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A STUDY OF SADHU VASWANI'S CONTRIBUTION TOWARD EDUCATIONAL FIELD

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ABSTRACT

Sadhu Vaswani's work holds significant value in the field of education as it emphasizes character building, value-based learning, and the holistic development of students through the integration of social, moral, and spiritual principles. This study examines his contribution toward the educational field by systematically analysing his writings and related literature to understand the depth and relevance of his educational philosophy. The researcher focused on to study the thoughts of Sadhu Vaswani reflected in his literature regarding the social, moral and spiritual development of students and its relevance to present Education. To assess the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the social development of students in the schools/colleges established by Sadhu Vaswani and to study the functioning of all schools, a survey was conducted in all schools of Sadhu Vaswani Mission. Data were collected through rating scale questionnaires and open questionnaires administered to students, teachers, principals, and management members, The observations and interpretations derived from the collected data are systematically presented in the researcher's thesis.



KEYWORDS: Sadhu Vaswani, Education field, Contribution, Moral, Social, Spiritual.

1.1 INTRODUCTION:

Sadhu Vaswani occupies a unique place in education philosophy and its practice. He viewed education as a sacred process aimed at the harmonious development of body, mind, heart, and spirit. He believed that true education should prepare learners not merely for livelihood, but for meaningful living. Through the institutions established under his guidance, he translated ideals into practical educational programmes. His approach combined academic excellence with compassion, patriotism, and ethical conduct. In the present era of materialism and moral challenges, his educational vision remains highly relevant. Therefore, a systematic study of Sadhu Vaswani's contribution to education is both significant and timely.

1.2 NEED OF THE RESEARCH:

The researcher, having worked in the field of education as a tutor for over half a decade, has observed the need for a renaissance in education where philosophy and practical learning are effectively blended. Through exposure to Sadhu Vaswani's literature and its application in his

institutions, the researcher found his thoughts highly relevant for addressing present educational challenges. The current system, being largely examination-oriented, often neglects moral, social, and spiritual development of students. This study is undertaken to explore Sadhu Vaswani's educational philosophy and its applicability in improving the present education system.

1.3 IMPORTANCE OF THE RESEARCH:

1. It is important for trustees, members, teachers of the institutions established by Sadhu Vaswani to understand his vision.
2. It is important for educational philosophers working in educational field, particulars in value.
3. It is important for the other non-residential schools and residential school to design the programs for the development of the students.
4. It is important for teachers to know the experiments done by Sadhu Vaswani.

1.4 OBJECTIVES OF THE RESEARCH:

1. To study the thoughts of Sadhu Vaswani reflected in his literature regarding the social development of students and its relevance to present Education
2. To study the thoughts of Sadhu Vaswani reflected in his literature regarding the moral development of students and its relevance to present Education
3. To study the thoughts of Sadhu Vaswani reflected in his literature regarding the spiritual development of students and its relevance to present Education.
4. To study the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the social development of students in the schools/colleges established by Sadhu Vaswani.
5. To study the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the moral development of students in the schools established by Sadhu Vaswani.
6. To study the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the spiritual development of students in the schools/colleges established by Sadhu Vaswani.
7. To study the educational institutes established in Maharashtra by Sadhu Vaswani and his successors.

1.5 RESEARCH METHOD:

Descriptive – (Case Study)

1.6 SELECTION OF THE SAMPLE FOR THE PRESENT RESEARCH

Stratified random sampling method is used. The researcher selected all 7 schools established by Sadhu Vaswani and his successor i.e. 100%. The researcher selected 465 students out of 4,522 i.e. 10.28%. The researcher selected 122 teachers from 652 i.e. 18.71% and the researcher selected all 7 principals i.e. 100 %.

1.7 TOOLS SELECTED FOR THE PRESENT RESEARCH

The researcher used the following tools for the present research.

1. Questionnaire for secondary school students.
2. Questionnaire for school teachers.
3. Questionnaire for school Principals.
4. Formal Interview for educational experts.
5. Checklist.

