skill of questions, summarization of the content, illustration, topic related with the real life and with the environment these all are adequate. In Vidaypith they also organized various events so that Vidyapith so that student can familiar to the environment of the Vidaypith. They organized events which were given below:

Table no.4.3 Organisation of various events in Vidyapith

Sr. no.	Events	Remarks
1	Science Fair	Science quiz, model exhibition, model base activities and competition
2	Sports Day	Once in year
3	Annual Day	Once in year
4	Tree Planting	In each season they are doing it.
5	National Days Celebration	Twice in year
6	People Awareness Programmed	Once in year
7	Celebration of Different festival	Every Festival are celebrated
8	Celebration of Leader Day	Occasionally in year
9	Educational Tour	Once in year for 10-12std's student
10	Any other Tours	Sports related, picnic, etc.
11	Cultural Programmed	Once in year
12	Parents meeting	Once In three month
13	Science Fair	Science quiz, model exhibition, model base activities and competition

Above table indicates that various events were celebrated at the institutional. Few events were related to curricular activities and few events were related to co-curricular activities. It also indicates that the events were celebrated with purpose of making overall development of the students. The events celebrated were Swaminarayan Vidyapith has follows the spiritual philosophy and they also believed in patriotic responsibility as well as thy planes for awareness programme in the Vidyapith. In institute festival celebrated such as, Janmastmi, Ganeshchaturthi, Garba in Spiritual, National Days, Awareness and Environmental programme .

Teacher Student Relationship: For the present study, teacher student relationship means the interaction between teacher and students within and outside the classroom. In the Vidaypith it was found that the relation of all girls and teacher were very close and they were not fill hesitate to share anything to the teacher. They share their

personal problems with the teacher while they were free and teacher also show interests in the problem solving. Girls said that they do not feeling alone here due to their teacher and they feel warmth with them. They feel enjoy their company.

4.1.3 Objective No.3 To study the infrastructure and administrative aspects of the Vidyapith.

In present study Infrastructure refers to classroom, hostel room, kitchen, offices and its physical available facilities, laboratory, library, prayer hall, available in the Vidyapith for the study, and administration refers about the staff, facilities to staff, their training and benefited etc.

The administrative structure of the Swaminarayan Vidyapith presented below:

Table no.4.4 Administrative structure of Vidyapith

Posts	Number of employ
Teacher	32
Principal	1
M.D.	1
Warden	1
Grih-sanchalika	17
Receptionist	2
Peons	4
Other	43
Total	100

Above the given table shows administrative aspects of the Swaminarayan Vidyapith staff were included of Swaminarayan Vidyapith. There were, in the Vidyapith 100 employer are working as teaching and non-teaching staff. They are 32 teacher for all standard and they were working as part of the Vidyapith, and 68 non-teaching staff in which 1 principal, 1 managing director, 1 warden, 17 Grih-sanchalika, 2, were receptionist, peon and etc.

To know which kind of register maintain in the institute observation schedule was used based on data collection list of register printed below:

Table no.4.5 Types of Register Maintain in Vidyapith

Sr No.	Name of Registers
1	Hostel Register

2	Attendance Register
3	Storage Register
4	Teachers Register
5	Parents Visit Register
6	Stationary Register
7	Dead Stock Register
8	Student/Teacher Register
9	Daily monitoring register
10	Substitution register(teacher)
11	Assembly register(students)

➤ **Administrative aspects**

Salary and other facilities provided to the staff

According to Government norms salary is provided to the all staff in the Swaminarayan Vidyapith.

Staff quarter also facilitate to the staff, and it is observed that the residence all facilities. Ambulance and hospital service provided to the staff.

➤ **Admission of the students:**

As a part of the the admission process entrance test is taken.

Award is provided to the students who perform well in the examination.

Sometimes Vidyapith also help the students in fee while they are really in need, so that their study cannot disturb due to financial problems.

➤ **Staff development:**

Teacher of Vidyapith are being called expert in many of programme. The staff offered salary as per the Government rules and other facilities like accommodation is provided to them.

Teachers are being trained like computer training, seminar, work-shop, and spiritual training too.

Teacher of the Vidyapith are highly satisfied with their job and they still want to be associated with the Vidyapith.

Teacher of the deferent field are invited for guest lecturer for update about the currents trends. In Vidyapith, they give education according to the idealistic and modern needs, so teacher try hard for combination of these two.

➤ **Infrastructure:**

In Infrastructure such tables were given by the researcher, so that all the facilities can be covers.

