CHAPTER: IV

METHODOLOGY

4.1. Introduction:

Methodology in a scientific enquiry follows logically as well as practically. Educational research is conducted in a systematic way. Educational research attempts to solve problem. Research involves gathering new data from first-hand sources for new purpose. Research is based upon observable experience. Research emphasizes the development of generalizations. Research requires expertise skill in collecting and analyzing the data. There are three main approaches in educational research. The first is a basic approach. This approach is also referred as an academic research approach. The second approach is applied research. The third approach is action research. Basic research is designed to add to an organized body of scientific knowledge. Its major aim is to obtain and use the empirical data to formulate and expand theory. These types of research are performing as part of graduate or doctoral work. On the other hand applied research is directed towards the solution of immediate and practical problem. It is performed in relation to actual problems. It also performed under the conditions in which they are practice. Action research is a type of applied research. Action research is conducted by the teachers, supervisors or administrators themselves for dealing with classroom problem. All the researches use the scientific method of enquiry in the educational research.

Methods of philosophical analysis were ideally suited to a stance of reasoned and balanced objectivity in the face of highly contested educational disputes. Philosophical methods helps in education whether in pedagogy, policy or in research. Since philosophy is a process of solving problems through characteristic method. It
also arrives in a characteristic conclusions and results. Philosophy is an application of general principle of subject matter to the problems of life in various fields in order to achieve better results. When we apply philosophy in the field of education then it is called applied philosophy of education. Philosophy of educational research allows us to clarify our thinking about education. Philosophy of education in research methods provides more particular frame of reference to view the educational process. Educational research attempt accurate observation and description and employs careful designed procedures. Education involves the main principles of scientific research to the solution of educational problems. The scientific methods are uses questions and manipulation variables. It proceeds from a systematic way to find the information in teaching learning process. Scientific method consists in observation of facts, collection of data, classification, distinction and inductive generalization of the common principles. In this process questions are answered by the analysis of data. These data are collected specially for the purpose of answering the questions. Hypotheses are made. It may be proved or disproved by data that leads to the creation of new hypothesis. The whole process conducted through two main types of methods. These are qualitative and quantitative method. Teachers do research every day. The basic strategies of qualitative research are applicable in daily life of teachers. This is true in qualitative and content analysis research too. Qualitative content analysis research needs a large amount of time and energy. For example, the teachers can benefit from observing their students in their natural environments. In these observations qualitative research will help a better objective analysis of subjective meaning. It will lead insightful interpretations of what has been observed. In research there are valuable methods in developing the basic understandings of students, teachers and administrators. These research methods are Qualitative, cultural and
social anthropological, sociological and human ecological. Qualitative research is valuable as instructional tools. Teaching requires an ethnographic perspective toward the students and the social environment. The research of the human sciences and cultural anthropology are involved with the real life of education. Reading books is not only a good thing, but also it gives a wider perspective, disruptive and cheaper. Good educational research is time-consuming. There are lots of important educational problems that need better solutions. Hence, the best-quality and most informative research need to be done. A good Research should give us the broadest and deepest understandings in the field of education. Qualitative data and methodology should be the part of all educational research which provides the roads of understanding.

In this present study the researcher adopted philosophical method of inquiry, qualitative approach with the help of content analysis and participant observation.

4.1.1. Philosophical Method of Inquiry:

The philosophical method is employed by every man in thinking on philosophical problems. The philosophical method is not absolutely different from scientific method. Philosophical problems have much common with the scientific problems. Mr. Marvin Farber, the American Philosopher suggested the philosophical methods like:

i. **Observation Method:**

Observation the tern derived from the words like “Ob” i.e. before and “servare” i.e. to keep. Hence it means keeping something before the mind. Observation is of two types- external and internal. When we observe something through our eyes it is called
external observation. On the other hand when we observe the mental states of the self it is called internal observation or introspection. This method is used the researcher has practically observed the techniques and methods of teaching of schools of Gandhi’s Basic education and Tagore’s Santiniketan.

ii. Induction Method:

Induction is the process where it conclude what is true of certain individuals of class in three of the whole class or what is true at certain times will be true in similar circumstance of all times. Induction is two types- perfect and imperfect. Perfect induction is the establishment of a universal proposition on examination of all the particular instances covered by it. On the other hand imperfect induction is the establishment of a universal proposition on an examination of some particular only. The researcher used this method to study the educational theories of Gandhi, Tagore and Freire, their philosophical ideas. Then their pedagogical and experimental methods were studied to gain knowledge.

iii. Deduction Method:

Deduction method is opposite of induction method. The premises are assumed to be true and the conclusion are may be general than premises. For example

\[
\text{All men are mortal,} \\
\text{Ram is a man} \\
\text{Therefore, Ram is mortal.}
\]

The researcher used this method for the explanation of Gandhi, Tagore and Freire’s educational system. This method helps to study their different viewpoints and advantages and drawbacks of educational and pedagogical thoughts.
iv. **Intuition Method:**

Through this method we arrive at metaphysical truth consists not in the exercise of the intellect but the deliverance of a faculty. Intuition is the higher forms of intellect through which metaphysical knowledge can be gained properly. This method is used by the researcher to understand and explain the hidden meaning of Paulo Freire’s work. Such as Freire’s Pedagogy of Oppressed and discussing and examining the contributions of Gandhi, Tagore and Freire in the field of education. Then in criticizing the present day education method and suggesting an appropriate technique.

v. **Speculation Method:**

Hypothesis is a tentative explanation. But there is another kind of hypothesis which is not verifiable or which does not possess any value of scientific hypothesis. This is Speculative variety. It operates with empty possibilities which may amount to no more than unfounded guesses about such questions as the beginning and of existence or its ultimate nature. Speculation occurs in connection with meaningful questions and where evidence can be adduced. There is often a large measure of speculation involved in setting up hypothesis.

vi. **Reflexive Method:**

Philosophers have attempted to determine a certain beginning of knowledge by the reflective method which is known as method of presupposition through denial. Philosophy make an absolute beginning, that it makes no use initially of the materials of the sciences or of any assumptions of the natural view of the world. This method is descriptive. The descriptions of the facts of reality are expressed in propositions which are arranged logically. Subjectivism and objectivism are reflective in
character. Subjective procedure is one which treats all things as objects of experience. The objectivity is however the result of interpretation no matter what the particular line of argument in a given case happens to be.

vii. Comparative Analysis:

Comparative analysis is a tool of analysis. It attempts to maximize the number of comparisons that can be made across the cases under investigation. It helps in descriptions and plays a central role in concept formation by bringing in to focus suggestive similarities and contrasts. This method is used by the researcher in comparing the educational experiments and pedagogy of Gandhi, Tagore and Freire.

viii. Authoritarian Method:

It is known that much knowledge is accepted on authority. The knowledge which is gathered through the justified authority is always acceptable to the philosophers. The researcher has been taken help of the following authorities such as writings of Gandhi, Tagore and Freire. Then the collected works of Mahatma Gandhi, archive materials of Tagore etc.

Moreover, not only these methods applied for this work there are other methods such as dialectical method, analysis and synthesis methods are also applied.

Dialectical method is a common place experience that when we think over a problem we arrive at certain positive facts. This is called thesis. Then after sometimes when we come to know some facts which are contradictory thesis, it is called anti-thesis. When these thesis and anti-thesis cannot live together for long hence they are synthesized in to a synthesis. This synthesis arrived through anti-thesis is more comprehensive than
the original thesis. Thus, knowledge grows in a dialectical process through thesis, anti-thesis and synthesis.

Then analysis is the process of distinction between different elements involved in a particular state of experience so that they might be clear. The researcher analyses the philosophical, pedagogical and educational implication. Their aspects and experiments were analyzed to gather knowledge. On the other hand synthesis involves in connecting together the scattered elements in a particular experience which brings in to light in new patterns and facts. In philosophical thinking both analysis and synthesis is required. The researcher used this method of analysis and synthesis to get a conclusion.

4.1.2. Qualitative Approach:

Qualitative method is a term of varying meaning in educational research. It is descriptive in nature. Qualitative data analysis is concerned with the qualities of data more than their quantities. Borg and Gall said that the term is often used interchangeably with the terms such as naturalistic, ethnographic, subjective and post positivistic. Naturalistic means qualitative research conducted in a natural setting. Ethnographic means research is to determine the physical and social environment in which individual live and work. Qualitative research is Post positivistic means human knowledge is based not on unchallengeable. Post positivism is an amendment to positivism. Qualitative research is defined to develop human system of understanding such as teacher- pupil, classroom, and cultural system etc. According to Shank, qualitative research as a form of systematic, empirical enquiry in to meaning. By systematic Shank means planned, ordered and public. By empirical he means inquiry is grounded in the world of experiences. By enquiry in to meaning shank says that
researchers try to understand how others make sense of their experiences. Qualitative research includes interviews and observation, case study, survey method, historical and document analysis. Qualitative analysis conducted in a natural setting without manipulating the environment. It involves human behaviour descriptions and opinion. The perspective is that human construct their own reality. An understanding of what they do may be based on why they believe they do it. There is allowance of multiple realities. The research question evolves as the study does, because the researcher wants to know what is happening. The researcher became the part of the study by closely interacting with the subject. The researchers attempt to be open to the subject’s perception. That is researchers are bound by the values and world views of the subjects.

