

A CASE STUDY OF
'SARVA VIDYALAYA KELAVANI MANDAL,
KADI' IN DEVELOPMENTAL PERSPECTIVE

THESIS
SUBMITTED FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
EDUCATION
TO
SARADAR PATEL UNIVERSITY,
VALLABH VIDYANAGAR
GUJARAT (INDIA)

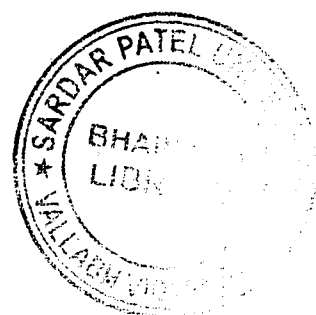
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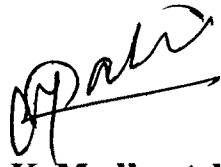
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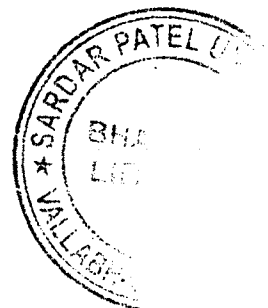
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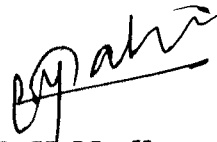
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CERTIFICATE

This is to certify that the work incorporated in the thesis entitled A Case study of Sarva Vidyalaya Kelvani Mandal, Kadi in Developmental Perspective submitted by Mr. Amrutlal Kodarlal Modhpatel comprises of the results of independent and original investigations carried out. The materials obtained (and used) from other sources have been fully acknowledged in the thesis.



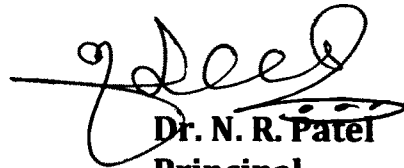
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Certified that the work mentioned above is carried out under my guidance.



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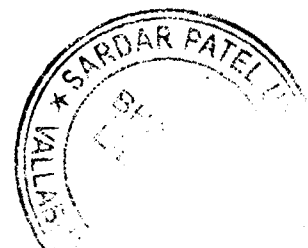
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Place: Vallabh Vidyanagar



DECLARATION

I hereby declare that the thesis entitled, A Case study of Sarva Vidyalaya Kelvani Mandal, Kadi in Developmental Perspective is my own original work carried out under supervision of Pri. Dr. N. R. Patel, M. B. Patel College of Education, Vallbh Vidyanagar.

I further declare that no part of this work has been fully or partially submitted to any other university for any type of degree.

Date: 29/11/2014
Place: Vallabh Vidyanagar


(A. K. Modhpatel)

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CHAPTER I

CONCEPTUAL FRAMEWORK OF THE STUDY

CHAPTER I

CONCEPTUAL FRAMEWORK OF THE STUDY

- 1.1 Introduction**
- 1.2 Development of Education System in India**
 - 1.2.1 Before Independence**
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- 1.3 Rationale of the Study**
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CHAPTER I

CONCEPTUAL FRAMEWORK OF THE STUDY

1.1 INTRODUCTION:

This introductory chapter sets the context for the study by providing background information about how the education system has been developed in India. Firstly, it presents brief background information about the education system in ancient India, in the Early Common Era—High Middle Ages, in the Colonial Era and after independence. Secondly, it highlights the rationale behind the present study. Thirdly, it provides the reasons why the study was undertaken - particularly, the objectives of the study, different questions which directed the study and relevance of the study, along with limitations. The chapter ends with a brief outline of what will be covered in the proceeding chapters of the study.

1.2 DEVELOPMENT OF EDUCATION SYSTEM IN INDIA:

1.2.1 Before Independence:

Early education in Indian commenced under the supervision of a *guru*. The Gurukul system of education is one of the oldest on earth but before that the guru shishya system was extant, in which students were taught orally and the data were passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free (and often limited to the higher castes), but students from well-to-do families used to pay Gurudakshina, a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine, Astrology and "History" ("Itihaas" — actually mythology). Only students belonging to Brahmin and Kshatriya communities were taught in these

Gurukuls. Initially, education was open to all and seen as one of the methods to achieve Moksha, or enlightenment. As time progressed, due to superiority complexes, the education was imparted on the basis of caste and the related duties that one had to perform as a member of a specific caste. Students were expected to follow strict monastic guidelines prescribed by the *guru* and stay away from cities in *ashrams*. However, as population increased under the Gupta Empire, centres of urban learning became increasingly common and Cities such as Varanasi and the Buddhist centre at Nalanda became increasingly visible. However, the advent of Buddhism and Jainism brought fundamental changes in access to education with their democratic character. The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshashila University, Ujjain, & Vikramshila Universities. Nalanda, being the biggest centre, handled all branches of knowledge, and housed up to 10,000 students at its peak.

Another establishment during this period is the Uddandapura institute established during the 8th century under the patronage of the Pala dynasty. The institution developed ties with Tibet and became a centre of Tantric Buddhism. During the 10–11th centuries the number of monks reached a thousand, equaling the strength of monks at the sacred Mahabodhi complex. By the time of the arrival of the Islamic scholar Al Biruni India already had an established system of science and technology in place. Also by the 12th century, invasions from India's northern borders disrupted traditional education systems as foreign army raided educational institutes, among other establishments.

With the advent of Islam in India the traditional methods of education increasingly came under Islamic influence. Pre-Mughal rulers such as Qutb-ud-din Aiybak and other Muslim rulers initiated institutions which imparted religious knowledge. Students from Bukhara and Afghanistan visited India to study humanities and science. Islamic

institution of education in India included traditional *madrassas* and *maktabs* which taught grammar, philosophy, mathematics, and law influenced by the Greek traditions inherited by Persia and the Middle East before Islam spread from these regions into India. A feature of this traditional Islamic education was its emphasis on the connection between science and humanities.

The education system under the rule of Akbar adopted an inclusive approach with the monarch favoring additional courses: medicine, agriculture, geography, and even from texts from other languages and religions, such as Patanjali's work in Sanskrit. The traditional science in this period was influenced by the ideas of Aristotle, Bhāskara II, Charaka and Ibn Sina. This inclusive approach was not uncommon in Mughal India. The more conservative monarch Aurangzeb also favoured teaching of subjects which could be applied to administration. The Mughals, in fact, adopted a liberal approach to sciences and as contact with Persia increased the more intolerant Ottoman school of *manqul* education came to be gradually substituted by the more relaxed *maqul* school. The middle Ages also saw the rise of private tuition in India.

Thomas Babington Macaulay introduced English education in India, especially through his famous minute of February 1835. He called an educational system that would create a class of anglicized Indians who would serve as cultural intermediaries between the British and the Indians. Macaulay succeeded in implementing ideas previously put forward by Lord William Bentinck, the governor general since 1829. Bentinck favoured the replacement of Persian by English as the official language, the use of English as the medium of instruction, and the training of English-speaking Indians as teachers. However, Bentinck's ideas were rejected by the Court of Directors of the East India Company.

Frykenberg examines the 1784 to 1854 period to argue that education helped integrate the diverse elements Indian society, thereby

creating a new common bond from among conflicting loyalties. The native elite demanded modern education. The Madras Medical College opened in 1835, and admitted women so that they could treat the female population who traditionally shied away from medical treatments under qualified male professionals. The concept of educated women among medical professionals gained popularity during the late 19th century and by 1894, the Women's Christian Medical College, an exclusive medical school for women, was established in Ludhiana in Punjab. In India, there were four colleges of civil engineering; the first was Thomason College, founded in 1847.

The Raj, often working with local philanthropists, opened 186 colleges and universities. Starting with 600 students scattered across 4 universities and 67 colleges in 1882, the system expanded rapidly. More exactly, there never was a "system" under the Raj, as each state acted independently and funded schools for Indians from mostly private sources. By 1901 there were 5 universities and 145 colleges, with 18,000 students (almost all male). The curriculum was Western. By 1922 most schools were under the control of elected provincial authorities, with little role for the national government. In 1922 there were 14 universities and 167 colleges, with 46,000 students. In 1947, 21 universities and 496 colleges were in operation.

1.2.2 After Independence:

After independence, education became the responsibility of the states. The Central Government's only obligation was to co-ordinate in technical and higher education and specifies standards. The Radhakrishnan Commission (1948), Kothari Commission (1964-66), National Policy of Education (1968) and Government of India Document 'Challenge of Education (1985) recommended various steps to be taken to

improve education system in India and also emphasised upon allowing all sections of society to enter into the higher education stream..

In 1976, education was made a joint responsibility of the states and the Centre, through a constitutional amendment. The center is represented by Ministry of Human Resource Development's Department of Education and together with the states; it is jointly responsible for the formulation of education policy and planning.

National Policy on Education (NPE) (1986),and revised Plan of Action (PoA) (1992) envisioned that free and compulsory education should be provided for all children upto 14 years of age before the commencement of 21st century. Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education. The 86th Amendment of the Indian constitution makes education a fundamental right for all children aged 6-14 years.

1.3 RATIONALE OF THE STUDY:

From the history of development of Education system in India, it is revealed that in ancient India, Gurukuls were the traditional Hindu Residential Schools. Nalanda, Takshila, Ujjain, & Vikramshila Universities for higher education were flourished in 17th century. Institutions of higher learning can be traced back to ancient India. However, activities related to modern higher education, as we understand today, started with Mount Stuart Elphinstone's 'Minutes' of 1823. These 'Minutes' which are unfortunately rarely referred to, introduced the need of educating the natives and exposing them to science education and discourses in European philosophy. Macullay's Minutes of 1835 further stressed the need of establishing schools and colleges to carry out systematic teaching of not only subjects in science but also in areas of technology and European literature. As a result of these recommendations schools were

established in Mumbai and Pune. Some of these though were sponsored by the then Governor, it was around this time that private missionary schools were also established. Sir Charles Woods in his famous 'Woods Despatch' of 1854 emphasized upon starting University education and recommended establishment of Colleges and Universities in India. It was around this time that Elphinstone's College, a Government Institution and Wilson's College a private Institution were established. Private initiative in the areas of higher education thus, is not a new feature to Indian education system. Further, as we trace the developments in Higher education in pre-independence as well as post-independence India we would find that educational institutions that were established were essentially all along of these two types. The standards that were set in these institutions were of a very high order. Higher education in post independence India is marked by one important feature. It has always been an all inclusive type. The Radhakrishnan Commission (1948), Kothari Commission (1964-66), National Policy of Education (1968) and Government of India Document 'Challenge of Education (1985) recommended various steps to be taken to improve education system in India and also emphasised upon allowing all sections of society to enter into the higher education stream. This marked feature helped spreading of higher education, accelerated the establishment of number of government as well as private colleges. Today, along with Central and State Universities we also have Deemed Universities: Public-Private Universities and Private Universities in higher education. In primary and secondary education we have government schools, grant in aid schools and private schools.

From the study it is revealed that along with government organizations, registered trusts have also come forward to cater their services in the field of education. Grant in aid and private schools and colleges has been managed by these trusts. In Gujarat, there are also

a number of registered trusts who have been working in the area of education. Among these trusts majority of them have been running educational institutes. Earlier the trusts established primary and secondary schools under grant in aid code. But due to government policy of motivating self finance, the registered trusts also entered in to higher education. In Gujarat there are many registered trusts which run educational institutes. At present, institutes with multidisciplinary education at same campus have also been emerged. For benefit of society many registered trusts run educational institutes from pre primary education to higher education in the same campus. Most of them are professional but there are some public trusts which work for the welfare of the society. ***Sarva Vidyalaya Kelvani Mandal, Kadi*** is one of the oldest and biggest public trusts in Gujarat. Initially Sarva Vidyalaya Kelvani Mandal, Kadi was established to educate the children of the Kadva Patel society for changing the expensive and injustice rituals of the Kadva Patel society. Keeping the objectives in mind, the trust initially established only a hostel and a primary school to educate youths of the Kadava Patel society of Mahesana district of Gujarat state. But later on “Sarva Vidyalaya Kelvani Mandal, Kadi” also started secondary and higher secondary schools as well as colleges for higher education at different places. Today, Sarva Vidyalaya Kelvani Mandal, Kadi runs many institutes from pre-primary education to higher education as well as professional courses at campuses of Kadi and Gandhinagar. At present, ‘Sarva Vidyalaya Kelvani Mandal, Kadi’ is the biggest public trust of North Gujarat.

Keeping the developmental perspective of Sarva Vidyalaya Kelvani Mandal, Kadi in mind, the researcher has decided to conduct case study of “Sarva Vidyalaya Kelvani Mandal, Kadi”.

1.4 STATEMENT OF THE RESEARCH PROBLEM:

The title of the study is as followed;

A CASE STUDY OF SARVA VIDYALAYA KELVNI MANDAL, KADI IN DEVELOPMENTAL PERSPECTIVE

1.5 DEFINITION OF THE TERMS:

1.5.1 Theoretical definition of the terms:

1. CASE STUDY:

Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

“In a case study an educator makes intensive investigation of a special unit, a person, family group, a social institution or a community. He gathers data about the preset status, past experiences and behavior of the unit after analyzing sequence and interrelationship of these factors. He constructs a comprehensive integrated picture of the social unit as it functions in the society.

- (Van Delan, 1966)

2.DEVELOPMENTAL PERSPECTIVE:

The dictionary meaning of development is the process of growing and perspective means an individual view or way of seeing something.

1.5.2 Operational definition of the terms:

1.SARVA VIDYALAYA KELVANI MANDAL,KADI:

‘Sarva Vidyalaya Kelvani Mandal,Kadi’ is a public trust established in the year 1919 at Kadi in Mahesana district of North Gujarat. This trust is registered under The Bombay Public Trust Act 1950 (Bom. XXIX of 1950) with the registration number E-322 Mahesana (13-01-1953). The trust runs schools ranging from Pre-primary to Secondary and Higher Secondary and colleges of higher education as well as

vocational education at Kadi and Gandhingar campuses. A university named KADI SARVA VISHVAVIDYALAYA has also been established by the trust vide state act in 2007.

2.DEVELOPMENTAL PERSPECTIVE:

For the present study developmental perspective means the growing process of the “Sarva Vidyalaya Kelvani Mandal Kadi” with reference to historical, educational, economical and social perspective.

1.6 OBJECTIVES OF THE STUDY:

Following were the objectives of the study.

1. To be acquainted with the historical perspective of *Sarva Vidyalaya Kelvani Mandal, Kadi*.
2. To study the development of *Sarva Vidyalaya Kelvani Mandal, Kadi* in context to Educational perspective.
3. To study the development of *Sarva Vidyalaya Kelvani Mandal, Kadi* in context to Economical perspective.
4. To study the development of *Sarva Vidyalaya Kelvani Mandal, Kadi* in context to Social perspective.
5. To study the achievement milestones of development of *Sarva Vidyalaya Kelvani Mandal, Kadi* in context to Educational, Economical and Social perspective.
6. To study the factors affecting development of *Sarva Vidyalaya Kelvani Mandal, Kadi*.

1.7 RESEARCH QUESTIONS:

Following questions have been kept in mind to achieve the objectives of the study.

1. Why was the trust; *Sarva Vidyalaya Kelvani Mandal, Kadi* established?
2. Which were the objectives of *Sarva Vidyalaya Kelvani Mandal, Kadi* at the time of establishment?

3. Who played crucial role for the development of the Sarva Vidyalaya Kelvani Mandal, Kadi?
4. What type of development in context to historical perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
5. What type of development in context to educational perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
6. What type of development in context to economical perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
7. What type of development in context to social perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
8. Which are the Achievement Milestones of Sarva Vidyalaya Kelvani Mandal, Kadi with reference to its development?
9. Which are the factors that affect development of the Sarva Vidyalaya Kelvani Mandal, Kadi?
10. After establishment of the trust, which is the highest developmental period?

1.8 LIMITATIONS OF THE STUDY:

Following limitations were considered while conducting the study.

1. The present study was based on the provided factual information and documents by the concerned authorities of the “Sarva Vidyalaya Kelvani Mandal, Kadi”.
2. This case study was conducted in relation to the development perspective only.
3. Only available factual information was included in the study.

4. The word 'the trust' has also been used as a synonym of "Sarva Vidyalaya Kelvani Mandal, Kadi" in the present study.

1.9 STRUCTURE OF THE THESIS:

The thesis is planned as follows.

Chapter 1 introduces the thesis and links the study by setting the context through a brief introduction of the background of the development of education system from ancient India to present modern era. This includes information about history of development of education system before and after independence in India. The chapter also provides the rationale of the research, the statement of the problem with research questions and limitations of the study.

Chapter 2 provides a review of relevant literature on case study. It includes the nature of the research and rationale for the case study research. Abstracts of the case studies researches reviewed are given in the chapter. It includes the case study researches conducted in India as well as in abroad. A brief summary of all the reviewed literature is also presented in the chapter. At the end, the implications of the literature reviewed and the place of the present study are discussed.

Chapter 3 discusses the methodology used in the study. It starts with a brief introduction of what is covered in the chapter, and then it proceeds with the methodological orientation by discussing the definitions of the concepts and methods of gathering data. This covers the selection of participants, a discussion on interview questions, data gathering, and analysis techniques used. It ends with discussion of ethical procedures and considerations and a brief chapter summary.

Chapter 4 provides the detail analysis of the data collected with different tools like documents, questionnaire and interviews. It also

provides discussions and explanations of the methodological underpinnings of the analysis. The chapter ends with a brief summary.

Chapter 5 provides the conclusion of the thesis including the summary of the findings, the discussion on contributions and implications of the research. It also includes identified areas which are recommended for future study, and closes with a brief final thought to end the research project.

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CHAPTER II

REVIEW OF RELATED LITERATURE

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

In the previous chapter, introduction of the research problem and its context is discussed. This literature review chapter includes the importance of the review of the related literature and the nature of the research as well as the rationale for conducting case study research. The review of the case study researches conducted in India and abroad followed by the brief summary of all the reviewed researches are also presented in this chapter. The chapter ends with the discussion, implications and place of the present study in context to the reviewed literature.

2.2 CREATING CONTEXT WITH THE LITERATURE:

According to Best (1997), "Review of related literature is one of the first steps in the research process. It is a valuable guide to define problem, recognize its significance, suggesting promising data gathering devices, appropriate study design and source of data."

The review of related literature tells the researcher what has been done and, in so doing suggests what needs to be done. According to L. R. Gay and Airasian,

1. Earlier studies can provide the rationale for the research hypothesis and indication of what needs to be done often from the basis for justifying the significance of the study.
2. Review helps in pointing out research strategies and specific procedures.

3. It helps in pointing out the measuring instruments that have and have not been found to be productive in investigating the related topic.
4. It helps in avoiding the former researchers' mistakes and to take benefit from their experiences.
5. It helps in interpretation of the results of the study.

2.3 THE NATURE OF RESEARCH:

Research is a process (Bouma, 1966; Wiersma, 1995) comprising series of linked activities moving from a beginning to an end (Bouma, 1997). It is "a systematic process of collecting and analysing information (data) for some purpose" (McMillan and Schumacher, cited in Weirsmma, 1995, p.3). According to Kerlinger, cited in Weirsmma, 1995) scientific research is a "systematic, controlled, empirical and critical investigation of natural phenomena guided by theory and hypotheses about the presumed relations among such phenomena" (p.30). For Bouma, (1996), scientific research involves the attempt to gather evidence in such a way that others can see what was done, and why it was done that way, so that people can draw their own conclusions on the evidence.

In terms of educational research, the imperative is the application of the scientific approach to the study of educational problems (Ary, et. al., 2006). This is a way in which dependable and useful information is acquired about educational processes to find solutions that give insights to issues that need clarification (ibid). The general goal of education research, which Ary et. al., (2006) pointed out is to "discover general principles or interpretation of behaviours that people can explain, predict, and control events in educational situations" (p.19).

The educational researches are mainly divided in to two categories.

1. Quantitative Research and 2. Qualitative Research. Detail discussion on

quantitative and qualitative research paradigm is shown in chapter three. Different types of research designs are used for conducting quantitative and qualitative research. Descriptive Survey, Experimental study, Single-Subject study, Causal - Comparative study, Correlational study and Meta-analysis are the common research designs of quantitative research whereas in qualitative research viz. Case study, Ethnography, Phenomenological Research, Narrative Research and Historical Research designs are used. Present study is a qualitative research and the researcher has used a case study research methodology of qualitative research.

2.4 RATIONALE FOR CASE STUDY RESEARCH:

A case is a description of a real situation that occurred in a real organization (Cohen, 1980, p.108). A case study evolves from one or more key issues or a problem in a given situation. A case study is an effective method for presenting valuable insight into the case.

According to Yin(1994), the case study is one of several ways of doing social science research. Other ways include experiments, surveys and analysis of archival information (as in economic studies). Each strategy has peculiar advantages and disadvantages, depending upon three conditions:

1. The type of research questions
2. The control an investigator over actual behavioral events and
3. The focus on contemporary as opposed to historical phenomena.

In general, case studies are the preferred strategy when ‘how’ or ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on contemporary phenomena within some real-life context. (Yin, 1994). Case study methodology is used in following situation.

1. The case study allows an investigation to retain the holistic and meaningful characteristics of the real-life events- such as individual life cycles, organizational and managerial processes, neighborhood change, international relations, and the maturation of industries.
2. The case study is used in many settings, including, Policy, Political science, and Public administration research;
 - i. Community psychology and sociology
 - ii. Organizational and management studies
 - iii. City and regional planning research, such as studies of plans, neighborhoods, or public agencies
3. The conduct of a large proportion of dissertations and theses in the social sciences.
4. The case study is useful for both generating and testing of hypotheses but is not limited to these research activities alone.
5. According to Eckstein (1975), Comparative and case studies are alternative means to the end of testing theories, choices between which must be largely governed by arbitrary or practical, rather than logical, considerations.
6. Case studies can be used as teaching devices, popularized in the fields of law, business, public policy and every academic field including natural sciences. Case studies can help the student achieve competence, whereas context-independent facts and rules will bring the student just to the beginner's level.
7. Case studies are also used as a form of record keeping.

The body of literature in case study research is "primitive and limited" (Yin, 1994), in comparison to that of experimental or quasi-experimental research. The requirements and inflexibility of the latter

forms of research make case studies the only viable alternative in some instances. It is a fact that case studies do not need to have a minimum number of cases, or to randomly "select" cases. The researcher is called upon to work with the situation that presents itself in each case.

Case studies are multi-perspectival analyses. This means that the researcher considers not just the voice and perspective of the actors, but also of the relevant groups of actors and the interaction between them. This one aspect is a salient point in the characteristic that case studies possess. They give a voice to the powerless and voiceless. When sociological studies present many studies of the homeless and powerless, they do so from the viewpoint of the "elite" (Feagin, Orum, & Sjoberg, 1991).

Case study is known as a triangulated research strategy. Snow and Anderson (cited in Feagin, Orum, & Sjoberg, 1991) asserted that triangulation can occur with data, investigators, theories, and even methodologies. Stake (1995) stated that the protocols that are used to ensure accuracy and alternative explanations are called triangulation. The need for triangulation arises from the ethical need to confirm the validity of the processes. In case studies, this could be done by using multiple sources of data (Yin, 1984). Case study is a valuable method of research, with distinctive characteristics that make it ideal for many types of investigations. It can also be used in combination with other methods.

Keeping in view of case study research, some studies conducted at national and international level have been reviewed in this chapter. It will help in developing a wholistic perspective and findings of the studies and arriving at the implications for the present study. The detailed discussion of studies reviewed on case study research is as follows.

2.5 ABSTRACTS OF THE CASE STUDY RESEARCH:

The review of the studies on case study methodology conducted at national and international levels are presented below.

2.5.1 Case Study Researches conducted at National level:

The reviewed literature about case study researches conducted at national level are mentioned below

Bose & et al(1973) conducted research on Case study of Seven Big Colleges in Calcutta, their academic administrative and financial affairs. The main aim of the study was to examine academic and financial aspects as well as administrative arrangements of the seven big colleges in Calcutta since these and financial issues were interrelated. For this study, the researcher has used budget estimates, data sheets, references and reports. The researcher has also got the overall picture of expenditure made by Government and other organizations and expenditure made for teachers and other employees, educational equipments, books for library, sports' equipments and furniture as well. The major findings of the study were; (1) The colleges spent more than their income on maintenance of teaching and non teaching staff alone; the colleges were obliged to spend very little amount on maintenance of building, furniture, library, and laboratories. (2) Recurring expenses on stores, consumables and specimens in laboratories were also inadequate. Capital grants from government for development of buildings, library and laboratories were major sources from which development expenses were usually incurred. (3) The government's contributions towards maintenance and development expenses in these seven big colleges were quite considerable. (4) The colleges had outstanding liabilities as well as unpaid loans. (5) Running expenses on science laboratory in some colleges were not adequate. (6) Average number of lectures delivered by a teacher in a particular subject per teaching day was quite small- in some

cases less than one. (7) The basic pay of the non-teaching employees in affiliated non- government colleges was inadequate.

Paramar(1978) conducted research on “A case study of Vallabh Vidyanagar Educational Campus in relation to the special contribution of shri Bhailal bhai Patel.” The objectives of the study were; (a) To study Bhaikaka’s philosophy of life in context to his educational philosophy. (b) To explore the fundamental of development of Vidyanagar by studying contemporary social condition. (c) To study the educational campus of Vallabh vidyanagar. To provide the information of Educational institutes of vallabh vidyanagar. (d) To study the impact of Saradar Patel University as ‘Gram Vidyapiyh’ as an important factor of social reformation on nearby society. (e) To study the thinking of Bhaikaka on Rural Development and Social Services. To achieve these objectives, researcher has prepared two questionnaires 1. Questionnaire for direct visit 2. Bibliographical method tool. Written information were collected by using ten points of Bibliographic method from the about 25 personel who were closely related with Bhaikaka. The major findings of the study were; (1) The principle of Bhaikaka “Earn while Learn” is not found anywhere today. (2) There isn’t any planning and uniformity in the syllabi and syllabi are also formed here like other Universities and Vidyapith. (3) He daily work starts here with prayer and this is not found other paces but if efforts are made there are some possibilities to extend this activity and it will become ideal for future. (4) Each branch in the university has to form compulsory syllabus so that students can understand the problems of villages and each branch has to adopt one village as a laboratory and students should be joined for the direct field work as part of their study. (5) Planning should be done by initiating shot term certificate courses and diploma courses like I.B. Patel junior Technical School so that youth from the villages may get work and Vitthal Udyognagar may get skilled men. (6) The efforts for the process of

exchanging staff from all colleges and universities could be made. (7) The university should start its extension centre which planned the programmes for the farmers, farm laborers, small skilled men, adults, women from backward classes and organize adult classes, film show and series of lectures so that researcher can feel that the dream of Bhaikaka will be fulfilled. (8) There is a scope of research on the impact of Baikaka's role in politics on near by society of villages.

Mahera(1979) conducted research on "A case study of an educational institute of teachers" The main objectives of the study were (a) to study the organizational procedure of the teachers' institute of Kolkata. (b) To study the effectiveness of new methods of Education. (c) To study the curricular activities of the institute. Students and teachers from the institute were selected as a sample of the study while direct observation, visit and questionnaire were used as a tool for the data collection. Case study was the method of research. The major findings of the study were; (1) Most of the teachers were found using new methods of teaching for making the teaching interesting. (2) Students were more interested in new method of teaching. (3) Improved attitudes were found in the educational activities of the institute.

Medhi(1980) conducted research on "Education in Jirkedam: A Tribal Institute" The main objectives of the study were; (a) To study the education imparting at the Jirkedam Institute. (b) To collect the information about the education of tribal student. (c) To study the behavior and extra activities of the tribal students. Researcher has selected "Karbi" tribal students from this institute as a sample. Documents, reports and other literature related with the institute were collected for the study of the historical background of the institute. Questionnaires were prepared for data collection. This research was conducted by using historical method of research. The major findings of the research were; (1) Compared to other tribal, the students of Karbi

tribe were found more developed but education was found low in Karbi tribe. (2) Sufficient motivation for the development of education in tribal students was provided by the Jirkedam institute. (3) Positive attitude and behavior of Karbi students towards the institute was seen. More need for agricultural knowledge and activities should also be seen.

Datta(1981) conducted research on “A polytechnic science R. B. University Secondary Education Board, West Bengal.” The major objectives of the research were; (a) To assess the administrative and constitutional status of board and to know the historical chronologic amendments of the board. (b) To study the curriculum and examination method adopted by the board. (c) To check the questions raised due to financial and co-operative control over the board. (d) For the study, different government documents, official procedures, court’s judgments, and official repots as well as different material published on board in the country and abroad were collected. Personal interview with retired officers of the board and people who related with the board were also arranged. This was the historical survey and the area and the population of the study was limited to Kolkata. The major findings of the research were; (1) The thought for the establishment of the board was first time presented in 1902 even though the board was constituted in 1951 as its separate identity. At the initial level there were many uncertainties as the board was working on the base of experiment. (2) The constitution, curriculum and method of examination were revised in 1974 but this revision was premature because the needs of the students and society were not considered. (3) No actions were taken for the implementation of the findings of the experiments and for establishment of basic education. (4) There should be changes in the control, mechanism and in the administration. The complaint section should be reformed so that the situation of helter-skelter and corruption may reduce.

Mohana(1983) conducted research on “Case Studies of Innovative Institutions.”The objectives of the study were: (a) To prepare case studies of innovative secondary schools (b) To show the distinction between innovative and non innovative schools. (c) To bring out elements of differences among the innovative schools. (d) To study the factors contributing to the innovativeness and non innovativeness of schools and (e) To study the process of innovation adoption in each innovative school. The case studies consisted of (1) A qualitative description of physical facilities, professional and academic structure of of the staff, student-teacher ratio and such other general features of the innovative schools. (2)Description of the process of innovation adoption in the system. (3) Listing of barriers to adoption of innovation in the system, information regarding innovative practices in different area (4) recording of performance of students in secondary school final examination over a period of three year (5) measurement of change-proneness of the faculty members. (6) Assessment of leadership behaviour of the head of the school and (7) Measurement of organizational climate of the schools. The study was conducted with a purposive sample of nine secondary schools of Madras city. The tools developed by the investigator for the study were; (a) An innovative practice checklist comprising of 75 innovative practices. (b) A school profile data questionnaire. (c) A questionnaire on Adoption Process of Innovation (d) A checklist of barriers comprising of 45 barriers to innovative practices (e) An interview schedule of head masters The case studies of the selected schools were conducted by administering above mentioned tools, gathering information from records and by non-participants observation. The data were processed in terms of percentage and analysis done qualitatively. The major findings of the study were; (1) A dedicated head, close supervision of the system by the authority, favourable tradition and autonomy for adoption unit in the planning of the process of adoption were the important factors found to

create a favourable system effect on the individual members of the system. (2) The authority successfully played the polymorphic or monomorphic leadership roles for promoting innovative practices in their system. (3) The students of innovative schools were found to have high academic achievement. High innovative schools showed a clear tendency towards openness in organizational climate. (4) Innovative schools were found to have high change proneness. (5) The barriers pointed out in the innovative schools were found universal in nature viz. heavysyllabus, examination oriented system of education and want of time within school hours.

Chavada(1985) conducted research on “Study of Aliabada Educational Institute with respect to Special Contribution of D. R. Mankad (Kaka)”. The main objectives of the research were; (a) To study Kaka’s concept of village Education. (b) To study the educational complex- Gangajala Vidyapith of Aliabada and to present the information collected about Kaka’s contribution in literature. (c) To know about the ‘dyanmantra’(prayer song) of the organization and how the Gangajala Vidyapith emerged. The researcher has selected Gangajala Vidyapith and its different institutes were selected as a sample of the study. The study was limited to the life of Kaka, his literary contribution and his philosophy of Education. The researcher has used case study method, historical survey, documentary survey and descriptive method of research. The major findings of the study were; (1) According to Kaka, Education is a tool for employment as well as a tool of humanity development. (2) Education helps to develop comprehensively and to save from depression and frustration. (3) Teacher must be aware, studious and kind towards his students.

Atodaria(2001) conducted a case study on “Gram Nirvan Kelvani Mandal, Thava,” taluka Valia The major objectives of the study were; (a) To study the historical back ground of “Gram Nirvan Kelvani Mandal,

Thava” taluka Valia.(b) To collect the information about administration and physical facilities at “Gram Nirvan Kelvani Mandal, Thava, taluka Valia.(c)To study the main objectives behind the establishment of “Gram Nirvan Kelvani Mandal, Thava,” taluka Valia. The case study was conducted and Principal, Teachers, Students of graduation course and higher secondary schools and members of the administrative committee were selected as sample for data collection. Oppinionnaire, records and documentary literature were used as a tool for data collection. The major findigs were; (1)“Gram Nirvan Kelvani Mandal, Thava,” taluka Valia was established on 7th February 1966 with the objective of improvement of the condition of tribal people. (2) There is a lack of skilled teachers at “Gram Nirvan Kelvani Mandal, Thava, taluka Valia. (3) The main objective of establishment of the organization was to prepare ideal and honest youth by implementing the Gandhian philosophy of education i.e. “Nai Talim”and the objective was achieved.

Makavana(2005) conducted a case study on “Tribhovandas Foundation in Health Perspective” The major objectives of the study were;(a)To study the aims of establishing “Tribhovandas Foundation.” (b) To know the administrative structure of “Tribhovandas Foundation.”(c) To study in details the health related activities of “Tribhovandas Foundation.” For this study, researcher has used records, direct observations, visit, documents like published literature and photographs. The major findings of the study were; (1)The organization has tried to establish quality in both health and education. The organization runs its activities of health education in the villages of Anand, Kapadvanj, Balashinor, Kheda, and Tarapur. (2) The whole administrative system is connected with Central Office. (3) The employees of the organization furnish their health related services as per the rules and regulations of the organization.

Paramar(2005) conducted a case study of “Muni Seva Ashram at Goraj in Educational Perspectives” The objectives of the study were; (a) To acquire the historical information regarding establishment of the organization. (b) To study the objectives of the organization at the time of establishment. (c) To study the organization in development perspective. (d) To study the educational activities run by the organization. (e) To study the other activities run by the organization. For the collection of data, the researcher has used questionnaire and visit of the organization. The findings of the study were; (1) Educational activities have been started in the institutes from 1980 and they are increased day by day. (2) Education has been imparted with a scientific vision. (3) Organization is a centre of education with facility and character. (4) Co-curricular activities have been conducted with education in the school. (5) The lessons of Indian culture and good habits are given here to the children.

Patel(2005) conducted research on “A Case study of Gujarat Basic Teachers’ Training Colleges (GBTCs).” The major objectives of the study were; (a) To collect information of GBTCs in relation to year of establishment, number of trainee, work education, activities of cooperative life and evaluation. (b) To collect the information related to physical infrastructure and organizational atmosphere of the GBTCs. (c) To collect the information regarding involvement of the teachers of GBTCs. in the orientation programme of the teachers, production of teaching learning material and block teaching tour. (d) To know the annual results of the GBTCs. (e) To collect the opinion of the teachers and trainees regarding the admission and physical facilities at GBTCs. (f) To collect the opinion of the teachers and trainees about practice teaching work conducted by the GBTCs. (g) To know the problems raised and their solution carried out at GBTCs. For the collection of data, first of all researcher has taken permission from the higher authority and then used the documents available at the office of Director of higher education and

opinionnaire were also used for data collection from the trainees, teachers and experts. The major findings were; (1) The colleges have physical different facility like land of farming, rooms for the teachers and trainees, useful teaching aids, guest house for the parents and computers. (2) The year by year progress has made by the institutes after establishment. (3) The curriculum of D.B.Ed. is more theoretical. The curriculum is very useful in shaping of the teachers. The curriculum is factual. Different methods of teaching are used by the teachers and trainees. (4) Assessment is being done with the help of internal test and other domains. (5) Audio visual aids are used at the time of teaching. (6) The demonstration lessons are proved useful in developing teaching skills. (7) Weaving is not seemed very useful in present time. The agricultural product could be sold in the campus.

Shah(2007) conducted research on “A case study of New Vallbh Vidyanagar-An Educational Complex run by Charutar Vidya Mandal”. The main objectives of the study were; (a) To study History and Development of Charutar Vidyamandal. (b) To study the achievements of the Chairmen of the New Vallabh Vidyanagar run by Charutar vidya Mandal. (c) To acquaint the information regarding budget, The major findings of the study were; (1) The organization received many awards during the period of its first chairman and funder shri Bhaikaka (2) He also played major role in social as well as in educational reforms in the area of charotar. (3) Many institutions were started by the Charutar Vidya Mandal, Saradar Patel University was also established and Bhaikaka was the first Vice Chancellor of the University. (4) The institutions run by the charutar Vidya Mandal had sufficient physical infrastructure and manpower. (5) The majority of the students felt proud of being a student of the organization.