Table no.4.6 Facilities of the Vidyapith

Sr no.	Materials	Remarks
1	Kitchen/mess	Neat and clean for
2	Gas/Fuel/Wood	Generally use boiler for cooking
3	Carom	Good conditions, available 4 at hostel
4	Floor wiper	Good condition
5	Office	Offices for principal, teacher, gruhmata, counselor
6	Cupboard	In enough number
7	Chair/table	In enough number
8	Toilet	In enough number
9	Bathroom	In enough number
10	Boiler	Using for cooking
11	R.O. System	Good condition
12	Teaching aids	Maps, charts, mathematical instruments, science experiments material, etc.
13	Harmonium	16 harmonium are there
14	Dholak	12 dholak are available
15	Tabala	12 tabala are available
16	Volley ball	Good condition
17	Cricket instruments	Good condition
18	Volley ball	Good condition
19	Table tennis	Good condition

Above given table includes all the items which observed in the vidyapith and these are kitchen, hostel, toilet, bathroom, drinking water , boiler, teaching aids and instruments, sports related, gas and cleaning related. Which were found that these are in adequate amount and neat and clean. About each component of infrastructure details of observation given in the table.

Table no.4.7 observation of Kitchen

Indicator	Remarks
Kitchen shed or room clean and hygienic	Very hygienic
Location of room	Below the dining room
Ventilation	Nearby window
Overall cleanliness	Good
Cleanliness of store room	Nicely
Arrangements of Gas/fuel	Very good
Quality of food	Very delicious food, hygienic
Breakfast	Bornvita, snacks
Lunch	Full Gujarati dish
Dinner	Khichadi, sakh, khadi, bhakhri
Source of water	Separate from the toilet and nagarpalika tap
Water tank for storage	In kitchen and all water supplies R.O.Water
Water tank connected with bathroom Toilet, kitchen and laundry area	No
Building adequately and neatly electrified	Yes

Above given table shows picture of the kitchen of the Vidyapith. The kitchen of the Vidyapith was very neat and clean and all the necessary things are arranged systematically in the kitchen. They have all facilities in related to the kitchen. They also arranged for fire safety and ventilation in the kitchen. They provided quality and quantity of food appropriate as per the age of the girls. Big storage room for store the grains. There were almost 12 cook and 20-25 helper for help in cooking and cleaning. The kitchen of Vidyapith was neat and clean and hygienic.

Table no 4.8 Menu served in the Vidyapith

Sr No.	Day	Breakfast	Lunch	Dinner
1	Monday	Bornvita, bread-butter	Roti,kathol,sabji, dal-rice,salad	Khichadi,butter-milk,sabji
2	Tuesday	Bornvita, sandwich	Khichadi, kadhi, sabji, roti, salad, papad	Sabji, roti,milk
3	Wednesday	Bornvita, dhokla,	Roti, sabji, rice, dal, salad	Dhosa
4	Thursday	Bornvita, khakhra	Roti,sabji,dal, rice, salad	Samosa and kachori
5	Friday	Bornvita ,thepla	Roti,sabji,dal,rice,salad	Pulav rice, buttr-milk
6	Saturday	Bornvita, upma	Roti,sabji,khichdi,khadi,salad	Sabji,bhakhri, butter-milk
7	Sunday	Bornvita,	Roti, sabji, dal, rice, salad,	Fried khichadi,

		khari, toast	papad, sweet, and according to wish of the students	papad, bhakhri, sabji,
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Above given table mention the detail about the menu of the meal for 10 days. In Swaminarayana Vidyapith they planned menu for 10 days and it is decided by a kitchen and kitchen committees is group of high school's girls. The menu is passed by managing director of the Vidyapith and they approved the menu. The menu is deferent and never repeats any items in 10 days. They served meal on time as week they follows the menu in any case. Mostly they provide born-vita and light snacks in the morning and evening. Gujarati dish at the lunch and simple Gujarati and kathiawadi food at the dinner were provided.

Table no4.9 Classroom facility in the Vidyapith

Room	Usage of Room	Fans/A. C.	Lights	Computer	Door	Window	Plug Points	Benches/ Chairs/Tables
18	Class	2	2	-	2	4	3	40/1 each
5	Office	A.C.	4	1	1	1	4	4/1
8	Lab	4	4	2	2	4	6	48/192
2	Reading, rooms	32	32	10	2	4	8	50/300
3	Prayer hall	8	8	1	2	4	6	3/12

Above table shows classroom facilities in the Swaminarayan Vidyapith. Mostly in the class-rooms the facilities are the same and offices and labs and reading rooms contain facilities according to its requirement. They have enough amounts of the facilities provided for the classes and offices.

Table no 4.10 Library facility in the Vidyapith

BOOKS	10,000
REF. BOOKS	Included
Total books	10,000
Others	Magazines, creativity magazine, news paper's child spe. Supplementary

Books	Ref. Books	Chair/Tables	Computers	Fans	Light	Door	Window
10,000	Included , magazine	10tables, 50 chairs,2 low sitting board	9	Air condition	10	1	6

Above given table express the enriches of the library. Vidyapith has a very enrich library for the girls and it is in use of regularly. In the library there were 10'000 books include all the reference books related to the subject of the each standard, they also have 13 magazines related to the child and news papers child-corner supplementary for student. They also prepare the girls for a competitive exams so that regarding to those exam they have material for preparation.