Qualitative analysis relies on inductive reasoning. It interplays between data and developing interpretation. The nature of the data depends on the type used by the researcher for collecting data. In behavioral sciences, social psychology and education also information’s are presented in form of verbal and other symbolic behaviour. In qualitative analysis verbal data are gathered through questionnaires, observation or interviews, group discussions, reflection field notes, various texts, pictures and other materials. Qualitative research categorizes data into patterns as the primary basis for organizing and reporting results. These data indicates people’s experiences and interactions in natural environment. After the analysis, the data provide useful and depth answers to the research questions. Depth and detail emerge through direct quotation and careful description. The depth and detail will vary depending upon the nature and purpose of a particular study. Qualitative data analysis means studying the organized materials in order to discover inherent facts. The important criterion for judging a qualitative study is its truth worthiness. Qualitative analysis includes three activities. They are i) data reduction which means simplifying
complex data, for example extracting recurring themes via coding. ii) data display which means materials, charts, graphs etc. iii) and lastly, drawing conclusions and verifying them as a means for the validity of findings etc. The data are studied from as many angles as possible either to explore the new facts or to reinterpret already known existing facts. The qualitative method investigates why and how of the topic, not just what, where or when. It smaller but focused samples are more often needed than large samples. It includes things like interview transcripts, open ended survey responses, E-mails, notes, feedback forms, photos and videos etc. It doesn’t rely on statistics which are the domain of quantitative researchers. Qualitative research is used to insight into people's attitudes, behaviours, culture, value systems, motivations and aspirations.

4.1.3. Types of Qualitative Analysis:

Qualitative methods consist of three type of data collection. These are: 1) in depth, open-ended interviews, 2) direct observation or participant observation and 3) document analysis.

The qualitative data gathered using open-ended interviews are comprehensive. These responses are neither systematic nor standardized. The responses to open-ended questions are longer and detailed. The data from interviews consist of direct questions from people about their experiences, opinion, feelings and knowledge. It helps the researcher to understand in depth the points of view of the people, their emotions, characteristics, attitudes and values and experiences. The data gathered through participant observation are also destructive and comprehensive in nature. Participant observation provides firsthand information to the researcher about some social event in depth and detail. Data gathered through participant observation generally include: i)
description of the setting of the social situation, ii) activities that take place in the setting and iii) description about people who participated in the activities and their extrinsic behaviour during the activities. The descriptions may be in the form of field notes specifying some basic information. The field note also contains direct quotations of the people of the observation and the observer’s own feelings and reactions. Documents are also a part of qualitative research data. Document can include current information for example instructional materials and communications within the school building or school system. Then again it can be archival information for example newspapers, court records, architects’ plans for school buildings, diaries, tax roll data, transcripts, and textbooks etc. Archival documents are valuable even though they may have errors or incomplete. The data from both types of documents should be collected unobtrusively. The records are made under obtrusive conditions. The qualitative data gathered through open-ended interviews, participant observation or direct observation and written document are voluminous in nature. They need to be organized and classified in to specific pattern to avoid any chaos. There are no formal or universal rules in organizing the data. But a researcher requires a creative approach and a lot of perseverance to give a meaningful look to the data. The process of classification of various kinds of data and preparing data index is an important step in the organizing of qualitative data. One of the main ways to analyze documents in qualitative data through a process called content analysis. The researchers look for concepts in the natural language or in natural setting. For example, they could analyze the number of references to administrators, teachers and students to find out the relative importance of each group in school system's communications. In children's analysis, the relative importance on the concepts of cooperation and competition could be assessed. The various concepts in teachers' evaluation about students are
coded and counted. It also determines the curricular and social goals of the teachers. Articles in reporting the activities in schools could be counted. Their length and the topics are analyzed. Variables are conceptually and operationally defined. It illustrated with examples from the documents themselves. Current documents can generate by students writing themes on different topics for content analysis.