2.5.2 Case Study Researches conducted at International level:

The reviewed literature about case study researches conducted at international level are mentioned below.

Forbman(1982) conducted research on “A case study of Department of Science of the University.” The main objectives of the research were; (a) To study educational carrier of the Science Department. (b) To study the competent experiences of the student during study. Students of the Department of science of the university and their parents were selected for the sample and questionnaires were used as a tool for data collection. The major findings of the study were; (1) The secondary level educational progress of the students was found increasing subsequently. If educational opportunities provided, the disable students can also get progressed. (2) It was suggested that continuous efforts should be made by the workers of the science department of the university to increase educational facilities for these students. The educational carrier of the disabled students was also found satisfactory.

Jhon(1982) conducted research on “A case study of a primary school, New Jursey.” The main objective of the study was to know the overall picture of the development of the school. Teachers, principals and the students from class three to six of the schools were considered for the sample of the study. Opinionnaire and Questionnaire were used for the data collection. The major findings of the study were; (1) The teaching was found very effective as compared to other school due to teaching aids and other physical facility. (2) From the opinion of the teachers, it is found that the history of the school was very bright and the students of the schools were very eager to learn.

Kurz(1983) conducted research on “A case study of single class schools of Alaska.” The main objectives of the research were (a) To collect the information about component related to the environment of the classrooms of the primary school and to study the classroom under effect

of the components. (2) To study the attitudes of the teachers towards teachers- students relation and structure of the environment of the school as well as physical facility of the classroom. The researcher has selected students and teachers in the sample of the study. Personal interview and observation were used as method of data collection. Case study was used as a method of research. The major findings of the study were; (1) The environment of the institute was satisfactory.(2) The classrooms and the design of the institute were suitable to the future needs.

Mckenna(1988) conducted research on “Case Study: The Chicago Board of Education and the Chicago Teachers Union.” The major objectives of the study were; the research involved a study of the collective bargaining history between the parties. Its singular purpose was to determine if collective bargaining and contract enforcement improved the professional status of teachers, increasing their role as participants in decisions intended to improve public school education. The major findings of the study were; (1) Collective bargaining did what it was intended to do.(2) It established terms and conditions of employment and provided a process for resolving disputes and protecting the rights of teacher-members. (3) It did not provide a mechanism for accomplishing education reform although it permitted such topics to be discussed and explored jointly. (4) To the extent that the union continued its involvement at the local school level and by its participation in joint board-union studies, it could continue to influence the nature and pace of educational reform in Chicago public schools.

John(1995) conducted research on “School choice: A case study analysis of an urban private non-sectarian school and state-funded vouchers”The purpose of this study was to examine Harambee Community School, a private, non-sectarian elementary school involved in the Milwaukee Parental Choice Program. The study sought: (1) To describe the historical roots of Harambee Community School (2) To

identify the founding identity, vision, and mission of Harambee Community School (3) To describe the impact of the Milwaukee Parental Choice Program on the identity, vision, and mission of Harambee Community School. The researcher gathered information via interviews, questionnaires, and analysis of documentary data. The major findings of the study were; (1) Harambee Community School evolved from St. Elizabeth's Parish School which originated in 1901 in the City of Milwaukee. (2) Harambee's founding identity focused upon the values of Kwanzaa. In addition, the concepts of holistic student development, pride, self-motivation, educational excellence, and leadership were key. Founding vision centred upon preparing inner city students for responsible positions in the work force. (3) Allowing parents to be active partners in the educational and character formation of their children was also important. Founding mission had two pervasive philosophical benchmarks: (1) That cultural identity and pride were important aspects of all programs, and (2) That basic questions of values, human dignity, and happiness were explored and interwoven through the entire curricula. Conclusions were as follows: (1) No evidence was discovered to indicate a change in the identity, vision, and mission of Harambee Community School as a result of being involved with the Milwaukee Parental Choice Program. (2) The inclusion of school choice did have an impact upon Harambee. School choice caused an increase in budget, students, staff, curricular offerings, and a re-emphasis of Black consciousness; and (3) The inclusion of school choice uncovered the need for an improved communication procedure to convey Harambee's cultural beliefs to staff, students, and families.

Natzke(1996) conducted research on “A case study of the organizational culture of four Lutheran high schools.” This study focused on the school organizational culture of four Wisconsin Evangelical Lutheran Synod (WELS) high schools who are members of a highly

cohesive religious church body. The primary purpose was to examine two basic assumptions: (1) Schools within such a close community very little in culture; and (2) Orientation is usually limited to beginning teachers and seldom deals with organizational culture because most teachers are educated within this church body's higher education system. The study sought to: (1) Describe the organizational culture of each high school. (2) Identify differences and/or similarities among these school cultures. (3) Identify the educational background of the primary or founding principal and describe that person's influence on each school. (4) Define each school's orientation procedures for teachers who are newcomers. (5) Identify other individuals who influenced the development of each school's culture. Comparative and cross-case study methods were used to study each respective school's culture. A triangulation format was designed to pursue cultural description through three means: interviews, physical evidences and historical records. Through these areas, the researcher uncovered the artifacts, values and assumptions which, according to E. Schein, comprise the culture of an organization. This study revealed that these schools differed from one another in organizational culture while still similarly grounded in the religious principles and doctrines of the WELS. The differences were significant enough within and among the schools to conclude that: (1) Members of the organization were not always knowledgeable of the various aspects that shape the school's culture. (2) School organizational culture was not given consideration when newcomers were called to teach. (3) Some type of orientation program was conducted at each school, but no program addressed assimilation into the culture and (4) No school had studied its own culture.

Monvichet(2006) conducted research on "Situation Educational Management in Technical and Vocational Training; Case Study: Preakh-Kossamak Polytechnic Institute. The purpose of study was to study on

situation of educational management in technical and vocational education and training at the Preah-Kossamak Polytechnic Institute including curriculum, trainers, and training facilities. The populations of the study were trainers and trainees who were working and studying in the Preah-Kossamak Polytechnic Institute. Research instruments were documentary review and questionnaires. The statistics used for analyzing the data were descriptive statistics such as frequency, percentage, mean, and standard deviation. The research findings of this study were;(1) Curricula used for training in the institute were established from 1999 to 2000. The contents of curricula were divided into general subjects, related subjects, and skill subjects (theory and practice) which covered 2,176 hours of study. Moreover, the contents of curricula focused on field-oriented technical skills, thus enabling the trainees to apply and directly join production activities in the industries with pertinent skills and knowledge. (2) The qualification of trainers showed that all trainers attended pedagogy. Most trainers expressed high satisfaction with their jobs. 100% of trainers organized course syllabuses, and all trainers had a good relationship with trainees. (3) Competency of trainers based on trainees' opinions revealed that the competency of trainers were between "Undecided" and "Agree" levels with scores of the trainees' opinions were ranging from 3.18 to 4.03. The average mean of competency of trainers was at Agree level ($X = 3.63$, $S.D = 0.976$). (4) The result of training facilities indicated that the condition of training building were at moderate level. The numbers of training buildings, training equipments, and training materials is insufficient to serve training work in the Institute. (5) The findings suggest that curricula of the institute should be updated. Trainers should be nominated and dispatched to attend upgraded skill training either locally or abroad. Training facilities should be developed and increased in quality and quantity to support and promote technical training

Karlberg(2007) conducted research on Assessment in a Tribal College Context: A Case Study of Northwest Indian College. The aim of this study was to advance theoretical and applied knowledge in the field of assessment within 32 tribal colleges located on reservations in the United States whose aim is to provide Native American students with a culturally relevant and meaningful postsecondary education. The Researcher used a case study methodology to examine a specific assessment program that is being developed at Northwest Indian College (NWIC), a tribal college in Washington State. In this study he provided responses to three research questions: (1) What criteria are best used to evaluate an assessment program in a tribal college context? (2) Which elements of the NWIC assessment program are most and least successful according to the evaluative criteria established in Research Question 1. (3) What preconditions and other contextual factors contribute to the relative success or failure of different elements of the NWIC assessment program? The researcher reviewed the history of Native Americans in higher education, provides an overview and critique of the emerging assessment movement, and discussed the state of assessment within the tribal college system. This study demonstrated that (1)Assessment can be done in a tribal college context in a culturally respectful and meaningful way and provides insights into how this can be approached. (2) Effective tribal college assessment programs used three types of information to assess student learning-direct indicators, indirect indicators, and institutional and community data - and assess each of these at the tribal community, college, program, and course levels. (3) It is equally important to pay attention to the inputs into the assessment program (i.e., plans and resources) and how the assessment program is carried out. (4) The intention of the assessment program was to impact the college's context. Articulating and revisiting the tribal college's mission - with its focus on the self-determination of Native peoples - is a critical initial step

in the development of assessment programs that should be emphasized in this framework.

Fito'o(2009) conducted research on “An Exploratory Case Study of Citizenship Education in the Social Studies Curriculum of the Solomon Islands” The major objectives of the study were; (a) To explore the extent to which the existing Solomon Islands Social Studies curriculum is offering Citizenship Education. (b) To study proposes to obtain needed insight based on the perspectives of education stakeholders regarding the introduction of Citizenship Education concepts into the Social Studies curriculum. (c) The study might offer a framework of key learning outcomes on Citizenship Education, appropriate for the Solomon Islands context, challenges, and the changing future. The major findings of the study were; (1) It has been found that the important values and knowledge that should influence students to be good and active citizens in Citizenship Education has not been included in the Social Studies curriculum. (2) Much of what is learnt in the Social Studies curriculum are pure theories relating to history and learning is only for the memorising of facts for examination purposes. The teaching of the values of citizenship in the Social Studies curriculum has not been successful. (3) The fact is, strategies, approaches, and curriculum pedagogies used in the teaching of the values, concepts, and content were inadequate for the purpose of teaching knowledge, values, and skills necessary to be a good citizen. That has failed to produce concrete results as portrayed by students.

Gudlaug(2010) conducted research on “Effects of parental involvement in education, A case study in Namibia”. The objectives of the study were; (a) To learn if and how the parents are involved in their children's education. (b) To gain information as to the experiences and attitudes of those parents towards their children's education and education in general. In this case study a qualitative research approach

was used. Data was gathered by interviewing parents of seven students at Combretum Trust School in Windhoek, who all have achieved academically. The major findings of the study were; (1) The parents who were interviewed are highly involved with their children's education. They have high expectations towards their children's education and their future. (2) The parents were all quite vocal about their expectations to their children. (3) The parents all recognise the importance of staying involved with their child's education and participate fully. (4) All the parents wanted to know how their child spends his or her time outside of school and with whom their child spends his or her time. (5) Most of the parents considered themselves to have a good relationship with their child's teachers and the school. (6) Homework is considered to be important by each parent and they all assist their child with homework if the need arises.

2.6 A BRIEF SUMMARY OF REVIEWED LITERATURE:

A brief summary of all the reviewed literature is presented in the table 2.1

TABLE NO. 2.1
A brief summary of Reviewed Literature

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
1.	Bose & et al (1973)	Case study of Seven Big Colleges in Calcutta, Their academic administrative And Financial Affairs	To examine academic and financial aspects as well as administrative arrangements of the seven big colleges in Calcutta	Budget estimates, Datasheets, References, Report expenditure, Educational equipment, Books for library, Sports equipment and Furniture.	- The colleges spent more than their income on maintenance of teaching and non-teaching staff alone; they spent very little amount on maintenance of building, furniture, library, and laboratories. Recurring expenses were also inadequate. Capital grants from government for development of buildings, library and laboratories were major sources from which development expenses were usually incurred. - The government's contributions towards

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
					maintenance and development expenses were quite considerable. • The colleges had outstanding liabilities as well as unpaid loans. • Running expenses on science laboratory in some colleges were not adequate. • Average number of lectures delivered by a teacher in a particular subject per teaching day was quite small- in some cases less than one. • The basic pay of the non-teaching employees in affiliated non- government colleges was inadequate.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
2	Paramar (1978)	A case study of Vallabh Vidyanagar Educational Campus in relation to the special contribution of shri Bhailalbhai Patel.	- To study Bhaikaka's philosophy of life in context to his educational philosophy. - To explore the fundamental of development of Vidyanagar by studying contemporary social condition. - To study the educational campus of Vallabh Vidyanagar. To provide the information of	Questionnaire, Bibliographical method, Written information from 25 personnel	- The principle of Bhaikaka "Earn while Learn" is not found anywhere today. - There isn't any planning and uniformity in the syllabi and syllabi are also formed here like other universities and vidyapith. - Each branch in the university has to form compulsory syllabus so that students can understand the problems of villages and each branch has to adopt one village as a laboratory and students should be joined for the direct field work as part of their study. - Planning should be done by initiating

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			Educational institutes of Vallabh Vidyanagar. - To study the impact of Saradar Patel University as 'Gram Vidyapiyh' as an important factor of social reformation on nearby society. - To study the thinking of Bhaikaka on Rural Development and Social Services.		short term certificate courses and diploma courses so that youth from the villages may get work and VitthalUdyognagar may get skilled men. - The efforts for the process of exchanging staff from all colleges and universities could be made. - The university should start its extension centre which planned the programmes for the farmers, farm laborers, small skilled men, adults, women from backward classes and organize adult classes, film show and series of lectures.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
3	Mahera (1979)	A case study of an educational institute of teachers in Kolkata.	- The main objective of the study was to study the organizational procedure of the teachers' institute of Kolkata. - To study the effectiveness of new methods of Education. - To study the curricular activities of the institute.	Documents, Reports, Literature related with the institute	- Most of the teachers were found using new methods of teaching for making the teaching interesting. - Students were more interested in new method of teaching. - Improved attitudes were found in the educational activities of the institute.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
4	Medhi (1980)	Education in Jirkedam: A Tribal Institute" in Gauhati University.	• The main objective of the study was to study the education imparting at the Jirkedam Institute. • To collect the information about the education of tribal student. • To study the behavior and extra activities of the tribal students.	Documents, reports and other literature related with the institute	• Compared to other tribal, the students of Karbi tribe were found more developed but education was found low in Karbi tribe. • Sufficient motivation for the development of education in tribal students was provided by the institute. • Positive attitude and behaviour of Karbi students towards the institute was seen.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
5	Datta (1981)	Research on polytechnic science R. B. University Secondary Education Board, West Bengal	- To assess the administrative and constitutional status of board and to know historical & chronologic amendments of the board. - To study the curriculum and examination method adopted by the board. - To check the questions rose due to financial control over the board.	Government Documents, Official procedures, Court's judgments, and official reports, material on board in the country and abroad Personal interview with retired officers	- The thought for the establishment of the board was first time presented in 1902 even though the board was constituted in 1951 as its separate identity. - The constitution, curriculum and method of examination were revised in 1974 but this revision was premature because the needs of the students and society were not considered. No actions were taken for the implementation of the findings of the experiments and for establishment of basic education.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
6	Mohana (1983)	Case Studies of Innovative Institutions	• To show the distinction between innovative and non-innovative schools. • To bring out elements of differences among the innovative schools. • To study the factors contributing to the innovativeness and non-innovativeness of the schools. • To study the process of innovation adoption.	An innovative practice checklist, A school profile data, Questionnaire on adoption process of innovation, A checklist of barriers, An interview schedule	• A dedicated head, close supervision of the system by authority, favourable tradition and autonomy for unit in the process of adoption were the important factors for favourable system. • The authority successfully played the leadership roles for promoting innovative practices in their system. • The students of innovative schools were found to have high academic achievement. • Innovative schools were found to have high change proneness.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
7	Chavada (1985)	Study of Aliabada Educational Institute with respect to Special Contribution of D. R. Mankad (Kaka)	- To study Kaka's concept of village Education. - To study Gangajala Vidyapith of Aliabada and to present the information about Kaka's contribution in literature. - To know about the 'dyanmantra' of the organization and how the Gangajala Vidyapith emerged.	Case study method, Historical survey, Documentary survey and Descriptive method of research	- According to Kaka, Education is a tool for employment as well as a tool of humanity development. - Education helps to develop comprehensively and to save from depression and frustration. - Teacher must be aware, studious and kind towards his students.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
8	Atodaria (2001)	A case study on "Gram NirvanKelvani Mandal, Thava," talukaValia	- To study the historical background of organization - To collect the information about the administration and physical facilities at the organization - To study the main objectives behind the establishment of the organization	Opinionnaire, Records, Documentary Literature	- The organization was established with the objective of improvement of the condition of tribal people. - There is a lack of skilled teachers - The objective of the establishment of organization; to prepare ideal and honest youth by implementing the Gandhian philosophy was achieved

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
9	Makavaa (2005)	A Case study on "Tribhovandas Foundation" in Health Perspectives	- To study the aims of establishing "Tribhovandas Foundation." - To know the administrative structure of organization - To study in details the health related activities of "Tribhovandas Foundation."	Records, Direct Observations, Visit, Documents Photographs	- The organization has tried to establish quality in both health and education. - The whole administrative system is connected with Central Office. - The employees of the organization furnish their health related services as per the rules and regulations.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
10	Paramar (2005)	A case study of “Muni Seva Ashram at Goraj in Educational Perspectives”	• To acquire the historical information regarding establishment of the organization. • To study the objectives of the organization at the time of establishment. • To study the organization development in perspective. • To study the activities run by the organization.	Questionnaire, visit of the organization	• Educational activities have been started in the institutes from 1980 and they are increased day by day. • Education has been imparted with a scientific vision. • Organization is a centre of education with facility and character. • Co-curricular activities have been conducted in the school. • The lessons of Indian culture and good habits are given here to the children.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
11	Patel (2005)	A Case study of Gujarat Basic Teachers' Training Colleges (GBTCs)	- To collect information of GBTCs in relation to establishment, trainees, work education, & activities of cooperative life. - To collect the information of physical infrastructure of GBTCs - To collect the information regarding involvement of the teachers of GBTC in the orientation programme.	Documents, opinionnaire	- The colleges have physical different facility like land of farming, rooms for the teachers and trainees, useful teaching aids, guest house for the parents and computers. - The year by year progress has made by the institutes after establishment. - The curriculum of D.B.Ed. is more theoretical. The curriculum is very useful in shaping of the teachers. The curriculum is factual. - Assessment is being done with the help of internal test and other domains.



Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			- To collect the opinion of the teachers and trainees regarding admission & practice teaching work conducted in GBTCs. - To know the problems raised and their solution carried out at GBTCs.		- Audio visual aids are used at the time of teaching. - The demonstration lessons are proved useful in developing teaching skills. - Weaving is not seemed very useful in present time. The agricultural product could be sold in the campus.
12	Shah (2007)	A case study of New Vallbh Vidyanagar-An Educational	- To study History and Development of Charutar Vidyamandal. - To study the	Questionnaire, Opinionnaire, Interview,	- The organization received many awards during the period of its first chairman. - He also played major role in social as well as in educational reforms.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
		Complex run by CharutarVidyaMandal"	achievements of the Chairmen of the New Vallabh Vidyanagar run by Charutar VidyaMandal. To acquaint the information regarding budget		- Many institutions were started by the trust, Saradar Patel University was also established. - The institutions run by the trust had sufficient physical infrastructure and manpower. - The majority of the students felt proud of being a student of the organization.
13	Forbman (1982)	A case study of Department of Science in George Washington	- To study educational carrier of the Science Department. - To study the competent experiences of the	Questionnaires	- The secondary level educational progress of the students was found increasing subsequently. - Carrier of the disabled students was also found satisfactory.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
		University.	student during study.		
14	Jhon (1982)	A case study of a primary school, New Jersey" in U. S.	To know the overall picture of the development of the school.	Opinionnaire, Questionnaire	The teaching was found very effective as compared to other school due to teaching aids and other physical facility. It is also found that the history of the school was very bright and the students of the schools were very eager to learn.
15	Kurz (1983)	A case study of single class of schools Alaska	To collect the information about the component related to the environment of the classrooms of the school & to study the effect of	Personal interview and observation	The environment of the institute was satisfactory. The classrooms and the design of the institute were suitable to the future needs.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			the components. To study the attitudes of the teachers towards teachers-students relation and structure of the environment of the school and classroom.		
16	McKenna (1988)	Case Study: The Chicago Board of Education and the Chicago Teachers Union: Power and Participation	- The research involved a study of the collective bargaining history between the parties. - To determine if collective bargaining	Documents Questionnaire	- Collective bargaining did what it was intended to do. - It established terms and conditions of employment and provided a process for resolving disputes and protecting the rights of teacher-members.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			and contract enforcement improved the professional status of teachers, increasing their role as participants in decisions intended to improve public school education.		• It did not provide a mechanism for accomplishing education reform. • The union continued its involvement at the local school level and by its participation it could continue to influence the nature and pace of educational reform in Chicago public schools.
17	John (1995)	A case study analysis of an urban private non-sectarian school and state-funded vouchers	• To describe the historical roots of Harambee Community School. • To identify the founding		• Harambee Community School evolved from St. Elizabeth's Parish School which originated in 1901 in the City of Milwaukee. • Harambee's founding identity focused

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			identity, vision, and mission of the School. To describe the impact of the Milwaukee Parental Choice Program on the identity, vision, and mission of School.		upon the values of Kwanzaa. In addition, the concepts of holistic student development, pride, self-motivation, educational excellence, and leadership were key. Allowing parents to be active partners in the educational and character formation of their children was also important.
18	Natzke (1996)	A case study of the organizational culture of four high Lutheran schools	- Describe the organizational culture of each high school. - Identify differences and/or similarities among	Interviews, physical evidences and historical records	These schools differed from one another in organizational culture while still similarly grounded in the religious principles and doctrines of the WELS. The differences were significant enough within and among the schools to conclude

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			these school cultures. - Identify the educational background of the primary or founding principal and describe that person's influence on each school. - Define school's orientation procedures for teachers who are newcomers. - Identify other individuals who influenced the development of each		that: - Members of the organization were not always knowledgeable of the various aspects that shape the school's culture; - School organizational culture was not given consideration when newcomers were called to teach; - Some type of orientation program was conducted at each school, but no program addressed assimilation into the culture; - No school had studied its own culture.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			school's culture.		
19	Monvichet (2006)	Situation of Educational management in Technical and Vocational Training Case Study: Preah-Kossamak Institute Polytechnic Institute	The purpose of study was to study on situation of educational management in technical and vocational education and training at the Preah-Kossamak Polytechnic Institute including curriculum, trainers, and training facilities.	Documentary review and Questionnaires.	- Curricula used for training in the Institute were established from 1999 to 2000. The contents of curricula were divided into general subjects, related subjects, and skill subjects which covered 2,176 hours of study. Moreover, the contents of curricula focused on field-oriented technical skills. - Qualification of trainers showed that all trainers attended pedagogy. Most trainers expressed high satisfaction with their jobs.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
					- Competency of trainers based on trainees' opinions revealed that the competency of trainers were between "Undecided" and "Agree" levels. - The result of training facilities indicated that the condition of training building were at moderate level.
20	Karlberg (2007)	Assessment in a Tribal Colleges Context: A Case Study of North-West Indian College	The aim of the study was to advance theoretical and applied knowledge in the field of assessment within 32 tribal colleges located on	Questionnaire Documents	- Effective tribal college assessment programs used three types of information to assess students' learning. - It is equally important to pay attention to the inputs into the assessment program and how the assessment program is

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			reservations in the United States whose aim is to provide Native American students with a culturally relevant and meaningful post-secondary education.		carried out. The intention of the assessment program was to impact the college's context. Articulating and revisiting the tribal college's mission — with its focus on the self-determination of Native peoples - is a critical initial step in the development of assessment programs.
21	Fito'o (2009)	An Exploratory Case Study of Citizenship Education in the Social Studies Curriculum of	To explore the extent to which the existing Solomon Islands Social Studies curriculum is offering Citizenship Education.	Interview, Group discussion; direct observation; artifacts,	The important values and knowledge that should influence students to be good and active citizens in Citizenship Education has not been included in the Social Studies curriculum.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
		the Solomon Islands	- To study proposes to obtain needed insight based on the perspectives of education stakeholders regarding the introduction of Citizenship Education concepts into the Social Studies curriculum. - The study might offer a framework of key learning outcomes on Citizenship Education, appropriate for the Solomon Islands	Documents and Cultural records; Visual materials;	- Much of what is learnt in the Social Studies curriculum are pure theories relating to history and learning is only for the memorising of facts for examination purposes. The teaching of the values of citizenship in the Social Studies curriculum has not been successful. - The strategies, approaches, and curriculum pedagogies used in the teaching of the values, concepts, and content were inadequate for the purpose of teaching knowledge, values, and skills.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
			context, challenges, and the changing future.		
22	Gudlaug (2010)	Effects of parental involvement in education, A case study in Namibia at School of Education	- To learn if and how the parents are involved in their children's education. - To gain information as to the experiences and attitudes of those parents towards their children's education and education in general.	Interview of the parents	- The parents who were interviewed are highly involved and have high expectations towards their children's education and their future. - The parents were all quite vocal about their expectations to their children. - The parents all recognise importance of staying with their child's education. - All the parents wanted to know how and with whom their child spends his or her time outside of school.

Sr. No.	Author & Year of Research	Title of the study	Major Objectives	Tools/ Techniques used	Major Findings
					Homework is considered to be important by each parent.

2.7 SOME OBSERVATIONS AND IMPLICATIONS:

The review of the studies reveals that most of the case study researches are related with Organizational or Management study. The main objectives of these studies are also related to the different aspects of the organisation or institute. Atodaria (2001) studied the historical background of Gram Nirvan Kelvani Mandal, Thava,” taluka Valia and collected information about physical facilities at the organization. Makawana (2005) conducted a case study of “Muni Seva Ashram at Goraj and studied development perspective of the organization. Bose & et al (1973) examined academic and financial aspects of the institutes, while Paramar (1978) studied the impact of the founder on rural development and other aspects. Mahera (1979) studied the organisational procedure and activities of the institute where as Medhi (1980) studied the education system of the institute. Datta (1981) studied the administrative and constitutional status and method of examination adopted by the board. Mohana (1983) studied the factors contributing to the innovativeness of the school and process of innovation adoption in the school while Chavada (1978) studied the contribution of the founder of the institute. Patel (2005) studied the infrastructure and activities of the institute while Shah (2007) studied the historical background, development and achievement of the educational trust.

Researcher has also studied some case study researches conducted outside India and retrieved online. These studies are also related to the organisation or institute. Jhon (1982) studied the overall picture of development of the institute. Forbman (1982) conducted study to examine the educational carrier of the science department of the university while Kurz(1983) studied the componenst related to the environment of the classroom and their effect. Mckenna (1988) studied collective bargaining history and its effect. The main objective of the study of Jhon(1995) was

to study the historical roots of the institute and its impact on vision and mission of the institute. Natzke (1996) studied the organizational culture of four highschools while Soeug (2006) studied situation of educational management in technical and vocational education and training at the Preah-Kossamak Polytechnic. Anne (2007) studied theoretical and applied knowledge in the field of assessment within 32 tribal colleges. There are some study which are not institutional case study but they provide insight for conducting case study research. Fito'o (2009) conducted an exploratory case Study of Citizenship Education in the Social Studies Curriculum of the Solomon Islands and Gudlaug (2010) studied effects of parental involvement in education.

All the studies mentioned above were qualitative in nature and based on case study approach. Some studies were single case studies while the others were multiple case studies, comparative and cross-case studies. For the purpose of data collection different tools were used viz. Interview, documents, official procedure and reports, historical records, questionnaire, opinionnaire and physical evidence etc.

2.8 THE PLACE OF THIS STUDY IN CONTEXT OF THE LITERATURE REVIEWED:

The reviewed studies revealed that case study is an ideal methodology when a holistic, in-depth investigation is needed (Feagin, Orum & Sjoberg; 1991). Yin (1994) suggests that the term case refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence. According to Anderson (1988), case studies are concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred. Case

study is not intended as a study of the entire organization rather than to focus on a particular issue, feature or unit of analysis

Paramar (1978) conducted research on a case study of Vallabh Vidyanagar Educational Campus in relation to the special contribution of shri Bhailalbhai Patel. This study was focused on the contribution of Bhaikaka, his philosophy of life in context to his educational philosophy and the thinking of Bhaikaka on Rural Development and Social Services. While Shah (2007) conducted research on a case study of New Vallbh Vidyanagar-An Educational Complex run by Charutar Vidya Mandal". This study was focused on the development of New Vallabh Vidyanagar. Looking to this it can be seen that the present study is different in its kind.

The present study is an in depth investigation in to the developmental perspective of an organization. In fact Sarva Vidyalaya Kelvani Mandal is the biggest education trust in North Gujarat, which runs number of educational institutions and courses. It is revealed that there are very few case studies of any organization or institute especially conducted in Gujarat. Also there is a dearth of case study of any organisation with reference to developmental perspectives. The present study is different in many ways mainly with its focus on developmental perspectives related to the dimension like historical, educational, economical and social. Further they also have been considered the other relevant factors for the in depth case study of the selected organization.

At the end it can be stated that, no study has been attempted which take care of all perspectives of development of any organization or institute and detail theoretical aspects of conducting a case study research. In present study attempt has been made to take care of the lacuna found in reviewed literature. In the following chapter a detail theoretical aspects of a case study as methodology of descriptive research is discussed.

CHAPTER III

CASE STUDY METHODOLOGY

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CASE STUDY METHODOLOGY

- 3.1 Introduction**
- 3.2 Methodological Orientation**
 - 3.2.1 Quantitative Research Paradigm**
 - 3.2.2 Qualitative Research Paradigm**
- 3.3 The Case Study Methodology**
 - 3.3.1 Definition of Case Study**
 - 3.3.2 Designs under Case Study**
- 3.4 Research Design**
- 3.5 Population and Sample**
- 3.6 Tools and Techniques of Data Collection**
- 3.7 Development of the Tools**
- 3.8 Method of Data Collection**
- 3.9 Data Analysis**
- 3.10 Ethical Consideration**
- 3.11 Summary**

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CHAPTER III

CASE STUDY METHODOLOGY

3.1 INTRODUCTION:

Literature review is presented in the second chapter. This chapter begins with theoretical orientation and approaches adopted in this study followed by explanations of quantitative and qualitative research paradigms and methodological options together with a brief account of what constitutes research and how it affects the paradigms that influence people's understanding and their worldviews. These are followed by an examination of the qualitative paradigm, coupled with the methodological approach of this study. The chapter provides the reasons for the selection of the methodology. This chapter also presents the research designs used in the study with explanation of selection of research design and development of the tools as well as the methods of data collection and its analysis. The chapter ends with ethical consideration of the present study and a brief summary of the chapter.

3.2 THEORETICAL ORIENTATION:

The purpose of theory in research, according to Weirisma, (1995), is to help the researcher to establish a framework where the researcher can start from and then proceed with the study. The theory identifies important factors that need consideration, provides guidance to different parts of the research and identifies gaps, weak points, and inconsistencies that may require further research (ibid). In qualitative research, a theory is developed in the process of research. However, if no theory is generated, the study may change focus, or be dropped or be refined as the study progresses (Weirisma, 1995). If the theory is based on data, it will form a grounded theory. "A theory grounded in data rather than one based on

some apriori constructed ideas, notions or systems” (Weirisma, 1995. p.13). If no theory emerges, the research is atheoretical. (ibid). Quantitative research is deductive and tends to be more theory-based from the outset. Likewise, “if theory-based testing is done, it is quantitative research” (Weirisma, 1995. p.13). To gain information, to form a theory and provide validity to this research topic, the study uses a qualitative paradigm. However, to justify the research paradigm used in the present study, first of all qualitative and quantitative paradigms are compared.

3.2.1 Quantitative Research Paradigm:

The quantitative is “termed the traditional, positivist, the experimental or the empiricist paradigm” (Creswell, 1994. p.4). The thinkers that established the empiricist tradition are, for social theory, Comte (1975), Mill (1965), Durkherm (1938, cited in Clark, 1997), Newton and Lock (cited in Creswell, 1994) while in philosophy, the logical positivists were Carnap, Feigl, and Neurath in the twentieth century, (Clark, 1997). Quantitative research can be classified as experimental and non-experimental enquiry which uses objective measurements and statistical analyses of numeric data to understand and explain a phenomenon (Ary, et. al., 2006). It is originated in positivism. The positivist emphasises measurement to gather data with objective techniques to answer questions. It is a research that is systematic and open to replication by other investigators (ibid) According to Clark (1997), “positivism has its origin in the enlightenment ideal of the rejection of philosophical, religious or civil authority. The clearest expression of this ideal is found in the work of Hume’s (1888) treatise in human nature” (p.12). Hume sought to ground knowledge in sensory experience, distinguishing knowledge from metaphysics (Clark 1997).

The nature of understanding about the assumptions of the quantitative paradigm is better understood when it is explained based on ontological, epistemological, axiological, rhetorical and methodological assumptions (Creswell, 1994). For the ontological issues in research, quantitative perspectives see reality as “objective” out there, independent from the researchers; something that can be measured objectively (Creswell 1994). Epistemologically, this paradigm views the researcher as being independent from that being researched. From an axiological standpoint, the values of the researcher are kept out of the study. Rhetorically, the language of the research must not only be impersonal or formal but it has to use accepted words for quantitative research. From a methodological perspective of quantitative research, the approaches used are in deductive forms of logic within theories and hypothesis based on testing in a cause-and-effect order (Creswell, 1994).

The results generated from quantitative research are portrayed as reliable. Reliability in quantitative research “concerns the consistency of the research and the extent to which studies can be replicated” (Weirisma, 1995, p.9). There are two forms of reliability; internal reliability and external reliability. For internal reliability, the data collection, analysis, and interpretation are consistent and given the same conditions. For external validity, concerns include issues of whether or not independent researchers can replicate studies in the same time or in similar settings (Weirisma, 1995, p.5).

A quantitative paradigm has positive contributions to make to research. However, this study is using a qualitative paradigm. The reasons provided here justify the choice: firstly, it is not time-consuming, not complicated for analysis, not demanding for research resources and easier to complete (Creswell, 1994). Secondly, it involves conversations between the researcher and the researches, whereby rich data is believed to be forthcoming for the study.

Following are the different types of quantitative research methods.

- 1) Descriptive Survey Research
- 2) Experimental Research,
- 3) Single — Subject Research
- 4) Causal — Comparative Research
- 5) Correlational Research,
- 6) Meta-analysis.

3.2.2 Qualitative Research Paradigm:

Denzin and Lincoln (2008), summarise the definition of qualitative research as “a situated activity that locates the observer in the world. It consists of a set of interpretive, material practises that make the world visible” (p.4). Furthermore “qualitative research is rooted in phenomenology” (Ary et.al., 2006, p.25). In this theoretical view, the substance, social reality is unique; the individual and the world are viewed as interconnected and cannot be separated or function without each other (ibid). Ary, et. al. (2006) further explain that the researcher can only understand human behaviour through the meanings of events that people are involved in. The constructivist researcher does not only consider people but considers how people think and feel and the experiences that have happened to them (ibid). These practices, as Denzin and Lincoln (2008) pointed out, have transformed the world from the positivist position. Constructivism has turned the positivist world into representations such as field notes, interviews, conversations, recordings and memos.

There are different merits to qualitative research, which are considered vital as compared to a quantitative approach. In qualitative research, the main focus is to examine a phenomenon in rich detail and not as a comparison of relationship as in quantitative approaches (Ary, et. al., 2006). Secondly, the design of qualitative research evolves during the

study and not prior to the study. Third, the study is approached inductively, to generate the theory and not deductively whereby tests are done to generate a theory. Fourth, the tools used require face-to-face interaction without standardised instruments. Next, samples are small and manageable, and analyses are informed by narrative descriptions and interpretations. Importantly, qualitative research is holistic, interpretative and empathetic. It is holistic in its concern with the process and context rather than simply outcomes and experiments research” (Stake, cited in Conrad and Serlin, 2006, p. 407). This means that qualitative researchers “consider, studying things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring with them” (Denzin and Lincoln, 2008, p.4).

This research required a qualitative approach to collect “information-rich data” (Patton, 2002). However, to avoid invalidity qualitative researchers have to be aware of their own biases, and, to maintain the integrity of research, try to meet challenges they encounter along the way (Gay and Arasian, 2000). What is validity then as opposed to invalidity? Validity in qualitative research in general, as Weirisma (1995) points out, is based on facts or evidence that are justified as being true. Validity involves two concepts, internal validity and external validity. For internal validity, results can be interpreted accurately. For external validity results can be generalised to population, situation, and condition (Weirisma, 1995). Three considerations are of note within a qualitative research framework. The research is placed in a natural setting where the researcher is able to access sites and participants, using methods that are “interactive and humanistic in order to build rapport and credibility with the individuals in the study” (Creswell, 2003. p.8). The study focuses on observing a variety of perceptions to allow for multiple sources of evidence to be obtained from participants (Creswell, 1994). The researcher is also able to explore the phenomena in their natural

settings (Anderson, 2002) and to make sense of, or interpret the phenomena in terms of the meanings people bring with them (Denzin and Lincoln, 1994).