- **Infrastructure of the hostel and its facilities:** In Swaminarayan Vidyapith they have 3 floor building for the hostel in which all 450 girls students are staying together. There is 20 bed's room on the, 4 bed rooms and 12-12 bathrooms and toilet and basin as well as laundry on the ground floor. 4-8 th standard girls are staying on the first floor. 4 Gruhsanchalika(care taker) for each room. There are six 10 bed's rooms in which 9-10th standard's 48 girls are staying there are 10 Gruhsanchalika for those girls, which is on the first floor. This also has the same facilities for bathroom and toiletries. There are 2 prayer halls for Sabha, every day they performed spiritual activities. On the 2 floor 3 bed rooms are there and 9 rooms are there and 38 girls are staying who studying in the11-12th standard. For these girls there are 5 Gruhsanchalika. They also have a reading room for 10-12th standard in which they can use read after lights off at 10:30. They also have same facilities for bathrooms and tolilettaries; they also have washing machine for wash their innerwear standard their innerwear is washed by a Gruhsanchalika. There is a 1 bed, cupboard and reading table with lock for each girl. On the ground floor there is a one doctor room, reception and 2 offices are there. In front of this building there is another building for girl's resident but it is not in use. Next to this new building laundry is there in which the cloths of the girls being washed, dry and iron there. There is gym also provided for the girls. They also celebrate the sum of function in the hostel like, card making, Sabha organization, making Hindola, fresh flower garland for Lord Swaminarayana, sari wearing, Rangoli and water Rangoli, make-up competition, Makarskranti, pot

decorating, etc. They have 12 computers for their use, but they have no facility of internet, due to safety purpose.

4.1.4 Objective No.4 To study curricular and co-curricular activities of the Vidyapith.

4.1.4.1 Curricular Activities: Curricular activities means academic activities carried out in the Vidyapith. Examine the curricular activities during the school time i.e., 08:50am to 4:15pm it was found the teaching activities begin with prayer where all student, teacher and principal were participate. Teacher of the Vidyapith believed that the prayer is the best way to start day, prayer is followed by some other activities, Shlok, prayer, Bhajan, Kirtan of lord Swaminarayana thought of the day, news, educational talk, national song, principal's message etc. a discussion talk take place in education talk. This activity is arranged such a way so that all students of the standard are involved in these activities. Further, it was also observed that all the students attending the assembly after completion of assembly, the students sit in allocated classes, in terms of classroom facilities, it was observed that classrooms size was proper and large and sufficient, and there are 30 students in each class.

It was observed that the correlation with the celebration of the festival and recreational programmes:

- **Recretive arts:** Dance, Singing, Music's, Drawing, Craft, Home Decoration, Cooking, Manners, and Thaikando (self-defense class). They have 2 separate art studio.
- **Social-studies:** Sociology, History, Geography, Psychology, Political Science, Economics.
- **Scientific studies:** the natural law of the seasoned changes, Agriculture practice, dietaries.
- **Literature studies:** the literature of various languages like, Hindi, Gujarati, English, Sanskrit.

It was found while observation that in the school teachers are followed period system and teach with innovative methodology and child centered approaches various, teaching aid also used as per the need f the lesson it is also thought by the power point

presentation, video, movies etc. there are sufficient amount of teaching aid and the teacher of the vidyapith are using that aid in their lecture as per their requirements. LCD projectors was also there for use to teach science and technology, all the science classes of the science stream were held in the science labs and were found that all the students done deferent experiment of the science. Most of the teaching staff were hire from the south and they also provide quarters and good salary them. It was observed that the Vidyapith followed the curriculum of the C.B.S.E. and C.B.S.E. Text books, apart from that they also taught about the craft, SUPW, agriculture handicraft etc. agriculture and breeding are taught in garden of the Vidyapith. There are 4 languages taught in the school like, Hindi, Gujarati, English, and Sanskrit. In secondary stage 10 subjects there where i.e., Hindi, Gujarati, English, Sanskrit, science, social science, mathematics, physical science and technology. At higher secondary level for commerce students there where English, Sanskrit, Gujarati, account statistic, and economics apart from that all the students have to learn agriculture, physical education are compulsory for all the girls. Medium of instruction in the school is given in English; Vidyapith is an exclusive English medium school. Teacher were used deferent techniques and methods like questioning, project method, assignment, problem solving, lecture, discussion method etc. examination of the vidyapith of 10 and 12 std as per C.B.S.E. Board and for 9 and 11 examination are preliminary and annual and subject, unit test taken after completion of the chapter. They also follow the PSA (problem solving activities) which is conducted by C.B.S.E. Board and this is one of the evolution systems which are in form of optional, MCQ, or sometime it's in the form of activities.