4.1.4. Content Analysis:

The content analysis is an important type of qualitative analysis. Content analysis is closely related to historical research. Historical research is concerned with more distant past and descriptive research with the present. Content analysis is concerned with the classification, organization and comparison of the content of document or communication. Content analysis may also be said as a research technique for the objective, systematic and quantitative description of the manifest content of communication. It may also refer as “documentary activity” or “information analysis”. In content analysis the content is converted into written words before it is analyzed. The original sources are books, printed publications, report and records, internet or live situations etc. All the contents are something which people had created. After collecting and analyzing data we can write the report, which means we can do a content analysis. Content analysis shows three distinct approaches such as conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are directly derived from the text data. In directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. Summative content analysis involves counting and comparisons. It
followed by the interpretation of the underlying context. The authors delineate analytic procedures specific to each approach and techniques. It addresses trustworthiness with hypothetical examples drawn from the area of end-of-life care. Documents are an important source of data in many areas of investigation. These methods of analysis are similar with the historians. The analysis is concerned with the explanation of the status of phenomenon at a particular time or its development over a period of time. It serves a useful purpose in adding knowledge to the fields of inquiry and in explaining certain social events. In content analysis source of data are used such as— records, reports, printed forms, letters, autobiographies, diaries, compositions, themes or other academic work, books, periodicals etc.

The following purpose may served through content analysis –

1. To describe prevailing practices or conditions.
2. To discover the relative importance of, or interest in, certain topics or problems.
3. To discover the level of difficulty of presentation in text books or in other publications.
4. To evaluate bias, prejudice or propaganda in text book presentation.
5. To analysis types of errors in students’ work.
6. To analyze the use of symbols representing persons, political parties or institutions, countries, or points of view.
7. To identify the literacy style, concepts, or beliefs of a writer.
8. To explain the possible casual factors related to some outcome, action or events.

Content or document analysis serves a useful purpose in yielding information helpful in evaluating or explaining social or educational practices.
4.1.5. Sources and Uses of Content Analysis:

In content analysis the following may be used as sources of data: Reports, records, printed materials, autobiographies, diaries, compositions, academic work, books, periodicals, bulletins, catalogs, syllabus, picture, films etc.

Content analysis is used in large number of fields. In classroom situation teacher uses content analysis informally to determine the level of vocabulary, to know the possibility of bias, to choose textbooks etc. It is used in media studies, literature and cultural studies, gender and age issues, sociology and political science, psychology and cognitive science, as well as other fields of inquiry. Content analysis also reflects a close relationship with socio- and psycholinguistics. It Identify the intentions, communication trends of an individual, group or institution. It describes attitudinal and behavioral responses. It helps to detect the existence of propaganda. It also helps to determine the psychological or emotional state of persons or groups.

4.1.6. Procedure of Content Analysis:

Content analysis follows some steps in analyzing data. They are as follows:

i) Defining the Unit of Analysis:

This is the first step of content analysis. The researcher have to decide in advance whether the unit is confined to single words, phrases, paragraphs, books or materials. The unit should comprehensive enough to provide meaning through some context. When the unit is defined, the researcher will provide for classifying unit in the material. The materials are analyzed according to frequency, direction, intensity and contingency.
ii) Frequency:

The researcher merely counts the number of units. It falls in to each of the categories for determining the frequency.

iii) Direction and Intensity:

Direction refers whether the reference was favourable, unfavourable or neutral. On the other hand intensity refers the emotional impact of the unit analyzed. Judging direction and intensity is more subjective than frequency.

iv) Contingency:

The contingency analysis aims at considering the context where unit is found. The researcher should consider the favourableness or unfavourableness of single unit of the remainder of the communication. It also notices that the real meaning should not be lost.

v) Sampling:

In content analysis sampling is a major and practical problem. The unit should be representative of the total material. It helps in generalizing the result. In selecting the unit the researcher should not be over ambitious. For example researcher analyzes the total unit in where he is interested. If he concerned only with a single book then he can be analyze only part of the materials in it.
vi) **The Recording Instrument:**

In content analysis for classifying and recording of the units a form is used. The researcher should use the form to get valid and reliable data. He should clearly indicate the categories. The researcher has to make provisions for making the categories in which unit falls.

**4.1.7. Field Study:**

The field study is a method for collecting data that involves observation and interviewing. Field study requires first hand observation, recording or documenting what one sees and hears in a natural setting. The term basically used in the social science studies. It is used in anthropology, linguistic subjects, sociology, management studies and economics etc. Field study means finding out what people actually do, how they think, mean and behave etc. The main advantages of Field study are that people are closer to real world conditions in a natural setting. It is the best way to discover the particular information required. It also helps to gathered up to date information. Disadvantages of field study are that it takes time to gather the information. It is also called as participant observation. In field study data gathered through observation, verbal and non-verbal, interactions between subjects and the researcher.