1.8 STATISTICAL TOOL:

The researcher used percentile, graphs and tables etc. as a statistical tool to analyze the data.

1.9 DATA COLLECTION:

Data is collected from 7 schools as follows:

S. No.	Name of Groups	Always	Often	Never
1	Social Development	97	3	0
2	Moral Development	91	9	0
3	Spiritual Development	62	37	2

Table No. 1.1 – Objective wise percentage of opinions of students regarding Incorporation of Sadhu Vaswani’s thought.

S. No.	Name of Groups	Always	Often	Never
1	Social Development	68	32	0
2	Moral Development	87	13	0
3	Spiritual Development	61	35	3

Table No. 1. 2 – Objective wise percentage of opinions of teachers regarding Incorporation of Sadhu Vaswani’s thought.

S. N.	Questions	Yes %	No %
1	Teacher’s study Sadhu Vaswani’s thoughts	95	5
2	Focus on factors influencing students’ outcomes	95	5
3	Policies on teacher effectiveness	87	13
4	Various methods used while teaching	90	10
5	Teaching aids are used while teaching	100	0
6	Programmes arranged for teacher’s development	95	5
7	Co-curricular activities conducted for students	95	5
8	Personality development activities	100	0
9	Social welfare programmes arranged	94	6
10	Programmes arranged to inculcate thoughts of Sadhu Vaswani	100	0

Table No.1.3 – Question wise percentage of opinions of teachers regarding functioning of the school

1.10 OBJECTIVE WISE FINDINGS:

1.10.1 To study the thoughts of Sadhu Vaswani reflected in his literature regarding the social development of students and its relevance to present Education

Sadhu Vaswani in his literature regarding the social development of students and its relevance to present education are reflected welfare of community, thinking of others before oneself, follow Indian culture, makes other happy, Be kind towards poor, serving poor, welfare of all beings on earth, mercy towards needy people, respect all races and religions, all humans are brothers, love towards animals, humanity.

1.10.2 To study the thoughts of Sadhu Vaswani reflected in his literature regarding the moral development of students and its relevance to present Education

The study reveals that Sadhu Vaswani advocated Respect work and labour.

Living Simple life, Guidance about heart purity, Self-control, Being Humble, Forgiveness, Balanced life, Leave ego, Don't waste time, Don't Eat Meat, A Dedicated Life, Be Truthful.

1.10.3 To study the thoughts of Sadhu Vaswani reflected in his literature regarding the spiritual development of students and its relevance to present Education.

The study reveals that Sadhu Vaswani advocated know yourself, go into depth within you, knowing God, the importance of prayers, devotion towards God, pleasure in silence, meditation, chanting of Gita, one God dwells in all, importance of detachment to the worldly things, guidance in renouncing worldly things, guidance to attend tranquillity of mind.

1.10.4 To study the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the social development of students in the schools/colleges established by Sadhu Vaswani.

The opinion of students, teachers regarding 'the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the social development of students in the schools established by Sadhu Vaswani' is as follows - Students - 97 % say 'Always', 3 % say 'Often'. Teachers - 68 % say 'Always', 32 % say 'Often'.

According to students and teachers, the social development of students is satisfactorily incorporated in the Sadhu Vaswani's schools.

1.10.5 To study the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the moral development of students in the schools established by Sadhu Vaswani.

The opinion of students, teachers regarding 'the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the moral development of students in the schools established by Sadhu Vaswani' is as follows - Students - 91 % say 'Always', 9 % say 'Often'. Teachers - 87 % say 'Always', 13 % say 'Often'.

According to students and teachers, the moral development of students is satisfactorily incorporated in the Sadhu Vaswani's schools.

1.10.6 To study the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the spiritual development of students in the schools/colleges established by Sadhu Vaswani.

The opinion of students, teachers regarding 'the incorporation of the thoughts of Sadhu Vaswani reflected in his literature regarding the spiritual development of students in the schools established by Sadhu Vaswani' is as follows - Students - 62 % say 'Always', 37 % say 'Often'. Teachers - 61 % say 'Always', 35 % say 'Often'.

According to students and teachers, the spiritual development of students is satisfactorily incorporated in the Sadhu Vaswani's schools.

1.10.7 To study the educational institutes established in Maharashtra by Sadhu Vaswani and his successors.

The opinions of teachers and principals and management executives related to the functioning of the educational institutes established in Maharashtra by Sadhu Vaswani and his successors are as follows-

1. On average, 95 percent of the teachers stated that they have studied Sadhu Vaswani's views on the education.
2. The opinion of 95% of teachers, the following are the key factors influencing students' outcomes in Sadhu Vaswani Schools-Qualified teachers, Innovating Teaching Methodology and strategies, Regular assessment and feedback, Supportive school climate, Adequate Parental involvement, good

resources and infrastructure, Healthy student-teacher relationship, Personal guidance, Arranging parent's meeting.

3. The opinion of 87% of teachers, the following factors represent institutional policies and practices that impact teachers' effectiveness and job satisfaction - Clarity in job description, Competitive salary and benefits, Regular training and workshop, Teacher motivating culture, Adequate resources, Collaborative decision making, Work culture and healthy environment, Flexible curriculum design and teaching methods, Healthy relationship with principal and management.
4. The opinion of 90% of teachers, the following factors represent the instructional methods used in teaching - Lecture, Discussion, Demonstration, Project, Role playing, Technology based, Experimental learning, Story telling.
5. The opinion of 100% of teachers, the following teaching aids are used during the teaching process - Audio-Visual Aids, Flash Cards, Charts and diagrams, Maps and globes, educational software, Interactive white board, Digital Projectors, Educational Apps.
6. According to 95% of teachers, the following programs are arranged for teachers to develop professional efficiency - Effective classroom management training, Technology integration in teaching, introduction to immersing teaching practices, Curriculum design and development, Teaching for diverse learners, Project based learning, Workshop for research.
7. In the opinion of 95% of the teachers, the following co-curricular activities are conducted for students - Special training in various sports, Classes for paintings and drawing, Classes for music, Classes for dance, Classes for computer, Vocational training, Games.
8. In the opinion of 100% of the teachers, the following personality development programmes are arranged for students by the institute - Yoga and Meditation, Life skill training, Various competition, Various Exhibitions, Quiz, Subject wise clubs of students, Annual Day Function, Trips and tours.
9. In the opinion of 94% of the teachers, the following programs are arranged by the institute for social welfare - Social service camp, NCC/MCC, Literacy campaign, Bal Veer / Veer Bala Pathak, Rallies, Fund raising for social cause., Planting and nurturing, Swachhata Abhiyan, Disaster response and relief work, Birth and death anniversaries of social reformers, Seva Activity.
10. According to 100% of the teachers, the following programs or practices are conducted by the school to inculcate institutional values - Assembly, Prayers, Songs, Discussion with students, Promoting related reading, Guest lectures, Discipline, Rules and Regulations Activities, Videos of Dada's Speeches.

1.11 RECOMMENDATIONS:

1. Teachers should study the educational thoughts of Sadhu Vaswani regarding the social development of students and incorporate them into classroom practices.
2. Teachers should organize activities that promote moral values such as compassion, truthfulness, and service, as emphasized in Sadhu Vaswani's teachings.
3. The principals should organize social service activities, community work, and outreach programs to develop social responsibility among students.
4. The principals should arrange seminars, lectures, and storytelling sessions based on the life and teachings of Sadhu Vaswani to inspire students.
5. The government should incorporate value-based education inspired by the teachings of Sadhu Vaswani in school curricula and educational policies.
6. The government should encourage research and academic studies on the educational thoughts and philosophy of Sadhu Vaswani.
7. The government should provide financial support and grants to educational institutions implementing value-based education based on Sadhu Vaswani's ideals.
8. The government should organize seminars, conferences, and workshops on Sadhu Vaswani's educational philosophy for teachers and educational administrators.
9. The government should promote programs that support the moral, social, and spiritual development of students in addition to academic learning.

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