Researcher found that the different educational activities are being performed by students in the classroom like model reading of prose and poetry, individual reading, group singing poem, ideal writing, drawing work, and practical work.

4.1.4.2 Co-curricular activities:

In co-curricular activities daily routine, Sports, Cultural, Agriculture, Vidaysamarambh, Shibir, Singing, Music, Dance, Work-Shop, Seminar, Celebration of deferent Fstival, were held in Vidyapith. The details of these are as follow

In the swminarayan Vidyapith has special facility of time table for daily routine as given below:

Table no 4.11 Students' daily activity schedule for std. 4 to 7

ACTIVITIES	TIME
Rouser	05:15 a.m.
Jogging	05:30-06:00a.m.
Wash and change and pooja	06:00-07:30a.m.
Arti	7:30-8:00a.m.
Breakfast	08:00-08:30a.m.
School time with lunch break	8:50-03:40p.m.(school time)
Rest/remedial class	3:40-4:15p.m.
Snacks	4:15 -04:40p.m.
Leisure time	04:40-05:0p.m
Sports	05:00-06p.m.
Change and wash	06:00-06:30p.m.
Shabha	06:30-07:00p.m.
Laundry	07:00-07:30p.m.
Dinner	07:30-08:00p.m.
Study time	08:00-09:30p.m.
Personal time	09:30-10:00p.m.
Lights off	10:00p.m.

Table no. 4.12 Students' daily activity schedule for std. 8 to 12

ACTIVITIES	TIME
Rouser	05:15 a.m.
Jogging	05:30-06:00a.m.
Wash and change and pooja	06:00-07:30a.m.
Arti	7:30-8:00a.m.
Breakfast	08:00-08:30a.m.
School time with lunch break	8:50-03:40p.m.(school time)
Rest/remedial class	03:40-04:15p.m.
Snacks	04:15 -04:40p.m.
Leisure time	04:40-05:00p.m
Sports	05:00-06:00p.m.
Change and wash	06:00-06:30p.m.
Shabha	06:45-07:15p.m.
Dinner	07:15-07:45p.m.
Laundry	07:45-08:00p.m.
Study time	08:00-10:00p.m.
Personal time	10:00-10:30p.m.
Study time / Lights off	10:30p.m. onwards

Above daily routine activity schedule of the Vidyapith has been fix and it has been followed strictly by the students.

In the Vidyapith it was observed that the work has been distributed among the various committees and students have to performed specific work assigned. There were mainly committees

- **Menu Deciding Committee:** in this committee the committee member decide the menu of the 10 days.
- **Cooking Committee:** to help for a cooking at the evening time, to serve to attend guests, and keep watching for a cleaning in the area of dinning and kitchen.
- **Health Committee:** to clean dormitory, toilet and bathrooms, to serve seek students and keep help to seek student.
- **Dinning Committee:** to help in serving as well as this committee helps in maintain hygiene in the kitchen.
- **Care Committee:** to look after and take care of lower classes girls.
- **Counseling Committee:** in this committee girls try to solve the problems of 4to7 class girls as well as keep information of those girls.
- **Sabah Committee:** in this committee spiritual activity being held in this committee help in arrangement and all activities regarding to the sabha.
- **Bulletined Board Committee:** this committee has responsibility to keep bulletin board full with deferent's idea, activity, and general knowledge and bulletin board should change timely, this responsibility given to this committee.
- **Cultural Committee:** this committee decided the programme and haw to organize the activities during the festival time.

These committees have been formed from the higher class's students. They makes these committee to train the students, to shoulder the responsible develop leadership amongst the all counseling skill, interpersonal skill are can be develop by these committee.

In the Vidyapith girls get breakfast at 8:00 to 8:30 after that school work start. Warden no needs to give an instruction to the students than also the students working in perfect manner. In evening 5:00 to 6:00 they get time for sports but it was found that there were few students who were playing and other are busy in other works. After the sports time they have half an hour for cleaning and changing, after that 6:30 to 7:00 they are meet again in the Sabha in which they performed Bhajan, Dance,

Singing by sing a Kirtan, Spiritual talk, etc. at the end after the dinner they switch of the lights but they have separate realign rooms in hostel to read after 10:00pm, there are facility for reading.

- **Celebration of Festivals:** Vidyapith has celebrated ram Navmi, Janmastmi. Ganesh-Chaturthi, Rakshabandhan, Duliti, Makarskranti, Navratri, Guru-purnima, Christmas, etc.
- Seasonl and natural festival: Vidyapith has celebrated the Sarad-Purnime, guru-purnima and Vasant-pachmi.
- **Social Festival:** Dussera, Holi, Rakshbandhan, Diwali, Bhai-bij, etc.
- **National Festival:** Ghandhi jayanti, Independence Day, republic day, etc.