**4.1.8. Exploration of the field:**

Exploration of the field is an inquiry process in qualitative method. Exploration is necessary for explore certain behaviours, to understand theories and to explore the first hand knowledge. In field study the researcher conducts observations, collects
new forms of data, and analyzes such information. While in exploration of the field the researcher look for themes and information relevant to the research questions. They note the information of theoretical data and other theories. The researcher also makes methodological notes to construct thinking. Sometimes the researcher makes personal notes which reflect their thoughts and feelings about their observing or experiencing. The exploration of the field also helps the researcher to focus on important facts. Many qualitative researchers examine material, activity, theories or social dimensions of everyday life. The researchers constantly use to build interpretations which are grounded in the data. The main strength of field study lies on observation of natural behaviour in a real life situation. It is free from constraints and more conventional research procedure.

4.1.9. Process of Field Investigation:

This method is characterized as qualitative research. Field study involves the collection of primary data or information. The quality of results obtained from field study depends on the gathered materials in the field. The data depends upon the field workers level of involvement and ability. The researcher gets new ideas, concepts and things. Better grasping of such material means better understanding of the lives of the people under study. In the field investigation the researcher spends a lot of time in observing objects of the study. The researcher also involves in informal interviews, direct observation, participation observation etc. In the field investigation the researcher obtain more detailed and accurate information. Observable details like daily time allotment and hidden details are easily observed. It also helps in interpretation over a longer period of time. In the process of field investigation, the researcher has to visit the places. Then identified and determine the tools which want
to use to capture the data. While investigating, the researcher should take note, photography, video and audio and also observed the process. Field investigation deals with creation and collection of actual and authentic information. The process involves information and determining the important data. After this process data are gathered. This research technique is a primary research approach. In this technique the determined data is specific to the purpose of gathering data.

4.2.0. Exploration of the Documents:

In the exploration of the documents the collected material should in the form of letters, notes, diaries, photographs, articles, books, manuscripts, e-mails, online discussions etc. In general documents are person’s thoughts his actions or creations. The exploration of documents helps historians to investigate patterns and trends from the past. Documents are explored and examined by the researchers who investigating subjects. The documents are collected through interviews and observations. By exploring documents the researcher obtained confirmatory evidence of the information. Documents are divided into two categories public and personal documents. Public records are kept for the various purposes. Public records can be collected from outside (external) or within (internal) the setting. External records are census and statistical reports, office records and archives etc. These materials can be useful in better understanding in the research project. The researcher also makes comparisons between groups or communities. Internal records such as, students records, historical accounts, institutional statements, annual reports, budgets, grade and standardized test reports, policy manuals, institutional histories, college or university catalogs, official correspondence, mass media reports, presentations and
descriptions, evaluation etc. On the other hand, Personal documents are first-hand experiences or events. These documents included diaries, photographs, art work, scrapbooks, poetry, letters, etc. Personal documents can help the researcher to understand the real knowledge. The usefulness of existing sources varies depending on their accessibility and accuracy. Documents also help the researcher in assisting the development of evaluation questions.

In this present study a comprehensive analysis has been taken by the primary sources and secondary sources. Primary sources are original documents and eye witness materials. Some personal records such as diaries, autobiographies, original draft, articles, books, photographs, drawing, painting, sculptures etc come under the primary sources of data collection. Secondary sources are the accounts of an event provided by a person who did not directly observe the event, object or condition. Secondary sources acquaint a researcher to major theoretical issues in her field and work. The basic documents that have been explored such as:

I) Primary Sources:

   a) Hind swaraj by M.K.Gandhi (1938)
   b) Basic National Education by M.K.Gandhi (1938)
   c) A poet School – bulletin. by R. Tagore (1946)
   d) A centenary volume by R. Tagore (1961)
   e) Visva – Bharati Quarterly by Tagore (edited 2004)
   f) Pedagogy of the oppressed by Paulo Freire (edited 2000)
   g) Cultural Action for Freedom by Paulo Freire (1972)
   h) Original Writings, Archive materials, from Visva -Bharati Library Rabindra Bhavan.
II) Secondary Sources:


b) The collected works of Mahatma Gandhi


e) Manuscripts from Visva -Bharati Library.


Thus, after exploring the above mention books and Journals and other materials an attempt has been made to carry out a comparative analysis. This study has been done mainly in qualitative fashion.

4.2.1. Participant Observation:

Participant observation is a qualitative research. In anthropology, participant-observation is organized to produce a writing which is called ethnography. This method is widely used in many disciplines, such as cultural anthropology, social psychology, sociology, and communication studies. The main principle of this method is not only observed but also finds a role within the group observed from that participate in some manner. This qualitative research accomplished by participation, interview, focus and observation. Participant observation generally takes place in a
community setting. Though Participant observation method is a qualitative research but it can also include quantitative dimension. In participant observation the researcher tried to learn what life is like for insider while remaining an outsider. This research involves a range of well-defined methods. Such as informal interviews, direct observation, participant observation, collective discussions, analysis of documents, self analysis and life histories etc.