Different types of qualitative research methods are mentioned below.

- 1) Case study
- 2) Ethnography
- 3) Phenomenological Research
- 4) Narrative Research
- 5) Historical Research.

The present study was qualitative in nature and researcher has selected case study research methodology.

3.3 THE CASE STUDY METHODOLOGY:

The literature contains numerous examples of applications of the case study as a methodology. The earliest and most natural examples are to be found in the fields of Law and Medicine, where "cases" make up the large body of the student work. However, there are some areas that have used case study techniques extensively, particularly in government and in evaluative situations. In both types of investigations, merely quantitative techniques intended to obscure some of the important information that the researchers needed to uncover. There were also specific examples of case studies in education, and management information system. It is a fact that case studies do not need to have a minimum number of cases, or to randomly "select" cases. The researcher is called upon to work within the situation that presents itself in each case.

The researcher has decided to study the developmental aspects of "Sarva Vidyalaya Kelvani Mandal, Kadi". This educational trust was established in 1919 and at present it is one of the biggest public trusts in Gujarat. It is very interesting to know why the trust was established, how

it is developed and how it helps the society to develop. The researcher believes that the study will throw light in above raised questions. According to Yin (1994) case studies are the preferred strategy when ‘how’ or ‘why’ questions are being posed and when the investigator has little control over events, and when the focus is on contemporary phenomena within some real-life context. Case study allows an investigation to retain the holistic and meaningful characteristics of organizational and managerial processes. The study of development of “Sarva Vidyalaya Kelvani Mandal, Kadi” becomes a case to investigate.

3.3.1 Definition of case study:

The most frequent encountered definitions of the case studies have merely repeated the types of topics to which case studies have been applied.

For example, in words of one observer, the essence of the case study is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result (Schramm, 1971). This definition thus cites the topic of the ‘decision’ as the major focus of case studies

In the Dictionary of Sociology, the following in full citation has been found:

Case Study is the detailed examination of a single example of a class of phenomena, it may be useful in the preliminary stages of an investigation since it provides hypotheses, which may be tested systematically with a larger number of cases. (Abercrombie, Hill, & Turner, 1984).

Yin (1984) explained case study more technically as: a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources are used.

This definition not only helps us to understand case studies but also distinguish them from the other research strategies.

Gerring(2007)also described as: A case study may be understood as the intensive study of a single case where the purpose of the study is – at least in part- to shed light on larger classes of cases (population).

3.3.2 Designs under case study:

Case studies can be single or multiple-case designs, where a multiple design must follow a replication rather than sampling logic. In multiple case studies, a number of cases are studied. This is to investigate some general phenomenon. When no other cases are available for replication, the researcher is limited to single-case designs.

Yin (1994) pointed out that generalization of results, from either single or multiple designs, is made to theory and not to populations. Thus case study evaluations can cover both process and outcomes, because they can include both quantitative and qualitative data.

Yin(1993) listed several examples along with the appropriate research design in each case. There were suggestions for a general approach to designing case studies, and also recommendations for exploratory, descriptive and explanatory case studies. Each of those three approaches can be single or multiple-case studies, where multiple-case studies are replicatory, and not sampled cases.

a) Exploratory case studies:

When it is necessary to explore those situations in which intervention being evaluated has no clear, single set of outcomes. Researches in business related subjects sometimes limit case studies to the exploratory use. For example, pilot case study can be used as a basis for formulating questions or hypothesis testing.

b) Descriptive case studies:

Descriptive case study is used when the researcher describe the real- life context in which an intervention has occurred.

C) Explanatory or causal case studies:

Explanatory or causal case studies can be used when it is necessary to explain the causal links in real life interventions that are too complex for the survey or experimental strategies. Explanatory research can be useful for example to study processes in companies.

Yin (1984) also suggested four types of designs based on the assumption that single- and multiple- case studies reflect different design considerations and that within these two types, there also can be a unitary or multiple units of analysis. For the case study strategy, the four types of designs are as follows.

- 1. Single case (holistic) designs
- 2. Single case (embedded) designs
- 3. Multiple-case (holistic) designs
- 4. Multiple-case (embedded) designs

These designs can be explained in the following figure.

FIGURE 3.1
Types of Case Study Design

	Multiple- Case Designs	Single- Case Designs
Holistic (Single unit of analysis)	TYPE-1	TYPE-3
Embedded (Multiple units of analysis)	TYPE-2	TYPE-4

If the case study examined only the global nature of the programme, a holistic design would have been used. Some times the same case study may involve more than one unit of analysis. This occurs when, within a single case, attention is also given to a subunit or subunits. Such a design would be called an embedded case study design. The subunits can often add significant opportunities for extensive analysis.

3.4 RESEARCH DESIGN:

Yin (1994) identified five components of research design that are important for case studies:

- 1) A study's questions
- 2) Its propositions, if any
- 3) Its unit(s) of analysis
- 4) The logic linking the data to the propositions
- 5) The criteria for interpreting the findings

(Yin, 1994, p. 20).

For the present study, the single case study approach has been chosen, which is appropriate to the phenomenon being studied. Looking to the theoretical background of the designs of the case study, the present study is the descriptive case study having embedded case study design.

3.5 POPULATION AND SAMPLE:

Garrett (1981) describes that, "A sample may be expressly chosen because, in the light of available evidence, it mirrors some larger group with reference to a given characteristic.

The sampling method in the present study was purposive because in the case study, collection of documents related to the case requires some familiarity with the case. The researcher has been working in Gandhinagar and familiar with the case therefore the case is purposefully selected. Since the overall purpose of the study was to study the

Developmental perspective of the selected organization with respect to historical, educational, social and economical perspective, the population and sample were similar. Hence the sampling units that are the institutes functioning under Sarva Vidyalaya Kelvani Mandal, Kadi were considered as the sample for the present study. That was nothing but the population itself.

3.6 TOOLS AND TECHNIQUES OF DATA COLLECTION:

There are a number of different sources and methods that researchers can use to gather information about an individual or group. The six major sources that have been identified by Yin (1994); Stake (1995) are:

1. **Direct observation:** This strategy involves observing the subject, often in a natural setting. While an individual observer is sometimes used, it is more common to utilize a group of observers.
2. **Interviews:** One of the most important methods for gathering information in case studies. An interview can involve structured survey-type questions, or more open-ended questions.
3. **Documents:** Letters, newspaper articles, administrative records, etc.
4. **Archival records:** Census records, survey records, name lists, etc.
5. **Physical artifacts:** Tools, objects, instruments and other artifacts often observed during a direct observation of the subject.
6. **Participant observation:** Involves the researcher actually serving as a participant in events and observing the actions and outcomes.

Under the present study the following tools were used to collect the qualitative as well as quantitative data.

1. Official Documents of the management: Different documents published by the trust have been used for data collection.
2. Articles: Different articles written on the activities of the ‘Sarva Vidyalaya Kelvani Mandali Kadi’, role of the Chairmen etc. were used for collection of information.
3. Visit: Personal visits were organized with aim to meet the Chairman of the trust, Campus Director of Gandhinagar and Kadi campuses. The data were also collected through visit.
4. Books: Following books were used as the second source of information regarding historical roots of the ‘Sarva Vidyalaya Kelvani Mandali Kadi’

1. *Pragyadeep Chhaganbha*
2. *Karma Yogi Daskaka*
3. *Karma Chudamani Maneklal*
4. *Dhruv Tarak: Maneklal M. Patel*
5. *Sarva Vidyalaya Kelvani Mandal no Itihas Granth*

5. Questionnaire : The questionnaire was developed with the aim to collect response about the developmental aspects in context to educational, economical and social perspectives from the administrator of the trust and employees of the different institutions run by Sarva Vidyalaya Kelvani Mandal, Kadi.
6. Interview: Interview schedule was also designed to collect information.

3.7 DEVELOPMENT OF THE TOOLS:

In the present study different documents like administrative records published by the trust are used as primary sources of data collection. Different articles and books are also used for studying historical roots of the case as secondary resources.

A questionnaire was designed to collect the information about the case. A questionnaire for the administrators and employees was prepared to decide what aspects can be taken in educational, economical and social development of the case. In the questionnaire choice based questions as well as open ended questions were also asked. The first draft was sent to the guide and different subject experts (Appendix-1) for their valuable suggestions. The suggestions were incorporated and final draft of the questionnaire was prepared (Appendix-2). Following aspects were considered in the questionnaire.

1. Aspects related to the development of the case in context to Educational, Economical and Social perspectives
2. Factors contributing to the educational, economical and social development of the case
3. Milestone achievement of the case.
4. Development period of the case
5. Factors affecting development of the case.

Sometimes written documents do not provide all the information about the case. In such situation, interview may help the researcher to collect details about the case. For the present study, interview schedule was also designed to collect the information. A semi structured interview schedule with open ended questions was also designed (Appendix-3) to collect the information.

3.8 METHOD OF DATA COLLECTION:

One of the strengths of case study research is that it encourages the use of a wide range of methods of data collection. The study thus drew upon two method of distinct data collection viz. Document analysis of primary and secondary literature and Interviews.

1) Documents:

Document analysis is one of the methods of gathering information for the case study. Document analysis has the potential to inform and structure the decisions which are made by people on a daily basis (May, 1997). The documents constituted the readings of social events, goals, purposes, and aims. It informs readers about the aspirations, requirements and intentions of the period which were referred to, describing ideas, places and social relationships (May, 1997). Primary sources include historical documents, laws, declarations, and statutes (May, 1997). Other sources which are secondary to the first stated documents are people's accounts of incidents or periods in which they were involved. For this study following documents (Appendix-4) were referred as the primary and secondary source of data collection.

1. The constitution of Sarva Vidyalaya Kelvani Mandal, Kadi.
2. Annual reports of Sarva Vidyalaya Kelvani Mandal, Kadi
3. Different pamphlets and leaflets published by Sarva Vidyalaya Kelvani Mandal, Kadi.

The following books written on Pujya Chhaganbha, the Chairman late Shri Maneklal and different articles were referred.

1. *Pragyadeep Chhaganbha*
2. *Karma Yogi Daskaka*
3. *Karma Chudamani Maneklal*
4. *Dhruv Tarak: Maneklal M. Patel*
5. *Sarva Vidyalaya Kelvani Mandal no Itihas Granth*



The purpose of using the Document Analysis method in this research is to gain a fair understanding of the aims and objectives behind establishment of the trust and development of the trust in context to historical, educational economical and social perspectives. It is also to collect information relating to the study for the purpose of consolidating data gained from the interview and visit. It is also to provide the basis for critical analysis of the document and interviews of respondents of the study with the documents, purposely, to justify the validity of the questions and statement of this study.

2) Interview:

Interviews are one of the most important sources of case study information as interviews aim to understand people and their activities (Burns, 1997; Erlandson, Harris, Skipper & Allen, 1993; Silverman, 2005). The interview is described as a verbal exchange, often face to face, in which interviewer tries to elicit information, belief or opinion from other person (Burns, 1997; Silverman 2005), There are several forms of interviews that are possible: Open-ended, Focused, and Structured or survey. In an open-ended interview, key respondents are asked to comment about certain events. They may propose solutions or provide insight into events. They may also corroborate evidence obtained from other sources. The focused interview is used in a situation where the respondent is interviewed for a short period of time, usually answering set questions. This technique is often used to confirm data collected from another source.

This study is used semi structured interview with open ended questions.

3.9 DATA ANALYSIS:

Yin(1994) encouraged researchers to make every effort to produce an analysis of the highest quality. In order to accomplish this, he presented four principles that should attract the researcher's attention:

1. Show that the analysis relied on all the relevant evidence
2. Include all major rival interpretations in the analysis
3. Address the most significant aspect of the case study
4. Use the researcher's prior, expert knowledge to further analysis

The present study drew upon qualitative methods in the analysis of the data collected from primary and secondary sources. The researcher has used all the relevant documents for the collection of the data and the data were analysed by using document analysis method. Interviews of five members were done and the data was analysed in two parts. Part-I is document analysis while Part-II is Interview analysis of responses collected from the participants.

3.10 ETHICAL CONSIDERATION:

Ethics, according to the Ninth New Collegiate Dictionary (1988, p.426 cited in Morris 2008. p. 2), indicates “what is good and bad and with moral duty and obligation.” Three meanings are usually associated with the term “ethics”. According to Newman and Brown (cited in Morris, 2008, p.2): the first focuses on fundamental principles of moral behaviour that should apply, at least in theory to everyone. The second refers to principles of conduct developed by, and for, members of a particular profession. The third involves the systematic study of the beliefs people hold, and the behaviours they exhibit relevant to morality. For this study, all three meanings are relevant and relate to ethical challenges found in the process of this research. For example, careful ethical consideration is required in order to carry out research on human

subjects. Ethical consideration includes “paying attention to the way in which the research is presented to potential participants, the likely impact of taking part in the research, the effects of sampling strategies, engaging with the researcher and dissemination sessions” (Barbour, R. 2008. pp.78 – 79). This research was subjected to the permission from the authority of the “Sarva vidyalaya Kelvani Mandal” and followed the ethical guidelines, ethical protocols and processes of the the trust. Next, each society has certain unique values that need to be carefully observed. People are bound by ethical regulations, designed to govern within well defined principles that are embedded on people’s values. This conceptualisation relates to the meaning provided by Newman and Brown earlier in this section, stating that ethics is associated with moral behaviour, the beliefs people hold and the behaviours they exhibit. Therefore, to complement those requirements, this research had adhered to the following ethical considerations. The researcher ensured that the study did not cause harm to respondent participants. Prior to the study, approval was sought from appropriate authorities of the “Sarva vidyalaya Kelvani Mandal” and head of the institutions run by “Sarva vidyalaya Kelvani Mandal” who were involved in the study. The researcher ensured that the aims, objectives and guidelines of the study were thoroughly explained to the authority of the “Sarva vidyalaya Kelvani Mandal.” The researcher ensured that, throughout the duration of the study, care was taken at all times.

3.11 SUMMARY:

This chapter has provided an overview of the theoretical orientation, quantitative and qualitative research paradigm, designs under case study research and activities that have shaped and guided this study from the stages of planning to data collection through to data analysis. The chapter continued by discussing how different designs under case

study research are used. Qualitative research encourages rich descriptions of the methods used and the steps taken in order to make the methodology as repeatable as possible. There must first be an analytic strategy that will lead to conclusions. Yin(1994) presented two strategies for general use: One is to rely on theoretical propositions of the study, and then to analyze the evidence based on those propositions. The other technique is to develop a case description, which would be a framework for organizing the case study.

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CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

4.2 Data Analysis

Part I Document Analysis

- 4.2.1 Development of the Sarva Vidyalaya Kelvani Mandal with reference to Historical Perspective.**
- 4.2.2 Development of “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to Educational Perspective**
- 4.2.3 Development of “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to Economical Perspective**
- 4.2.4 Development of the “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to Social Perspective.**
- 4.2.5 Achievement Milestones of “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to its development**

PART II Interview Data Analysis

- 4.2.6 Development of the “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to Historical, Educational, Economical and Social Perspective**

4.3 Summary

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION:

This chapter begins with the research questions posed before conducting the study followed by presentation of the analysis of data collected for this study and interpretations on the basis of analysis of the data.

The major concern of the present investigation, as described in the previous chapter, is to study development of Sarva Vidyalaya Kelvani Mandal (SVKM), Kadi with reference to historical, educational, economical and social perspectives. Keeping the objectives of the study in mind the data were analysed in two parts (A) Document Analysis and (B) Analysis of interview schedule.

4.2 DATA ANALYSIS:

Looking to the developmental aspects of the case; the present investigation has been focused on studying development of Sarva vidyalaya Kelvani Mandal, Kadi with reference to historical, educational, economical and social perspectives. Following questions were raised to meet the objectives of the study.

1. Why was the trust; Sarva Vidyalaya Kelvani Mandal, Kadi established?
2. Which were the objectives of Sarva Vidyalaya Kelvani Mandal, Kadi at the time of establishment?
3. Who played crucial role for the development of the Sarva Vidyalaya Kelvani Mandal, Kadi?
4. What type of development in context to historical perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?

5. What type of development in context to educational perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
6. What type of development in context to economical perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
7. What type of development in context to social perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
8. Which are the Achievement Milestones of Sarva Vidyalaya Kelvani Mandal, Kadi with reference to its development?
9. Which are the factors that affect the development of the Sarva Vidyalaya Kelvani Mandal, Kadi?
10. After establishment of the trust, which is highest developmental period?

The data analysis under present study was done qualitatively as well as quantitatively in two parts. In part-I, Objective wise and research question wise data were analyzed by employing the analysis of the collected documents whereas in part -II, research question wise data were analyzed using the information collected from interview of the participants. The data analysis and interpretation is described as under.

PART-I DOCUMENT ANALYSIS:

4.2.1. Development of the Sarva Vidyalaya Kelvani Mandal with reference to Historical Perspective.

To discuss the above objective, available documents were analyzed and interpreted with a view to find out the answer of the research questions no. 1 to 4 as under.

Research Question 1

Why was the trust Sarva Vidyalaya Kelvani Mandal, Kadi established?

Following evidences were found from the analysis of the documents.

At the time of early nineteen the society of “Kadva Patel” of North Gujarat was very orthodox. They have very expensive and orthodox rituals viz. marriage of children at very young age, too much expense on the death of a person by the family in the society, parents were not ready to send their wards for education.

The leaders of the Kadava Patel society had started the movement of social reformation. One of the social leaders from Viramgam; Shri Purushottam Lallubhai Patel believed that an educational institute should be started for the wide spread of the activities related to the education. But unfortunately, he passed away and his dream was remained unfulfilled. This activity was lifted by one of the social reformers shri Naginbhai Vrijalal Patel of Viramgam.

At the same time Shri Chhaganlal Patel of Sardhav village had returned from Kashi. In spite of taking ‘diksha’; his guru Swami Keshvanand advised him to do something for the education and upliftment of the people of his region. After returning from Kashi, he also had started the activity of social reformation in his region. One day he received a letter from shri Naginbhai Vrijalal Patel of Viramgam. In this letter he had expressed his views of social reformation and also given invitation to attend the social meeting in the fair of goddess ‘Umiya Mataji’ at Unjha. Shri Chhaganlal and Shri Naginbhai Patel met there and discussed the matter of social reformation.

On 8th June 1919, there was a big social function of member of Kadava Patel of Kadi region. All the members of the society were agreed

to establish an education trust (Kelvani Mandal) for the education of the children of the society. The trust named ‘Kadava Patidar Uttejak Kelvani Mandal’ was formed by the leaders of the society and Shri Nagindas Vrijlal Patel became the first secretary of the trust. Shri Chhaganlal Patel, Mr. Naginbhai Vrijlal Patel, Shri Vitthalbhai and Shri Purushottamdas (Daskaka) played a very crucial role in establishment of the trust. But there was confusion on the form and place of the first institute. The confusion was, whether they should start school or hostel (Ashram). Finally it was decided to establish a hostel (Ashram) named ‘**Kadava Patidar Vidyarthi Ashram**’ The Ashram was started with 6 students and the number reached at 24 within 6 months. **After establishment of the Ashram Chhaganlal was popularly known as ‘Chhagan Bha’.**

Chhaganbha worked very hard to meet the challenge of financial assistant to the hostel. He travelled many villages for fund collection. At the time of establishment of the Ashram, it was decided that the students could stay in the hostel and get education from the government school, but later on it was felt that the character building of the students of the hostel could not be done satisfactorily in the government school. Chhaganlal also did not satisfy only with Ashram. He wanted to start own school because most of the students of the Ashram went outside for the tuition that causes irregularity in routine life of the Ashram. Therefore the members of the trust decided to start their own school.

The detailed description about the above derived objectives can be referred from the secondary source written in Gujarati, as mentioned below.

ખાનગી ટ્યુશનનો વ્યાપિ દરેકે દરેક અંગ્રેજી શાળાને લાગેલો જ હોય છે. આશ્રમના વિદ્યાર્થીઓ પણ તેમાં સપડાયેલા જોવામાં આવ્યા ત્યારે કમકમાટી ઉપજી. પરિણામે કાર્યકર્તાઓને લાગ્યું કે આશ્રમની સાથે સાથે જ શાળા પણ શરૂ કરવામાં આવે તો જ સંસ્થાનું કાર્ય દીપે અને મા-બાપના સંસ્થાના ખર્ચનું સંપૂર્ણ ફળ મળે.
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Source: Patel, M. (1989). “Fagnadeep Chhaganbha, Vinod Printary, Sarva Vidyalaya Kelvani Mandal, Kadi, p.58

With the efforts of Chhaganbha and other members of the trust, the school named “**Shri Kadva Patidar Vidyalaya**” of three classes (English) was started on **1st March 1922** with the approval from education department of Vadodara State. **Seventeen** students were enrolled and at the **end of February 1923**, the numbers reached to **79**. After establishment of Asram and Kadava Patidar Vidyalaya, Chhaganlal worked very hard to meet the financial needs of the trust. He started the fund collection activities. He visited number of persons and villages. The building for the hostel and school was constructed. Later, it was suggested to change the name of “Shri Kadva Patidar Vidyalaya” as a “**Sarva Vidyalaya**” by **Prof. Jethalal**, from the Gujarat College because the students studied in the school were from all communities. Thus, the name of the trust was changed to “**Sarva Vidyalaya Kelvani Mandal Kadi**”.

Research Question 2

Which were the objectives of *Sarva Vidyalaya Kelvani Mandal, Kadi* at the time of establishment?

From the documents it is revealed that at the time of early nineteen the people of the “Kadva Patel” society of North Gujarat were very orthodox and they have superstition. They spent huge amount on the death of family member. Chhaganbha started the movement of eradication of these rituals from his village. He strongly believed that the people of the society cannot be uplifted without education. He attended many social gatherings and strongly opposed the rituals. He also tried to convince the members of the society to establish institutes for the education of the children of the society.

As described in the research question-1, the members of the society were agreed to establish the trust and also agreed to start a hostel (*Vidyarthi Ashram*) first. The main purpose behind the establishment of the trust was to spread the activities related to the education of the children of the society.

The following were the objectives of the establishment of the trust.

1. To uplift the people of Kadava Patel society of the Kadi region.
2. To remove the orthodox and expensive rituals of the society through education.
3. To bring social revolution through education.
4. To build the Character of the children of the society and make them a good citizen of the nation.

The detailed description of the above derived objectives; it can be referred from the secondary source written in Gujarati, as mentioned below.

કડવા પાટીદાર સમાજ કુરિવાજોથી પીડાતો હતો. છગનલાલે તે નાબૂદ કરવાની ઝૂંબેશ પોતાના ઘરથી જ, પોતાના ગામમાં કરી તેમણે ખાસ કરીને બાળ લગ્ન, પ્રેતભોજનનાબૂદી અને કેળવણીની સંસ્થાઓ શરૂ કરવાની હિમાયત કરી હતી. 'કેળવણી વિના જ્ઞાતીનો ઉધ્ધાર નથી' આ મંત્ર છગનલાલે હૈયે કોતરી લીધો.

જેઠ સુદ ૧૦ (તા. ૮-૬-૧૯૧૯) ને રવિવારે કડી પરગણાના પાટીદારબંધુઓનો મેળાવડો સરઢવ મુકામે થયો આ મેળાવડામાં પણ અગાઉની માફક જ્ઞાતિના ઉદ્ધાર અને એના ઉપાય રૂપ કેળવણી વિષયક ચર્ચા કરવામાં આવી કેળવણી મંડળ સ્થાપવા વિષે સૌ એકમત હતા. વિચારણા એ કરવાની હતી કે આ સંસ્થા સ્કૂલના રૂપમાં શરૂ કરવી કે આશ્રમના? એ સંસ્થા કયા વિસ્તારમાં કરવી? સ્કૂલ શરૂ કરવામાં જે તૈયારી અને સજ્જતા હોવી ઘટે એનું હજું નિર્માણ થયું નહોતું જો મૂળ હેતુ હતો એતો સમાજનાં બાળકોના ચારિત્ર્ય ઘડતરનો ઘડતરનો હતો. એ બાળકો વહેમ, અંધશ્રદ્ધા, કુરૂઢિઓ, વગેરે અનેક અનિષ્ટોથી મુક્ત બનીને સારા નાગરિકો બને, વિનયશીલ બને, ધર્માભિમુખ થાય અને દેશપ્રેમી બને એ લક્ષ્ય મુખ્ય હતા.

શાળા શરૂ કરવામાં આવે તો સરકારી કેળવણીનાં ધારાધોરણો પ્રમાણે જ કેળવણીનું કામ ચાલે અને વંછિત હેતુ પાર પાડવામાં ઘણા અવરોધો આવેઅથવા પૂર્ણતઃ સફળ ન પણ થવાય વળી આ શાળા શરૂ કરવામાં આવે તો પણ જ્યાં સુધી વિદ્યાર્થીઓને રહેવાની સગવડ ન થાય ત્યાં સુધી ગામડાંઓ સુધી આ કેળવણીનો લાભ પહોંચાડી શકાય નહીં. આથી સૌએ એવો નિર્ણય લીધો કે શરૂઆતમાં એક બોર્ડિંગની સ્થાપના કરવી.

Source: Patel, M.(1989) "Pragnadeep Chhaganbha, Vinod Printary, Sarva Vidyalaya Kelvani Mandal, Kadi, p.43

Research Question3

What type of development in context to historical perspective has *Sarva Vidyalaya Kelvani Mandal, Kadi* achieved?

As discussed in the research question 1, the trust was founded with great efforts of Shri Chhaganlal Patel, Mr. Naginbhai Vrijlal Patel and other leaders of the society.

Initially, the hostel was started in the rented house. Shri Naginbhai, his father and his sister Smt. Narmadababen took responsibility of internal management of the hostel while Chhaganbha, Shri Dhansha Bhagat and Shri Madhavaji Patel accepted responsibility of fund collection to meet the financial challenges of the hostel and they travelled many villages for the collection of fund. Because of dispute in the formation of constitution of the trust, Shri Naginbhai Vrijlal Patel resigned from the trust from August 5, 1923 and whole responsibility of the trust had come on the shoulder of Chhaganbha. But he had a dream of construction of own building of the hostel. He took a vow to take food once in a day till the students could stay in their own building.

The detailed description of the above mentioned matter can be referred from the secondary source written in Gujarati, as mentioned below.

અને છગન ભાએ પોતાના સહકાર્યકરો વચ્ચે એક બીજી પ્રતિજ્ઞાની જાહેરાત કરી-જ્યાં સુધી આ છાત્રોસંસ્થાના પોતાના મકાનમાં રહેતાન થાય ત્યાં સુધી એક ટાણે કરીશ- દિવસમાં એક વાર જમીશ.

અને છગન ભાના કાર્યનો એક નવો તબક્કો શરૂ થયો. નજર આગળ વિરાટ સ્વપ્ન હતું. કેળવણીની એક એવી સંસ્થા એમને ઊભી કરવી હતી કે જ્યાં સમાજના પચીસ-પચાસ બાળકો જ નહીં, પણ સેંકડોની સંખ્યામાં બાળકો કેળવાતાં હોય અને સંસ્થાની કેળવણીનો પ્રકાશ પાટીદાર સમાજના ગામડે ગામડે પ્રસર્યો હોય. એક વિશાળ મકાન જેમાં રહીને બસો- ત્રણસો બાળકો કિલ્લોલ કરતાં હોય.....મોટાં મોટાં કિડાંગણ મોટી ભોજનશાળા અને દૂધની છત કરી મૂકે એવી ગૌશાળા.

Source: Patel, M. (1989). "Pragnadeep Chhaganbha, Vinod Printers, Sarva Vidyalaya Kelvani Mandal, Kadi, pp.53-54

The school, "Shri Kadva Patidar Vidyalaya" was started on 1st March 1922. After establishment of Asrham and Kadava Patidar Vidyalaya, A team of Pujya Chhaganbha, Shri Dhansha Bhagat and Shri Madhavaji Tribhuvandas worked very hard to meet the financial needs of the trust. They started fund collection activities in mission mode and visited number of persons and number of villages. Building construction of the hostel and school was completed after one decade of establishment of the trust. The trust also started "Gau Shala" in the year 1928.

Chhaganbha was also impressed by Gandhiji. He also visited Kocharab Ahram of Gandhiji and met him. **Gandhiji visited the institute on 23rd July 1929** and thanked Chhaganbha for the best management and

he praised the activities of the institute. **Sir Sayaji Rao Gaikwad III** and **Govindbhai Desai, Deputy Collector of Vadodara State** also visited the institute during management span of Chhaganbha.

Pujya Chhaganbha also wanted to bring about revolution in the education of girls of the society. At the age of 75, he started metric class in Sarva Vidyalaya.

According to Patel, (2010) Pujya Chhaganbha, the visionary founder of the trust, "*Sarva Vidyalaya Kelvani Mandal*" who wanted to bring about social revolution through education, also cherished the desire of providing equal opportunities to girls along with boys. Hence he began a girls' hostel at Kadi named "Kanya Kunj" in 1934 but his effort did not succeed. In those days of social orthodoxy, parents of girls were not ready to send their wards to the institution to study. Unfortunately, the "Kanya Kunj" had to be closed and Pujya Chhaganbha's beautiful dream remained unfulfilled during his life time.

With a view to fulfill needs and necessities of the society, the trust has established first Science College at Kadi in the year 1965. Up to the year 1973 -1974, there were only three educational institutions in the campus of Sarva Vidyalaya Kelvani Mandal Kadi.

1. Sarva Vidyalaya
2. Science College and
3. Technical High school.

In the year 1977 Government of Gujarat has invited the trust to set up Educational institutions at Gandhinagar by allotting 13 acres of land in sector 23. In the year 1977, the trust started its educational activities in Gandhinagar. The first school established was **Sheth C. M. Vidyalaya** in the year 1979. Later on, in the year 1991, the trust also commenced a **Commerce and Arts college** exclusively for women at Gandhinagar. With the ever increasing need and necessities for quality education, the trust has in the year 1995 embarked into technical educations with the

commencement of Institute of Pharmaceutical Education and Research, the first self -Finance College in the state of the Gujarat. Since then, the trust has started institutes of MBA, MCA, BBA, and BCA programmes both at Kadi as well as Gandhingar and also has added M.Pharm programme. The trust with its ambitions of providing good quality education in engineering has in the year **2005** established an engineering college and polytechnic college in the year 2007 "**Kadi Sarva Vishwavidyalaya**", a university has also been established vide **Act No. 21 of 2007**. Nursing College has been established in the year 2008 in joint venture with Government of Gujarat in Gandhinagar.

The trust was succeeded in establishing **more than 60** different types of institutes ranging from pre-primary as well as primary, secondary and higher secondary schools, colleges for higher education, vocational colleges and training centres, libraries and hostels from the year 1977 to 2008. Having started with just **6** students in the year 1928 then, today the trust manages and runs various schools and colleges both at Kadi and Gandhingar with more than **49000** students being educated. Out of these students, more than **5800** students both boys and girls from the rural area are accommodated in the hostels being managed by the trust.

At present the trust is one of the biggest education trusts in Gujarat working with the basic principle preached by Pujaya Chhaganbha "Kar Bhala Hoga Bhala".

Research Question 4

Who played crucial role for the development of the *Sarva Vidhalaya Kelvani Mandal, Kadi*?

From the document it is found that many social leaders played important role in development of the trust at the time of establishment of the trust as well as after establishment of the trust.

Pujya Chhaganbha, Purushottamdas Lallubhai Patel (Daskaka), Naginbhai Vrijlal Patel and other social leaders played a very crucial role

at the time establishment of the trust. Fund was the main challenge for the establishment as well as functioning of the institutes like hostel, school and Gaushala. Puja Chhaganbha took the responsibility of that and with the great hardship; he succeeded in establishing the hostel, the school up to metric class and gaushala.

The period from the **1940 to 1970** of the trust shows **slow progression** but **after year 1977** the trust had made **rapid progress**. In the year 1977, the Government of Gujarat has invited the trust to set up Educational institutions at Gandhinagar by allotting **13 acres** of land in **sector-23**. From the year 1977, the trust started its activity of education in Gandhinagar. At that time all the activities of Gandhinagar campus were guided by Puja Daskaka. In development of Gandhinagar campus, Puja Daskaka, Shri Dhanabhai Patel, Shri Maneklal Patel, Shri Narsinhbhai K. Patel, Dr. Kanubhai Patel, Shri Rambhai Patel and Shri Mohanlal Patel played important role.

After death of Puja Daskaka, all the responsibilities of the trust were handed over to Shri Maneklal Patel. **Maximum development of Sarva Vidyalaya Kelvani Mandal, Kadi has been taken place in the last two decades i.e. 1989- 1998 and 1999- 2008** and it is also reflected in the figure 4.1. During this period Shri Maneklal Patel worked as a secretary and chairman of the trust and he played a very crucial role in development of the trust.

Patel (2013) mentioned Shri Maneklal Patel as 'A Second Chhaganbha'. From the document the evidences were found that Shri Maneklal played a vital role in development of the trust after establishment of the trust. Therefore the researcher has tried to present a brief introduction of Puja Chhaganbha; a visionary founder and Shri Maneklal Patel; a visionary Chariman of Sarva Vidyalaya Kelvani Mandal. (See Photographs in appendix)

1) Pujaya Chhaganbha(1919-1940) :

From the analysis of the documents, it is revealed that Shri Naginbhai Vrijlal Patel and Pujya Chhaganbha played a very crucial role in the establishment of the trust. But after resignation of Shri Naginbhai from the trust all the responsibilities of the trust were transferred on Chhaganbha. Pujya Chhaganbha played a very active role in nourishment of the trust and therefore he is considered as the founder of the trust. At this stage, it is very important to describe some of the important aspects of the life of Pujya Chhaganbha.

Shri Chhaganlal Pitambardas Patel, popularly known as Pujya Chhagan Bha was born in spiritual family of Kadva Patel community on **11th November 1863** in Sardhav village of Kalol Taluka in Mahesana (at present in Gandhinagar) district. His father, Pitambardas Zaverdas Patel and mother Krishnamawere strict followers of “Sant Kabir”. He was remained illiterate up to the age of 18 years. But at this age he was reached at high level of understanding. So no one could stop him to enroll himself in to school (pathshala) of Khundha Maheta. Due to his strong wish of education he completed school education up to class IV within period of 10 months.

This period of ten months was not only important for Shri Chhaganlal but it was more important for the life of the society of North Gujarat because if Chhaganlal did not go to attend school at the age of 18 he might have adopted the job of farming. After completion of education of the school of Shri Khundha Maheta the path of life of Chhaganlal was changed. During the age of 18-30 years, he had done the job in the financial firm. After age of 30 he started his personal business but later on he finished it and started farming. At this time he read many spiritual books and met many spiritual personnel. He also fought against the costly rituals of patidar society. He went to Kashi for diksha but his guru Swami Keshavanand advised him not to take diksha but went back to his region

and did some work for education and upliftment of the people who were living in the darkness of illiteracy. **He gave him his blessings with donation of Rs. 5.**

The detailed description of the above mentioned matter can be referred from the secondary source written in Gujarati, as mentioned below.

સાધુ મહાત્માઓના સમાગમ અને વેદાંત શાસ્ત્રોના અધ્યયન દ્વારા એમના અંતઃકરણમાં અદ્વૈત સિદ્ધાંત દઢ થયો અને વિશ્વનાં સર્વે પ્રાણીઓ તરફની એમની ઈંટી પ્રેમમય બનતી રહી. ‘કર ભલા હોગા ભલા’નો તેમણે અપનાવેલો જીવનમંત્ર પણ આ સંસ્કારોનો પરીપાક હતો.

ત્રીસથી પંચાવન વર્ષની ઉંમરના ગાળામાં છગનલાલના વ્યક્તિત્વના બે પાસાં જોવા મળશે. બંને બુલંદ અને પ્રબળ એકનાં દર્શન વખતે બીજાની પણ ઝાંખી ન થઈ શકે એવાં સંપૂર્ણ પણે exclusive લાગે એવાં આ શબ્દો તપાસી છગનલાલની એક મૂર્તિ કલ્પોભા ને સાધુ-સંતો સાથે મહોબત હતી. તેમની સાથે તેઓ મસ્તીમાં આવતા...વેદાન્તની ચર્ચા કરતા. કબીરની શાખીઓ અને ભજનો લલકારતા મુખ પર અનેરો આનંદ અને મેઘગંભીર ધ્વનિ સાથે કંઠમાંથી ‘શિવોઽહમ્’ કે ‘અહમ્ બ્રહ્માસ્મિ’નું ઉચ્ચારણ કરતા.

અને એક બીજી મૂર્તિની કલ્પના કરો: ‘બારમાના લાડુ આરોગવા તૈયાર થયેલા થયેલા જ્ઞાતિજનો સન્મુખ ઊભા રહીને તીખી અંગારા જેવી દાહક વાણીમાં આવા શબ્દો ઉચ્ચારતી ઉગ્ર મૂર્તિ: ‘ સ્વા તમે લાડવા નથી ખાતા, પણ એક ગરીબ ખેડૂતના માંસ લોહીના લોચા ખાઓ છો. મનુષ્ય મરી જાય ત્યારે તેની પાછળ પ્રભુભક્તિ શોભે કે ગત પુરુષના કુટુંબનો નાશ? તમે બધા દુષ્ટ છો; તમારો નાશ થશે.

એમનું ચિત્ત ઘણે અંશે આત્મકલ્યાણના માર્ગ તરફ પ્રયાણ કરવા વ્યાકુળ રહેતું અંધકાર અને કલેશમય આ સંસારનો ત્યાગ કરીને બ્રહ્મૈક્ય સાધીને કોઈ સનાતન આનંદમાં નિમજ્જિત થતા એમનો આત્મા ઝંખી રહ્યો હતો

અને આખરે એક દિવસ એમણે આત્માના એ અવાજને અનુસરવાનો નિર્ણય કરી લીધો. અને કાશી તરફ પ્રયાણ કર્યું.

કાશીમાં એમણે સ્વામી કેશવાનંદ પાસે વૃત્તિ પ્રભાકરનો ઉંડાણથી અભ્યાસ કર્યો છગનલાલે સ્વામી કેશવાનંદને પોતાના ગુરુ પદે સ્થાપ્યા હતા છગનલાલ કેશવાનંદ પાસેથી દીક્ષા ગ્રહણ કરવા ઇચ્છતા હતા. પરંતુ કેશવાનંદજીએ છગનલાલને સંન્યસી થવાની ઇચ્છા જતી કરી. પોતાના પ્રદેશમાં જઈને લોકોની સ્થિતિ સુધરે એવું કંઈક કરવાની સલાહ આપી. સ્વામીજીએ સૂચન કર્યું કે તમારા લોકોને ઘોર અંધકારમાંથી બહાર કાઢો અને તેમનું અજ્ઞાન દૂર થાય એવો કોઈ માર્ગ લો એમાં જ એમનું અને તમારું કલ્યાણ છે. ઈશ્વરની સેવા, ભક્તિ, મોક્ષ બધું જ આમાં રહ્યું છે પ્રજા કેળવણી લેશે, સુખી થશે અને તમારો આત્મા પ્રસન્નતાથી મહોરી ઉઠશે

કાશીથી પાછા ફર્યા પછી છગનલાલનું ધ્યેય નક્કી થઈ ગયું હતું હવે જ્ઞાતી બાંધવોને અજ્ઞાનરૂપી અંધકારમાંથી બહાર કાઢવામાં જ એમનું શ્રેય રહેલું છે એ એક માત્ર વાત હૈયે વસી ગઈ હતી અને એનો એક માત્ર ઉપાય કેળવણી જ છે એ પણ એકદમ સ્પષ્ટ થઈ ગયું હતું

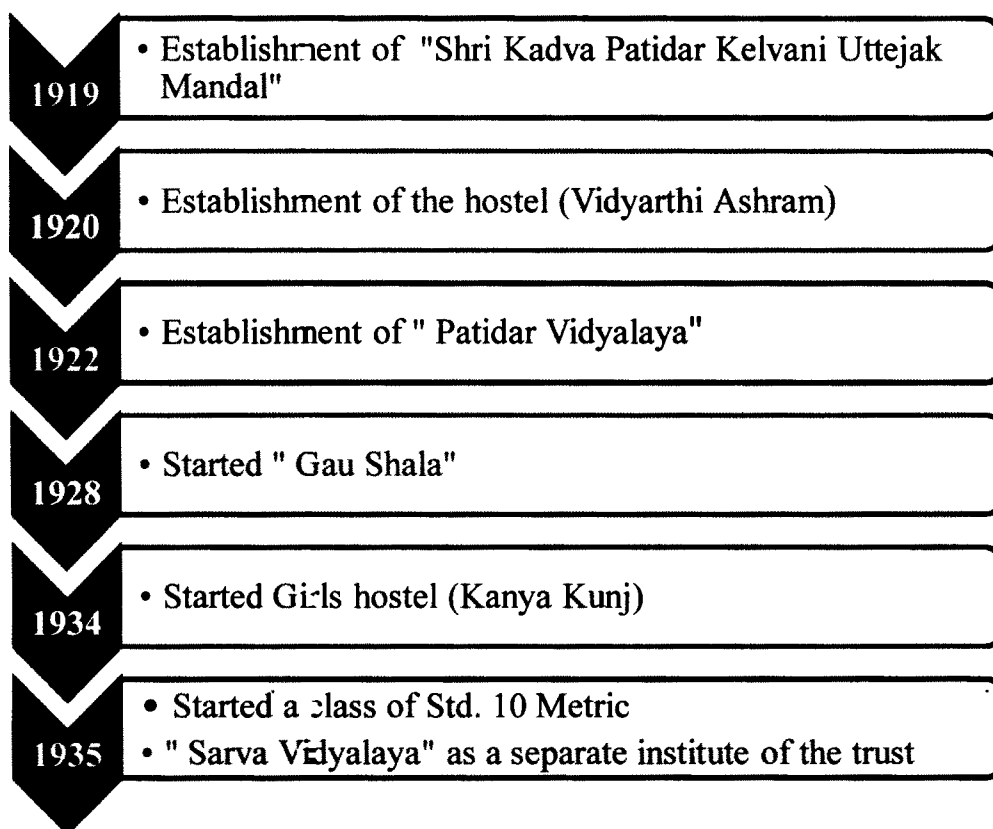
કડવા પાટીદાર સમાજ કુરિવાજોથી પીડાતો હતો. છગનલાલે તે નાબૂદ કરવાની ઝૂંબેશ પોતાના ઘરથી જ પોતાના ગામમાં કરી તેમણે પોતાની ઓળખ ઉભી કરવાનું કાર્ય 40 વર્ષની ઉંમરે શરૂ કરી દીધું હતું તેમણે ખાસ કરીને બાળ લગ્ન, પ્રેતભોજનનાબૂદી અને કેળવણીની સંસ્થાઓ શરૂ કરવાની હિમાયત કરી હતી 'કેળવણી વિના જ્ઞાતીનો ઉધ્ધાર નથી' આ મંત્ર છગનલાલે હૈયે કોતરી લીધો. છગનલાલે ક.પા.શુ. સમાજની સભામાં કેળવણીસંસ્થા શરૂ ન થાય ત્યાં સુધી મિષ્ટાન્ન ન ખાવાની પ્રતિજ્ઞા લીધી હતી.

Source: Patel, M.(1989). "Pragnadeep Chhaganbha, Vinod Printary, Sarva Vidyalyaya Kelvani Mandal, Kcadi, pp.26-33

But Pujya Chhaganbha very actively worked in the fund collection activity for the establishment and maintenance of the institutes run by the trust. He believed that **“The society won’t uplift without Education”**. The main objective behind foundation of the trust was to bring social revolution and uplift the society by providing education. **“Kar Bhala, Hoga Bhala”** was the principle of Pujya Chhaganbha. How he played active role in establishment of hostel and school is already described in the research question no. 1, 2 and 3.

The period of last two decades of life of Chhaganbha was most important and full of activities. During this period, he struggled for the education of the Kadva Patel society and social revolution of his society. The institute which he created has spread its branches and sub branches in all over north Gujarat. During the span of his working the following institutes were emerged.

FIGURE : 4.1
Institutes established during period of Pujya Chhaganbha



The figure 4.1 depicts that during the working period of Pujya Chhaganbha following institutes were established.

1. "Shri Kadava patidar Kelvani Uttejak Mandal" later it was changed in to "Sarva Vidyalaya Kelvani Mandal"
2. " Patidar Vidyalaya From class 1 to 10, later on the name of the school was also changed in to "Sarva Vidyalaya"
3. 'Gaushala' for providing milk to the students of the hostel
4. Girls hostel (Kanya Kunj)

On 22nd December 1940, he chose the path of heaven. But even today the trust has adopted the principle of his life "***Kar Bhala Hoga Bhala***".

A brief description on life of former chairman of the trust, Late Shri Maneklal Patel is mentioned below.

2) Shri Maneklal M. Patel (1929-2012):

Shri Maneklal Patel was born on 1st February 1929 in Untava village of Kadi in Mahesana district. His father, Shri Madhavlal Patel and mother, Diwaliba were from the middle class family. His father was a farmer by profession. He completed his school education from Sarva Vidyalaya. Due to his poor health, he was not selected for the post of primary teacher even though he had passed Vernacular final exam with second rank in the state.

He completed his SSC as well as study of B.A. (Hon.). During the job of clerk in Ahmedabad Municipal Corporation, he finished his study of LLB and got another degree. But he never entered in the business as a lawyer. He joined as a Chief Officer in Kadi Municipality on 15th September 1959. During his tenure of Chief Officer, he played a major role for the donation of Rs. 1.00 lakh for establishment of Science College in Sarva Vidyalaya Campus. He also worked as a Chairman of Kadi Nagarik Co-Operative Bank. He also played very important role in industrial revolution of Kadi region.

Maneklal resigned from his job of the Municipality in the year 1973 started his services as a Secretary of Sarva Vidyalaya Kelvani Mandal from 1973-74.

The description of the above mentioned matter can be referred from the secondary source written in Gujarati, as mentioned below.

એ વખતે કોણ જાણતું હતું કે પ્રાથમિક શાળાના શિક્ષક તરીકેની પસંદગીમાં નિષ્ફળતા એ માણેકલાલ પટેલ માટે તો ‘a blessing in disguise’(જુદા સ્વરૂપે એક આશીર્વાદ) હતું. આપણે માણેકલાલભાઈની કડી અને ગાંધીનગરનાં શિક્ષણસંકુલોમાં જે શક્તિ જોઈ એ જોતાં નક્કી એમ લાગે કે એ પ્રાથમિક શિક્ષક માટેના ઇન્ટરવ્યુમાં નાપાસ થયા એ એક ધૂપો આશીર્વાદ જ હતો.

માણેકલાલના વ્યક્તિત્વનો એક વિશેષ એ હતો કે એ જે ક્ષેત્ર સાથે નિસ્બત ધરાવે તે ક્ષેત્ર વિશેની પૂરી જાણકારી મેળવી લે. એ જાણકારીના આધારે એ ક્ષેત્ર વિશેની કોઈ જવાબદારી હોયતો તે ઉત્તમ રીતે પાર પાડે. ૧૯૭૩-૭૪ પછી કેળવણી ક્ષેત્રની જાણકારીમાં તે ઊંડા ઊતરી રહ્યા હતા. આ જાણકારી માટેના મુખ્ય સ્ત્રોત ૧૯૬૪માં સરકારે બહાલ કરેલો ગ્રાન્ટ ઇન એઇડ કોડ. આ ઉપરાંત તબક્કે તબક્કે સરકારી નીતિમાં થતા ફેરફાર. ૧૯૬૪નો કોઠારી કમિશનનો રીપોર્ટ પણ એમની જાણકારીમાં આવી ગયો હોય એવું જણાતું હતું.

Source: Patel, M. (2013), “Dhruv Tarak (A biography of Shri Maneklal Patl, Raj Offset, Sarva Vidyalaya Kelvani Mandal, Kadi, pp.33& 77

In the year 1977 Government of Gujarat has invited the trust to set up Educational institutions at Gandhinagar which will foster the development of Capital City of Gujarat by allotting 13 acres of land in sector 23. In the year 1977, the trust started its activity of education by laying foundation stone of Sheth C. M. Vidyalaya. The first school established in Gandhinagar was Sheth C. M. Vidyalaya in the year 1979. At that time Shri Daskaka was looking after the all activities of the trust in Gandhinagar. But after death of Shri Daskaka, in the year 1984, responsibility of Gandhinagar branch was also handed over on the shoulder of Shri Maneklal. He was succeeded in receiving donation of Rs. 11.00 lakh from the bank for establishment of “Kalupur Commercial Co-operative bank Kanya Kelvani Sankul” in Gandhinagar. With his effort he was also succeeded in getting 5 acres of land for Pharmacy College. Kalupur Commercial Bank also provided a big amount of donation for establishment of the college. He visited America in the month of July

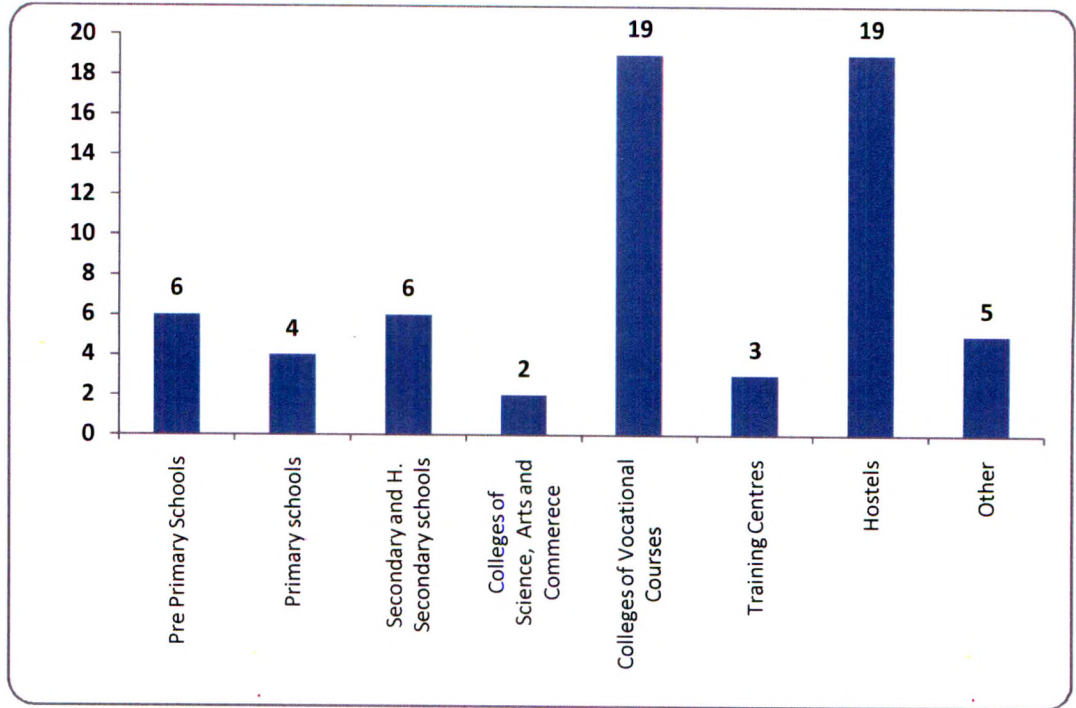
1998 for collection of donation along with Shri Narsinhbhai K. Patel, Dr. Kanubhai Patel and Shri Mohanlal Patel. **In this visit of 29 days, the team was succeeded in collecting donation of more than 5 crore rupees.**

Shri Maneklal was also succeeded in collecting donation of **Rs. 1.00 Crore** for establishment of **VPMP college of Polytechnic** from **Shri Vishnubhai Punjabhai Mohanbhai Patel in the year 2006.**

Shri Patel always thought to introduce new courses as per the demands and needs of the society. The long term goal of Shri Maneklal Patel was to establish a medical college. In the year **2008, Nursing College** was established by donating **Rs. 1.00 crore** in **“Rogi Kalyan Samiti”**. With the great effort of Shri Maneklal the university named **‘Kadi Sarva Vishwa Vidyalaya’** was established in the year **2007.**

Up to **1973 -1974** there were only **three** educational institutions in the campus of Sarva Vidyalaya Kelvani Mandal Kadi 1. Sarva Vidyalaya 2. Science College and 3. Technical High school. But **after 1977**, Shri Maneklal Patel and other member of the trust succeeded to establish nearly **60** different kinds of institutions from pre-primary to higher education and hostels. Different courses of vocational education have also been introduced as per the needs and demands of the society. The details of institutions established from **1977 to 2008** are presented in the graph 4.1.

GRAPH: 4.1
Types of Institutions established from the year 1977 - 2008



From the graph 4.1 it is revealed that

1. 64 different types of institutions established during 1977 to 2008
2. Among these institutions, the number of colleges of vocational courses and hostels were established maximum.
3. Laboratory, library, dining halls and guest house buildings are considered as other institutes.
4. Pre-primary to secondary, higher secondary, colleges, Post Graduate courses and M. Phil and Ph. D. programmes have been introduced.

From the facts it is revealed that Shri Maneklal Patel continued the activity of fund collection for the development of the trust and he worked very hard to help the trust to reach to the new high. Shri Maneklal Patel Chose the path of heaven on 12th January 2012.

This fact can be referred from the second source of data collection Witten in Gujarati as under.

આ ક્ષણે વિદ્યાર્. લઈ ચૂકેલા માણેકલાલભાઈ સર્વ વિદ્યાલય કેળવણી મંડળ કે કડવા પાટીદાર કેળવણી ઉત્તેજક મંડળના ચેરમેન અથવા તો કડી સર્વ વિશ્વવિદ્યાલયના પ્રેસિડેન્ટ નહોતા. એ હતા સર્વ વિદ્યાલયના મોભી- પરિવારના વડા. એમની વિદ્યાર્થી પરિવારના સંતપ્ત ચિત્તના કારણે જે આઘાતજન્ય માહોલ સર્જાયો હતો એ ઈ.સ. ૧૯૪૦ના ડિસેમ્બરમાં પૂજ્ય છગનભાના અવસાનથી સર્જાયેલા વાતાવરણની યાદ આપે એવો હતો જાણે એકબીજા છગનભાએ વિદ્યાર્ લીધી!

Source: Patel, M. (2013). "Dhruv Tarak (A biography of Shri Maneklal Patl, Raj Offset, Sarva Vidyalaya Kelvani Mandal, Kadi, p.204

4.2.2 Development of Sarva Vidyalaya Kelvani Mandal, Kadi with reference to Educational Perspective:

To discuss the above objective the research question no. 5 is analyzed as under.

Research Question 5

What type of development with reference to educational perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?

With a view to consider the aspects of development of the SVKM, Kadi with reference to educational perspective, the questionnaire was used to collect information from 200 staff members of SVKM which includes administrators of the trust, principals, teachers and non-academic staff of the institutions run by SVKM.

Question: Which of the following aspects would you like to consider about development of SVKM, kadi with reference to Educational Perspective?

The data in terms of their responses is analyzed qualitatively with the help of no. of responses and its percentage. The detail is given in the table 4.1.

TABLE NO. 4.1
Development of SVKM with reference to Educational Perspective as perceived by the staff and members of SVKM

Sr. No.	Statement	Number of preferences	Percentage
1	Establishment of the new Institutes	198	99
2	Introduction of new courses	196	98
3	Increase in number of the students	192	96
4	Increase financial status	10	05
5	Received National/ state/ other awards	00	00
6	Others	08	04

Among above mentioned statements, more than 50% preferences given were selected and discussed in detail. From the above data it is revealed that following aspects have more than 50% preferences and these aspects should be considered in development of SVKM with reference to educational perspective.

- a) Establishment of the new institutes
- b) Introduction of the new courses
- c) Increase in the number of the students.

All the above mentioned aspects are discussed here in detail.

a) Establishment of the new Institutes:

Having started in the year 1919, the trust slowly and steadily made its presence felt in the society and the efforts of “Chhaganbha” have not gone waste with development of Schools at Kadi. In the meantime the

campus grew from 9 acres to 48 acres of land acquisition of further land for the development of activities. In the year 1960 Sarva Vidyalaya set foot into technical education field with the establishment of ITI at Kadi. Later on the trust also started courses in higher education at Kadi.

In the year 1977 Government of Gujarat has invited the trust to set up Educational institutions at Gandhinagar which will foster the development of Capital City of Gujarat by allotting 13 acres of land in sector 23. Since then the trust has set up many educational institutes and hostels which have proved to be the backbone of the development of the state of Gujarat.

As mentioned earlier, the trust was established on 8th June 1919 and its first institute was 'Vidyarthi Ashram' (Hostel). It was established on 22nd March 1920 at Kadi. The first school named Patidar Vidyalaya was started from 1st March 1922. Later on different institutes were established. The chronological development of the trust in relation to establishment of different institute is given in the table 4.2. The trust had also taken administrative responsibility of various educational institutes and hostels at Pilwai, Visanagar, Balol and Shertha. But later on the administration of these institutes was handed over to the respective trust.

TABLE NO. 4.2
Chronological Development of “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to establishment of different institutes

Sr. No.	Year of Establishment	Name of the Institute	Place
1.	1919	Establishment of “Kadava Patidar Kelvani Uttejak Mandal”	Kadi
2.	1920	Hostel (Vidyarthi Ashram)	Kadi
3.	1922	Patidar Vidyalaya (Sarva Vidyalaya- A School of three classes)	Kadi
4.	1928	“Gau Shala”	Kadi
5.	1934	Girls Hostel (Kanya Kunj)	Kadi
6.	1935	The class of 10 (Metric)	Kadi
7.	1935	Sarva Vidyalaya Highschool	Kadi
8.	1939	The administration of “Sheth G.C. Highschool” Pilvai was undertaken	Pilvai
9.	1941	“Nootan Sarva Vidyalaya” was undertaken	Visanagar
10.	1945	Inauguration of “Sheth shri Pransukhlal Sarswati Sadan”	Kadi
11.	1952	“Mitramandal Sarva Vidyalaya-Balol”	Balol
12.	1956	P.T.C. College (Adyapan Mandir)	Kadi
13.	1960	Inauguration of Auditorium of Sarva Vidyalaya (Sanskar Bhavan)	Kadi
14.	1960	Technical Section in Sarva Vidyalaya	Kadi
15.	1963	Workshop building for Technical Section	Kadi
16.	1964	D. M. Hostel	Kadi
17.	1965	Science College started	Kadi

Sr. No.	Year of Establishment	Name of the Institute	Place
18.	1966	Junior Technical School	Kadi
19.	1970	Independent Technical High School (by merging Technical Section & Junior Technical School)	Kadi
20.	1977	Stepping Stone of building of Sheth C.M. highschool	Gandhinagar
21.	1982	Sheth Shri Puroshottamdas Bhikhabhai Patel Hostel	Gandhinagar
22.	1982	Mahendra Mills Hostel	Gandhinagar
23.	1984	Sheth H.K. Library	Kadi
24.	1984	B.M. Patel Vidyarthi Bhavan	Kadi
25.	1984	Mrs. Menaben Mangaldas Guest house and Central Office	Kadi
26.	1988	Shri Sakalchand Kalidas Patel ITI	Kadi
27.	1988	Shri Janaatkumar Bhagubhai Patel, Primary School	Gandhinagar
28.	1989	R. G. Kanya Vidyalaya	Gandhinagar
29.	1989	M. B. Patel Primary Kanyashala	Gandhinagar
30.	1990	Shishushala: primary School	Kadi
31.	1991	Uma Arts and Nathiba Commerce Mahila College	Gandhinagar
32.	1991	First Tribhovandas Lallubhai Patel and then Baldevbhai Gopaldas Patel Girls Hostel	Gandhinagar
33.	1992	Acharya Shri Nathalal N, Desai Primary School	Kadi

Sr. No.	Year of Establishment	Name of the Institute	Place
34.	1992	Shri Babubhai S. Patel & Ramanbhai D. Patel Hostel	Gandhinagar
35.	1992	Kashiba Keshavlal Patel Bhojanalaya	Gandhinagar
36.	1992	Smt. Hiraben Vithhaldas Girls Preschool	Gandhinagar
37.	1994	Shivabhai vasantbhai Patel Sewing Class	Fudeda
38.	1995	K.B. Institute of Pharmaceutical Education & Research	Gandhinagar
39.	1996	Meghna Niranjana Shishu Mandir	Kadi
40.	1997	English Medium School from K.G. to Class 7	Gandhinagar
41.	1997	Raiben Gopaldas Patel & Savitaben Babubhai Patel Higher Secondary School	Gandhinagar
42.	1997	Savitaben Babubhai Patel Higher Secondary Girls School	Kadi
43.	1997	M. B. Patel Secondary & Higher Secondary School	Gandhinagar
44.	1997	S. K. Patel Institute of B.B.A. & B.C.A.	Gandhinagar
45.	1997	Arun Hargovinddas Patel Bhojanalay	Kadi
46.	1998	Shantaben K. Patel Boys Hostel	Kadi
47.	1998	Shri Bhagubhai Patel English Medium Secondary & Higher Secondary School	Gandhinagar
48.	1998	Shri Somabhai Chaturdas Patel boys' hostel	Gandhinagar

Sr. No.	Year of Establishment	Name of the Institute	Place
49.	1998	Shethshri Khimji Visaram & Sons (Mumbai) Sanskar Bhavan	Gandhinagar
50.	1998	Lodariya Parivar(Sarsav) Uma Girls' Hostel	Gandhinagar
51.	1999	Post Graduate & Reserch Section at Pramukh Swami Science college	Kadi
52.	1999	Kadi Nagrik Co Operative Bank Primary School	Kadi
53.	1999	Higher Education Science Stream Uma Boys' Hostel A & B	Gandhinagar
54.	1999	Brahmanikrupa (Dingucha) Memorial Hall	Gandhinagar
55.	1999	B.B. A. , M.B. A. Hostel C	Gandhinagar
56.	1999	Pharmacy College hostel D	Gandhinagar
57.	1999	Manguben Narayandas Choksi (Rajpur) U.S.A. Hostel Dinning Hall	Gandhinagar
58.	1999	Menaben Mangaldas Patel Central Office & Joitaram Mangaldas Patel N.R.I. Guest House	Gandhinagar
59.	1999	Bholabhai C. Patel Institute of B.B.A. & B.C.A.	Gandhinagar
60.	1999	Mamta Institute of Information technology	Gandhinagar
61.	1999	Mamta Centre for A.M.A.	Gandhinagar
62.	1999	Ashwinbhai Amrutlal Patel (Paliyad) English and Gujarati Medium Commerce College	Gandhinagar

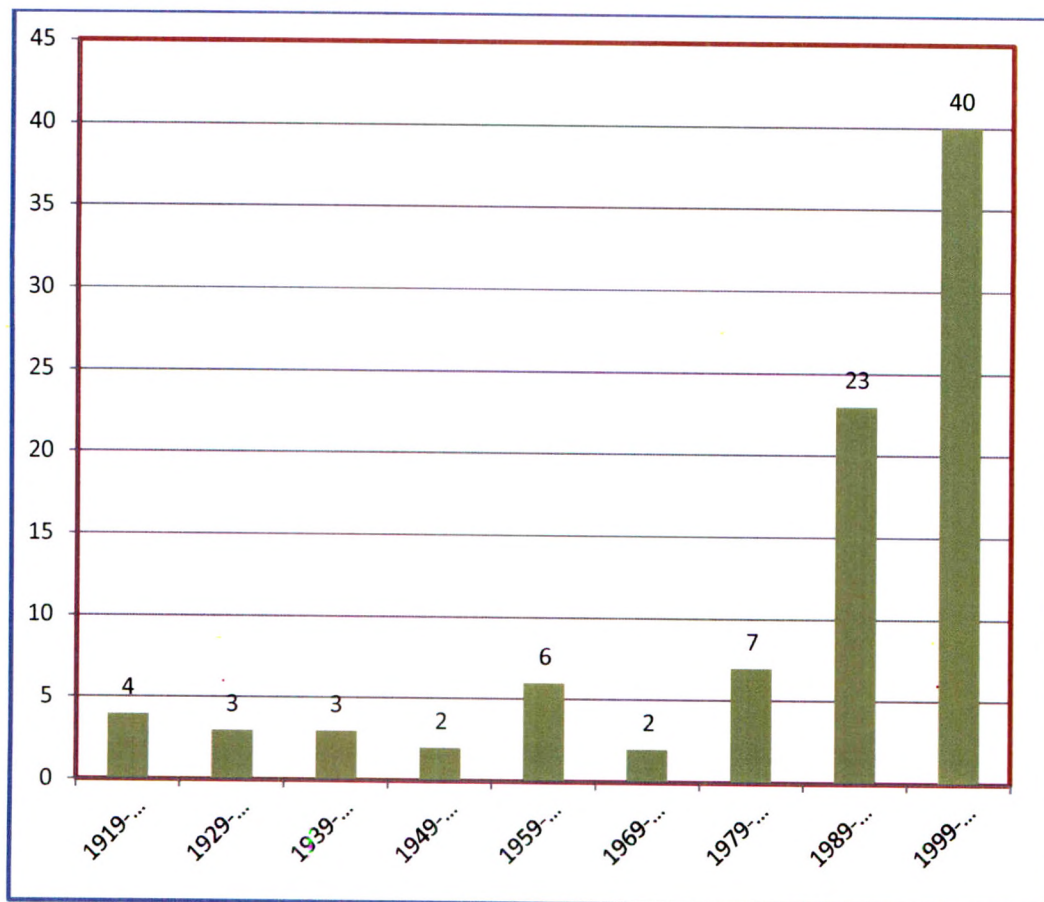
Sr. No.	Year of Establishment	Name of the Institute	Place
63.	1999	Narottamdas Bechardas Patel(Paliyad) U.S. A. Higher Education Girls' Hostel	Gandhinagar
64.	1999	Raiben Narsinhbhai Performing Art Academy	Kadi
65.	2000	Shantaben Maneklal Keshavlal Primary Shool	Kadi
66.	2000	Raiben Gopaldas Patel Science College Hostel	Kadi
67.	2000	Narasinhbhai College of Computer Studies & Management	Kadi
68.	2000	Hiraben Dahyabhai Foundation Institute of Post Graduate Studies in Pharmaceutical Biotechnology	Gandhinagar
69.	2000	Englsh Medium Boys' Hostel	Gandhinagar
70.	2000	Higher Education Science Stream Boys' hostel	Gandhinagar
71.	2000	Raiben Chandulal Patel Secondary &Higher Secondary School (Science &Common Stream)	Gandhinagar
72.	2000	Shri Narsinhbhai Patel Science Laboratory	Gandhinagar
73.	2000	Sarva Vidyalaya Umiya Boys' Hostel	Gandhinagar
74.	2000	Varshaben Rameshbhai Narottamdas Diwan U.S.A. Higher Education Umiya Girls' Hostel	Gandhinagar
75.	2000	Ambalal Gopaldas Patel Girls' Hostel	Kadi

Sr. No.	Year of Establishment	Name of the Institute	Place
76.	2001	Mamta Institute of Information Technology	Kadi
77.	2001	B.C.A Boys Hostel	Kadi
78.	2001	P.G.D.C.A. Boys' Hostel	Kadi
79.	2001	Smt. Surajba College of Education of women	Kadi
80.	2002	S.S. Patel PTC and B.Ed. college; V. G. Patel PTC and R.H. Patel B.Ed. Eng. medium college	Gandhinagar
81.	2004	Girls' Hostel for the students of the PTC & B.Ed. College	Kadi
82.	2004	Girls' Hostel for the students studying at various Colleges of Kadi Campus	Kadi
83.	2005	Library for the Madhubahen P.T.C. College & Surajba College of Education	Kadi
84.	2005	Girls' Hostel for the students of the PTC & B.Ed. Colleg	Gandhinagar
85.	2006	Biotechnology Section at Pramukh Swami Science College	Kadi
86.	2006	New Building for Shardababen Dharmabhai Patel English Medium Primary School; Sarva Vidyalaya Secondary & Higher Secondary English Medium School & Gomtiben Ramabhai M. Patel Kinder Garten School	Kadi

Sr. No.	Year of Establishment	Name of the Institute	Place
87.	2006	V.P.M.P. Polytechnic Institute	Gandhinagar
88.	2006	Central Library for Ambalal Vaghjibhai Patel Education College	Gandhinagar
89.	2007	Kadi Srva Vishvavidyalaya (University)	Gandhinagar
90.	2008	Chanchalben Mafatlal Patel College of Nursing	Gandhinagar

The development of institutes is also analyzed over the span of 10 years and it is presented in the graph 4.2.

GRAPH: 4.2
No. of Institutes started over a period of span of 10 years



From the table 4.1 and graph 4.2 it is revealed that

1. After establishment of the trust in 1919, the numbers of establishment of the institutes have reached very high.
2. The numbers of establishment of new institutes were maximum in last two decades i.e. from 1989-1998 and 1999-2008.
3. The trust also started various types of institutes viz. Pre primary to Higher Secondary Schools, Arts, Commerce and Science Colleges, Colleges of the professional courses, Hostels, Vocational Training Centres and others
4. The trust had also started efforts to establish educational institutes in Gandhingar from 1977 with laying down

stepping stone of building of Sheth C.M. highschool
Gandhinagar foundation

5. The first institute named Sheth C.M. High school and Higher Secondary School in Gandhingar was established in 1979.
6. “Kadi Srva Vishva Vidyalaya” is a university established by the trust.

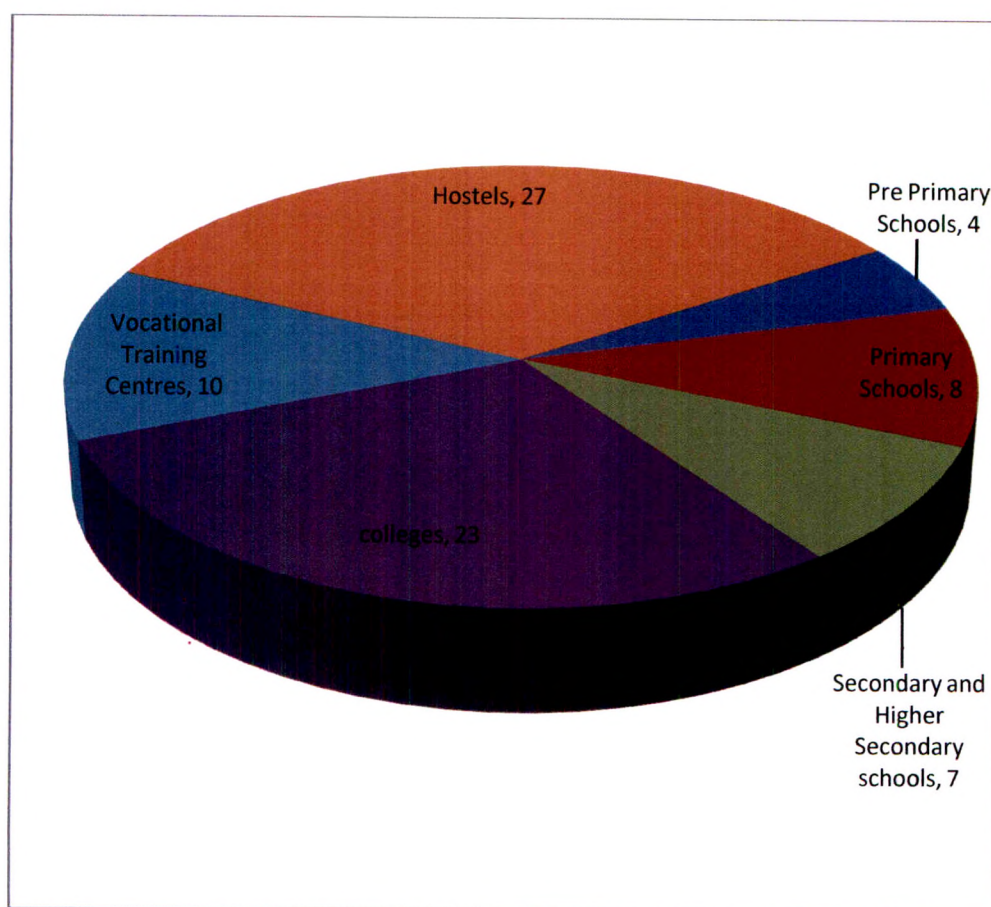
Different types of institutes being run by Sarva Vidyalaya Kelvani Mandal, Kadi is given in the table 4.3

TABLE NO. 4.3
Different types of institutes being run by SVKM, Kadi

Sr. No.	Types of Institution	Location (Campus)		Total
		Kadi	Gandhinagar	
1	Pre Primary Schools	1	3	4
2	Primary Schools	4	4	8
3	Secondary and Higher Secondary schools	3	4	7
4	Colleges			
	1. Arts, Commerce, Science	1	2	3
	2. PTC	2	2	4
	3. B. Ed.	2	2	4
	4. B.B.A. M. B.A.; B. C.A,M. C.A. P.G.D.C.A	4	3	7
	5. Poly Technic	0	1	1
	6. Nursing	0	1	1
	7. Pharmacy; Bio Technology	0	2	2
	8. Engineering	0	1	1
5	Vocational Training Centres	4	6	10
6	Hostels	9	18	27
Total		30	49	79

The graphical presentation of the data is shown in the graph 4.3.

GRAPH: 4.3
Different types of Institution being run by SVKM, Kadi



From the data, it is revealed that

1. More institutions have been established at Gandhinagar campus than Kadi Campus because being the Capital of Gujarat and centrally located; the needs and demands from the society have also increased.
2. 27 hostels for boys as well as girls have been established which help the students from the villages to stay and build their carrier.
3. The trust has established the institutions from pre- primary to higher education including institutions of vocational courses.

4. 10 vocational training centres have been established with a view to provide opportunity of skill development to youth.
5. The trust has been trying to identifying the needs and demands of the society and establishes the institutions accordingly.

b) Introduction of New Courses:

Having started in the year 1919, the trust slowly and steadily made its progress. In the year 1960 Sarva Vidyalaya set foot into technical education field with the establishment of ITI at Kadi. Later on the trust also started courses of higher education at Kadi.

In the year 1977, the trust started its activity of education in Gandhinagar by laying foundation stone of Sheth C. M. Vidyalaya. The trust has tried to fulfill the needs and demands of the society by introducing new courses as time demands. With a need to spread education further and develop a kind of professionalism in the young generation of Gujarat the trust started its first self-financed course of pharmacy in the year 1995. The trust also started many vocational courses.

In the year 2004, The Government of Gujarat allotted 40000 sq.m land to the trust for fulfillment of the dream of establishing engineering college. In the year 2007, the university has been established by the trust.

Various Institutions being run at Gandhinagar are spread across the following seven campuses.

- i) Sarva Vidyalaya Technology Campus
- ii) Kalupur Bank Girls Education Complex
- iii) Patel Shitalben Ambalal Tribhuvandas Parivar (Mokhasan)
- iv) Maneklal M. Patel Co- Education Complex
- v) Sarva Vidyalaya Higher Education, Management & Computer Education Complex

vi) Jagadishkhai Natvarlal Patel (Dangarva) English Medium
Complex Nursing Campus

vii) Nursing Campus

The details of the new courses introduced by the trust is presented in
the table 4.4

TABLE NO. 4.4
Different Courses introduced by SVKM, Kadi at Kadi Campus

Sr. No.	Year	Name of the course	Name of the Institute
1	1922	Primary Education	Patidar Vidyalaya
2	1935	Secondary Education	Sarva Vidyalaya
3	1956	P.T. C.	Adyapan mandir
4	1960	Technical Education	Sarva Vidyalaya
5	1965	Higher Education BSc & BA	Pramukh Swami Science and H. D. Patel Arts
6	1988	ITI	Shri S.K. Patel
7	1990	Primary Education	Shishushala
8	1992	Primary Education	Acharya Shri Nathalal N, Desai Primary School
9	1996	Pre Primary Education	Meghna Niranjana Shishu Mandir
10	1999	Post Graduate & Research Section (MSc)	Pramukh Swami Science college
11	1999	Primary Education	Kadi Nagrik Co Operative Bank
12	2000	Primary education	Shantaben Maneklal Keshavlal
13	2000	Computer Studies & Management BBA & BCA	Narasinghbhai College

Sr. No.	Year	Name of the course	Name of the Institute
14	2000	PGDCA	Kadi Nagarik Bank Institute
15	2000	MBA & MCA	Narasinhbhai Patel College
16	2001	B. Ed. (Gujrati Medium)	V. G. Patel College
17	2006	Bio-Technology	Section at Pramukh Swami Science College

From the data presented in the table 4.4, it is revealed that

- i. The trust had started its journey by introducing the course of primary school of class 1 to 3 in the year 1922.
- ii. Various courses ranging from pre-primary education to higher education have been introduced by the trust.
- iii. The trust initiated technical education by starting technical school in the year 1960 and ITI in the year 1988
- iv. The trust has introduced different professional courses like BBA, BCA, MBA, MCA, PGDCA and Biotechnology as per the need of the society.
- v. The trust has established its first teachers' training institute (Adhyapan Mandir) in the year 1956.
- vi. 10 different institutes have been established within 12 years (from 1988-2000) by the trust at Kadi campus.

Different courses introduced by SVKM at Gandhingar Campus is presented in the table 4.5

TABLE No. 4.5
Different Courses introduced by SVKM, Kadi at Gandhinagar
Campus

Sr. No.	Year	Name of the course	Name of the Institute
1.	1977	Secondary & Higher Secondary Education	Sheth C. M. Vidyalaya
2.	1988	Primary Education	Shri J. B. Patel,
3.	1989	Secondary & Higher Secondary Education	R. G. Kanya Vidyalaya
4.	1989	Primary Education	M. B. Patel Kanyashala
5.	1991	Higher Education (BA & B Com)	Uma Arts and Nathiba Commerce Mahila College
6.	1992	Pre Primary Education	Smt. Hiraben Vithhaldas Girls
7.	1995	Pharmacy Education B Pharm	K.B. Institute
8.	1997	Pre Primary and Primary Education	English Medium School from K.G. to Class7
9.	1997	Secondary & Higher Secondary Education	R.G.Patel & S. B.Patel Higher Secondary School
10.	1997	Secondary & Higher Secondary Education	M. B. Patel Secondary & Higher Secondary School
11.	1997	M.B.A. & M.C.A.	S. K. Patel Institute
12.	1998	Secondary & Higher Secondary Education	Shri Bhagubhai Patel English Medium School
13.	1998	Pre Primary Education	Shethshri Khimji Visaram & Sons Sanskar Bhavan
14.	1999	B.B.A. & B.C.A.	Bholabhai C. Patel Institute

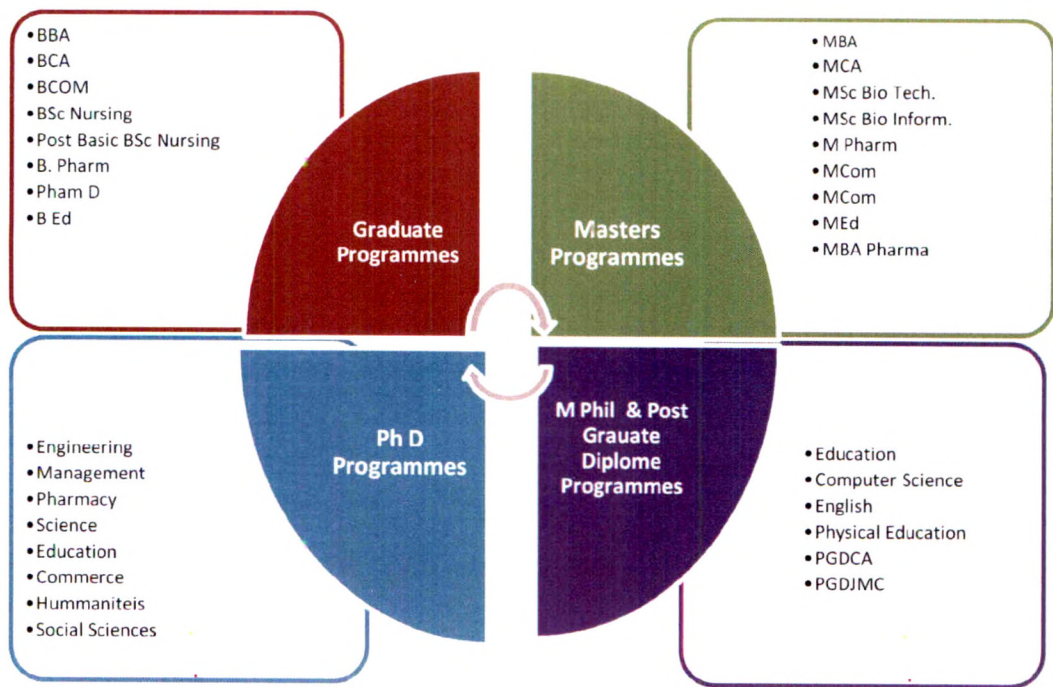
Sr. No.	Year	Name of the course	Name of the Institute
15.	1999	Information Technology	Mamta Institute
16.	1999	Higher Education BCom (Eng. Medium)	Ashwinbhai Amrutlal Patel Commerce College
17.	1999	Performing Art	Raiben Narsinhbhai Academy
18.	2000	M Pharm and MSc Biotechnology	D R Patel Centre for Advance Study in Pharmaceutical Biotechnology
19.	2000	Secondary & Higher Secondary Education	Raiben Chandulal patel (Mokhasan) School
20.	2002	P.T.C., B.Ed.(Gujarati & English medium)	S. S. Patel PTC & V. G Patel PTC; S. S. Patel & R H Patel B Ed College
21.	2005	Engineering	LDRP Institute of Technology
22.	2006	Polytechnic	V.P.M.P. Institute
23.	2007	University	Kadi Srva Vishvavidyalaya
24.	2008	Nursing	Chanchalben Mafatlal Patel College
25.	2008	M. Phil; M. Ed. & Ph. D. Programmes	Management, Pharmaceutical, Education, Bio-Technology, Humanities, Social Sciences, Computers

From the data of the table 4.5, it is revealed that

1. The trust had started its journey by introducing the course of secondary school of in the year 1977 in Gandhinagar and at present it has introduced courses from pre- primary to Higher Secondary in Gujarati as well as English medium.
2. The trust has introduced its first self- financed course of B. Pharm. in the year 1995 and the journey continued by introducing different vocational courses viz. BBA, BCA, MBA, MCA, PGDCA, B.Ed., PTC, BioTechnology, Engineering, Nursing at Gandhinagar campus.
3. During the period of 3 years i.e. from the year 1997 to 2000; the trust has introduced 10 different courses and established institutes for the same course.
4. The university was established in the year 2007 and different graduate, Post-Graduate and Ph.D. courses in Management, Pharmaceutical, Education, Bio-Technology, Humanities, Social-Sciences, and Computers have been commenced from the year 2008-09.
5. The trust has commenced degree and diploma engineering courses from the year 2005 at Gandhinagar campus.
6. More courses have been introduced at Gandhinagar campus as compared to Kadi campus.
7. The trust has also started post graduate course of M. Phil. in English, Education and physical Education.
8. All the colleges run by the trust at Gandhinagar and Kadi campuses are the constituent colleges of the “Kadi Sarva Vishwa Vidyalaya”.

Different types of courses being offered in ‘Kadi Sarva Vishwa Vidyalaya’ are presented in the figure 4.2

FIGURE: 4.2
Different types of courses being offered in ‘Kadi Srvava Vishwavidyalaya’



The figure 4.2 depicts that the trust has commenced various graduates, post graduate, M.Phil. and Ph. D. courses at constitute colleges of Kadi Sarva Vishwa Vidyalaya .

c) Enrolment of the students:

The trust started its first institute as a “Vidyarthi Ahram” with the six students. The first school, ‘Kadava Patidar Vidyalaya’ was started on 1st March 1922 with seventeen students. Though the trust started its hostel and schools for education of the students of Kadva Patel society but enrolment of the students in the school was from **all communities and therefore the name of the school ‘Kadava Patidar Vidyalaya’ was changed as “Sarva Vidyalaya”**. The number of the students increased as the trust started new hostels and schools. As discussed in the research question no.5 the development in establishment of the institutes was maximum in the last two decades. It is also proved with the data of

enrolment of the students in the institutions run by SVKM, Kadi presented in the table no.4.6.

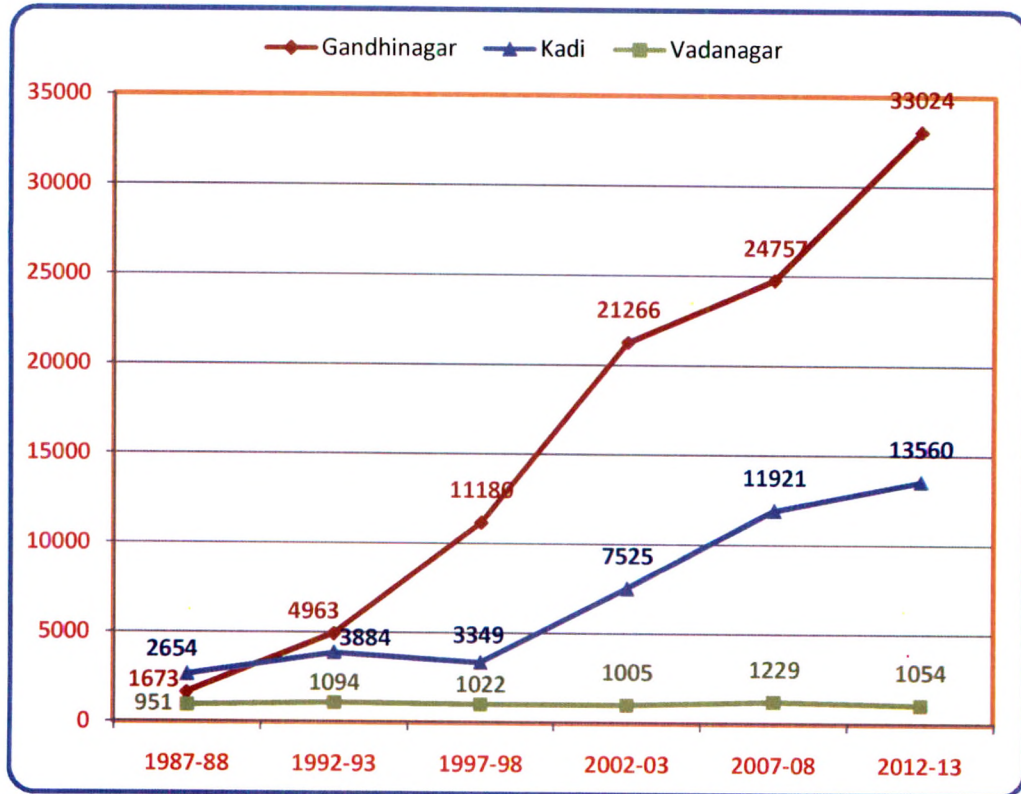
TABLE NO. 4.6
Development in the enrolment of the students in the different institutions runs by SVKM during last two decades

Sr. No	Campus	No. of students enrolled in the institutions run by SVKM					
		1987- 88	1992-93	1997-98	2002-03	2007-08	2012-13
1	Gandhinagar	1673	4963	11180	21266	24757	33024
2	Kadi	2654	3884	3349	7525	11921	13560
3	Vadanagar	951	1094	1022	1005	1229	1054
Total		6008	10757	15551	29796	37907	47638

Source: Annual reports (1987-88 to 2012-13), Seccretaries, Sarva Vidyalaya Kelvani Mandal,Kadi,

The development in enrolment of the student is also presented graphically in order to compare the data easily.

GRAPH: 4.4
Development in the enrollment of the students in the different institutions run by SVKM, Kadi



From the data it is revealed that..

- i. In the year 2007-08, the number of the students enrolled in the different institutions run by SVKM was **6008** and it reached to **47638** in the year 2012-13. The no. of student increased nearly **eight times** more.
- ii. The trust has taken responsibility of school of Balol but later on it became independent.
- iii. At Gandhinagar campus, the number of the students in the year 1987-88 was just **1673** but in the year 2012-13, it reached to **33024**. Thus the number of students increased **twenty times** more. While during this period the number of the students at Kadi campus increased **five times**.
- iv. There was a least development in enrolment of the students at Vadanagar campus.

- v. The development with respect to enrolment of the students in 2002-03 was just **double** as compared to the year 1997-98.

4.2.3 Development of the Sarva Vidyalaya Kelvani Mandal, Kadi with reference to Economical Perspective.

To discuss the above objective, the research question no.6 is analyzed as under.

Research Question 6

What type of development with reference to economical perspective has SVKM, Kadi achieved?

With a view to consider the aspects of the development of the SVKM, Kadi with reference to economical perspective, the questionnaire was used to collect information from 200 staff members of SVKM which includes administrators of the trust, principals, teachers and non-academic staff of the institutions run by SVKM.

Question: Which of the following aspects would you like to consider about development of S.V.K.M., Kadi with reference to Economical Perspective?

The data in terms of their responses is analyzed qualitatively with the help of no. of responses and its percentage. The detail is given in the table 4.7.

TABLE NO. 4.7
Development of SVKM with reference to Economical Perspective as
perceived by the staff and members of SVKM

Sr. No.	Statement	Number of preferences	Percentage
1	Assistance given by Government	102	51
2	Self-Finance policy of Government	66	33
3	Fees collected by the trust from the students	66	33
4	Donations from the donors	152	75
5	Financial assistance from the alumni	151	75
6	Financial wealth of the trust	84	42
7	Others	08	04

Among above mentioned statements, more than **50%** preferences given were selected and discussed in detail. From the above data it is revealed that following aspects should be considered in development of SVKM with reference to economical perspective.

- a) Donations from the donors
- b) Donations or assistance from the alumni
- c) Assistance from the government

All the above mentioned aspects are discussed here in detail.

a) Donations from the donors (society):

As mentioned in the development of the trust with reference to the historical perspective; the trust was established with the blessing from the Guru Shree Keshavanand to Pujya Chhagabha and the great hardship of the social reformer. Pujya Chhagabha received first assistance of **Rs.5 from his Guru** and after that; donation from the society was the only source to meet financial need of the trust. Chhaganbha understood that without financial help, development of the trust was not possible.

At that time fund was the main challenge for the development of the trust. Initially the hostel was started in the rented house. The Kadva Patidar Vidyalaya was also started in the rented house. But Chhaganbha had a dream to construct own building of the trust. He visited many villages and started fund collection activity. The trust received the first assistance of **Rs. 68506.50** from the society. In the year 1921, the social forum of “Mota Bar Gam Panch” donated the amount of **Rs. 68906.50** for purchase of land for the trust and on 19th March 1923 and land of 9 ‘Vigha’ areas was purchased opposite to Kadi Railway station. At the time of inauguration of ‘Vidyarthi Ashram’ the trust had fund of **Rs. 85** which was given to the trust by the members of the society of Shertha Village. For the construction of building of the school and hostel the trust also received financial assistance from the donors of the society. During initial **eight years** of establishment of the trust, donations of approximately **Rs. 137087/-** were given by different donors of the society.

The actual economical status of the trust can be referred from the secondary source written in Gujarati as below.

વિદ્યાર્થીઆશ્રમની આરંભની સ્થિતિ અગે સંસ્થાના સં ૧૯૭૬-૭૭-૭૮ ના એકત્રીપોર્ટમાં આ પ્રમાણે છે.

સંવત ૧૯૭૬ની સાલ સુધી, આશરે પ્રથમ છ માસ સુધી આ આશ્રમ એક સામાન્ય વીશી કરતાં વિશેષ હતું એમ ન કહી શકાય માત્ર પૈસા એકઠા કરી કડીના પા. ખોડીદાસ ઝવેરદાસની દુકાને મૂકતા જ્યાંથી જોઇએ તેમ લઇ કડીના પા વિઠ્ઠલદાસ રણછોડ આશ્રમ માટે જોઇતો સામાન લાવી આપતા.

અત્યારના આશ્રમને નિભાવામાં નાણાં ભીડ હતી ત્યાં સંસ્થાના વિશાળ મકાન કિડાંગણ અને ગૌશાળા શરૂ કરવા માટે તો નાણાંનો ભંડાર જોઇએ છગનભાના સાથીદાર નગીનભાઇ તો આશ્રમના વહીવટમાં રોકાયેલા રહેતા હતા છગનભાએ જોયું કે નાણાં એકઠા કરવાનું કાર્યએમણે પોતે ઉપાડવું રહ્યુંઅને છગનભા આહલેક જગાવી ટહેલ નાખતા ધૂમવા માંડ્યા ગામે ગામ અને છગનભાને મળી રહેતી આકસ્મિક સહાય.

મકાન માટે ના ફંડની એક મોટી અને ઉત્સાહપ્રેરક ઘટના એ હતી કે સં ૧૯૭૭ (તા. ૬-૬-૨૧)ના રોજ ડંડાવ્યના મોટાબાર ગામના પંચે જમીન ખરીદવા અને મકાન બાંધવાની શરતે એકી કલમે પોતાની પાસેની ફુલ રકમ રૂ. ૬૮૦૬.૫૦ સંસ્થાને ભેટ આપી. અને પછી વિવિધ ગામેથી જનસમૂહમાંથી ક્ષિત્રપ્રેરક ફાળો મળતો રહ્યો.

છગનભાને તો આખાચે પ્રદેશના ખૂણે ખૂણેથી જેમણે ભણતરની સાથે છેડો ફાડી નાખ્યો છે એવા વાલીઓને સમજાવીને એમનાં પણ બાળકોને લાવીને એક વિશાળફલકવાળી કેળવણીની સંસ્થાચલાવવી હતી અને એમાંથી અનેક સંસ્થાઓ ઊભી કરવી હતી. પ્રારંભમાં જ આ માટે ઓછામાં ઓછા બસો છાત્રો રહી શકે તેવા મોટા આશ્રમનું મકાન ઊભું કરવું હતું

આ વાત શેખચલ્લીના વિચાર જેવી હતી. મકાન ચણતરનું કામ શરૂ થયું એ દિવસે નાણાં કોથળીમાં માત્ર સોળ રૂપિયા હતા પરંતુ છગનભાએ શ્રાવણ સુદ ૧૦થી મકાન ચણતરનું કામ શરૂ કરાવી દીધું આ એક જ કદમ ઉપરથી છગનભાનાં શૌર્ય, ધૈર્ય, હિંમત, આત્મશ્રદ્ધા, કાર્યનાફળને અગાઉથી જોઇ શકવાનો એક વિષ્ણુચણ્યુક્ત વિવેક જોઇ શકાય છે. ફક્ત રૂ. ૧૬/-ની મૂડી ઉપર બસો છાત્રો રહી શકે એવું ભવન રચવા નીકળનાર પુરુષ કોઇ સામાન્ય માટીનો ન જ હોય

આશ્રમનું મકાન ચણતર સમયે જુદા જુદા વ્યક્તિઓ તથા સમાજના શ્રેષ્ઠીઓ તરફથી સતત દાન મળતું રહ્યું આ સંસ્થાનેમળેલ નાણાંકીય સહાય પૈકીની કેટલીક ઉપલબ્ધ વિગતો નીચે ટેબલમાં દર્શાવેલ છે.

આ વાત શેખચલ્લીના વિચાર જેવી હતી. મકાન ચણતરનું કામ શરૂ થયું એ દિવસે નાણાં કોથળીમાં માત્ર સોળ રૂપિયા હતા પરંતુ છગનભાએ શ્રાવણ સુદ ૧૦થી મકાન ચણતરનું કામ શરૂ કરાવી દીધું આ એક જ કદમ ઉપરથી છગનભાનાં શૌર્ય, ધૈર્ય, હિંમત, આત્મશ્રદ્ધા, કાર્યનાફળને અગાઉથી જોઈ શકવાનો એક વિષ્ણુચરિત્ર વ્યક્તિ વિવેક જોઈ શકાય છે. ફક્ત રૂ. ૧૬/-ની મૂડી ઉપર બસો છાત્રો રહી શકે એવું ભવન રચવા નીકળનાર પુરુષ કોઈ સામાન્ય માટીનો ન જ હોય.

આશ્રમનું મકાન ચણતર સમયે જુદા જુદા વ્યક્તિઓ તથા સમાજના શ્રેષ્ઠીઓ તરફથી સતત દાન મળતું રહ્યું

અનુ. નં	નાણાંકીય સહાય રૂ.	દાતાનું નામ
૧	૧૧૦/-	ભટાસણ ગામના પટેલ
૨	૧૦૧/-	ઊંટવા ગામના પટેલ
૩	૪૫૦/-	આદરજગામના આગેવાનો
૪	૧૦૦૦/-	મુંબઈ થી વિરમગામવાળા શેઠ ચંદુલાલ મણીલાલ
૫	૫૦૧/-	પાટડી દરબાર સાહેબ
૬	૩૦૨૫/-	જબલપુરથી શેઠ શ્રી મોહનલાલ હરગોવિંદદાસ
૭	૪૦૨૬/-	શેઠ શ્રી મગનલાલ મૂળજીભાઈ

પહેલા સાત વર્ષની ફંડ પ્રવૃત્તિમાં જાતી પંચો, પંચાયત અને સરકારને બાદ કરતાં રૂ. ૧૦૦૦ થી વધુ દાન આપનાર વ્યક્તિઓ ફક્ત પાંચ હતી અને રૂ. ૨૦૦૧/- થી વધુ દાન આપનાર ફક્ત એક જ દાતા હતા. આઠ વર્ષમાં કુલ ફંડ રૂ. ૧૩૭૦૮૭-૧-૩/- થયું હતું ઉપર જણાવ્યા ફંડ પ્રવૃત્તિમાં છગનભા ઉપરાંત એમના બે સાથીદારો શ્રી માધવજી ત્રિભુવનદાસ અને શ્રી ધનશા ભગત હતા. આ ઉપરાંત શ્રીમંત સયાજીરાવ મહારાજાની સરકાર તરફથી ઇ.સ. ૧૯૨૫-૨૬ થી ત્રણ વર્ષ માટે દર વર્ષે રૂ. ૨૦૦૦/- ની મદદ તા. ૨૧-૯-૨૫ થી મંજૂર થઈ એ પછી એ રકમ વધીને ત્રણ વર્ષ માટે રૂ. ૩૦૦૦/- થઈ.

અનુ. નં	નાણાંકીય સહાય (રૂ.-પૈસા-આના)	દાતાનું નામ
૧	૪૦૬૦-૧૫-૦	શ્રીમંત સયાજીરાવ મહારાજા
૨	૮૩૦૦-૦૦-૦	કડી પ્રાંત પંચાયત
૩	૧૬૦૦-૦૦-૦	કડી મહાલ પંચાયત
૪	૭૯૮૧-૯-૦	દંડાવ્ય મોટાબાર ગામનું પંચ
૫	૩૦૦૦-૦૦-૦	કડી કલોલના બેતાલીસ ગામનું પંચ
૬	૨૦૦૧-૦૦-૦	વઢીયારનું પંચ
૭	૧૦૦૦-૦૦-૦	સત્તાવીસ ગામ નું પંચ
૮	૫૦૦-૦૦-૦	બેતાલીસના સત્તાવીસ ગામ નું પંચ
૯	૫૦૦-૦૦-૦	ચોરાશીનું પંચ
૧૦	૪૫૧-૦૦-૦	દંડાવ્ય નાનાબાર ગામનું પંચ

Source: Patel, M. (1989) "Pagnadeep Chhaganbha, Vinod Printers, Sarva Vidyalaya Kelvani Mandal, Kadi, pp. 42-115

The financial help from the donors remained continued from the establishment of the trust. The name of the main donor was given to each institute run by S.V.K.M. listed in the table no. 4.1. From the above facts it is revealed from the day of establishment the trust, the members of the

trustsucceeded in collection of donations from the people of the society for the development of the trust. The trust also gained faith of the Government to receive some help and this trend was remained continue even after death of the founder of the trust in 1941.

b) Financial assistance from the alumni:

From the documents, the evidences were found that the trust is being nourished and nurtured by its alumni who occupy very distinguished positions in the society ranging from Ministers to Doctors to Engineers of repute etc. The trust has more than 90 years of philanthropic experiencewith a handful of students. The trust today has become one of the biggest trusts in the state of Gujarat catering to various sections of the people keeping the tradition with which the trust has been established. The trust has established a good repo with its former students and getting continuous financial and other support in the development of the trust. Here are some examples.

In the year 1982,the immediate secretary of the trustShri Dhanabhai H. Patel and Shri Mohanbhai Patel first time visited America for the financial help from the ex-students of the institutes of the trust and they succeeded in collecting good amount of fund.

With the efforts of Shri Maneklal Patel, the trust succeeded in receiving**Rs. 11.00 lakh** financial help from Kalupur Commercial Co-operative Bank due to approval of Chairman andex-student of the trust Shri Baldevbhai Dosabhai Patel in the year 1989. The name of the campus was given as Kalupur Bank Girls Education Complex. Because of the great support of Shri Baldevbhai, the trust also succeeded in collecting **Rs. 51.00 lakh** fund from the bank for establishment of Pharmacy College. The trust also collected fund from the alumni who settled in Ahmedabad, Surat and Mumbai.

In the year 1998, Shri Shri Maneklal Patelvisited America for collection of donation along with Shri Narsinhbhai K. Patel, Dr.

Kanubhai Patel and Shri Mohanlal Patel. In this visit of 29 days, the team was succeeded in collecting donation of more than 5 crore rupees from the alumni.

These facts can be referred from the secondary source of data collection written in Gujarati as under.

સર્વવિદ્યાલયના ભૂતપૂર્વ વિદ્યાર્થી અને સંસ્થાના ઉદારદાતાઓ પૈકીના એક શ્રી નરસિંહભાઈ એ એન્જિનિયરીંગ કોલેજની સ્થાપના માટે રૂપિયા એક કરોડનું (અને જરૂર જણાય તો થોડું વધારે) દાન આપવાની ઈચ્છા દર્શાવેલી. આ ભૂમિકા અનુકૂળ હોવા છતાં એન્જિનિયરીંગ કોલેજ માટે જરૂરી જમીનના અભાવે ઉક્ત કોલેજની સ્થાપના થઈ શકતી ન હતી. સરકારમાં સતત રજૂઆત કર્યા પછી ઈ.સ. ૨૦૦૪માં સરકાર તરફથી સેક્ટર ૧૫માં ૪૦૦૦૦ ચો.મી. જમીન મળી. આ અરસામાં અમેરિકામાં ન્યુ જર્સીમાં રહેતા શ્રી દશરથભાઈ પટેલ તરફથી કોલેજની સ્થાપના માટે રૂપિયાસવા ત્રણ કરોડનું દાનનું વચન મળ્યું.

Source: Patel, M. (2013) "Dhruv Tarak (A biography of Shri Maneklal Patel, Raj offset, Sarva Vidyalaya Kelvani Mandal, Kadi, pp.110.

The trust also received donations of Rs. 1.00 Crore for establishment of VPMP college of Polytechnic from Shri Vishnubhai Punjabhai Mohanbhai Patel in the year 2006.

The list of institutions established by the trust is given in the table no. 4.2. It is revealed that the name given to the particular institutions are the donor for respective institutes. Majority of the institutions have been established from donations given to the trust by the alumni as well as the donors from the society.

c) Assistance from the Government:

Financial assistance from the government to the trust was started first time in the year 1925 from the state of Gayakwad. At that time the government sanctioned financial assistance of Rs. 2000/- for three years

and then it was increased to Rs. 3000/-. It can be referred from the secondary source of data collection written in Gujarati as under.

દિવાન સાહેબે સંસ્થાની વિઝીટબૂકમાં કરેલા શેરામાં આ શબ્દો પણ લખ્યા હતા.: આ સંસ્થા ઉત્તેજનને પાત્ર છે અને ભવિષ્યમાં તેની ચઢતી થાય તે જોવા હું આતુર રહીશ શ્રીમંત જ્ઞાજીરાવ મહારાજાની સરકાર તરફથી ઇ.સ. ૧૯૨૫-૨૬ થી ત્રણ વર્ષ માટે દર વર્ષે રૂ.૨૦૦૦/- ની મદદ તા. ૨૧-૯-૨૫થી મંજૂર થઈ એ પછી એ રકમ વધીને ત્રણ વર્ષ માટે રૂ. ૩૦૦૦/- ની થઈ.

Source: Patel, M.(1989). "Pragnadeep Chhaganbha, Vinod Printary, Sarva Vidyalyaya Kelvani Mandal, Kadi, p.115.

The trust has also established grant in aid secondary and higher secondary schools and colleges. The main factor in the development of institutions in Gandhinagar was the availability of land. Initially the trust had purchased a land of 9 'vigha' at Kadi and started Vidyarthi Ahhram and Sarva Vidyalyaya. At present the trust has a land of 137 acres at Kadi.

The development of the trust in Gandhinagar is due to free allotment of land from the government. First time, the government of Gujarat has allotted 13 acres of land to the trust for the development of educational activities of the trust in the year 1977. The trust has established many institutions ranging from pre- primary to higher education. The activities of the trust were expanded when government has allotted a land of 40000 sq.mts. for establishment of Engineering college in Sector-15 in the year 2004. The college named "Leelaben Dasharathbhai Ramdas Patel Institute of Technology and Research" was established. The activities of the trust were further expanded when government has allotted a land of 16000 sq.mts. in Civil Hospital premises of Gandhinagar on long term lease of 35 years at an annual rental of Rs. 1.00 for the establishment of nursing college in the year 2007. In turn the trust has made a donation of Rs. 1.00 crore towards 'Rogi Kalyan

Samiti' of Civil Hospital Gandhinagar and the students being admitted will get the use the facility of Civil Hospital for their training as long as the college is in operation.

At present, the trust has total 165 acres of land, among this, 32 acres of land is in Gandhinagar and 137 acres in Kadi. The trust has also been receiving the grant from the government for its grant in aid institutions.

4.2.4 Development of the Sarva Vidyalaya Kelvani Mandal with reference to Social Perspective.

To discuss the above objective following question was raised.

Research Question 7

What type of development with reference to social perspective has *Sarva Vidyalaya Kelvani Mandal, Kadi* achieved?

With a view to consider the aspects of the development of the SVKM, Kadi with reference to social perspective, the questionnaire was used to collect information from 200 staff members of SVKM, Kadi which includes administrators of the trust, principals, teachers and non-academic staff of the institutions run by SVKM, Kadi.

Question: Which of the following aspects would you like to consider about development of SVKM, kadi with reference to Social Perspective?

The data in terms of their responses is analyzed qualitatively with the help of no. of responses and its percentage. The detail is given in the table no. 4.8.

TABLE NO.4.8
Development of SVKM with reference to Social Perspective as
perceived by the staff and members of SVKM, Kadi

Sr. No.	Statement	Number of preferences	Percentage
1	To remove orthodoxy rituals from the society through education	150	75
2	Development of the society through Education	176	88
3	Establishment of institutes as per the needs and demand of the society	162	81
4	Providing hostel facility to the students	126	63
5	Students' training with quality education	162	81
6	Placement of the students after completion of higher education	82	42
7	Skill development through co-curricular activity	96	48
8	Establishment of the training centres	126	63
9	Donation to the social organization	76	38
10	Scholarship/Relaxation from fee	162	81
11	Professional development of employee	76	38

Among above mentioned statements, more than 50% preferences given were selected and discussed in detail. From the above data it is revealed that following aspects should be considered in development of SVKM, Kadi with reference to social perspective.