(1) Organization of a different activity:

1. Religious; common prayer, Bhajan, Reading of Scriptures, Fast, Decoration for a Festival, Shlok recitation, Kirtangaan Competition, Preparing a Prasad, talk on the life of Saints, etc.

2. Social; Decoration, Dance and Dramatic programme, Hindi day celebration, Heritage Quiz, Planning and Preparation for a programmes, Preparation of sweets and food, etc.

3. Seasonal; Custom and Decoration and Picnic, Preparation of a special food, etc.

4. National; Flag hoisting, silent spinning, study of history, talks, special programmes, bhajans, prtriatic songs competition, games.

5. Cultural; Rangoli, Flower and leaf decoration, mat work, art and craft, music, dance, reading a prose and Poetry, Rangoli competition, Mehndi competition, Guajarati essay writing, sari wearing, make up, and hair style competition, etc.

(2) Viday Samarambh: Vidyapith has celebrated Vidaysamarambh for 12 standard students and they declare the prize for the winner in different activities among the whole year.

(3) Agriculture Activities: In Vidyapith agriculture work is compulsory for all the girls and they have to participate n the agricultural activities. In agriculture activities were held like sowing, weeding, giving fertilizer, to take care of garden, harvesting

etc. these activities were held during the special period time and they performed these activities during this period as well as during the holidays. They have a big nursery and girls does the planting there and they uses that food for their lunch and dinner.

(4)Yoga and Sports: In Vidyapith there was a trained teacher to performed these activities, who conduct various Physical activities like, in early morning Jogging and Yoga, Drill , Marching etc. at evening Yoga and Gym, Kho-kho, Volley ball, Kabbadi, athletics, Taikando, basket ball were pays during the school time. Apart from that they have separate period for theoretical physical knowledge but they put more emphasis on practical work. The students have a great interest in sports and they do have sufficient sports equipments. They also celebrate the sports day. Students also get the education of physical and Vidyapith also more given the important to the physical trainings a student's of this school participated in games and sports district, state and national level and fortunately every year they got the results and prize. In present time they got national 3 silver and 2 brown medals in athletics. Vidyapith is a girl's residential school so all the girls get the training of Taikando in which expert provided the self-defense treks and ways training according to their level.

(5) Cultural Activities: Vidyapith is unique in terms of cultural activities, it was found that varieties of cultural activities over there and school is also given equal importance to the cultural activities. They organized cultural activities like folk dance, folk songs, Tribal dance, Rasgarba, Dandiaya, Skits, Holi-Duleti, Diwali function, Makarskranti etc. every year during the work shop they organized a cultural programme and all the girls were participate in the programmes.

(6) 1 Music: Vidyapith is at aims to giving happiness and joy to individual and to community by music and development of spiritual life by means of the Bhajans of the saints. They have evolution in music exam which is conducted by Gandharve Mahavidyalay, Ahemadabad.

- **Classical music:** study and practiced Indian traditional music. A general introduction to South Indian Music, Practice of Tabal, Tanbura, Manjeera, and elementary introduction of Bharatnatyam.
- **Festival music:** the collection and practice of songs in common use in countries. Composition and practice of new songs for new festival.

- **Folk music:** the collection and practice of folk dance and folk songs from various province, e.g. Dandiwaras, Garba, etc.
- **Religious music:** Prayer of all religious was sung at morning and evening assembly. Accompaniment of Bhajans with instruments such as Khanjari, Tabala, Tanbura, Manjeera etc.
- **Boollywood music:** they also practice for Bollywood music.

(2) Dance: vidyapith aims at the all around development of girls and in their syllabus they put dance subject as compulsory subject and they also give the exams which is conducted by Bruhad Gujarat Samiti, they must have to pass 7 levels and that is known as a Visarat degree. They mainly focus on Bharatnatyam and cultural dance.

(3) Craft: they have very experience teacher for craft and she has tries very hard. The girls of the Vidyapith has got various kind of prizes like, national awards like 1st in elementary and 2nd in intermate, 2 brown and 4 silver medal from the Hope online contest, and state level awards like from Navneet competition they got 10 prize out of 15, from C.B.S.C. Art competition and BAPS art competition they got good results.

(4) Work-shop: in Swaminarayan Vidyapith they organize work-shop often and they make them learn about how to cook, buy a ticket from the railway station, dining table manner, eating manner, good habits formation, how to shopping, how to behave with guests and our elders.

(7) Extensional work related Activities:

Agriculture works, educational and environmental awareness, parents meeting are organized.

Student's social service attitude should be developed and students will try to for doing social activities during the educational time.