The data gathered through participant observation are destructive and comprehensive. Participant observation provides firsthand information to the researcher in depth and detail. Participant observation generally includes description of the situation, activities that take place and description about people who participated in the activities. The descriptions are in the form of field notes specifying some basic information. The field note also contains direct quotations of the people of the observation. The researcher also noted the observer’s own feelings and reactions. The researcher carefully makes notes of desirable documents and records of all observation. Informal conversation and interaction also recorded in the field notes. This method helps to understand the physical, social, cultural and economic behaviour and activities of the people. This method also helps to understand the research problem. It provides previous information to the researcher. But disadvantage of participant observation is that it is time consuming. Sometimes it became hard in documenting the observing data. Then it is subjective rather than objective whereas research needs conscious objectivity.
4.2.2. Field Study of the Visiting Places: A Brief View

The researcher visited M. S. University at Baroda, Gandhi Ashram, Gujarat Vidyapeth, Nai – Talim schools in Ahmadabad in the month of March 2010. Then in the month of February 2011 Visva- Bharati, Rabindra Bhavan, Path Bavan in Santiniketn, Kolkata National Library, British Council and American Library. The researcher also visited NCERT, NEUPA, JNU Central library, Delhi University Central Library for collecting necessary data in the month of November 2011. A brief view of the visiting places by the researcher has been given as follows:

i) M. S. University at Baroda:

The Maharaja Sayajirao University of Baroda was established in 1881 at Gujarat. This University was originally known as Baroda College of Science. It became a university in 1949 after the independence of the country. The university renamed as Maharaja Sayajirao Gaekwad, the former ruler of Baroda. It is a teaching and residential university. It is the only university in Gujarat where medium of instruction is English for all courses. The University library was established on May1, 1950. The University library was called Shrimati Hansa Mehta Library. The researcher collected some materials from the library. The materials such as: “Gandhian Perspective on Satyagraha Movement and Non- Violence”by S.K Shukla, “the Philosophical thought of Mahatma Gandhi” by S.K.Kim, “Gandhi and Ruskin” by Z. Hasan then “Education in New India” by Humayun Kabir , “Young India” by M.K.Gandhi etc
ii) **Gandhi Ashram:**

Gandhi Ashram is on the bank of the river Sabarmati. Gandhiji had driven all the major activities of independence and development of the society from this Ashram. The ashram was popularly known as Sabarmati Ashram. He stayed in the ashram for many years. In the Ashram there is a Sangrahalaya. It is known as Gandhi Smarak Sangrahalaya which is run by a public trust established in 1951. The museum’s main objective is to house the personal memorabilia of Mahatma Gandhi. There are books, manuscripts and photographs of Gandhiji with his wife Kasturba and with other ashram associates. Initially Gandhi Smarak Sangrahalaya was established in ‘Hriday Kunj’ Gandhiji’s own cottage in the Ashram. The Sangrahalaya had sifted on 10th May 1963 to a new building inaugurated by Jawaharlal Nehru. The Ashram has some cottages or ‘Kutir’ such as:

a) Hriday Kunj: It was Gandhiji’s own cottage in the Ashram.

b) Nandini : It is on the right hand side of Hriday Kunj. It was an old Ashram Guest House, where guest from India and abroad was stayed.

c) Vinoba Kutir : The kutir named after Acharya Vinoba Bhave who stayed here. This kutir also named as Mira Kutir after Miraben. She was Gandhiji’s disciple and was daughter of British Admiral.

d) Upasana Mandir: It is an open air prayer ground situated near Hriday Kunj. Here Gandhiji was doing his prayer and discussed the problems of his disciples.

Ashram has some institutions such as Ashram Primary school, Vinay Mandir for Secondary and Higher education and Mahila Adhyapan Mandir for Primary Teacher’s Training. There was a national School. It was a school of a new pattern. The name
“National school” was given by Mahatma Gandhi. The ashram School education was conducted on the basis of physical, intellectual and religious vision. Some other activities of Ashram such as Gujarat Khadi Gramodyog Mandal which looks village industries, Khadi Gramodyog Prayog Samiti conducts research and training in spinning and weaving and Gujarat Harijan Seva Sangha which works for removal of untouchability. In the Smarak Sangrahalaya, the researcher gets some rare books on Mahatma Gandhi such as “Hind Swaraj” by M.K. Gandhi of Navajivan Publication. “Sarvodaya” by M.K Gandhi of Navajivan Publication. “Basic National Education” by M.K. Gandhi and “Educational Construction” by M.K Gandhi of Hinustani Talimi Sangh. “The Technique of Correlation in Basic Education” by A.B. Solanki of Navajivan Publication etc.