- a) To remove orthodox rituals from the society through Education
- b) Development of the society through Education
- c) Establishment of institutes as per the needs and demand of the society
- d) Students' training with quality education
- e) Providing hostel facility to the students
- f) Establishment of the training centres
- g) Scholarship/Relaxation from fee

Among above mentioned aspects; First two statements i.e a) To remove orthodox rituals from the society through education and b) Development of the society through education are already discussed in the research question no. 1 and 2. The remaining all aspects are analyzed as under.

c) Establishment of institutes as per the needs and demand of the society:

This aspect is also discussed in detail in the research question no. 5 and 6. Having started in the year 1919 the trust has made its progress and at present almost 90 institutes have been established by the trust and new courses have also been introduced as per the needs and demands of the society. This is also reflected from data of last two decades in which the trust has established nearly 63 institutes ranging from pre- primary schools to colleges of higher education with vocational courses and university as well.

d) Providing hostel facility:

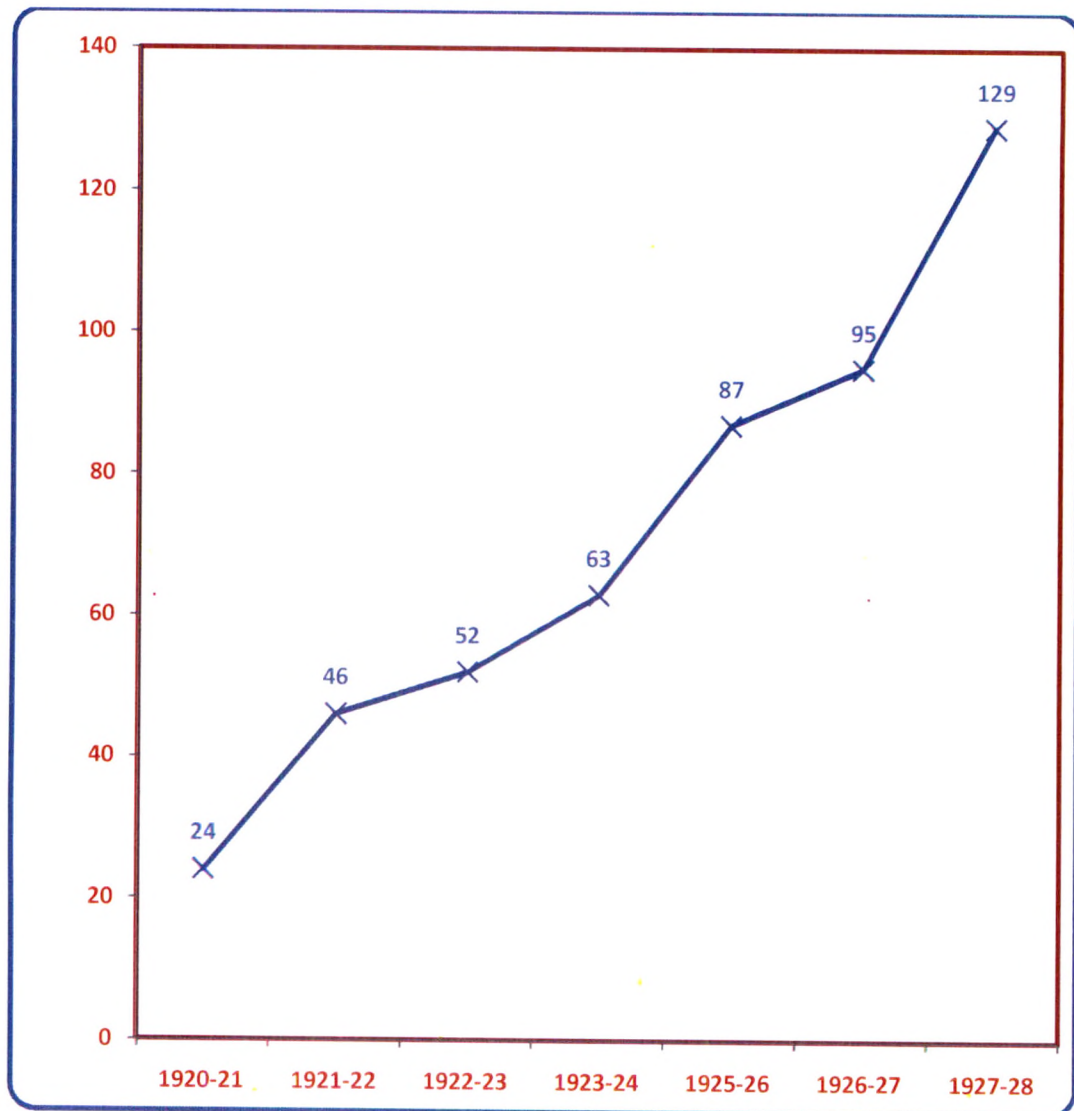
From the history of the development of the trust, it is revealed that the journey of the Sarva Vidyalaya Kalavani Madal started with the establishment of the hostel as “Vidyarthi Ashram” in the year 1920. The founder of the trust believed that hostel will provide opportunity to the village students to stay and get good quality of education. At the initial stage the hostel was started in rented house with 7students and within six months the number of the students reached to 24. The trend of the raising numbers of the students during first five years of the establishment of the hostel is shown in the table no. 4.9.

TABLE NO. 4.9
Development in terms of No. of students accommodated in the Hostel
run by the Trust at the time of establishment of the trust

Sr. No,	Year	No. of students accommodated in the hostel
1.	1920-21	25
2.	1921-22	46
3.	1922-23	52
4.	1923-24	63
5.	1924-25	87
6.	1925-26	95
7.	1926-27	129

The gahical presentation of development in terms of no. of students accommodated in the hostel during initial stage of establishment of trust is shown in graph 4.5.

GRAPH: 4.5
The number of the students accommodated in the hostel at initial stage of establishment of the trust



From the data presented in the graph no 4.5, it is revealed that

1. In the year of establishment of trust, 24 students were accommodated in the hostel.
2. In the year 1921-22, the number of the students raised to 46.
3. Within the period of five years, the numbers of the students staying in the hostel reached to 95.

4. In the year of 1927-28, the numbers of the students staying in the hostel reached to 129.

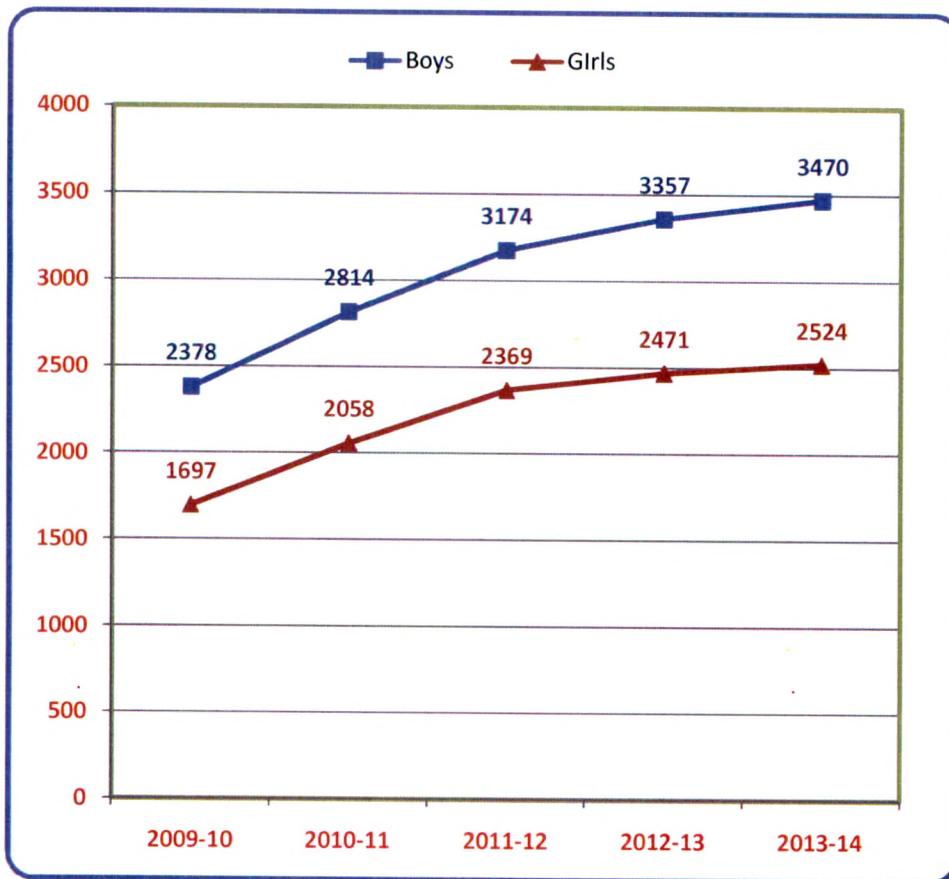
The trend of the establishment of the hostel remained continue even at present. Development in terms of no. of students staying in the hostels during last 5 years is given in the table 4.10

TABLE NO. 4.10
Development in terms of No. of students accommodated in the Hostels run by the Trust during last five years

Sr. No.	Year	No. of students accommodated in the hostels		
		Boys	Girls	Total
1	2009-10	2378	1697	4075
2	2010-11	2814	2058	4872
3	2011-12	3174	2369	5543
4	2012-13	3357	2471	5828
5	2013-14	3470	2524	5994

The Graphical presentation of the data is shown in the graph 4.6

GRAPH: 4.6
No. of Students accommodated in the Hostels run by the Trust



From the data it is revealed that

1. The trust has started hostel as its first institute and at present the trust runs 27 different hostels both at Kadi and Gandhingar campuses.
2. The number of students reached from 24 to 129 in the first five years and at present more than 5900 students including both boys and girls staying in the hostels.
3. From the figure 4.1 it is found that out of 27 hostels, 19 hostels were established during the period of 1977to 2008.
4. From the facts, it is found that the trust has followed the objectives of the founder to uplift the society by providing educational facilities to students from the rural area.



(e) Students' training with quality education:

According to former president of S.V. K. M., late Shri Maneklal “At Sarva Vidyalaya Kelvani, We have been very carefully nurturing the dream of our founder “Shri Chhaganbha” in the right earnest following his principle “Kar Bhala Hoga Bhala”. The main aim with which we have gone ahead over the years is to provide better quality education to the students in the best possible atmosphere and environment.” It can be seen from the data of the result of the 10th and 12th class of the schools run by the trust given in the table 4.11, 4.12 and 4.13

Table No. : 4.11
Board Result of S.S.C. of last five years of the schools run by SVKM,
Kadi

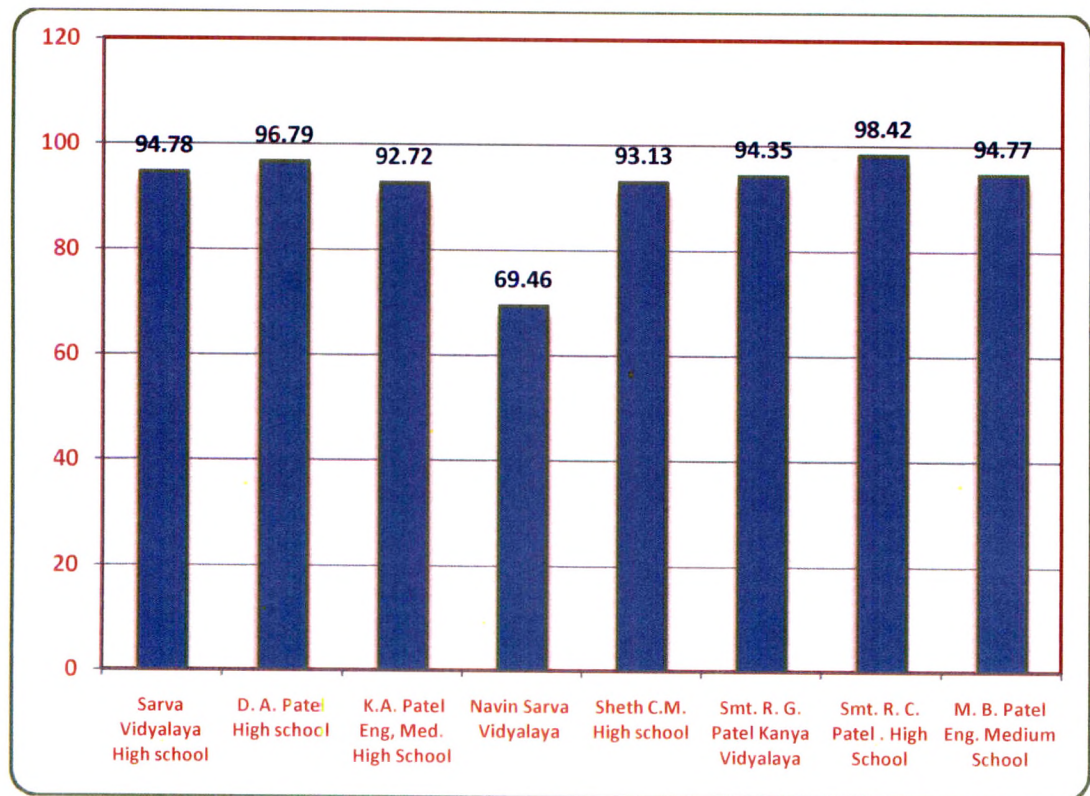
Sr. No.	Name of the School	Last five years S.S.C. Board Result (in %)					
		2008	2009	2010	2011	2012	Average
1	Sarva Vidyalaya High school, Kadi	93.87	93.63	94.36	98.15	93.87	94.78
2	D. A. Patel Technical High school, Kadi	99.63	98.80	93.52	98.63	93.35	96.79
3	Smt. K.A. Patel Shiv Hari Sec.& H. Sec.Eng. Med. School, kadi	63.58	100.00	100.00	100.00	100.00	92.72
4	Navin Sarva Vidyalaya, Vadanagar	68.39	64.57	69.10	80.00	65.24	69.46
5	Sheth C.M. High school and H.Sec.School, Gandhinagar	93.01	92.25	90.16	94.94	95.27	93.13
7	Smt. R. G. Patel Kanya Sec.& Smt. S. B. Patel Kanya H.Sec. School, Gandhinagar	93.04	95.10	93.58	97.24	92.80	94.35

Sr. No.	Name of the School	Last five years S.S.C. Board Result (in %)					
		2008	2009	2010	2011	2012	Average
8	Smt. R. C. Patel Sec. and H.Sec. School, Gandhinagar	99.39	98.70	95.30	99.48	99.24	98.42
9	M. B. Patel Sec. & H. Sec. Eng. Medium School, Gandhinagar	96.40	94.97	90.47	98.10	93.89	94.77

Source: Annual reports (2008 to 2012), Seccretaries, Sarva Vidyalaya Kelvani Mandal, Kadi,

The graphical presentation of the data indicated in the table no. 4.11 is graphically presented in the graph 4.7.

GRAPH: 4.7
Average result of of S.S.C. of last five years of different schools run by SVKM, Kadi



From the data presented in the table 4.11, and graph 4.7 it is revealed that

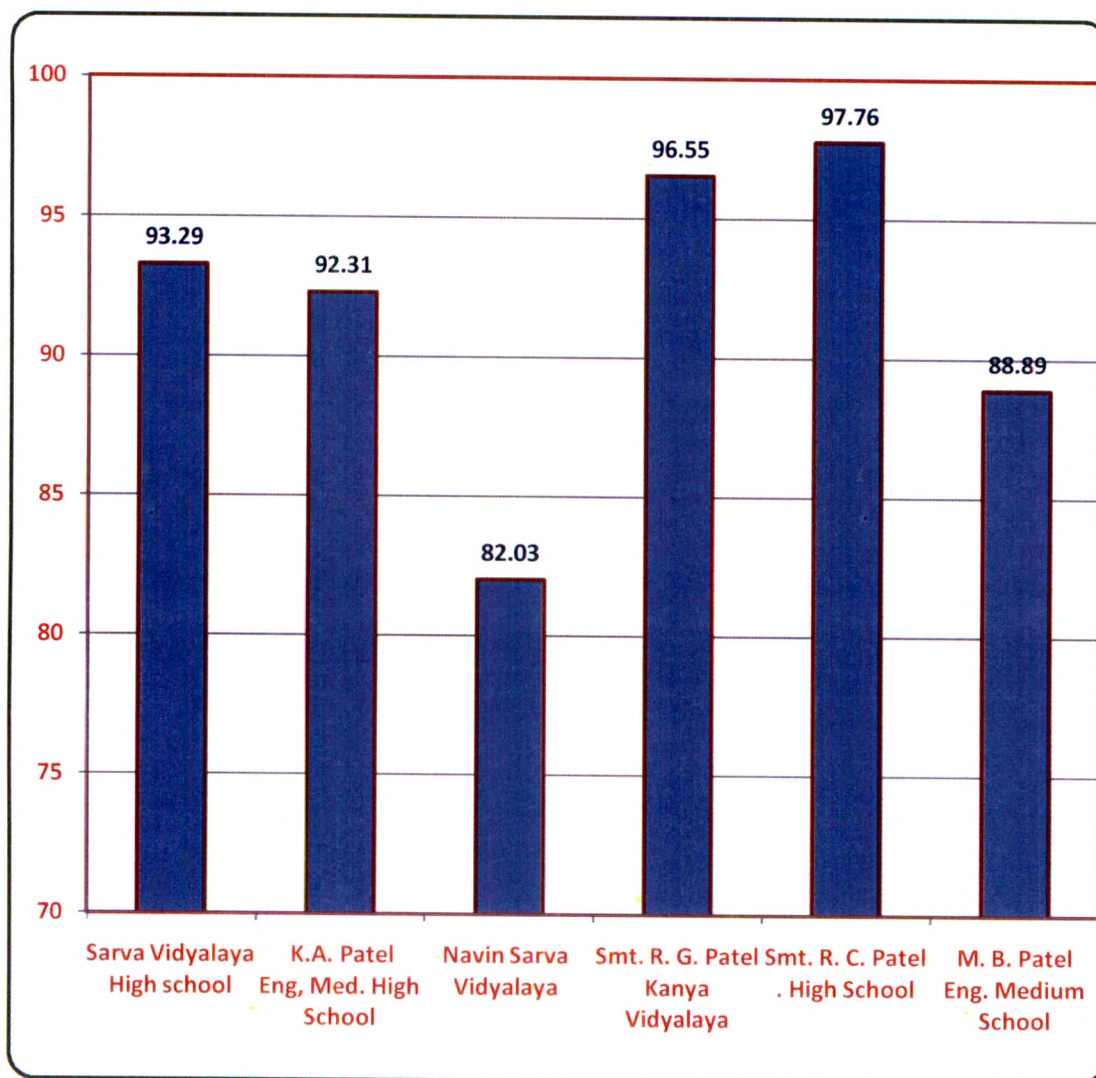
1. In board's SSC examination; all the schools attained average more than 90% result during last five years except Navin Sarva Vidyalaya, Vadanagar.
2. Smt. K.A. Patel Shiv Hari Secondary and Higher Secondary English Medium School, Kadi attained 100% result during last five years in SSC examination of the Board.
3. Smt. R. C. Patel Secondary and Higher Secondary School, Gandhinagar attained highest average result among all the schools in the examination of class X of the board.
4. Both the English medium schools attained average more than 90% result during last five years in SSC examination of the Board.

TABLE NO. 4.12
Board Result of Last five years of H.S.C. (Common Stream) of the
schools run by SVKM, Kadi

Sr. No.	Name of the Institute	Last five years H.S.C. (Common Stream) Board Result (in%)					
		2008	2009	2010	2011	2012	Average
1	Sarva Vidyalaya High school, Kadi	85.83	99.57	98.05	84.95	98.05	93.29
2	Smt. K.A. Patel Shiv Hari Sec. & H.Sec. Eng. Med.School , Kadi	86.91	90.00	94.12	94.12	96.42	92.31
3	Navin Sarva Vidyalaya, Vadanagar	98.01	95.21	93.69	78.70	44.53	82.03
4	Smt. R. G. Patel Kanya Sec. & Smt. S. B. Patel Kanya H.Sec..School, Gandhinagar	99.32	99.62	96.65	97.87	89.29	96.55
5	Smt. R. C. Patel Sec.and H.Sec.School, Gandhinagar	99.67	97.99	98.70	98.50	93.93	97.76
6	M. B. Patel Sec. & H. Sec. Eng. Medium School,Gandhinagar	86.49	94.92	86.32	88.99	87.72	88.89

The graphical presentation of the data indicated in the table no. 4.12 is graphically presented in the graph 4.8.

GRAPH: 4.8
Average result of H.S.C. (Common stream) of last five years of different schools run by SVKM, Kadi



From the data presented in the table number 4.12, and graph 4.8; it is revealed that

1. In boards HSC common stream examination; all the schools except Navin Sarva Vidyalaya, Vadanagar and M. B. Patel Secondary and Higher Secondary English Medium School,

Gandhinagar, attained average more than 90% result during last five years.

2. Smt. R. C. Patel Secondary and Higher Secondary School, Gandhinagar attained highest average result among all the schools in common stream examination of class XII of the board.

TABLE NO. 4.13
Board Result of H.S.C. of last five years Science Stream of the schools run by SVKM, Kadi

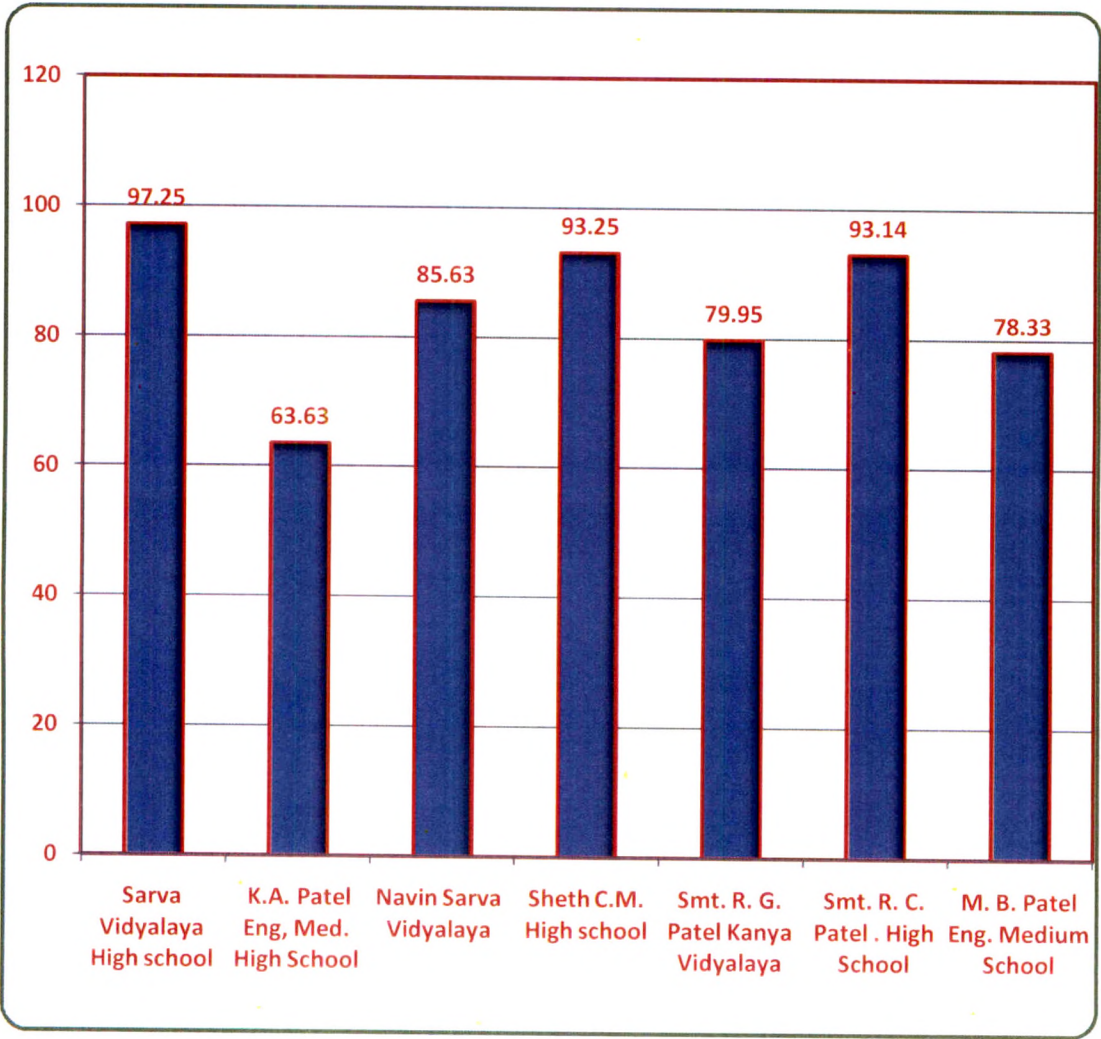
Sr. No.	Name of the Institute	Last five years H.S.C. (Science Stream) Board Result (in %)					
		2008	2009	2010	2011	2012	Average
1	Sarva Vidyalaya High school, Kadi	99.62	99.66	99.60	98.67	88.71	97.25
2	Smt. K.A. Patel Shiv Hari Sec. & H.Sec. Eng. Med.School , kadi	-	-	-	-	63.63	63.63
3	Navin Sarva Vidyalaya, Vadanagar	71.11	89.53	97.06	89.71	80.76	85.63
4	Sheth C.M. H. school and H.Sec. School, Gandhinagar	95.42	95.00	93.61	93.82	88.40	93.25
5	Smt. R. G. Patel Kanya Sec.& Smt. S. B. Patel Kanya H. Sec.y School, Gandhinagar	84.65	88.10	86.28	80.00	60.71	79.95
6	Smt. R. C. Patel Sec. H. Sec.School, Gandhinagar	97.71	96.63	90.16	90.06	91.13	93.14
7	M. B. Patel Sec. & H. Sec. Eng. Medium School, Gandhinagar	83.34	80.00	87.27	68.82	72.22	78.33

Source: Annual reports (2008 to 2012), Secretaries, Sarva VidyalayaKelvani Mandal, Kadi,

The graphical presentation of the data indicated in the table no. 4.13 is graphically presented in the graph 4.9.

GRAPH: 4.9

Average result of H.S.C. (Science stream) of last five years of different schools run by SVKM, Kadi



From the data presented in the table 4.13and graph 4.9, it is revealed that

1. In board’s HSC science stream examination; Sarva Vidyalaya High school, Kadi, Sheth C.M. School and Higher Secondary School, Gandhinagar and Smt. R. C. Patel Secondary Higher

Secondary School, Gandhinagar attained more than 90% average result.

2. Sarva Vidyalaya High school, Kadi attained highest average result among all the schools in science stream examination of class XII of the board.

In case of higher education the standard of the quality can also be reflected from the grade achieved from National Assessment and Accreditation Council (NAAC) by the colleges run by the trust given in the table no. 4.14

TABLE NO. 4.14
NAAC Accreditation achieved by various colleges run by S.V.K.M., Kadi

Sr. No.	Name of the College	Place	Courses	Grade Achieved
1.	Uma Arts & Nathiba Commerce Mahila College	Gandhinagar	B.A., M.A. B. Com.	A
2.	K. B. Pharmaceutical Education and Research and D R Patel Centre for Advanced Studies in Pharmaceutical Science and Bio Technology	Gandhinagar	B. Pharm. M. Pharm	B ⁺⁺
3.	S K Patel Institute of Management and Computer Studies	Gandhinagar	MBA MCA	B ⁺
4.	B P Patel College of Business Administration BBA	Gandhinagar	BBA	B ⁺
5.	B P Patel College of Computer Studies	Gandhinagar	BCA	B ⁺
6.	Aswinbhai Amrutbhai Patel Commerce College	Gandhinagar	B.Com.	C ⁺⁺
7.	Shardben Shantibhai Patel college of Education- B.Ed.	Gandhinagar	B.ED (Gujarati Medium).	B ⁺⁺

Sr. No.	Name of the College	Place	Courses	Grade Achieved
8.	Rajendrakumar H Patel English Medium B Ed College	Gandhingar	B. Ed. (English Medium)	B
9.	Prmukh Swami Science and H. D. Patel arts college	Kadi	B.Sc. M.Sc. B.A.	B ⁺
10.	Narsinhbhai K. Patel College of Computer Studies and Management	Kadi	BBA BCA	B ⁺
11.	Kadi Nagarik Bank Institute of Post Graduate Diploma Studies PGDCA	Kadi	PGDCA	B ⁺
12.	S.V. Institute of Computer Studies	Kadi	M.C.A.	B ⁺⁺
13.	S.V. Institute of Management	Kadi	M.B.A.	A ⁺
14.	S.V. college of Education-	Kadi	B.Ed. Gujarati Medium	B ⁺

From the data presented in the table 4.14, it is revealed that

1. Among all the 14 colleges run by the trust, S. V. Institute has received A⁺ whereas Uma Arts and Nathiba Commerce College has received A grade from NAAC.
2. Among all the colleges run by the trust, 3 colleges have received B⁺⁺ grade, 7 colleges have received B⁺ grade and one college has received B grade from NAAC.
3. Only one college has received C⁺⁺ grade from NAAC

(f) Establishment of the training centres:

The aim of the trust is not only educate the students but also to provide all opportunity for the all-round development of the students who

study in the institutions run by the trust. Efforts have been made by the trust to provide extra skills to the youth of the society. For this, the trust has established following vocational training centres at Kadi and Gandhingar campuses.

TABLE NO. 4.15
Vocational Centres run by Sarva Vidyalaya Kelvani Mandal, Kadi

Sr. No	Name of the vocational training centre	Campus
1.	Shri S.K. PatelITI	Kadi
2.	Mamta School of Information Technology	Kadi
3.	Shri M.C.K. Patel Lalitkala Academy	Kadi
4.	Shri S. V. Patel Shivan, Bharat –Gunthan &TTNC	Fudeda
5.	Mamta Institute of Information Technology	Gandhingar
6.	School of Classical Arts and Hobby Class	Gandhingar
7.	School of Applied Art and Multimedia	Gandhingar
8.	Mamta IAS Training Centre	Gandhingar
9.	Mamta Sports Centre	Gandhingar

g) Scholarship/Relaxation from fee:

The principle of Puja Chhaganbha; '*Kar Bhala Hoga Bhala*' has also been followed by the officials of the trust uptill now. Efforts have also been made by the trust to fulfill the social responsibilities by providing economical support to the students from economical weaker section of the society. The various steps taken by the trust is listed below.

1. Schemes for the scholarship to the students have been planned viz. Puja Chhagabha Smarak Fund, Puja DiwalibaMadhavlal Patel Memorial Trust, Daskaka Parivar

Fund, Lawyer Shri Dhanabhai H. Patel hostel students fund, Hostel students Sahayak Nidhi etc.

2. SVKM is the **first trust who implemented the scheme 10% fee weaving scheme** of U.G. C. for the students from economically weaker section.
3. Late Shri Maneklal M. Patel memorial trust has provided **Rs. 1.30 Crore scholarship/economical help to the needy students** studying in the various faculties in the year 2012-13.
4. The trust **never takes any capital fee or management quota fee or donations for admission** in any institutions run by SVKM, Kadi.
5. Admission to the students in the institutions runs by SVKM, Kadi is given **on the merit basis without considering cast, sex or region.**

4.2.5 Achievement Milestones of “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to its development

Research question 8

Which are the Achievement Milestones of “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to its development?

In response to this research question, there was not any single specific answer. But evidence regarding following achievements were found.

1. The trust has succeeded in establishment of the university “Kadi Sarva Vishwa Vidyalaya’ vide state act 2007.
2. The trust has been providing courses from pre-primary to higher education along with vocational and Ph. D. courses as per the need of the society.

3. For the all-round development of the students the trust has established 'Lalit Kala Academy' and Vocational Training Centres.
4. **Eleven teachers/Principals** of the of the institutions run by the trust won the 'Best Teacher/Principal' award sponsored by the Government and Non- Government Organisations.
5. The trust has established a research cell. The consultancy services have also been provided by the institutions of the trust.

The research question no. 9 and 10 are analyzed from the interview data analysis.

PART II Interview Data Analysis

The second form of data collection was in the form of personal interviews. There were several reasons for conducting interviews. First, the researcher wanted to know the opinions of the members of the governing body of the SVKM, Kadi with reference to development of the trust from their perspective. Secondly the researcher wanted to build on the data collected from the documents because there may be some limitations of presenting data in document form. In addition to being asked questions directly, the respondents were also given opportunity to answer some open ended questions which allowed the researcher to really understand what is the planning of development of the trust in the future.

The researcher has decided to conduct interview of the members of the committee who are seniors and have long experience of management of the trust. The member listed in the table no. 4.15 remained present during interview and two members presented their views as the opinions/answers were almost remained same,

The list of the interview participants is summarized in Table 4.16

TABLE NO. 4.16
The description of the participants of interview schedule

Sr. No.	Name	Position	Description
1.	Shri. Vallabhbhai M. Patel	Chairman, SVKM, Kadi and Gandhinagar	He is acting as a Chairman of SVKM, Kadi and Gandhingar and also a president of 'Kadi Sarva Vishwa Vidyalaya. He studied in SVKM, Kadi.
2.	Dr. Rambhai M. Patel	President, SVKM, Kadi,	At present he is the president of SVKM, Kadi. Professionally he is doctor. He has given donations to the trust.
3	Dr. Kanubhai D. Patel	President, SVKM, Gandhinagar	He is acting as a president of SVKM, Gandhingar. Professionally he is a doctor. Former student and donor of SVKM, Kadi. He played active role in collection of fund from U.S.A for development of the trust.
4.	Shri. Mohanlal Patel	President, 'Shri Kadva Patidar Kelvani Uttejak Mandal'	Educationist and former principal of Sarva Vidyalaya Highschool, Kadi, and Best teacher award winner, He is a writer. Approximately 65 books and novels have been published by him.

Sr. No.	Name	Position	Description
5	Dr. Somabhai Patel	Campus Director, Gandhinagar	Acting as campus director of SVKM, Gandhinagar campus. Former principal of Uma Arts & Nathiba Commerce college of the trust. 27 years experience of Prof. of Gujarati at Arts college Patan. 4 books have been written & published by him.

In the semi structured interview schedule, open-ended questions in relation to the research questions no. 2, 4, 7, 8, 9 10 were asked.

In relation to the research questions framed in context to the objectives raised under the study; the detail question wise analysis of their responses has been described as under. The details of interview questions are given in the appendix-3.

The data collected from the participants of the interview are analyzed as under.

4.2.6 Development of the “Sarva Vidyalaya KelvaniMandal, Kadi” with reference to Historical, Educational, Economical and Social Perspective.

Research Question 2

Which were the objectives of *Sarva Vidhalaya Kelvani Mandal, Kadi* at the time of establishment?

As mentioned in the document analysis, both the members presented their views on the establishment of the trust.

At the time in early nineteen the society of “Kadva Patel” of North Gujarat was very orthodox. They were illiterate; they had very expensive and orthodox rituals, very costly expenses on the death of a person by the family. The people of the society believed in blind faith and superstition, parents were not ready to send their wards for education. At that time the leaders of the society decided to bring the people of the society out from these orthodox rituals through education. So the objectives behind the establishment of the trust were as mentioned below.

1. To uplift the society of Kadava Patel of the Kadi region.
2. To remove the orthodoxies and expensive rituals of the society through education.
3. To bring social revolution through education.
4. To build the Character of the children of the society and make them a good citizen of the nation.

Research Question 4

Who played crucial role for the development of the *Sarva Vidhalaya Kelvani Mandal, Kadi*?

In context to find the answer of the above mentioned research question, the following question was asked to the participants.

To whom you give credit for development of SVKM, Kadi? Why?

According to the participants, there is no doubt in the role played by the leaders of the society for the establishment of the trust viz. Pujya Chhaganbha, Purushottamdas Lallubhai Patel (Daskaka), Naginbhai Vrijlal Patel and other social leaders. Afterwards Shri Dhanabhai H. Patel (Vakil), Late Shri Maneklal M. Patel, Shri Vallabhbhai M. Patel, Dr. Rambhai Patel, Dr. Kanubhai Patel and other members of the trust also played an important role in development of the trust.

But according to Dr. Kanubhai Patel; the credit of development of the trust goes to the visionary members of the trust, committed and devoted principals and teachers of the institutions run by the trust, the

alumni and donors of the society who always remained eager to support the trust and parents who put trust on the institutions.

Research Question 7

What type of development with reference to social perspective has *Sarva Vidhalaya Kelvani Mandal, Kadi* achieved?

In context to find answer of the above mentioned research question, some information are already mentioned in the document analysis. In the interview, the researcher has tried to collect some more information about social responsibilities carried out by the trust. Following question was asked to the participants.

Which types of social responsibilities have been carried out by SVKM, Kadi?

In response to above mentioned question following information was found.

Along with the educational activity, the trust always takes initiatives in performing its social responsibilities in following ways

1. The trust always ready to help the people as well to the government during national calamities.
2. The trust has recently established a research cell which will contribute to register patent of the product and the income generated by the cell will be used for the study of the students from the weaker sections of the society.
3. The trust provides teaching-learning material, school uniform, fruits and other help to the children of labourers of surrounding area of Gandhinagar.
4. In turn of land allotted for the establishment of the nursing college, the trust donated Rs. 1.00 crore to 'Rogi Kalyan Samiti'

5. Free allocation of buildings for any competition examinations or any government programme.
6. The trust provides employment to the needy persons on the vacant posts of the trust. At present nearly 2250 employee are working in the different institutions run by the SVKM, Kadi.

In context to find answer of the above mentioned research question, another question was asked to the participants,

In what ways the trust follows the principle ‘Kar Bhala Hoga Bhala’ of Pujya Chhagabha?

In response to above questions, the participants stated that the trust always trying to help the students various ways.

1. The trust has planned various **schemes for providing scholarship** to the economically weak students.
2. The trust **never takes any capital fee or management quota fee or donations for admission** in any institutions run by SVKM, Kadi.
3. The trust has been providing hostel facility to the students at very economical rate so that the students from the rural area can get benefit of quality education. At present **more than 5900 students** are accommodated in the hostels both at Kadi and Gandhinagar campus.
4. The trust always takes initiative to carry out social responsibility.

Research question 8

Which are the Achievement Milestones of “*Sarva Vidyalaya Kelvani Mandal, Kadi*” with reference to its development?

In response to the above mentioned research question, following evidences have been found.

1. The year **1982 and 1998**, are most significant years for the trust because during these years the members of the trust

visited the U.S.A. and efforts have been made to collect funds for the development of the trust from the alumni. The members were succeeded in collecting more than **five crores rupees** fund for establishment of new institutions from the alumni. The members feel proud to commit that the trust is being nourished and nurtured by its alumni who occupy distinguish positions in the society.

2. **Mahatma Gandhi, Sir Sayajirao Gaekwad III** and well known astronauts **Miss Sunita Williams** visited the trust and praised the activities of the trust.
3. The trust has commenced majority of the professional courses ranging from graduation to Ph. D. as per the need of the society. The main aim of the trust is to provide better quality education to the students in the best possible atmosphere and environment.
4. The trust has established the university "**Kadi Sarva Vishwa Vidyalaya**" vide state act 2007.
5. The trust has taken care of the all-round development of the students by establishing different training centres and craft zone.

Research Question 9

Which are the factors that affect development of the *Sarva Vidhalaya Kelvani Mandal, Kadi*?

In response to above mentioned research question the participants state that there are many factors responsible for development of Sarva Vidyalaya Kelvani Mandal, Kadi but the important factors are as under.

1. The visionary management of the trust who always try to follow the principle of the founder of the trust "**Kar Bhala, Hoga Bhala**"
2. The Committed and devoted members of the trust



3. The alumni who occupied distinguish position in the society
4. Donations given by the alumni and donors of the society
5. Committed principals and teachers of the institutions run by the trust
6. Land allotted by the government
7. Policy of government to support such public trust.

Research Question 10

After establishment of the trust, which is highest developmental period?

For finding the information of the above entioned question, the researcher has put the following question before the participants.

After establishment of the trust, which period of development you consider it as the highest developmental period of the trust? and Why?

In reply of the above mentioned question following facts were found.

The period from the year **1922 to 1940** was very crucial period of the trust during which the vision for the development of the trust had been fixed and the trust was succeeded in constructing its own school and hostel building. The year **1982** was also important for the trust because in that year the members of the trust first time visited the U.S.A. in the leadership of Secretary of the trust Shri Dhanabhai Patel to collect fund from the alumni. The year **1998** was also very important because the members of the trust second time visited The U.S.A under leadership of late Shri Maneklal Patel and the members succeeded in collecting fund of more than five crores rupees from the alumni and this fund became base for the development of the trust.

Looking to above mentioned facts the trust has achieved highest development during the period between the year **1922 to 1940** and the year from the year **1990 to 2012**. Even today the efforts have been made to reach to the new height of the development of the trust.

4.3 SUMMARY:

In the preceding section, the data yielded by the tools and documents on “Sarvā Vidyalaya Kelvani Mandal, Kadi” in respect of all nine research questions were analyzed qualitatively. While analyzing the data, the formulated research questions based on the objectives of the present study were taken into consideration. The data analysis was carried out in two parts. Part 1- Document Analysis and Part -2 Interview Analysis. As mentioned in the objectives, development of “Sarva Vidyalaya Kelvani Mandal, Kadi was analyzed keeping four developmental perspectives in mind.

1. Historical perspective
2. Educational perspective
3. Economical perspective
4. Social perspective

The result of the analyses was interpreted and discussed. The results of the analysis were presented in verbal, tabular as well as in the graphical forms. With reference to historical perspective of development of the case, the data showed that the trust has long historical journey and it was established with specific objectives. It has been nurturing carefully to fulfill the dream of the founder of the trust in the right earnest following his principle. The trust has been developed educationally and economically at the same time the trust has been trying to fulfill the needs of the society by providing better quality of education. The trust has also achieved significant achievements. The major findings based on data analysis and interpretations of the present study are discussed in details in the next chapter.

CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

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CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1 INTRODUCTION:

This chapter provides the summary of the results based on data analysis and interpretations, the main findings of the research and conclusions of the present study. First, the findings of the study are discussed in relation to the objectives of the study. Second, it presents critical reflection over research process of the study. Third, it provides research conclusions and implications. This chapter ends with a brief description of limitations encountered during the period of the research work and recommendations for the future studies.

5.2 STATEMENT OF THE PROBLEM:

A CASE STUDY OF THE SARVA VIDYALAYA KELVANI
MANDAL, KADI IN DEVELOPMENTAL PERSPECTIVE

5.3 OBJECTIVES OF THE STUDY:

The study has been carried out with the following objectives.

1. To be acquainted with the historical perspective of *Sarva Vidyalaya Kelvani Mandal, Kadi*.
2. To study the development of *Sarva Vidyalaya Kelvani Mandal, Kadi* in context to Educational perspective.
3. To study the development of *Sarva Vidyalaya Kelvani Mandal, Kadi* in context to Economical perspective.
4. To study the development of *Sarva Vidyalaya Kelvani Mandal, Kadi* in context to Social perspective.
5. To study the achievement milestones of development of *Sarva Vidyalaya Kelvani Mandal, Kadi* in context to Educational, Economical and Social perspective.

6. To study the factors affecting development of *Sarva Vidyalaya Kelvani Mandal, Kadi*.

5.4 RESEARCH QUESTIONS:

The following questions have been raised to know the achievements of the objectives of the research study.

1. Why was the trust; Sarva Vidyalaya Kelvani Mandal, Kadi established?
2. Which were the objectives of Sarva Vidyalaya Kelvani Mandal, Kadi at the time of establishment?
3. Who played crucial role for the development of the Sarva Vidyalaya Kelvani Mandal, Kadi?
4. What type of development in context to historical perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
5. What type of development in context to educational perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
6. What type of development in context to economical perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
7. What type of development in context to social perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
8. Which are the Achievement Milestones of “Sarva Vidyalaya Kelvani Mandal, Kadi” with reference to its development?
9. Which are the factors that affect development of the Sarva Vidyalaya Kelvani Mandal, Kadi?
10. After establishment of the trust, which is the highest developmental period?

5.5 METHODOLOGY:

The methodology adopted in the present study to answer the stated research questions is the case study methodology in order to achieve the objectives of the study.

5.5.1 Case Study Design and Procedure:

Present study is the qualitative research and case study methodology was adopted as a research methodology. Case studies can be single or multiple-case designs. For the present study, the single case design has been chosen. Looking to the theoretical background of the designs of the case study, the present study is the descriptive case study having embedded case study design.

5.5.2 Sample:

The sampling method in the present study was purposive. The sampling units that are (a) the main office of the trust and (b) the institutes run by Sarva Vidyalaya Kelvani Mandal, Kadi were considered as the sample for the present study. That sample became population of the research itself.

5.5.3 Tools:

In the present study, following tools were used as a primary and secondary source for data collection.

1. Official Documents of the management: Different documents published by the trust have been used for data collection. The list is given in the appendix.
2. Articles: Different articles written on the activities of the ‘Sarva Vidyalaya Kelvani Mandali Kadi’, role of the Chairmen etc. were used for collection of information.
3. Visit: Personal visits were organized with aim to meet present Chairman of the trust, Campus Director of

Gandhinagar and Kadi. The data were also collected through visit.

4. Books: Following books were used to collect information regarding historical roots of the ‘Sarva Vidyalaya Kelvani Mandali Kadi’.
 - i. *Pragyadeep Chhaganbha*
 - ii. *Karma Yogi Daskaka*
 - iii. *Karma Chudamani Maneklal*
 - iv. *DhruvTarak: Maneklal M. Patel*
 - v. *Sarva Vidyalaya Kelvani Mandal no Itihas Granth*
5. Questionnaire: The questionnaire was developed with the aim to collect response about the developmental aspects in context to educational, economical and social perspectives from the administrator of the trust and employees of the different institutions run by Sarva Vidyalaya Kelvani Mandal, Kadi.
6. Interview: Schedule of semi structured interview with open ended questions was designed.

5.5.4 Procedure for analysis of the data:

The present study was drawn upon qualitative methods of analysis of the data collected from primary and secondary sources. The researcher has used all the relevant documents for the collection of the data and the data were analysed by using document analysis method. Data collected through interviews of the office bearer of the trust were also analysed.

5.6 SUMMARY OF FINDINGS:

This summary of findings has been directed by the ten main research questions based on the objectives of the present study. The first and second question was aimed at gathering data on establishment of the

trust and objectives behind the establishment of the trust. The question no. 4, 5, 6 and 7 were focused on the collection of the data on development of Sarva Vidyalaya Kelvani Mandal, Kadi in respect of historical, educational, economical and social perspectives respectively. The question no. 3 was aimed at gathering data in respect to the persons who played crucial role in development of Sarva Vidyalaya Kelvani Mandal, Kadi. The question no. 8 was focused on the achievement milestones of Sarva Vidyalaya Kelvani Mandal, Kadi. The question no. 9 was aimed at factors that affect development of the Sarva Vidyalaya Kelvani Mandal, Kadi and the question no.10 was focused on the the highest developmental period of Sarva Vidyalaya Kelvani Mandal, Kadi.

The findings of the present investigation with respect to the above mentioned research questions are summarised as shown below.

5.6.1 Findings in context to Historical Perspective of Development of ‘Sarva Vidyalaya Kelvani Mandal, Kadi’

1. At the time of early nineteen the society of *Kadva Patel* of North Gujarat was very orthodox. They have very expensive and orthodox rituals viz.
 - a. Marriage of children at very young age
 - b. Too much expenses after the death of a person of a family in the society
 - c. No education facilities for the girls
 - d. Poor education in the society.
2. Shri Chhaganlal Patel and other leaders of the society believed that “The society won’t uplift without Education”. They had made very hard efforts to uplift the society by providing education.
3. The trust named *Kadava Patidar Uttejak Kelvani Mandal* was formed by the leaders of the *Kadava Patel* society in the

social meeting at Sardhav on 8th June 1919. Shri Nagindas Vrijlal Patel became the first Secretary of the trust. Shri Chhaganlal Patel and Mr. Naginbhai Vrijlal Patel played a very crucial role in establishment of the trust.

4. The main objectives of the establishment of the trust were;
 - 1) To uplift the society of Kadava Patel of the Kadi region.
 - 2) To remove the orthodoxies and expensive rituals of the society through education.
 - 3) To bring social revolution through education.
 - 4) To build the character of the children of the society and make them a good citizen of the nation.
5. The trust started hostel (*Vidyarthi Ashram*) with 6 students as its first institute in a rental house on 22nd March 1920.
6. On the day of establishment of *Vidyarthi Ashram* the trust had only fund of Rs. 85/- which was given by the members of the society from Shertha village.
7. After establishment of *Vidyarthi Ashram*, Shri Chhaganlal Patel was popularly known as Pujya Chhaganbhaa.
8. The trust started its first school “Shri Kadva Patidar Vidyalaya” of class 3 with the approval from Education Department of Vadodara State on 1st March 1922.
9. The name of “Shri Kadva Patidar Vidyalaya” was changed as a “Sarva Vidyalaya” and the name of the trust “Kadava Patidar Kelvani Uttejak Mandal” was also changed in to “Sarva Vidyalaya Kelvani Mandal” because the students studied in the school were from all communities.
10. Pujya Chhaganbha succeeded in establishment of four institutes during his span of working in the trust viz.

(i) *Hostel (Vidyarthi Ashram)*

(ii) *Sarva Vidyalaya*

(iii) *Gaushala*

(iv) *Kanya Kunj*

11. Pujya Chhaganbha played a very active and crucial role in development of the trust at initial level by fund collection activity.
12. Upto 1973-1974, there were only three educational institutions in the campus of Sarva Vidyalaya Kelvani Mandal, Kadi 1. Sarva Vidyalaya 2. Science College and 3. Technical High school.
13. In the year 1977, Government of Gujarat has invited the trust to set up Educational institutions at Gandhinagar for establishment of educational institutions by allotting 13 acres of land.
14. In the year 1977, the trust started activities of education in Gandhinagar by laying foundation stone of Sheth C. M. Vidyalaya. Sheth C. M. Vidyalaya was the first school established by the trust at Gandhinagar in the year 1979.
15. From 1977 to 2008, nearly 60 different kinds of institutions were established by the trust at Gandhinagar and Kadi campus which include pre-primary schools, Secondary and higher secondary schools, Arts-Science–Commerce Colleges, colleges of vocational courses, vocational training centres, hostels and other institutions.
16. Late Shri Maneklal Patel, former Chairman of the Sarva Vidyalaya Kelvani Mandal, *Kadi played* a very crucial role in the development of the trust in the last two decades.

5.6.2 Findings in context to Educational Perspective of Development of 'Sarva Vidyalaya Kelvani Mandal, Kadi'

1. Up to 1973 -1974, there were only three educational institutions in the campus of Sarva Vidyalaya Kelvani Mandal, Kadi. But after 1977, the trust succeeded to establish nearly 60 different kinds of institutions from pre-primary to higher education, vocational institutes and hostels.
2. The trust had started its efforts for first educational institute in Gandhingar in 1977 with laying down stepping stone of building of Sheth C.M. High School.
3. The numbers of establishment of new institution was highest in the last two decades; from 1989-1998 and 1999-2008.
4. At present, the trust runs 4 pre-primary schools, 8 primary schools, 7 secondary and higher secondary schools, 16 colleges of vocational courses, 10 vocational training centres and 27 hostels at Kadi and Gandhingar.
5. More institutions have been established at Gandhinagar campus than Kadi Campus because Gandhinagar is Capital of Gujarat and it is centrally located.
6. Various Institutions being run at Gandhinagar are spread across different campuses.
7. The trust has introduced its first self- financed course of B. Pharm in the year 1995 and the journey continued by introducing different vocational courses viz. BBA, BCA, MBA, MCA, PGDCA, B.Ed., PTC, Bio-Technology, Information Technology, Engineering, Nursing, M.Phil. Ph. D. and Post Graduate Diploma.
8. 'Kadi Sarva Vishwavidyalay' a University has been established by the trust in the year 2007.

9. The trust started its first institute (hostel) as a Vidyarthi Ahram with 6 students which reaches to 5989 in the year 2012-13.
10. The first school, Kadava Patidar Vidyalaya was started on 1st March 1922 with 17 students. The number of students studying in various institutions run by SVKM, Kadi was reached to 47638 in the year 2012-13.
11. In the year 1987-88, the number of the students enrolled in the different institutions run by the trust was just 1673 and it reached to 33024 in the year 2012-13 at Gandhingar campus. Thus the number of students increased twenty times more. While at Kadi campus of the trust, the number of the students increased only five times during this period.
12. The development of the trust with respect to enrolment of the students in 2002-03 was just double as compared to the year 1997-98.
13. The university was established in the year 2007 and Ph.D. courses in Management, Pharmaceutical, Education, Bio-Technology, Humanities, Social Sciences and Computers have been commenced from the year 2008-09.
14. The trust has achieved highest development during the period between the year 1922 to 1940 and the year from the year 1990 to 2012. Even today the efforts have been made to reach to the new height of the development of the trust.

5.6.3 Findings in context to Economical Perspective of Development of 'Sarva Vidyalaya Kelvani Mandal, Kadi'

1. The trust has been receiving financial help from the member of the society, the alumni, and government as grant in aid.

2. The trust is being nourished and nurtured by its alumni who occupy very distinguished positions in the society.
3. One of the reasons for the development of the trust in Gandhinagar is allotment of land by the Government at free of cost on long term lease.
4. In last two decades, former Chairman Late Shri Maneklal Patel and member of the trust Shri Narsinhbhai K. Patel, Dr. Kanubhai Patel and Shri Mohanlal Patel played a very active and crucial role in fund collection activity.
5. Majority of the institutions have been established from donations given to the trust by the alumni as well as the donors from the society.

5.6.4 Findings in context to Social Perspective of Development of Sarva Vidyalaya Kelvani Mandal

1. The founder of the trust believed that hostels will provide an opportunity to the village students to stay in the hostel and get good quality of education.
2. The trust has started hostel as its first institute with seven students in the rented house but present the trust has owned 27 different hostels building at Kadi and Gandhinagar campuses. Out 27 hostels, 19 hostels were established during the period of 1977 to 2008.
3. At present the trust provide hostels facility to more than 5900 students with good quality of facilities at very reasonable rate.
4. The trust tries to provide quality education. In board's SSC examination; out of 8 schools, 7 schools attained average more than 90% result during last five years. While in case of

HSC science stream examination, out of 7 schools, 3 schools attained average more than 90% result during last five years.

5. Among all the colleges run by the trust, One college received A+, one more college received A grade, 3 colleges received B++ grade, 7 colleges received B+ grade and one college received B and C++ grade each from NAAC.
6. For the all-round development of the students, the trust has established 10 vocational centres.
7. The trust has always been trying to follow the principle of PujyaChhaganbha "Kar Bhala Hoga Bhala" by providing economical support to the students from lower income group.
8. The trust has planned various schemes for funding scholarship to the students viz.
 - a) Pujya Chhaganbha Smarak Fund
 - b) Pujya Diwalibav Madhavlal Patel Memorial Trust
 - c) Daskaka Parivar Fund
 - d) Lawyer Shri Dhanabhai H. Patel hostel students fund
 - e) Hostel students Sahayak Nidhi
9. SVKM, Kadi is the first trust who implemented the scheme of 10% fee waiving of University Grant Commission for the students from economically weaker section.
10. Late ShriManeklal M. Patel memorial trust has provided Rs.1.30 crore scholarship or financial help to the needy students studying in the various faculties in the year 2012-13.
11. The trust never takes any capital fee or management quota fee or donations for admission in any of its institutions.
12. Admission to the students in the institutions runs by SVKM, Kadi is given on the merit basis without considering caste, sex or region.

13. At present the trust has been providing employment to nearly 2250 employee working in different institutions run by the SVKM, Kadi.
14. The trust provides employment to the needy persons on the vacant posts of the trust.
15. The trust also carries out following social responsibilities such as
 - 1) To provide help to the people as well to the government during national calamities.
 - 2) To provide teaching-learning material, school uniform, fruits and other help to the children of labourers of surrounding area of Gandhinagar.
 - 3) The trust has recently established a research cell which will contribute to register patent of the different product and the income generated from patent registration by the cell will be used to pay the fees of the students from the weaker sections of the society.

5.6.5 Other findings:

Other findings related to the milestone achievements of the trust and factors affecting development of the trust are mentioned below.

1. Mahatma Gandhi, Sir Sayajirao Gaekwad III and well known astronauts Miss Sunita Williams visited the trust and praised the activities of the trust.
2. The year 1982 and 1998 are the most significant years for the trust because during these years the members of the trust visited the U.S.A. and efforts have been made to collect funds for the development of the trust from the alumni. The members were succeeded in collecting more than five crores rupees fund for establishment of new institutions from the

alumni. The members feel proud to commit that the trust is being nourished and nurtured by its alumni who occupy distinguish positions in the society.

3. The trust has commenced majority of the professional courses ranging from graduation to Ph. D. as per the need of the society. The main aim of the trust is to provide better quality education to the students in the best possible atmosphere and environment.
4. The trust has established the university “Kadi Sarva Vishwavidyalaya’ vide state act 2007.
5. The trust has taken care of the all-round development of the students by establishing “Lalit Kala Academy” and different training centres likes IAS Training Centre, Institute of Information Technology, Craft Zone etc.
6. The credit of development of the trust goes to the visionary members of the trust, committed and devoted principals and teachers of the institutions run by the trust, the alumni and donors of the society always eager to support the trust and parents who put trust on the institutions.
7. Following are the main factors for the development of the trust.
 - a) The visionary management of the trust who always try to follow the principle of the founder of the trust “Kar Bhala, Hoga Bhala”.
 - b) The Committed and devoted members of the trust.
 - c) The financial help given by the alumni who occupied distinguish position in the society.
 - d) Donations given by the donors from the society.
 - e) Committed principals and teachers of the institutions run by the trust.

- f) Land allotted by the government.
- g) Policy of the government.

5.7 CONCLUSIONS:

It is worthwhile to discuss the conclusions on the basis of the findings of the study and their implications for development of other trusts which are working in the interest of the society and their contributions in development of society as human beings.

The present study of development of the 'Sarva Vidyalaya Kelvani Mandal, Kadi' was conducted keeping four perspectives in mind. (1) Historical Perspective (2) Educational Perspective (3) Economical Perspective and (4) Social Perspective.

The findings with reference to historical perspective showed that the trust has long **more than 94 years** of philanthropic experience with its alumni and become one of the biggest trusts in the state of Gujarat. The trust 'Kadava Patidar Kelvani Uttejak Mandal' was established in the year 1919 with the following objectives.

- 1) To uplift the society of Kadava Patel of the Kadi region.
- 2) To remove the orthodoxies and expensive rituals of the society through education.
- 3) To bring social revolution through education.
- 4) To build the Character of the children of the society and make them a good citizen of the nation.

The social leaders and Pujya Chhabanbha played a very crucial role in establishment of the trust. Initially the period of the year 1922-40 is significant for the development of the trust. The trust started a hostel as its first institute and the purpose behind it was to provide residential facility to the students of the rural areas of Kadava Patel community so that they could stay and get educated. Later on the school was also started. The name of the trust was changed to 'Sarva Vidyalaya Kelvani

Mandal' as the doors were opened for the students of all communities. In the year 1977, Government of Gujarat has invited the trust to set up Educational instituticns at Gandhinagar for establishment of educational institutions by allotting 13 acres of land. Therefore, Ganghingar was also selected for development of activities of the trust.

The findings with reference to Educational Perspective showed that the trust has made marvellous development. At present, trust has established more than 60 institutes ranging from pre-primary to higher education including technical and vocational education. A university 'KadiSarvaVishwa Vidyalay 'was also established by the trust in the year 2007. Almost **27 hostels and 10 vocational training centres including IAS training centres** have been established by the trust. The numbers of students enrolled were reached from 17 in the year 1922 to more than **47000** in the year 2012-13. Different courses viz. BBA, BCA, MBA, MCA, PGDCA, B.Ed., PTC, Bio-Technology, Information Technology, Engineering, Nursing, M.Phil. Ph. D. and Post Grauduate Diploma have been introduced by the trust. From the year 1990-2012, the trust has gained highest development. Former Chairman of the trust, Late Shri Maneklal M. Patel and othe members of the trust played very crucial role in development of the trust during this period.

The findings with reference to Economical Perspectives showed that the trust was established with the financial support from the donors of the society. The founder of the trust played active role in fund collection activity at the initial level of establishment of the trust. The state of Gayakwad noticed the activities carried out by the trust and started financial help first time in in the year 1925. The fund collection activity remained cortinue even after establishment of trust. In last two decades, former Chairman Late Shri Maneklal Patel and member of the trust Shri Narsinhbhai K. Patel, Dr. Kanubhai Patel and Shri Mohanlal Patel played a very active and crucial role in fund collection activity.

Majority of the institutions of the trust are established with the financial support from the alumni as well as the donors of the society. It is true that the trust is being nourished and nurtured by its alumni who occupy distinguish positions in the society. One of the reasons for the development of the trust in Gandhinagar is allotment of land by the Government at free of cost or on long term lease. At present the trust holds total **165 acres** of land, out of which **32 acres** of land is in **Gandhinagar** and **137 acres** in **Kadi**.

The findings with reference to Social Perspective showed that along with educational activities, social activities have also been performed by the trust. One of the objectives of the trust was to uplift the society by providing quality education. By introducing different courses as per the demand of the society, the trust has been trying to develop society. The founder of the trust believed that hostels will provide opportunities to the rural students to stay in the hostel and get good quality of education. Therefore, the trust has started hostel as its **first institute** with **seven students** in the **rented house** but at present the trust has owned **27 different hostels buildings** for boys as well as girls at Kadi and Gandhinagar campuses. Out **27** hostels, **19** hostels were established during the period of **1977 to 2008**. The numbers of students staying in the hostel were reached from **7** in the year **1919** to more than **5900** in the year **2012**. The trust has always been trying to follow the principle "Kar Bhala Hoga Bhala" of the founder of the trust by providing economical support to the students from lower income group through scholarship. **SVKM, Kadi is the first trust who implemented the scheme of 10% fee waiving scheme of University Grant Commission for the students from economically weak section.** The trust has established Shri Maneklal M. Patel memorial trust for scholarship or financial help to the needy students studying in the various faculties from the year 2012-13. **The trust never takes any capital fee or**

management quota fee or donations for admission in any of its institutions.

Nearly, **2250 employees** have been working in different institutions run by the trust. At the same time the trust also provides employment to the needy persons on the vacant posts of the trust. The trust also carries out other social responsibilities.

The findings with reference to achievement milestones of the trust showed that Mahatma Gandhi, Sir Sayajirao Gaekwad III and well known astronauts Miss Sunita Williams visited the trust and praised the activities of the trust. Establishment of university is also an achievement mile stone of the trust. Following factors were found affecting the development of the trust.

- i. The visionary management of the trust who always try to follow the principle of the founder of the trust “Kar Bhala, Hoga Bhala”
- ii. The Committed and devoted members of the trust
- iii. The alumni who occupied distinguish position in the society
- iv. Donations given by the alumni and donors of the society
- v. Committed principals and teachers of the institutions run by the trust
- vi. Land allotted by the government
- vii. Policy of government to support such public trust

Thus, on the basis of the above mentioned findings of the present study the researcher recommends that case study of such types of trusts or institutions would be desirable as the findings of such studies may provide insight to other trusts or institutions for their development as well as their actual role in development of human beings and the society. The findings of the development of Sarva Vidyalaya Kelvani Mandal, Kadi demonstrate that how the alumni can prove their indebtedness towards their parent institute. How the donors from the society can be associated in development of public trust or any institute is also one of the important

findings of the present study. The findings of the present study may provide insight towards commitment and devotion of the management in development of the trust or institute. The findings showed that after 94 years of philanthropic experience, Sarva Vidyalaya Kelvani Mandal, Kadi has been following the principle of “Kar Bhala Hoga Bhala” established by its founder.

5.8 SUGGESTIONS FOR FURTHER RESEARCHES:

Looking to the results obtained, findings arrived at, and the experience gained in the course of present investigation, some suggestions regarding further researches on case study of an institute or trust, in general, are presented below.

1. Case study of Sarva Vidyalaya Kelvani Mandal, Kadi in context to contribution of Pujya Chhaganbha should be conducted.
2. Case study of Sarva Vidyalaya Kelvani Mandal, Kadi in context to the role of Shri Maneklal Patel should be conducted.
3. The study should be replicated by taking other perspectives.
4. The study may also be replicated using different units under investigation.
5. Case study of different well known educational trusts may be conducted.
6. Comparative study on development of different institutes or trusts may be conducted.
7. Comparative study on role of such types of educational trust in social development may be conducted.

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APPNEDICES

Appendix-1

List of the Experts Consulted

Following experts were consulted for the Development of the Tools of Data collection

1. Dr. P.P. Patel
Prof. & Head of the Department,
P. G. Department of Education,
Saradar Patel University,
V. V. Nagar
2. Dr. M. K. Yagnik
Professor,
P. G. Department of Education,
Saradar Patel University,
V. V. Nagar
3. Dr. D. G. Patel
Asso. Professor,
M. B. Patel College of Education,
V. V. Nagar
4. Dr. Bhadrau Vachharajani
Director,
Academic Staff Training College,
Saurashtra University,
Rajkot
5. Dr. T. S. Joshi
Principal,
DIET
Gandhinagar

6. Dr. Purnima A. Trivedi
Lecturer,
DI ET, Gandhingar
7. Dr. Sanjay V. Shah
Lecturer,
DI ET, Vadodara
8. Dr. Gaurang C. Vyas
Lecturer,
DI ET, Idar
9. Shri J. L. Patel
Lecturer,
DI ET, Surat
10. Dr. Vijay Patel
Research Asso.
GCERT, Gandhinagar

Appendix-2

Questionnaire for the office bearers of the Trust, Principals, Teachers and Administrative Staff

શ્રીમાન/મહાશય,

હું સરદાર પટેલ યુનિવર્સિટી વલ્લભવિદ્યાનગરમાં ડૉ. એન. આર. પટેલ, આચાર્યશ્રી, એમ. બી. પટેલ કોલેજ ઓફ એજ્યુકેશન, વલ્લભવિદ્યાનગરના માર્ગદર્શન હેઠળ Ph.D. in Education નો અભ્યાસ કરું છું. આ અભ્યાસ અંતર્ગત મારો સંશોધનનો વિષય “A Case Study of Sarva Vidyalaya Kelavani Mandal, Kadi in Developmental Perspective” છે. આ સંશોધનના મુખ્ય હેતુઓ નીચે મુજબ છે

૧. સર્વ વિદ્યાલય કેળવણી મંડળ, કડીની સ્થાપનાના ઐતિહાસિક પરિપ્રેક્ષ્યથી પરિચિત થવું.
૨. સર્વ વિદ્યાલય કેળવણી મંડળ, કડીના વિકાસાત્મક પરિપ્રેક્ષ્ય નક્કી કરવા.
૩. શૈક્ષણિક આર્થિક તેમજ સામાજિક પરિપ્રેક્ષ્યના સંદર્ભમાં સર્વ વિદ્યાલય કેળવણી મંડળના વિકાસનો અભ્યાસ કરવો.
૪. શૈક્ષણિક, આર્થિક તેમજ સામાજિક પરિપ્રેક્ષ્યમાં સર્વ વિદ્યાલય કેળવણી મંડળની સિદ્ધિઓનો અભ્યાસ કરવો.

ઉપર્યુક્ત હેતુઓના અભ્યાસ અર્થે જરૂરી માહિતી એકત્રીકરણના ઉદ્દેશથી આ પ્રશ્નાવલી આપને આપવામાં આવી છે. આ પ્રશ્નાવલીમાં આપવામાં આવેલ વૈકલ્પિક પ્રશ્નોની સામે આપવામાં આવેલ વિકલ્પોમાંથી યોગ્ય વિકલ્પ પસંદ કરવા વિનંતી છે. આ ઉપરાંત વધુ વિગત ઉમેરવા માટે દરેક પ્રશ્ન નીચે બોક્ષ આપેલ છે જેમાં પ્રશ્નને લગતી અન્ય બાબતો આપ ઉમેરી શકશો. આપશ્રીએ આપેલ ઉત્તરોનો ઉપયોગ ફક્ત સંશોધનના હેતુ માટે કરવામાં આવશે

એ. કે. મોઢપટેલ

સંચાલકશ્રી/ આચાર્ય / શિક્ષક/ વહિવટી કર્મચારીશ્રી માટેની પ્રશ્નાવલી

પ્રાથમિક માહિતી

નામ: _____

હોદ્દો: _____

સંસ્થા: _____

અનુભવ: _____

શૈક્ષણિક લાયકાત: _____

સર્વ વિદ્યાલય, કડીમાં જોડાયા તરીખ: _____

1. સર્વ વિદ્યાલય કેળવણી મંડળ કડી દ્વારા થયેલ શૈક્ષણિક વિકાસમાં નીચે જણાવેલ બાબતો પૈકી આપના મતે જે બાબતોનો સમાવેશ થતો હોય તેની સામે આપેલ બોક્ષમાં ✓ ની નિશાની કરો..

- | | |
|--|--------------------------|
| 1. નવી સંસ્થાઓની સ્થાપના | ☐ |
| 2. નવા અભ્યાસક્રમોની શરૂઆત | ☐ |
| 3. વિદ્યાર્થી સંખ્યામાં વધારો | ☐ |
| 4. સંસ્થાની નાણાકીય સુધ્ધતરતામાં વધારો | ☐ |
| 5. સંચાલક મંડળ સંચલિત સંસ્થાઓને મળેલ રાષ્ટ્રીય/ રાજ્ય / અન્ય એવોર્ડસ | ☐ |
| 6. આ સિવાય આપના મતે અન્ય કોઈ બાબતો હોય તો નીચે આપેલ બોક્ષમાં દર્શાવો | |

2 સર્વ વિદ્યાલય કેળવણી મંડળ કડી દ્વારા થયેલ શૈક્ષણિક વિકાસમાં યોગદાન આપનાર પરિબલો પૈકી આપના મતે જે જવાબદાર પરિબલ સામે આપેલ બોક્ષમાં અગ્રતાક્રમ લખો.

1. સરકારની નીતિ ☐
2. સંચાલક મંડળની સ્થાપનાના ઉદ્દેશો ☐
3. સંચાલક મંડળના હોદ્દેદારોની વહીવટી કુનેહ ☐
4. સંસ્થાની સામાજિક જવાબદારી ☐
5. સંચાલક મંડળના સ્થાપક તથા ચેરમેનશ્રીઓની નિષ્ઠા ☐
6. સંચાલક મંડળના સ્થાપક તથા ચેરમેનશ્રીઓની દૂરંદેશીતા ☐
7. સમાજ તરફથી સંચાલક મંડળને આપવામાં આવતું દાન ☐
8. સરકારી આર્થિક સહાય ☐
9. ભૂતપૂર્વ વિદ્યાર્થીઓ દ્વારા સંચાલક મંડળના વિકાસમાં સહભાગિતા ☐
10. આ સિવાય આપના મતે અન્ય કોઈ બાબતો હોય તો નીચે આપેલ બોક્ષમાં દર્શાવો

3 સર્વ વિદ્યાલય કેળવણી મંડળ કડી દ્વારા થયેલ આર્થિક વિકાસમાં આપના મતે જે બાબતોનો સમાવેશ થતો હોય તે બાબતોની સામે આપેલ બોક્ષમાં ✓ ની નિશાની કરો.

1. સરકારશ્રી દ્વારા આપવામાં આવતી નાણાંકીય સહાય ☐
2. સરકારશ્રીની સ્વનિર્ભર સંસ્થાઓ ચલાવવા માટેની નીતિ ☐
3. સંચાલક મંડળ દ્વારા વિદ્યાર્થીઓ પાસેથી લેવામાં આવતી ફી ☐
4. સંચાલક મંડળને દાતાઓ તરફથી મળતું દાન ☐
5. મંડળ સંચાલિત સંસ્થાઓના ભૂતપૂર્વ વિદ્યાર્થીઓ તરફથી મળતી આર્થિક સહાય ☐
6. સંસ્થાની નાણાંકીય સધ્ધરતા ☐

7. આ સિવાય આપના મતે અન્ય કોઈ બાબતો હોય તો નીચે આપેલ બોક્ષમાં દર્શાવો

4. સર્વ વિદ્યાલય કેળવણી મંડળ કડી દ્વારા થયેલ આર્થિક વિકાસ માં યોગદાન આપનાર પરિબલો પૈકી આપના મતે જે જવાબદાર પરિબલની સામે આપેલ બોક્ષમાં અગ્રતાક્રમ લખો.

1. સર્વ વિદ્યાલય કેળવણી મંડળને તેના સમાજ તરફથી આર્થિક સહાય મળે છે ☐
2. સર્વ વિદ્યાલય કેળવણી મંડળના પારદર્શી વહીવટના કારણે સમાજના જુદા જુદા વર્ગો તરફથી આર્થિક સહાય મળે છે ☐
3. સરકારની નીતિને કારણે સ્વનિર્ભર સંસ્થાઓ વિદ્યાર્થીઓ પાસેથી વધુ ફી લઈ શકે છે ☐
4. સંસ્થાના ભૂતપૂર્વ વિદ્યાર્થીઓ સંસ્થા વિકાસમાં પોતાનો ફાળો આપે છે ☐
5. સંચાલક મંડળને સરકાર આર્થિક મદદ કરે છે ☐
6. આ સિવાય આપના મતે અન્ય કોઈ બાબતો હોય તો નીચે આપેલ બોક્ષમાં દર્શાવો

5. સર્વ વિદ્યાલય કેળવણી મંડળ કડી દ્વારા સામાજિક વિકાસમાં આપેલ યોગદાનમાં નીચે જણાવેલ બાબતો પૈકી આપના મતે જે બાબતોનો સમાવેશ થતો હોય તેની સામે આપેલ બોક્ષમાં ✓ ની નિશાની કરો.

1. શિક્ષણ દ્વારા સમાજમાંથી અંધશ્રદ્ધા દૂર કરવી ☐
2. શિક્ષણ દ્વારા સમાજનો વિકાસ ☐
3. ગુણવત્તાલક્ષી શિક્ષણની સાથે વિદ્યાર્થીઓનું ઘડતર ☐
4. સમાજની જરૂરિયાત મુજબ ઉચ્ચ શિક્ષણ માટેની સંસ્થાઓની શરૂઆત ☐
5. ઉચ્ચ વ્યાવસાયિક અભ્યાસક્રમમાં વિદ્યાર્થીઓનું પ્લેસમેન્ટ ☐
6. છાત્રાલયોની સુવિધા દ્વારા વિદ્યાર્થી ઘડતર ☐
7. શિક્ષણની સાથે સાથે સહઅભ્યાસિક પ્રવૃત્તિઓ દ્વારા કૌશલ્ય વિકાસ ☐
8. અન્ય કૌશલ્યલક્ષી તાલીમી સંસ્થાઓની શરૂઆત ☐
9. સામાજિક સંસ્થાઓને દાન ☐
10. આર્થિક રીતે નબળા વિદ્યાર્થીઓને શિષ્યવૃત્તિ ફી માફી ☐
11. કર્મચારીઓના વ્યાવસાયિક વિકાસમાં સહાય ☐
12. આ સિવાય આપના મતે અન્ય કોઈ બાબતો હોય તો નીચે આપેલ બોક્ષમાં દર્શાવો

6 સર્વ વિદ્યાલય કેળવણી મંડળે તેની સ્થાપના થયા બાદ મેળવેલ અનન્ય સિદ્ધિઓ (Achievement Milestones) આપના મતે કઈ કઈ છે?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

7. સર્વ વિદ્યાલય કેળવણી મંડળે તેની સ્થાપના થયા બાદ કરેલ વિકાસ માટેનો સર્વશ્રેષ્ઠ સમયગાળો આપના મતે કયો છે? (વિકાસ ની બાબતો તથા અંગ્રેજી વર્ષ જણાવો)

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8. સર્વ વિદ્યાલય કેળવણી મંડળ દ્વારા વિદ્યાર્થીઓના અભ્યાસ માટે ભૌતિક સુવિધાઓ પૂરી પાડવામાં આવે છે. જે બાબતોનો સમાવેશ થતો હોય તેની સામે આપેલ બોક્ષમાં ✓ ની નિશાની કરો.

- | | |
|--|--------------------------|
| 1. વર્ગખંડો | ☐ |
| 2. પ્રયોગશાળા | ☐ |
| 3. કમ્પ્યુટરલેબ | ☐ |
| 4. પીવાનું શુદ્ધપાણી | ☐ |
| 5. ડીજીટલ વર્ગખંડો | ☐ |
| 6. મેદાન | ☐ |
| 7. પુસ્તકાલય | ☐ |
| 8. આ સિવાય આપના મતે અન્ય કોઈ બાબતો હોય તો નીચે આપેલ બોક્ષમાં દર્શાવો | |

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9. સર્વ વિદ્યાલય કેળવણી મંડળ દ્વારા શિક્ષકો/કર્મચારીઓના વ્યાવસાયિક વિકાસ માટેના કયા પ્રકારના પ્રયત્નો કરવામાં આવે છે? જે બાબતોનો સમાવેશ થતો હોય તેની સામે આપેલ બોક્ષમાં ✓ ની નિશાની કરો.

- | | |
|--|--------------------------|
| 1. શિક્ષકો માટે પ્રશિક્ષણ વર્ગો | ☐ |
| 2. શિક્ષકો માટે ઉચ્ચ અભ્યાસ માટે પ્રોત્સાહન | ☐ |
| 3. આ સિવાય આપના મતે અન્ય કોઈ બાબતો હોય તો નીચે આપેલ બોક્ષમાં દર્શાવો | |

10. સર્વ વિદ્યાલય કેળવણી મંડલ દ્વારા શૈક્ષણિક/બિનશૈક્ષણિક કર્મચારીઓને તેમના વિકાસમાં પ્રોત્સાહન આપવામાં આવે છે? જે બાબતોનો સમાવેશ થતો હોય તેની સામે આપેલ બોક્ષમાં ✓ ની નિશાની કરો.

- 1 શૈક્ષણિક/ બિન શૈક્ષણિક કર્મચારીઓની કામગીરીને પ્રશસ્તિ પત્ર/ઇનામ દ્વારા બિરદાવવામાં આવે છે. ☐
- 2 શૈક્ષણિક/ બિન શૈક્ષણિક કર્મચારીઓને આર્થિક લાભ આપવામાં આવે છે. ☐
- 3 શૈક્ષણિક/ બિન શૈક્ષણિક કર્મચારીઓનું ઉચ્ચ અભ્યાસ માટે પ્રોત્સાહિત કરવામાં આવે છે. ☐
- 4 શૈક્ષણિક/ બિન શૈક્ષણિક કર્મચારીઓને આર્થિક સહયોગ કરવામાં આવે છે. ☐
- 5 શૈક્ષણિક/ બિન શૈક્ષણિક કર્મચારીઓના સંતાનોના મંડળ સંચાલિત સંસ્થાઓમાં અભ્યાસ માટે ફી માફી આપવામાં આવે છે. ☐
- 6 આ સિવાય અન્ય કોઈ રીતે પ્રોત્સાહન આપવામાં આવતું હોય તો નીચે આપેલ બોક્ષમાં દર્શાવો.

Appendix-3

‘સર્વ વિદ્યાલય કેળવણી મંડળનો વિકાસાત્મક પરિપ્રક્રમમાં વ્યક્તિત અભ્યાસ.’

રૂબરૂ મુલાકાત માટેના પ્રશ્નો

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(૧) આપના મતે સર્વ વિદ્યાલય કેળવણી મંડળની સ્થાપના સમયે સંસ્થાના મુખ્ય ઉદ્દેશો કયા હતા?

(૨) સર્વ વિદ્યાલય કેળવણી મંડળના સ્થાપક પૂજ્ય છગનભા એ અપનાવેલ જીવનમંત્ર‘કર ભલા
હોગા ભલા ’ ને સંસ્થા વર્તમાન સમયમાં કેવી રીતે અનુસરે છે

(૩) સર્વ વિદ્યાલય કેળવણી મંડળના વિકાસનો મુખ્ય શ્રેય આપ કોને કોને આપો છો શા માટે ?

(૪) સર્વ વિદ્યાલય કેળવણી મંડળે મેળવેલ સિદ્ધી ઓ પૈકી આપના મતે મુખ્ય સિદ્ધીઓ કઈ કઈ છે?

- (૫) સર્વ વિદ્યાલય કેળવણી મંડળ દ્વારા શિક્ષણ સિવાયની અન્ય કઇ કઇ સામાજિક જવાબદારીઓ નિભાવવામાં આવે છે ?

- (૬) સર્વ વિદ્યાલય કેળવણી મંડળના વિકાસનો સર્વશ્રેષ્ઠ સમયગાળો આપના મતે કયો છે? શા માટે ?

- (૭) સર્વ વિદ્યાલય કેળવણી મંડળના વિકાસ માટેના મુખ્ય જવાબદાર પરીબળો કયા કયા છે?

- (૮) સર્વ વિદ્યાલય કેળવણી મંડળના વિકાસમાં આપના મતે કોઇ અવરોધક પરિબળો છે ? હા તો કયા કયા ?

(૯) સર્વ વિદ્યાલય કેળવણી મંડળના વિકાસનું ભવિષ્યનું આયોજન શું છે

Appendix-4

List of the Documents used for Data Collection

1. As a primary source of Information

- i. Annual Statement of “Sarva Vidyalaya Kelavni Mandal, Kadi ,
From the Year 70 (1987-88) to Year 91 (2012-13)
- ii. Constitution of “Sarva Vidyalaya Kelavni Mandal, Kadi
- iii. “Sarva Vidyalaya Kelavni Mandal: 9 Decades of Philanthropic
Existence
- iv. KadiSarvaVishwaVidyalaya: Information Brochure
- v. DARPAN: Achievements of Faculty of Education; Annual
Magazine: 2013-14

2. As a Secondary Source of Information

1. Books: Following books were used as the second source of
information about ‘SarvaVidyalayaKelvaniMandaliKadi’
 - i. PragnadeepChhaganbha
 - ii. Karma Yogi Daskaka
 - iii. Karma ChudamaniManeklal
 - iv. DhruvTarak: Maneklal M. Patel
 - v. SarvaVidyalayaKelvaniMandal no ItihasGranthn
2. Questionnaire (As presented in Appendix-2)
3. Interview (As presented in Appendix-3)

Appendix-5

Constitution of SVKM, Kadi

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સર્વ વિદ્યાલય કેળવણી મંડળ

કડી

(ઉપર મુજબ)



બંધારણ

સર્વ વિદ્યાલય ડેનવણી મંડળ-કઠી

મંદાચરણ

નિયમો

૧ નામ

આ મંદાચરણ નામ 'સર્વ વિદ્યાલય ડેનવણી મંદળ' સામવાચક આવે છે.

ટીપ :- આ નિયમોમાં 'સર્વ વિદ્યાલય ડેનવણી મંદળ'ને હેમમાં

'મંદળ' કહેવામાં આવશે.

૨ સ્થળ

આ મંદળનું મુખ્ય કાર્યાલય કઠીમાં રહેશે અને બહાર પડે જાય એ સ્થળે કાર્યાલયની કાનૂની કબાડી રાખશે. મંદળની સાધારણ કે વિશેષ સાધારણ સભા કે બીજા કોઈ પ્રકારની બેઠકે જામાન રીતે કઠી મુકામે રાખશે.

૩ વર્ષ

આ મંદળનું વર્ષ એપ્રિલ ૧ થી શરૂ થશે.

૪ ઉદ્દેશ

જનશ્રીના જીવિકા, નૈતિક, શારીરિક, આર્થિક એવી કે પ્રવૃત્તિના સુધારા, કાર્યક્રમો, મુકારી, કુલારી, ખાતેરી વગેરે અને મુલિ અને ગ્રામજન વિવિધ ડેનવણીના ફેલાવો કરવો એ આ મંદળનો ઉદ્દેશ છે.

૫ સાધન

૧ નાણાં એકઠાં કરવાં અને નાણાં કે બાંધકામ પ્રકારના કોઈ મંદળના ઉદ્દેશને અનુસરી સાધવામાં આવે તે સ્વીકારવી.

૨ કઠીમાં આવતી સર્વ વિદ્યાલય કાર્યક્રમ ચલાવવી.

૩ કઠીમાં કે બીજા સ્થળે સાળાઓ, આરોગ્યલય, બાનાલય, માલમંદિર, કન્યાશાળા, બાળાશાળા, ઉદ્યોગલય, મુલકલય, ગ્રામશાળા, કુલિયેન, કાંતકલ્પશાળા, વણકલ્પશાળા, મુકારી કુલારી વગેરે, મંત્રશાળા વગેરે તથા પુસ્તકાલય ચલાવવાં અને તેની દેખરેખ આજતી સંસ્થાને વહીવટ કરવો.

૪ કોઈ ડેનવણી અથવા નિર્મણ, વાંચનાવેળા, સામકિ કે પુસ્તક પ્રસિદ્ધ કરવાં.

૫ ડેનવણીની પ્રવૃત્તિ અથવા સંમેલનો બાંધવાં અને હરીફાઈઓ મેળવી.

૬ કોન ફંડ અને સંસ્કારણ ફંડ બનાવે કરવાં અને તેનો વહીવટ કરવો.

૭ રૂ. ૫૦૦/- અને તે ઉપરાંતના ફંડ સ્વીકારવાં.

૮ આ મંદળના ઉદ્દેશને બહુ લાવવામાં આવવામાં આવેલા અને તેના નેતા કાર્યોમાં આ કરવા અને મંદળો અથવા સંસ્થાઓને આર્થિક સહાય કરવી.

૧ આ મંડળ નીચેની કસમ બંધીમાંથી કોઈકે, કોઈકા મુસ્લીમ, ઉપમુસ્લીમ, સહાયક, મુલેમ્લક, આજીવન સભાસક અને વાર્ષિક સભાસકોનું બનશે.

૭ સભાસક

આ મંડળના ઉદ્દેશ માન્ય હોય અને અઢાર વર્ષ પૂરાં જ્યાં હોય તેવી કસમનું બંધીત નીચેની કસમ ૮ તથા ૯ પ્રમાણે આ મંડળના સભાસક થઈ શકશે.

૮ મંડળના સભાસકોના વર્ગો નીચે પ્રમાણે રહેશે. અને જે તે વર્ગ સાથે બજાવેલી રકમ બજાવેલી મુદત દરમ્યાન આપશે તેમને તે વર્ગના સભાસક બજાવવામાં આવે છે.

વર્ગ	મુદત	રકમ હપ્તિ
મુસ્લીમ	જે વર્ગ દરમ્યાન	૧૧૦૦ કે તેથી વધુ
ઉપમુસ્લીમ	"	૫૧૦૦ કે તેથી વધુ
સહાયક	"	૩૧૦૦ કે તેથી વધુ
મુલેમ્લક	"	૨૧૦૦ કે તેથી વધુ
આજીવન સભાસક	એકી સાથે	૧૦૦૦ કે તેથી વધુ
વાર્ષિક સભાસક	"	૨૫૨ કે તેથી વધુ

ટીપ :- (૧) મુસ્લીમ, ઉપમુસ્લીમ, સહાયક અને મુલેમ્લક પોતાની જાતની મુદતના સભાસક બજાવશે.

(૨) જોવા કસમ બજાવે પૂરતી રકમ આપેલી ઉપરના કાગળમાં સભાસક બજાવશે.

(૩) રકમ આપતી વખતે પોતે કયા વર્ગના સભાસક થવા ઇચ્છે છે તે અંગે દરેકે નિશ્ચય કરેલા અરજના નમૂનામાં અરજ કરવાની રહેશે અને અદર અરજ પ્રદાનગારી સમિતિમાં મંજૂર થયેલી જે તે વર્ગના સભાસક બજાવશે.

૯ મંડળના કાગળ તરફ સહાનુભૂતિ બતાવનાર અને તેને હરકોઈ રીતે મદદ કરનાર સિદ્ધ બંધીઓને કસમ ૮ માં બજાવેલું પદ મંડળ બેતામત કરશે.

૧૦ નીચેના કસમોથી હરકોઈ સભાસક સાબરમતી સભા અને બચસાપક મંડળમાંથી સભાસક તરીકે નિરૂપ થશે.

- (ક) મુસ્લીમ (જ) પોતાની જાતનું રાજીનામું આપે તે મંજૂર થવાથી
- (ઘ) મંડળના સિદ્ધિચિન્હ અવધાન કરતો બજાવે મંડળના સિદ્ધિને નુકસાન થવાતેલું કાગળ કરતો હોવાનું સાબરમતી સભાએ હરાબાધી (ચ) ચિત્રબચ થવાથી.

૧૧ મંડળ કાચે સંનપ કરતી બધી જાનતોનો વહીવટ કરવા માટે નીચેના નમુના મંડળો રહેશે.

(૧) સાધારણ સભા (૨) દ્રુતી મંડળ (૩) બચસ્થાપક મંડળ

૧૨ સાધારણ સભા

ભાગ ૭-૮-૬ પ્રમાણે ચેરમેનનો સમાવેશોની સાધારણ સભા બનશે અને તે નીચેના મર્ચો કરશે.

- ૧ બચસ્થાપક મંડળે કરેલાં મર્ચોને વાર્ષિક રીતે તથા કિશ્તી તથા મીઠા મંજૂર કરવાનું.
- ૨ નીચી વર્ગનું બાંધકામ મંજૂર કરવાનું તથા જામીન મર્ચો અને ચર્ચા વિચારણા કરી મર્ચોમાં કરવું તથા નિષ્ક્રિય કરવા.
- ૩ દર વર્ષે મંડળની તમામ પ્રવૃત્તિઓના સમાવેશ માટે બચસ્થાપક મંડળ નીમવાનું.
- ૪ દર વર્ષે માટે દ્રુતી મંડળ નીમવાનું અને દ્રુતી મંડળની ખાલી પડતી જગ્યાઓએ નિમણૂક કરવાનું.
- ૫ પ્રમુખ, ઉપપ્રમુખ, મંત્રીઓ, સહનીશ મંત્રી અને અન્યેયો નીમવાનું.
- ૬ મંડળને બંને વિભાગ વેચવાનું અને તેની બચસ્થાપક કરવાનું.
- ૭ મંડળના કાર્યકર્તા માટે મહત્તર જલ્દી તરફ બીજા સમિતિઓ તથા અધિકારીઓ નીમવા તથા તેઓ અધિકારી આપવા.

૧૩ દ્રુતીઓ, તેમના અધિકાર અને ફરજો

- ક સાધારણ સભા આ મંડળના સભાસભ્યોમાંથી મળુ દ્રુતીઓની દર ૧૦ વર્ષ માટે નિમણૂક કરશે અને બીજા દ્રુતીઓ નીમવા નહિ ત્યાં સુધી આ નીચેના દ્રુતીઓ ચાલુ રહેશે.
- કા કોષ્ટકમાં કારણે ખાલી પડતી દ્રુતીની જગ્યાએ નીચી દ્રુતીની નિમણૂક સાધારણ સભા કરશે.
- ગ નિવૃત્ત થતા દ્રુતીઓ ફરીવાર નીમવાને યોગ્ય મળશે.
- ઘ આ મંડળની સર્વ સ્થાવર મિલકત સાધારણ સભા નક્કી કરે તેવા એક અથવા વધુ દ્રુતીઓના નામે રાખવામાં આવશે.
- ઙ મિલકતના કલાકેએ સામાન્ય રીતે આ મંડળના કાર્યકર્તા મંત્રીના હાજરી રહેશે જ્યારે સાધારણ સભા હાજરી તેના કુળબંધ સાચવવા માટે સેવિયામાં જનશે.
- ચ દ્રુતીઓને બધાં મંડળની કોષ્ટકમાં મિલકતના બાદ બીજો ઉપર આ મંડળના મંત્રી સહીઓ કરશે અને બહુ વધુ કરશે.
- છ દ્રુતીઓની નીચી નિમણૂક કરતાં નિવૃત્ત થતા દ્રુતીઓ તેમના નવ ઉપર રાખેલી આ મંડળની મિલકત તથા નીચેના દ્રુતીઓના નામ ઉપર

હરી કાર્યો કાચર નીચે ફેંટીઓવા મોન હાથે રહેલી થાવી લેવાઈ
આવશે.

૧૪ બચતવાપક મંડળ

બચતવાપક મંડળ નીચે પ્રમાણે સાધારણ સભાએ નીચેના અભિપ્રાયો મળશે.

૧ મુસ્લમી અને હિંદુસ્થાનીઓ	ચલુ ૩ સોનાં
૨ કુર્મીઓ અને રાજપૂતો	બે ૪ "
૩ આજીવન સહાયકો	બે ૨ "
૪ વાર્ષિક સહાયક	બે ૧ "
૫ સહાયકોની એવી કિંમત અપાવવાની	બે ૨ "
૬ આ મંડળમાંથી કોઈ સહાયકની બચતવા- પકોમાંથી તથા વિદ્યાર્થીઓના વાલીઓમાંથી	ચલુ ૩ "
૭ આ મંડળને વાર્ષિક નિમિત્તે મળે તેવા પ્રત્યક્ષ સહાયના પ્રતિનિધિઓમાંથી	ચલુ ૩ "
કુલ ૧૬ સોન	

સીપ ૩- કોઈપણ વર્ષમાં મુસ્લમ સભાઓને સહાયક તરીકે કોઈપણ વર્ષમાંથી
મૂંડી. જમણે કે રાજપૂતોમાંથી લીધે મળ્યા આવી પડે તો બચતવાપક
મંડળ તેમ જ વર્ષના સહાયકોમાંથી જ્યાં પૂરશે અને તે સાધારણ સભા
એ ત્યાં સુધી કાળ રહેશે.

સહાયક મંડળની મૂંડા પ્રમુખ, સહાયક, મંડળીઓ અને મંડળી
મંડળી બચતવાપક મંડળના પ્રમુખ, સહાયક, મંડળીઓ અને મંડળી
મંડળી મંડળી અને તેઓ કોઈ બચતવાપક સહાયકો કોઈપણ કોઈપણ
રૂપે બચતવાપક મંડળના સભાઓમાં જશે.

૧૫ બચતવાપક મંડળનાં કાર્ય ૧/૩ સભાએ કાનૂન થશે હરી સભાએ અને તેના
મંડળી નીચે પ્રમાણે રહેશે

- ૧ સાધારણ સભા કે વિશેષ સાધારણ સભા બોલાવવી
- ૨ મંડળના વાર્ષિક મંડળ નિમેષન તથા સહાયકો જરૂર તથા સભા ને તે
સાધારણ સભામાં જરૂરી ગાટે રજૂ કરવું અને પ્રતિષ્ઠા મળવું.
- ૩ કોઈ સામાન્ય મુખ્ય કાર્યોની નિમજ્જી કરવી. બીજા કાર્ય પ્રમાણની
નિમજ્જીને બીજી વર્ષની, પચાસ પાંચ હજાર, બીજી આપવી,
ફેબ્રુઆરી મંડળ, મિટલ મનાવે જરૂરી બચત, મંડળીની મુક્તિ બચતવી,
નોંધરને સિદ્ધ કરવી તથા જુદા કરવા.

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જી સ્થાપક સભાની મંજૂરીથી કાચી ફંદમાંથી જરૂર જણાયે નાણાં
ઘડી સહાયે જણ કરાવેલી મુદતમાં તે પાછાં કાચી ફંદમાં જરી હેવાં
પડશે.

જી દુસ્રા ફંદ તથા કરતી ફંદનાં નાણાંનું બાબત વાપરવાનું હોય તેમાં
બાબતની સમજાવણી સેક્રેટરી ખાસ દક્ષ ખર્ચ બાબત મંજૂર માપી ભેટી
અને કાચી લીધેલી રકમ સામાન્ય ફંદ ખાતે જામ કરવામાં આવશે.

જી સભાસભ્યોની ફી, બાબતની રકમ, જામીનની રકમ, ખિસ્સાનું બાકું અગર
બીજી વાર્ષિક ઉપજ તથા કોઇ જણ કરત કરતની મંજૂરને ખોલી
પરિશિષ્ટ, ઘન થા અથવા સામાન્ય ફંદમાં ગણાશે.

જી કાચી ફંદ તથા દુસ્રા ફંદનાં નાણાં સરકારી બાબતોમાં અગર
ચોરસ મેકનિસ સેવીંગ સર્ટીફિકેટમાં અગર સરકારી ભોતો અગર
સહર મેકો, સહકારી મેકો અગર મંજૂરમાં પૈડા સ્થાપક સભા
વખતો વખત કાચ કરે તેમાં રોકાવામાં આવશે. તે સિવાયનાં આ
મંજૂરનાં તમામ પ્રકારનાં નાણાંનું રોકાણ ઉપર જણાવેલી સીક્યુરીટીઝ
કે સ્થળોએ કરવાની તથા રોકાણમાં ફેરફાર કરવાની કાનૂન બંધારણ
મંજૂરને છે અને તે બંધો વહેવાર બોપરેટર તરીકે મંજૂર મંજૂર
પૈડા બંધારણ મંજૂર કરાવે તેમાં એક કે વધુ નામે કરવામાં આવશે
અને આ રોકાણ બંધોનાં સર્ટીફિકેટ, રસીદો વગેરે સીક્યુરીટીઝો,
પાસપુર્ક વગેરે મંજૂર મંજૂર મંજૂર મંજૂરમાં રહેશે.

જી મેકોમાં અને ચેસ્ટમાં આ મંજૂરને બંધોમાં માલુ ખાતાં, સેવીંગ
ખાતાં મંજૂરના નામે બોલવામાં આવશે અને તેમાં બોપરેટર તરીકે
મંજૂરના મંજૂર પૈડા બંધારણ મંજૂર કરાવે તે એક કે વધુ નામે
ખાતું બોલી તેમાં કોઈથી વધીવટ કરવામાં આવશે.

જી મંજૂરના કામે જરૂર પડે નાણાંની ધોન મંજૂર ઘડી સહાયે અને નાણાં
જામ રાખી સહાય.

જી મંજૂરની કાચાએ અને કાળાએના નામનાં માલુ તથા સેવીંગ
ખાતાં મેકો અને ચેસ્ટમાં બોલી સહાયે અને તેમાં બોપરેટર તરીકે
બંધારણ મંજૂર નિયમકર કરે તેમાં નામે તેમાં બેવકુલ કરવામાં
આવશે.

૧૭ મંજૂરની બંધો વિલગત અને બંધો મંજૂરની મંજૂરનાં છે અને કોઇ
જણ બંધોને તેના ઉપર મંજૂર તરીકેને કોઈપણ પ્રકારનો કોઇ મંજૂરો
નહી તેમાં વિલગત સહાયે અંદર અંદર વહેતી સહાય નહી.

૧. સાધુના સંપત્તિ, સિદ્ધિના સાધનોનું સંચય તથા બચતના પદ્ધતિની સલાહ પ્રમુખસ્થાનના સંભાળવું.
૨. પ્રમુખ અને ઉપપ્રમુખ મંડળના ઉદ્દેશ્ય બદલવા તથા તેનું સિદ્ધિ સાધવા અને સુબંધારણ સાધવાનું બદલ બચતના ઉદ્દેશ્યો સ્થાપિત રીતે બચતના પદ્ધતિના અધિકારી વાચકી વાંચી.
૩. વાચકના અધિકાર, કે જાણવાનું, સ્વતંત્રિય તથા સાધનોના અધિકારીઓને તથા મંડળોને સીધાં પદ્ધતિ કે નિર્ણય ઉપર વિવાદ સંભળવો અને નિર્ણય કરી અને તે નિર્ણય અમલમાં લાગુ કરી.

[illegible]

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બહાર કે અંદર મોલ ડેઈલિયુ બેરકાઈ નીચા મંદિરના નિવાસીને
કંઠ: સ્વાસ્થ્યની, કાઠ: સ્વાસ્થ્યની. બહાર બેઠા બેઠા થાને તેના વિશ્વ
સ્વાસ્થ્યની સંતોષિને સત્તા છે અને તેના સ્વાસ્થ્ય છે. તે કાળા ના
સ્વાસ્થ્યના સ્વાસ્થ્ય સ્વાસ્થ્યની સ્વાસ્થ્ય થશે.
૧૧. સિત્તાને પડે દિવસે પાયા અને મંદિરની. પડે બેરકાઈના મંદિર
સ્વાસ્થ્યના રજૂ કરશે.

૨૦. સાધારણ સ્વાસ્થ્યની કાળ: સ્વાસ્થ્યની નીચે પ્રમાણે સ્વાસ્થ્યની.

૧. રોડ સ્વાસ્થ્ય એ સ્વાસ્થ્યની કાળ:
૨. નીચે રીતે સાધારણના કાળ: ન હોય તે સિવાયના પ્રમાણેના રોડ
બેઠાનું કાળ: મુશ્કેલીથી થશે.
૩. કાળ: સ્વાસ્થ્યની કાળ: પડે કાળ: સ્વાસ્થ્યની કાળ: નહિ.
૪. કાળ: સ્વાસ્થ્યની કાળ: કાળ: બેઠાનું પ્રમાણ પાતાને સ્વાસ્થ્યની કાળ:
૫. કાળ: સ્વાસ્થ્યની કાળ: કાળ: ૨૦ કાળ: સ્વાસ્થ્યની કાળ: કાળ:
કાળ: સ્વાસ્થ્યની ૧/૪ કાળ: સ્વાસ્થ્યની કાળ: કાળ: કાળ: કાળ:
૬. રોડ સ્વાસ્થ્યના પ્રમાણે સાધારણ સ્વાસ્થ્યની કાળ: સ્વાસ્થ્યની સ્વાસ્થ્ય
પાતાની નહિ હોય તે સ્વાસ્થ્યના કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: ન
હોય તે તેની બેઠાનું કાળ: કાળ: રહેશે અને સ્વાસ્થ્યના કાળ: કાળ:
કાળ: સ્વાસ્થ્યની કાળ: કાળ: સ્વાસ્થ્યની કાળ: કાળ: કાળ: કાળ: કાળ:
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૭. સાધારણ સ્વાસ્થ્યની બેઠાનું કાળ: કાળ: તેના કાળ: કાળ: કાળ: કાળ:
રોડ કાળ: સ્વાસ્થ્યની બેઠા કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ:
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૮. સ્વાસ્થ્યના કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ:
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૯. કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ:
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૧૦. સાધારણ સ્વાસ્થ્યના કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ: કાળ:
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૧૧ સાધારણ સભાની બેઠકમાં બપોરેથી સાંજ સુધીના કાળે બાબતમાં પ્રમુખનો ચુકાદો ઉપરનો બન્યો.

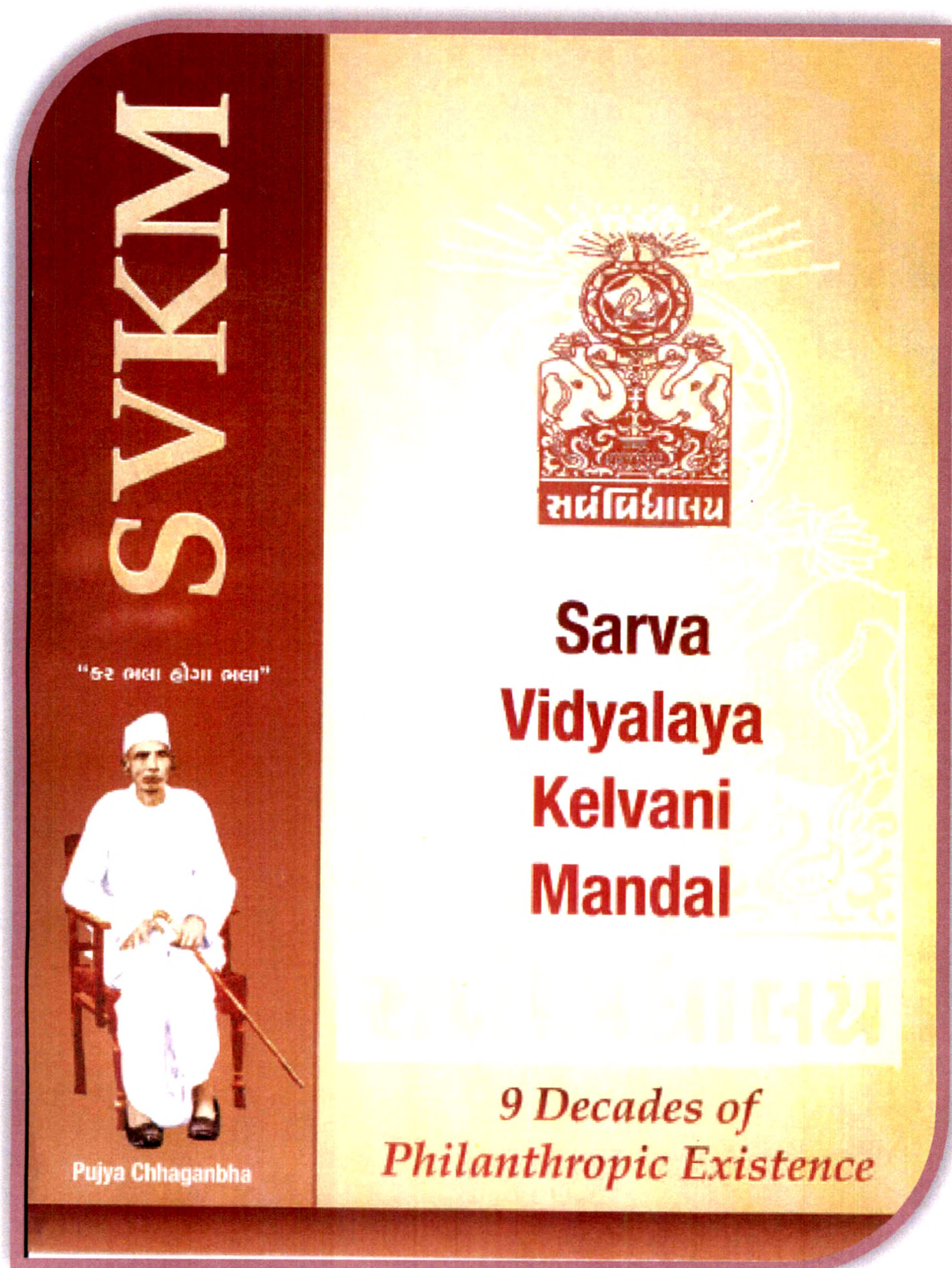
૧૨ જ સાચ ખોલેલો ટોચનોવા અને એ તે વર્ષનાં આશુ હોય તેના ચંદ્રનાં જોખમાં જોખ ૨૫ સભાઓ બનવા કુલ સભાઓના નીચે ચતુર્થાંક ને બેઠકની જોખની સંખ્યા નેહવા સભાઓ ચોક્કસ કામે બધુપીને સાધારણ સભા જોલાવવાની મંજૂરી કરે તે ચંદ્રનાં બધુપીને કામેને નિર્ણય કરવા બસવાપક ચંદ્રના સાધારણ સભાની વિશેષ બેઠક જોલાવશે. પણ બે બસવાપક ચંદ્રના ને ચાસની બંદર બેઠક ન કરે તે બધુપી કામેના સભાઓ પોતે જ કડીનાં સભા જોલાવી કામે. બધાની વિશેષ સાધારણ સભાનાં કુલ ટોચનોવા ૧/૪ થી વધુ સભાઓના પાસે એ હાવ ખાસર થાય તે જ કામેના બન્યો.

૧૩ બપોરેથી રેશ્મર

ચંદ્રના બપોરેથી સુધારે, વધારે કે રેશ્મર કરવાની સભા સાધારણ સભાને છે. બધા સુધારા, વધારા કે રેશ્મર સાધારણ સભા વખતે કામેના રહેવા સભાઓની ૨/૩ બધુપીની થશે.

Appendix-6

Information Brochure of SVKM, Kadi



Appendix-7

Information Brochure of Kadi Sarva Vishwavidhyalaya



Kadi Sarva Vishwavidyalaya

Information
Brochure



www.ksvuniversity.org.in

Appendix-8
List of the Office bearer of the Trust
Office bearer of Sarva Vidyalaya Kelavni Mandal, Kadi
(Year 2012-13)

Sr. No	Designation	Name of the Member
1.	President	Dr. Rambhai M. Patel
2.	Chairman	Shri Vallabhbhai M. Patel
3.	Vice President	1. Shri Manilal Ishwardas Patel 2. Dr. KanubhaiD.Patel
4.	Secretaries	1. Dr. Manibhai S. Patel 2. Shri Manubhai J. Patel 3. Shri Maheshbhai P. Patel

Office bearer of Sarva Vidyalaya Kelavni Mandal, Kadi,
Gandhinagar Branch (Year 2012-13)

Sr. No	Designation	Name of the Member
1.	President	Dr. Kanubhai D. Patel
2.	Chairman	Shri Vallabhbhai M. Patel
3.	Vice Chairman	Shri Tansukhbhai P. Patel
4.	Vice President	1. Shri Dineshbhai B. Patel 2. Shri Vishnubhai P. Patel 3. Shri Mafatlal Patel (Patel brothers)
5.	Secretaries	1. Shri Khodbhai H. Patel 2. Shri Manubhai B. Patel 3. Leut. Colonel Hasmukhbhai M. Patel 4. Shri Ambalal S. Patel 5. Dr. Bharatbhai A. Patel 6. Shri Hasmukhbhai G. Patel

**Office bearer of Shri Kadva Patidar Kelavani Uttejak Mandal, Kadi,
Gandhinagar Branch(Year 2012-13)**

Sr. No	Designation	Name of the Member
1.	President	Shri Mohanbhai B. Patel
2.	Chairman	Shri Vallabhbhai M. Patel
3.	Vice President	1. Shri VitthaldasHemdasChoksi 2. Shri Manubhai A. Patel
5.	Secretaries	1. Shri Khodbhai H. Patel 2. Dr. Jayantibhai M. Patel 3. Shri KiritbhaiRamdas Patel 4. Shri Dr. Ramanbhai G. Patel

Appendix-9



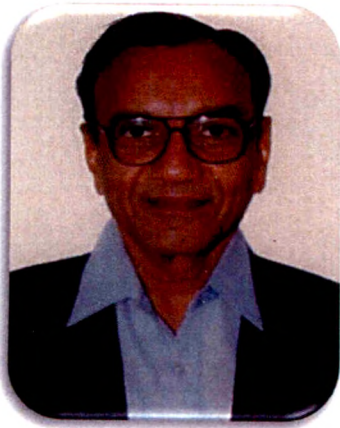
Pujya Chhaganbha



Shri Maneklal M. Patel



**Shri Vallabhbhai M.
Patel**



**Dr. Kanubhai D.
Patel**



**Shri Manubhai B.
Patel**



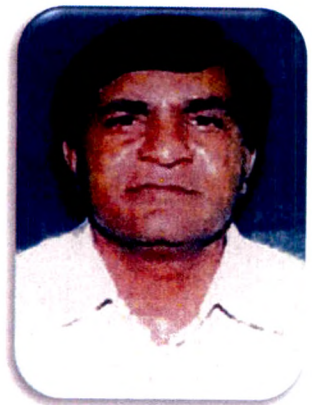
**Shri Hasmukhbhai G.
Patel**



**Shri Tansukhbhai P.
Patel**



**Dr. Bharatbhai A.
Patel**



**Shri Khodabhai H.
Patel**

Appendix-10



Kadi Sarva Vishwavidyalaya

A University Established under Gujarat State Act (No 21. of 2007)
Sarva Vidyalaya Campus, Sector 15/23, Gandhinagar
Ph:+91-79- 23222664/23241492
www.ksvv.org

Ref: KSV/Misc./09-10/197

13th August 2009

To,
Shri A. K. Modhpatel
Sr. Lecturer,
District Institute of Education and Training,
Sector-12
GANDHINAGAR

With reference to your application dated 27th July 2009 and personal discussion you had with Chairman of Kadi Sarva Vidyalaya Kelvani Mandal I am directed to inform you that permission as requested by you has been granted to conduct a case study of “Sarva Vidyalaya Kelvani Mandal”, Kadi in connection with your pursuing Ph. D. in Education at Sarasar Patel University.

This permission is only for above purpose. Your work shall not any way affect the interest of the Mandal or this university.

Thanking you

REGISTRAR