4.1.5 Objective No.5 To identify the salient feature of the Vidyapith.

The Swaminarayana Vidyapith has follows the C.B.S.E. Board and in the Vidyapith after 10th and 12th they gives personal guidance for selecting stream and graduation from the school's counselor.

They took aptitude and attitude test after finishing board exam and after that they discuss with students and their parents about the result and advised them about what they should choose and what they should not.

So they provide personal guidance as well as they recommend the students for next education.

Table no. 4.13 Activities conducted in the Vidyapith

Name of activities	Activity conducted in school / hostel
House allotment	Hostel
Investiture ceremony	Activity committee
Talent time	Sports
Taekwondo	Sports
Table tennis	Hostel
Mehndi competition	School
Library activities	School
Guru purnima	School
Bulletine board competition	School
Tug of war	School
Independence day	School
Kho-kho	School
Kabaddi	School
Library activity	School
Hindi day celebration	School
Saree wearing, make up, and hair style competition	School
Heritage quiz	School
Kirtangaan	Hostel
Science quiz,	School
Cricket	School
Rangoli competition	Hostel
Library activity	School
Best out of west competition	Hostel
Annual sports day	School
Elocution competition	School
Math day celebration	School
Photo session	Hostel
Basket ball competition	School
Gujarati essay writing competition	School
Republic day celebration	School
Kit making competition	School
Dodge ball	School
Skating, extempore	School
Library activity	School
Shlok recitation	Hostel
Religious festival celebration	Hostel

The Swaminarayana Vidyapith one more thing was unique than the other and that was a responsibility of the home-work to the warden. The warden of the hostel there were known as Gruh-mata and that warden have come to the school and meet each teacher after her class and ask about the home-work of each class. After finishing dinner she has to take girls in the reading room and give them time to do home-work, help them if they need. In short the responsibility of the home-work was given to the warden of the hostel.

There was also health planer for the girls. She regularly checks the girls' health and also meets with the doctor of the hostel and he ready the health chart for each girls according to their requirement.

There was a carer who known as Gruh-sanchalika and girls call them Didi. There was 1 carer in 10 and they have to look after each and every need and requirement of the girls. They have very good relation build up due to co-residence. Because after the rooms of each 10 girls their didi stayed next to their room.

After 10 and 12 school has conduct aptitude and attitude tests so that according to the result of these tests they counselor the students to choose suitable field, but before make any choice they arrange the parents meeting and also include the result and PSA result and then they all were take the decision.

In Agriculture they have big nursery and each girls do the planting twice in a year and kitchen uses those food for preparing food.

They also have a gym and yoga classes, and they have to attain these classes regularly.

They have adequate facility of gym.

They also took period of music and dance in which they have qualified and well experienced teacher. They don't have exams for each year but they have to give exam after 7 year which was conducted by a nation, Visarat and Bruhad Gujarat. All girls have to attempt these exams.

They arrange work-shop in which they intent to provided house hold and other knowledge which cannot attain after staying in hostel. They organized shibir in

which give the knowledge according to the age of girls. Like cooking, how to buy ticket, reservation, how to do inquiry, manners, etc.

4.1.6 Objective No.6 To study reaction of the students on their experience at Swaminarayan Vidyapith.

To know about the reaction of the students in the Swaminarayan Vidyapith, reaction scale was administered by the reaction scale. The data collected through this reaction scale was analysed by employing percentage analysis.

Sr.no.	Statements	Strongly agree	undecided	Strongly disagree
1	I am satisfied with facilities given by the Vidyapith.	53.30%	66.70%	-
2	Social-service is important in student's life.	33%	20%	-
3	Student and teacher have harmonious relationship in the Vidyapith.	63%	37%	-
4	Student can study and read anywhere in the campus of the Vidyapith.	32%	685	-
5	Institute should increase the facility for the student.	76%	24%	-
6	Education should be on the practice basis.	70%	30%	-
7	Your syllabus needs to revise.	88%	12%	-
8	Students of Vidyapith can get better education comparatively to other institute.	65%	355	-
9	Its student's responsibility to keep clean the campus of the Vidyapith.	76%	24%	-
10	Students are allowed to suggest changes in the Vidyapith.	57%	43%	-
11	Students get involved in the each activity of the teacher.	45%	55%	-
12	Teachers of Vidyapith are doing innovative experiment in their teaching.	98%	-	2%
13	Student can share their problem with the teacher.	98%	-	2%
14	You have enough faith in teaching of your teacher.	96%	4%	-
15	Your teacher gives you personal guidance.	96%	4%	-
16	You have some expectations from your teacher.	93%	7%	-
17	I participate in the co-curricular activities.	82%	-	18%
18	Institute celebrates the deferent festivals.	58%	42%	-
19	School environment is cheerful.	73%	27%	-
20	I follow the instruction of the teacher in the class.	93%	7%	-
21	I feel proud to being a student of the Vidyapith.	88%	12%	-