iii) Gujarat Vidyapeth

Mahatma Gandhi established Gujarat Vidyapith on 18th Oct. 1920. He was the chancellor of Vidyapith. Gujarat Vidyapith had own Mahavidyalaya. In Vidyapith the students still wear Khadi cloths to maintain Mahatma Gandhi’s spirit of Sarvodoya. Vidyapith also had a new Gujarati School for primary education Kumar Vinay Mandir which was started in 1927. It was a full - fledged Vinay Mandir with 79 students. Kumar Manider that is Primary Section and Vinay Mandir that is Higher Section were opened in the Vidyapith. The objective of the school was to give education thought craft. Craft is taken as compulsory subject in all level. But now the Gujarat Government Board of Education looks after the curriculum of the Kumar Vinay Mandir. The School maintained the rules as prescribed when it was established. The students treated the school like as a Mandir. Before entering into the classes they remove their chapple. There are no desk and benches in the class room. They sit in
the floor of the classroom. In this Vinay Mandir, approx. 5000 students both boys and girls are studying from class I to X. The school is still trying to maintained Gandhi’s basic thoughts and idea.

iv) **The Researcher Visited Some Nai- Talim institutions in Gujarat. They are as follows :**

Vallabh Vidyalaya Bochasan at Anand District, Grambharati at Amrapur, Gram Dakshinamoorti in the Village Ambala, Vishwamanaglam at Anera and Gandhi Ashram at Zilia. In all the Nai- Talim institutions craft play a major role to make education self reliant. Students are required to compulsory take part in the following Udyog such as – Agriculture, Animal Husbandry and Dairy Science, Forestry Education etc. Medium of instruction is mother tongue. Students are compulsorily stayed in chatralaya. Education is imparted through the correlation with society. All the students wear ‘Khadi’ cloths. Theoretical training along with practical lessons were taught from the primary to the higher level. These institutions also gave priority to character-building by doing activities like, prayer, bhajans etc. The all institutions believed in simple living and a high thinking which was also Gandhi’s way of thought. The researcher also took personal interview with the head of the institutions.

v) **Rabindra Bhavan : Visva- Bharati:**

The researcher visited Visva- Bharati for collecting necessary data and information. Visva-Bharati University is a Central University for research and teaching in India. The university is located in between towns of Santiniketan and Sriniketan in the state of West Bengal. It was founded by Rabindranath Tagore. Tagore called Visva Bharati, which means the communion of the world with India. In the initial years
Tagore called it Vishva-Vidyalaya. But in 1951, after independence, the institution was given the status of a university. It was renamed as Visva Bharati University. Rabindra Bhavan is a museum cum library in Visva-Bharati. In the library the resources are very valuable. The library also has an archive section where Rabindranath Tagore’s own writings were preserved. The researcher collected the primary and firsthand data from Rabindra Bhavan.

\[vi\] Path Bhavan in Santiniketn:

Path Bhavan is the oldest school of the university. It is the university school of Santiniketan. Santiniketan “the abode of Peace” people are come for peace and self-realization. At this place Tagore started a school in 1901. The name of the school ‘Santiniketan Brahmacharya’ ashram or ‘Brahmacharya Vidhyalaya’. The school was renamed as “Path Bhavan” in 1925. Path Bhavan still maintains the rule which was made by Tagore. But some changes have been seen in the school environment. The medium of instruction is mother tongue that is Bengali. Now at present days the classes of Path Bhavan starts at 7.30 am to 1pm in winter and 6.30am to 12.30pm in summer. The nursery classes are held in “Mrinalini Ananda Path Sala”. In 1954 Mrinalini Ananda Pathsala was established. It was named after Tagore's wife Mrinalini Devi. It is a preparatory school for Path Bhavan. The classes from class II to class X are held in Path Bhavan. The duration of each class is 40 to 45 minutes. The school follows Tagore’s ideal of education. Open air school that is education through the community life with free natural environment. The campus of the Vidyalaya was like a garden area. The activities of the school are prescribed as all round harmonious development and economic self-sufficiency. Emphases are given on village craft “spinning and weaving” and agricultural science. Community living is an essential
feature of the school. The school is the nucleus of the university. The first students of the school were Tagore's son Rathindranath Tagore, the first upacharya of the university and Sudhi Ranjan Das a chief justice of India. The Nobel Laureate in economics, Amartya Sen also studied in this school.

vii) Kolkata National Library:

The collection of the National library comprises about 20,00,000 books and 5,00,000 manuscripts. Its campus spreads around 130 acres of land. The Kolkata National library is became second largest public library in Asia. The researcher and readers get the richest collection of books, newspapers and periodicals of the 19th and 20th centuries. It is the store house of rare collection of books, valuable manuscripts, original letters and notes of famous thinkers.