22	Teacher serves information other than the text-book.	90%	-	10%
23	Teacher use the audio-visual aid during the teaching.	69%	31%	-
24	Teacher checks the home-work on the regular basis.	88%	12%	-
25	Vidyapith organize deferent competitions.	97%	-	3%
26	Behavior of the principal and teacher polite and friendly.	91%	-	9%
27	Vidyapith has sufficient amount of sports equipments.	88%	12%	-
28	Shibir organized by a Vidyapith provide lots of information.	88%	12%	-
29	I feel proud of being self- sufficient.	88%	12%	-
30	My Vidyapith has higher quality of education.	78%	-	22%
31	Knowledge provided in the assembly is of great use.	85%	15%	-
32	I feel very happy in celebration of national festival in Vidyapith.	88%	12%	-
33	Picnics and field trips organized by a Vidyapith.	84%	16%	-
34	Vidyapith is like family to me and I feel member of the family.	45%	23%	32%
35	I am happy with the practice work of the Vidyapith.	58%	10%	32%

4.6.1 Statement wise data interpretation

The above tables the reactions taken from students are interpreted with regards to intensity index as follows:

1. The students **agreed** that they were satisfied with facilities provided by the Vidyapith.
2. The students **agreed** that social service is the important part of their life.
3. The students **strongly agreed** that there was a harmonious relation between teacher and students.
4. The students **agreed** that they could study and read anywhere in the school campus.
5. The students **strongly agreed** that Vidyapith should increase the facilities.
6. The students **strongly agreed** that education should be on the basis of practice.

7. The students **strongly agreed** that they need to revise a syllabus.
8. The students **strongly agreed** that they are getting better education comparison to other schools.
9. The students **strongly agreed** that it is their responsibility to keep campus clean.
10. The students **strongly agreed** that they are allowed suggesting changes.
11. The students **agreed** that they are carried out all activities together.
12. The students **agreed** that they adopt the innovative practice in study.
13. The students **strongly agreed** that they are sharing their problems with the teacher.
14. The students **strongly agreed** that they have faith on their teacher.
15. The students **strongly agreed** that their teacher gives them personal guidance
16. The students **strongly agreed** that they have expectations to their teacher.
17. The students **strongly agreed** that they participate in the activities.
18. The students **strongly agreed** that they celebrate various festivals in the institute.
19. The students **strongly agreed** that the environment of Vidyapith is cheerful.
20. The students **agreed** that they are following the instructions of the teacher in the classroom.
21. The students **agreed** that they feel proud to be a part of Vidyapith.
22. The students **agreed** that their teacher provided additional knowledge.
23. The students **agreed** that their teacher use audio-visual aids in the classroom for teaching.
24. The students **agreed** that their teacher checks their home work regularly.
25. The students **agreed** that the Vidyapith organize various competitions.
26. The students **agreed** that their teachers are polite and friendly.
27. The students **agreed** that they have enough amounts of sports equipments.
28. The students **agreed** that their campus provides lots of information's.
29. The students **agreed** that they feel proud to be a self-sufficient.
30. The students **agreed** that they have get higher quality of education.
31. The students **agreed** that they get good knowledge in the assembly.

32. The students **strongly agreed** that they feel happy in national festival celebration.

33. The students **strongly agreed** that they also enjoy the field trip and picnics.

34. The students **agreed** that they feel like a member of the family.

35. The students **agreed** that they are happy with the practical work of the Vidyapith

4.3 Conclusion:

In present chapter researcher had mentioned about the data collection and data interpretation. Researcher had covered all the aspects of the Swaminaraya Vidyapith. Researcher had put various tables and its interpretation, and also provided the detail about the all feature of the administrative and infrastructural aspects of the Swaminarayan Vidyapith.

CHAPTER 5

FINDINGS, IMPLICATIONS, AND CONCLUSION

5.0 Introduction:

The findings are very important part of any study. The findings are the solution of research questions and also can measure the objectives whether it is practiced or not are mentioned in this chapter.

5.1 Major Findings:

After data collection through semi-structured interview for principal, wardens, teachers and parents, observation, document analysis, researcher has come up with a set of findings which are as follows. The major findings of the study are presented with respect to the components of the institution. These major findings are as follows.

The aims and objectives of Swaminarayan Vidaypith

- Institution aims at to provide education simple living and high thinking and to create self-confidence, social awareness and self-reliance among students and villagers through constructive activities.
- Institution is preparing citizen who can take up the responsibility not only to serve in the school but also to serve village and society.
- Institution aims at to prepare ground for realistic education.
- Institution aims at the synthesis of expertise and wisdom, competence and sensitivity, strength and understanding and technical knowledge and humanity, etc.
- It is found that all students are strongly agreed with the all given statements. Students are agreed on the statement related to facilities, infrastructure, teaching methods of teachers, co-curricular activities.

The Infrastructure facilities and Administrative functions

- It is found that infrastructure is adequate and appropriate.
- Library, classrooms, kitchen facilities and teaching learning equipment are adequate in numbers.
- Institution has psychology lab, language lab, Agriculture Lab, Computer Lab.

- There are adequate numbers of hostel rooms. There is separate toilet bathroom at each floor.
- In the institution, Health department is established to provide free services to their students and staff members.
- Quality of food provided by institution to the students found tasty and hygienic. Kitchen is neat and clean.
- The atmosphere of the Swaminarayan Vidyapith is very peaceful and it is decorated with trees and flowers. Compound is very clean and neat.
- The teachers have theoretical knowledge and practical skill in one or two productive activities.
- The teachers have knowledge about group dynamics and has the skills of organizing small group discussions, seminars etc.
- The teachers know how to relate teaching-learning process to environment, the work situation and productive activities.
- The teachers have self-confidence, sympathy for fellow brothers and have quality of helpfulness.

Curricular and Co-Curricular Activities

- Students of Swaminarayan Vidyapith are equally attracted towards curricular activities and co-curricular activities.
- Institution celebrates different festivals and days like National Days, religion days, leaders' day, and environmental days.
- Teachers are given full autonomy to assess the students through various methods.
- Different craft are taught like agriculture, handicraft, spinning weaving, fruit and flower cultivation according to local need etc.
- Agricultural work, Environmental Awareness Programmes, Rural Meetings, Rally, Street plays and Parents meeting are organized in the institution.
- Institution organized different seminars and workshops (shibirs) for the students as well as for the teachers.
- Teachers use different methods like questioning, problem solving, lecture method, discussion method and teachers used projector whenever required.

- All the teachers are helpful and kind enough to help students at any time. Due to the residential nature, students were free to go with their problems to the teachers anytime.
- Institution arranges educational tour and educational field trips every year.

Salient feature of Swaminarayan Vidyapith

- Institute takes aptitude and attitude for selecting the new stream or course.
- Rector has responsibility to check the home-work of girls.
- They have organize various events such as Saree wearing competition, Shlok reciting competitions, self-defense etc.
- The institute has a care taker for each 10 girls and they have to look after about all personal and common necessity of the girls.
- Each girl has to plant twice in a year.
-

5.2 Implications of the study

It has been observed that in the present era where in people drawn towards materialistic direction as the result the Moral values are eroded. In such miserable plight the principles of Lord Swaminarayana, spiritual development with learning modern education, idealistic lessons, which bring lots of value back.

All the problems of modern era can be solved by Swaminarayan philosophy.

In traditional teaching, students are passive receptors where in teacher specially deposit concept and information, as a result of which students have tended to short term memories and reading skills, instead of true knowledge so, child centre methodology as well as value education, spiritual learning, are recommended as a faithful in modern condition.

Today we are losing not only an ancient heritage but essential elements in our social composition which has been a strong cementing force. SUPW and handicraft in schools is gives opportunities to revive and keep alive the rich heritage and culture traditional of our country and encourages creativity among students.

5.4 Suggestions for Future Research:

- A Comparative Study of Swaminarayan Vidyapith and any other Vidyapith, Gurukul, or Ashram schools can be done.
- A Comparative Study on Education provided in the Swaminarayana Vidyapith and other Vidyapith following the other Philosophy.
- A Study of achievement of Swaminaraya Vidyapith with reference to success of its students.
- A Case Study on any other philosophy following by an institute with reference to Global changes.
- A Study on attitude of Parents towards Education provided at the Swaminarayan Vidyapith.

5.5 Conclusion:

In present time, many schools are providing education and knowledge. But least of them are enabling to make student enable to think creatively, and independently. Students have to follow prescribes rules and norms of the curriculum. Syllabus is full of value and morality but nowhere practiced. It is high time to practice some components of the Swaminarayana and idealistic philosophy, vocational training to child and education to serve the society and decrease the discrimination of people should be practice in the school. School is place where we can prepare citizen who can take up the responsibility not only to serve in the school but also to serve village and society. Prepare a child for a complete living they could adjust themselves to self, their occupation, society. SUPW in school gives an opportunity to revive and keep alive the rich heritage and culture traditional of our country and encourage creativity among the students. The urgent need in developing countries is to make education an effective agent of social, political and economic change. Initiative, self-reliance and cooperation are the qualities, which are in focus for the educationists. Education is to be linked to programme of rural development. All these demands new types of citizen. It is necessary to prepare citizen with moral qualities, good characters, and ethical values. The Vidyapith is provided education on principles of Lord Swaminarayana, simple living, spiritual learning, cultural activities, higher thinking, social-awareness and self-reliant among the student and villages through constructive activities.