The researcher collected some materials from National Library. They are such as: “Tagore the educator” by Bhupendra Nath Sarker, “Philosophy of Education of Rabindranath Tagore: A critical Evaluation” by Mohit Chakrabarti, “Tagore and Gandhi confluence of minds” by Dr. Panchanan Saha etc.

viii) British Council and American Library:

The British Council and American Library have the hub of activities in East India. In the both library it has facilities like browsing books, surfing to discover the diverse offerings of culture, literature, theatre, arts etc. These Libraries shares the experience and expertise to shape a better future for both India and abroad. The researcher collected materials and journals from these libraries. Articles and journals on Paulo
Freire written in India as well as in Abroad were in the library. The library also had the dissertation on Paulo freire, Gandhi and Tagore.

ix) NCERT and NEUPA:

NCERT is to be a magnet for education’s foremost thinkers. It is the best resources to foster the development of world class practices in education. The full name of NCERT is National Council of Educational Research and Training. It is a resource organization set up by the Government of India in 1961 at New Delhi. It is established to assist and advise the Central and State Governments on academic matters related to education. In the NCERT library the researcher gathered books on Gandhi, Tagore and Paulo Freire. The researcher also gets the opportunity to read the Indian Educational Survey.

NEUPA (National University of Educational Planning and administration) established by the Ministry of Human Resource Development, Government of India. In NEUPA (National University of Educational Planning and administration) the researcher gets the chance to read some rare journals. The library has Journals and articles such as Quarterly journals, Indian Education Report, articles on Gandhi and Tagore etc.

x) JNU Central Library, Delhi University Central Library

The researcher also visited Jawaharlal Nehru University (JNU) and Delhi University for collecting materials. JNU was established in 1969. The University was named after Jawaharlal Nehru India’s first Prime Minister. On the other hand the University of Delhi is a Central University established in 1922 in Delhi. There are huge study materials in the central library of JNU and Delhi University. The researcher collected
materials on Gandhi, Tagore and Paulo Freire. Especially volumes of “Gandhi Marg” Journal of peace education, then educational encyclopedia, Indian Educational Survey etc are available in both the library. Thus, for collecting primary and secondary data the researcher visited the above places.

4.2.3. Methodology adopted in the Present Study:

Implications of the above points are presented here. In the present study philosophical method and qualitative method with the help of content analysis and participant observation and field study has been used for collecting the data. Philosophical methods help in education to perceive the problem as a whole comprising its past present and future. It is multi-dimensional. The researcher has mentioned a few of them but all the methods have been carried out in this present study. Educational philosophy utilized deductive and inductive reasoning experiences and intuitions to arrive at inner as well as real and total truth. Philosophical enquiry attempts to contribute to the unification of sciences. Synthesis, analysis, dialectical, authoritarian methods are also applied to gather knowledge and foster the study. The researcher used this philosophical method in discussing and examining the contributions of Gandhi, Tagore and Freire in the context of Indian educational system. It also helps to study their different educational and pedagogical views and arriving in an appropriate conclusion.

Qualitative method conducted in a natural setting without manipulating the environment. The qualitative data are gathered through interviews, participant observation and from written document which are voluminous in nature. Qualitative analysis means studying the organized materials in order to discover inherent facts. The content analysis and participant observation is the types of qualitative analysis. In
content analysis the materials are converted into written words before it is analyzed. All the contents such as Books, Printed publication, reports and records on Gandhi, Tagore and Paulo Freire were collected and analyzing the materials. Through these primary and secondary materials, the report has been written and content is analyzed. In participant observation informal interviews, observation, analyses of documents etc were taken place. In this observation the researcher carefully makes notes of desirable documents and records of all observation. Informal conversation and interaction also recorded. For participant observation field study is necessary. Hence, the researcher visited the libraries and Nai - Talim schools of Mahatma Gandhi and also Tagore’s Santiniketan for the field study. While in exploration of the documents the researcher visited the libraries like M.S University, Gujarat Vidyapeth, Visva- Bharati, Rabindra Bhavan, National Library, British Council and American Library, NCERT, NEUPA, JNU Central library, Delhi University Central etc.
REFERENCES:


