



# EXPLORING THE ORGANIZATIONAL STRUCTURE AND MANAGEMENT STYLE OF MAHARISHI VIDYA MANDIR SCHOOLS IN ASSAM AND ITS IMPACT ON STUDENTS' ACADEMIC PERFORMANCE

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## ABSTRACT

This research paper investigates the organizational structure and management style employed in Maharishi Vidya Mandir (MVM) schools in Assam and examines its impact on students' academic performance. MVM schools are renowned for their unique educational approach rooted in Vedic principles and transcendental meditation. By analyze the organizational structure, management practices, and academic outcomes, this study aim to provide insight into the success of the MVM model in fostering academic excellence.

**Keywords:** Organizational Structure, Management Style and Impact on Students' Academic Performance

## INTRODUCTION

The Maharishi Vidya Mandir (MVM) schools in Assam are part of a larger network of educational institutions founded by Maharishi Mahesh Yogi, a renowned spiritual leader and proponent of transcendental meditation. MVM schools follow a holistic educational approach that integrates traditional Vedic principles with modern teaching methodologies.

In Assam, MVM schools aim to provide a comprehensive education that fosters intellectual, emotional, and spiritual growth in students. These schools emphasize the expansion of nature alongside academic excellence, drawing inspiration from ancient Indian wisdom and values.

Founded on the principles of Maharishi's consciousness-based education, MVM schools in Assam prioritize techniques such as transcendental meditation to enhance students' cognitive abilities, reduce stress, and promote overall well-being. This approach is believed to create an optimal learning environment conducive to academic success and personal growth.

MVM schools in Assam typically offer a curriculum that combines standard academic subjects with courses on yoga, meditation, and holistic health practices. Through a structured yet



flexible organizational framework, these schools strive to nurture each student's potential and cultivate a sense of responsibility towards oneself and society.

Over the years, Maharishi Vidya Mandir schools in Assam have gain appreciation for their innovative educational practices and commitment to holistic development. They continue to play a significant role in shaping the educational scenery of the region by offering an exclusive combine of traditional wisdom and contemporary learning experiences.

### **Importance of organizational structure and management style in education**

The organizational structure and management style of Maharishi Vidya Mandir (MVM) schools play an essential role in shaping the educational experience and outcomes of students. Here are some key reasons highlighting their importance:

- i. **Alignment with Holistic Education Philosophy:** The organizational structure and management style of MVM schools are designed to align with their philosophy of holistic education. This includes integrating spiritual, moral, intellectual, and physical development into the curriculum. The management style ensures that all aspects of a student's growth are addressed, fostering well-rounded individuals.
- ii. **Implementation of Vedic Principles:** MVM schools are guided by Vedic principles, which emphasize harmony, balance, and interconnectedness. The organizational structure reflects these principles by promoting collaboration, respect for all individuals, and a nurturing environment. Management practices incorporate Vedic wisdom to create a conducive atmosphere for learning and personal development.
- iii. **Focus on Transcendental Meditation:** The management style of MVM schools places a significant emphasis on transcendental meditation as a tool for enhancing learning and well-being. Teachers and administrators are trained to incorporate meditation practices into the daily routine, helping students manage stress, improve concentration, and enhance cognitive abilities. The organizational structure supports the integration of meditation into the curriculum and ensures its consistent implementation.
- iv. **Empowerment of Teachers:** MVM schools prioritize the professional development and empowerment of teachers. The organizational structure provides avenues for collaboration, mentorship, and continuous learning opportunities. Management practices



- emphasize trust, autonomy, and support for educators, enabling them to excel in their roles and inspire students effectively.
- v. Student-Centric Approach: The organizational structure and management style of MVM schools revolve around the needs and well-being of students. Decisions are made with the best interests of students in mind, and mechanisms are in place to ensure individualized attention and support. This student-centric approach fosters a positive learning environment where students feel valued, motivated, and engaged.
  - vi. Promotion of Innovation and Excellence: MVM schools encourage innovation and excellence in both teaching and administration. The organizational structure allows for flexibility and adaptability to incorporate new ideas and practices that enhance educational outcomes. Management practices promote a culture of continuous improvement, accountability, and excellence, driving the on the whole achievement of the institution.

In summing up, the organizational structure and management style of Maharishi Vidya Mandir schools are integral to their educational philosophy and contribute significantly to the holistic development and academic success of students. Through their alignment with Vedic principles, focus on transcendental meditation, empowerment of teachers, student-centric approach, and promotion of innovation and excellence, MVM schools set a high standard for educational institutions seeking to nurture well-rounded individuals in today's rapidly changing world.

## REVIEW OF RELATED LITERATURE

### Overview of Organizational Structures in Educational Institutions

Educational institutions employ various organizational structures to manage their operations effectively. Traditional hierarchical structures, characterized by top-down decision-making and rigid departmental divisions, were predominant. However, contemporary trends emphasize more decentralized and flexible structures that promote collaboration, innovation, and adaptability. Examples include flat structures, matrix organizations, and network structures. The choice of organizational structure impacts communication channels, authority distribution, and source allotment within the institution.

### Management Styles and Their collision on scholastic awarding



Management styles in educational institutions significantly influence academic performance. Autocratic styles, where decisions are made centrally without input from stakeholders, may lead to disengagement and limited innovation. In contrast, democratic styles encourage participation and foster a sense of ownership among staff and students, potentially enhancing motivation and academic outcomes. Transformational leadership, characterized by inspirational motivation, intellectual stimulation, and individualized consideration, has been associated with improved academic performance and student satisfaction. Effective management styles prioritize the well-being and development of both staff and students, fostering a conducive learning environment.

### **Existing Research on Maharishi Vidya Mandir Schools**

Research on Maharishi Vidya Mandir (MVM) schools, particularly in Assam, provides insights into their organizational structure and management style, as well as their impact on students' academic performance. MVM schools typically emphasize a holistic approach to education, integrating traditional academic subjects with principles of consciousness-based education. Their organizational structure often reflects a balance between centralized governance and participatory decision-making, with an emphasis on promoting the well-being of students and staff alike.

Studies have explored the efficacy of MVM schools in enhancing students' cognitive and socio-emotional development. Research suggests that the incorporation of meditation and mindfulness practices into the curriculum positively influences students' concentration, emotional resilience, and academic achievement. Additionally, the nurturing and supportive management style prevalent in MVM schools contribute to a positive school climate, fostering student engagement and motivation.

However, while existing research highlights the potential benefits of MVM schools' organizational structure and management style, further empirical studies are warranted to comprehensively assess their impact on students' academic performance, particularly within the context of Assam. Future research could employ mixed-method approaches, combining quantitative assessments of academic outcomes with qualitative analyses of stakeholders' perceptions and experiences within MVM schools. Such research endeavors would provide valuable insight into the success of MVM schools' organizational practices and enlighten strategy for attractive enlightening outcomes in similar contexts.



## IMPORTANCE OF THE STUDY

The importance of the study on "Exploring the Organizational Structure and Management Style of Maharishi Vidya Mandir Schools in Assam and its Impact on Students' Academic Performance" lies in several key areas:

- i. **Education System Improvement:** Understanding how the organizational structure and management style of schools impact academic performance can help in improving the overall education system. By identifying effective practices, this study can provide insights to enhance teaching methods, curriculum design, and school management techniques.
- ii. **Policy Making:** The result of this research can report to policymakers & learning authorities in Assam about the value of a well-structured organizational setup and an effective management style in schools. This could lead to policy changes that promote better education outcomes for students.
- iii. **School Management Optimization:** Schools can use the results of this study to evaluate and potentially adjust their own organizational structure and management practices to better support students' academic performance. It can help school administrators in implementing changes that positively impact the learning environment.
- iv. **Enhancing Student Performance:** By understanding how different management styles and organizational structures influence academic outcomes, educators can tailor their approaches to better support student learning. This can lead to improved academic performance and overall student success.
- v. **Research Gap Filling:** This study can contribute to the existing body of knowledge by providing insights into the specific context of Maharishi Vidya Mandir Schools in Assam. It can fill a research gap regarding the relationship between organizational structure, management style, and academic performance in this particular setting.

Overall, the significance of this study lies in its potential to drive positive changes in the education sector, support schools in optimizing their management practices, and ultimately enhance students' academic performance in Maharishi Vidya Mandir Schools in Assam.



## **OBJECTIVES OF THE STUDY**

1. To analyze the organizational structure of Maharishi Vidya Mandir (MVM) schools in Assam, including hierarchical arrangements, decision-making processes, and roles of administrators, teachers, and support staff.
2. To examine the management style employed in MVM schools, focusing on the application of Vedic principles, emphasis on holistic development, and incorporation of transcendental meditation.
3. To investigate the impact of the organizational structure and management style of MVM schools on students' academic performance, including their test scores, exam results, and overall academic achievements.
4. To identify any challenges and opportunities associated with the organizational structure and management style of MVM schools and their implications for educational practice in Assam.

## **HYPOTHESES OF THE STUDY**

- Ho-1: MVM schools in Assam, characterized by their hierarchical organizational structure and management style rooted in Vedic principles, will positively impact students' academic performance compared to conventional educational institutions.
- Ho-2: The incorporation of transcendental meditation into the management style of MVM schools will contribute to students' overall well-being and academic success.
- Ho3: The student-centric approach and empowerment of teachers within the organizational structure of MVM schools will lead to a nurturing learning environment conducive to academic excellence.
- Ho4: Despite the challenges associated with implementing a unique organizational structure and management style, MVM schools in Assam will demonstrate resilience and adaptability, offering opportunities for continuous improvement and innovation in education.

## **METHODOLOGY OF THE STUDY**

This study will employ a mixed-methods approach, combining qualitative and quantitative research methods to achieve its objectives.



## 1. Qualitative Data Collection:

- i. In-depth interviews with administrators, teachers, and staff members from MVM schools in Assam to gain insights into the organizational structure, management practices, and their perceived impact on students' academic performance.
- ii. Focusing grouping deliberations with learners to understand their experiences within MVM schools and how the organizational structure and management style influence their learning outcomes.
- iii. Observations of classroom activities, administrative meetings, and school events to supplement interview data and present a holistic considerate of the school environment.

## 2. Quantitative Data Collection:

- i. Analysis of academic performance data, including test scores, exam results, and other relevant academic indicators, from MVM schools in Assam and comparable conventional educational institutions.
- ii. Surveys distributed to students, teachers, and parents to gather quantitative data on perceptions of the organizational structure, management style, and their impact on academic performance.

## 3. Data Analysis:

- i. Qualitative data will be analyzed using thematic analysis to identify patterns, themes, and insights related to the organizational structure, management style, and their impact on academic performance.
- ii. Quantitative data will be analyzed using appropriate statistical methods to test hypotheses and determine the strength and direction of relationships between variables.
- iii. Triangulation of qualitative and quantitative findings to provide a comprehensive understanding of the research topic and validate research conclusions.

## 4. Ethical Considerations:

- i. Ensuring informed consent and confidentiality of participants.
- ii. Adhering to ethical guidelines for research involving human subjects.
- iii. Maintaining transparency and integrity throughout the research process.

## ANALYSIS OF THE STUDY

**Objective 1.** To analyze the organizational structure of Maharishi Vidya Mandir (MVM) schools in Assam, including hierarchical arrangements, decision-making processes, and roles of administrators, teachers, and support staff.



**Ho-1:** MVM schools in Assam, characterized by their hierarchical organizational structure and management style rooted in Vedic principles, will positively impact students' academic performance compared to conventional educational institutions.

Analysis of Organizational Structure of Maharishi Vidya Mandir (MVM) Schools in Assam is:

### **Hierarchical Arrangements**

#### *Top Management:*

- i. Board of Trustees/Directors: This body holds the highest authority, responsible for overall governance, strategic planning, and policy formulation. They ensure that the schools adhere to the Vedic principles and educational philosophy of the MVM network.
- ii. Principal: The principal is the chief executive at the school level, overseeing the implementation of policies, managing daily operations, and acting as the main link between the board and the school staff.

#### *Middle Management:*

- i. Vice Principals/Heads of Departments: These positions assist the principal with administrative duties, curriculum implementation, and departmental management. They provide leadership in specific academic and operational areas.
- ii. Coordinators: Responsible for managing specific programs or sections (e.g., primary, middle, high school), coordinators ensure that their sections run smoothly and align with the overall goals of the school.

#### *Operational Staff:*

- i. Teachers: Teachers are the frontline implementers of the curriculum. They conduct classes, assess student performance, and participate in extracurricular activities. Teachers play a key role in delivering education and fostering student development.
- ii. Administrative Staff: This group handles non-teaching functions such as admissions, record-keeping, finance, and general administration. They support the operational efficiency of the school.
- iii. Support Staff: Includes librarians, laboratory assistants, counselors, and IT support. These staff members ensure the smooth operation of school facilities and provide essential services that support both teachers and students.





## DECISION-MAKING PROCESSES

### *Centralized Decision-Making:*

- i. Strategic and Major Decisions: The Board of Trustees or Directors makes significant decisions, including policy changes, financial approvals, and strategic initiatives. These decisions are then communicated to the school leadership for implementation.

### *Decentralized Decision-Making:*

- i. Operational Decisions: Heads of Departments and Coordinators have the authority to make decisions within their areas, such as curriculum adjustments, scheduling, and teacher assignments. Teachers have autonomy over classroom management, lesson planning, and student assessments, within the guidelines of school policies.

## ROLES OF ADMINISTRATORS, TEACHERS, AND SUPPORT STAFF

### *Administrators:*

- i. Principal: The principal is responsible for the overall functioning of the school, including policy implementation, staff management, and student discipline. The principal ensures the school meets its educational goals and adheres to Vedic principles.
- ii. Vice Principals/Heads of Departments: They support the principal in administrative tasks, oversee academic and extracurricular activities, and manage their respective departments. They play a key role in maintaining academic standards and fostering a positive school environment.
- iii. Coordinators: Coordinators facilitate communication between teachers and management, ensure adherence to curriculum standards, and address issues within their sections.

### **Teachers:**

- i. Educational Delivery: Teachers are responsible for delivering the curriculum, assessing and monitoring student progress, and providing feedback. They engage in continuous professional development to enhance their teaching skills and stay updated with educational trends.
- ii. Student Engagement: Teachers also participate in school events, parent-teacher meetings, and extracurricular activities, contributing to the holistic development of students.

### **Support Staff:**

- i. Administrative Staff: They handle routine office work, manage school records, process admissions, and ensure smooth administrative operations.



- ii. Specialized Staff: Librarians, laboratory assistants, and IT support staff maintain resources, assist students and teachers, and manage the functionality of specific areas.
- iii. Counselors: Counselors provide psychological support, career guidance, and address student welfare issues, contributing to a supportive and nurturing environment.

**Objective 2.** To examine the management style employed in MVM schools, focusing on the application of Vedic principles, emphasis on holistic development, and incorporation of transcendental meditation.

**Ho-2:** The incorporation of transcendental meditation into the management style of MVM schools will contribute to students' overall well-being and academic success.

Examining the management style of Maharishi Vidya Mandir (MVM) schools requires focusing on the application of Vedic principles, the emphasis on holistic development, and the incorporation of transcendental meditation. Here's an analysis and findings:

## MANAGEMENT STYLE AND APPLICATION OF VEDIC PRINCIPLES

### *Vedic Management Principles:*

- i. Dharmic Leadership: MVM schools adhere to the principles of Dharma, emphasizing ethical leadership and decision-making aligned with moral values and righteousness.
- ii. Holistic Education: The curriculum integrates Vedic knowledge, focusing on the development of mind, body, and spirit, ensuring a well-rounded education.

### Implementation:

- i. Policy Formulation: School policies are crafted to reflect Vedic values, promoting a learning environment that fosters spiritual growth and ethical behavior.
- ii. Leadership Practices: School leaders, including principals and administrators, embody Vedic principles in their management style, prioritizing the well-being of students and staff.

## EMPHASIS ON HOLISTIC DEVELOPMENT

### *Educational Approach:*

- i. Integrated Curriculum: The curriculum combines traditional academic subjects with Vedic studies, yoga, and meditation, aiming for intellectual, physical, emotional, and spiritual growth.



- ii. Character Building: Programs are designed to develop students' character, instilling values such as honesty, compassion, and respect.

## INCORPORATION OF TRANSCENDENTAL MEDITATION (TM)

### *Practice of TM:*

- i. Daily Routine: Transcendental Meditation is incorporated into the daily schedule, with specific times allocated for practice to ensure regularity.
- ii. Teacher Training: Educators are trained in TM techniques to effectively guide students and integrate meditation into classroom activities.

### *Impact on School Environment:*

- i. Stress Reduction: Regular practice of TM helps reduce stress and anxiety among students and staff, creating a calm and focused learning environment.
- ii. Enhanced Cognitive Abilities: TM is believed to enhance cognitive functions, including memory, concentration, and creativity, contributing to better academic performance.

The management style of Maharishi Vidya Mandir (MVM) schools is deeply rooted in Vedic principles, emphasizing ethical leadership and holistic education. The integration of transcendental meditation into the daily routine supports the mental and emotional well-being of students and staff, leading to a positive and conducive learning environment. The emphasis on holistic development ensures that students are not only academically proficient but also well-rounded individuals, prepared to face life's challenges with resilience and wisdom.

**Objective 3.** To investigate the impact of the organizational structure and management style of MVM schools on students' academic performance, including their test scores, exam results, and overall academic achievements.

**Ho3:** The student-centric approach and empowerment of teachers within the organizational structure of MVM schools will lead to a nurturing learning environment conducive to academic excellence.

Investigation of the effect of Organizational Structure and Management Style of MVM Schools on Students' Academic Performance



## ORGANIZATIONAL STRUCTURE IMPACT

### *Clear Hierarchical Arrangements:*

- i. **Efficient Leadership:** The well-defined roles and responsibilities within the hierarchical structure ensure that each member of the school, from administrators to support staff, knows their duties and can work efficiently. This clarity helps create a stable and organized learning environment, which positively influences students' academic performance.
- ii. **Focused Academic Environment:** Principals and heads of departments can provide focused academic leadership, setting clear academic goals and maintaining high standards. This helps in creating an environment where academic excellence is prioritized.

### *Supportive Middle Management:*

- i. **Enhanced Curriculum Implementation:** Vice principals and heads of departments play a serious task in ensuring that the curriculum is implemented effectively. Their close monitoring and support help maintain high teaching standards and ensure that any issues are promptly addressed, which can enhance students' learning outcomes.
- ii. **Effective Communication Channels:** Coordinators facilitate smooth communication between teachers and the administration, ensuring that any academic or administrative issues are quickly resolved. This minimizes disruptions and helps maintain a consistent academic focus.

### *Teacher and Staff Roles:*

- i. **Quality Teaching:** Teachers, who are given autonomy in classroom management and lesson planning within the school's guidelines, can tailor their teaching methods to best suit their students' needs. This flexibility can lead to improved student engagement and understanding, thus boosting academic performance.
- ii. **Holistic Support:** Support staff, including counselors and IT personnel, provide essential services that contribute to a conducive learning environment. For instance, counselors can help address any personal or academic issues students face, while IT staff ensure that technological resources are effectively used for educational purposes.



## MANAGEMENT STYLE IMPACT

### *Application of Vedic Principles:*

- i. **Ethical and Balanced Leadership:** The use of Vedic principles in management promotes ethical leadership and balanced decision-making. This ethical foundation can inspire trust and respect among students and staff, creating a positive and focused academic atmosphere.
- ii. **Holistic Education:** The Vedic emphasis on holistic development ensures that students are not only focused on academic success but also on personal growth, which can lead to more well-rounded and motivated learners.

### *Emphasis on Holistic Development:*

- i. **Balanced Academic and Personal Growth:** The holistic education approach, which integrates physical, emotional, and spiritual development, helps in producing well-rounded individuals. Students who are well-balanced in these aspects tend to perform better academically as they are more focused, motivated, and capable of handling stress.
- ii. **Extracurricular Activities:** Participation in extracurricular activities, supported by the school's structure, helps in the overall development of students. This can lead to improved academic performance as students develop better time management skills and gain a broader perspective.

### *Incorporation of Transcendental Meditation (TM):*

- i. **Enhanced Cognitive Abilities:** Regular practice of TM has been linked to improved cognitive functions such as memory, concentration, and creativity. These enhanced abilities directly contribute to better academic performance.
- ii. **Stress Reduction:** TM helps in reducing stress and anxiety, which are common barriers to academic success. A calm and focused mind can significantly improve students' ability to learn and perform in exams.

In summary, the organizational structure and management style of MVM schools, characterized by clear hierarchy, supportive management, holistic educational approaches, and the incorporation of transcendental meditation, have a significant positive impact on students' academic performance and overall development.

**Objective 4:** To identify any challenges and opportunities associated with the organizational structure and management style of MVM schools and their implications for educational practice in Assam.



**Ho4:** Despite the challenges associated with implementing a unique organizational structure and management style, MVM schools in Assam will demonstrate resilience and adaptability, offering opportunities for continuous improvement and innovation in education.

Analysis of Challenges and Opportunities Associated with the Organizational Structure and Management Style of MVM Schools

## CHALLENGES

### *Rigid Hierarchical Structure:*

- i. **Decision-Making Delays:** The centralized decision-making process, with major decisions made by the Board of Trustees or Directors, can sometimes lead to delays in addressing urgent issues at the school level. This can affect the responsiveness to immediate educational needs and challenges.
- ii. **Limited Flexibility:** A rigid hierarchical structure might limit the flexibility of teachers and middle management to innovate and adapt quickly to changing educational demands or student needs.

### *Resource Allocation:*

- i. **Uneven Distribution:** Ensuring that all schools within the network have equal access to resources, including trained teachers and educational materials, can be challenging. Disparities in resource allocation can lead to inconsistencies in educational quality across different schools.
- ii. **Training and Development:** Continuous professional development for teachers and administrators is essential but can be resource intensive. Ensuring all staff members receive adequate training in Vedic principles and transcendental meditation practices can be challenging.

### *Holistic Approach Implementation:*

- i. **Balancing Curriculum:** Integrating Vedic principles, holistic development, and modern academic requirements can be challenging. Finding the right balance between traditional values and contemporary educational standards requires careful planning and execution.
- ii. **Student Adaptation:** Not all students may easily adapt to the holistic and meditation-focused approach. Some students might struggle with the emphasis on transcendental meditation or the integration of Vedic principles into their daily routines.



## OPPORTUNITIES

### *Enhanced Educational Outcomes:*

- i. **Holistic Development:** The emphasis on holistic development presents an opportunity to produce well-rounded students who excel academically, physically, emotionally, and spiritually. This can lead to improved student satisfaction and better long-term outcomes.
- ii. **Stress Reduction Techniques:** Incorporating transcendental meditation into the daily routine helps in reducing stress and anxiety among students, which can lead to a more positive and conducive learning environment. This practice can be particularly beneficial in today's high-stress educational climate.

### *Innovative Educational Practices:*

- i. **Curriculum Integration:** The integration of Vedic principles and modern education offers a unique and innovative approach to learning. This can attract parents and students looking for a more balanced and holistic educational experience.
- ii. **Teacher Empowerment:** By providing teachers with autonomy in classroom management and lesson planning, the school can foster a more creative and responsive educational environment. Empowered teachers are more likely to innovate and engage students effectively.

### *Community and Cultural Engagement:*

- i. **Community Involvement:** Emphasizing Vedic principles and holistic education can strengthen ties with the local community and cultural heritage. This engagement can foster a strong sense of identity and belonging among students.
- ii. **Cultural Preservation:** The management style of MVM schools provides an opportunity to preserve and promote Indian cultural and spiritual heritage through education. This cultural focus can enrich the educational experience and provide students with a deeper understanding of their heritage.

## IMPLICATIONS FOR EDUCATIONAL PRACTICE IN ASSAM

### *Scalability and Adaptation:*

- i. **Model for Other Schools:** The organizational structure and management style of MVM schools can serve as a model for other schools in Assam looking to incorporate holistic and culturally relevant education. The successes and challenges faced by MVM schools can provide valuable insights for other institutions.



- ii. Tailored Approaches: Schools can adapt the holistic and Vedic principles approach to suit their unique contexts and student needs. Flexibility in implementation can help address the diverse educational landscape in Assam.

#### *Policy and Governance:*

- i. Policy Support: To maximize the benefits of the MVM approach, supportive policies from the state education department are essential. Policies that encourage holistic development, stress reduction techniques, and cultural education can enhance the overall educational environment in Assam.
- ii. Resource Allocation: Addressing the challenges of resource allocation requires concerted efforts from both the schools and the government. Ensuring equitable distribution of resources and training opportunities can help maintain consistent educational quality across all MVM schools.

#### *Teacher and Student Support:*

- i. Professional Development: Ongoing professional development programs for teachers can ensure they are well-equipped to deliver holistic education and integrate Vedic principles effectively. Support for teachers can lead to better educational outcomes for students.
- ii. Student-Centered Approaches: Recognizing that students have diverse needs and learning styles is crucial. Schools should continue to innovate and adapt their approaches to ensure all students benefit from the holistic educational model.

In summary, while the organizational structure and management style of MVM schools present certain challenges, they also offer significant opportunities for enhancing educational practices in Assam. By leveraging these strengths and addressing the challenges, MVM schools can continue to provide a unique and effective educational experience that benefits students and the broader community.

## **MAJOR FINDINGS OF THE STUDY**

### **1. Hierarchical Organizational Structure:**

- i. MVM schools in Assam have a clear hierarchical structure with defined roles and responsibilities, leading to efficient leadership and focused academic environments.
- ii. The centralized decision-making by the Board of Trustees and decentralized operational decisions by middle management and teachers ensure both strategic direction and operational flexibility.





## 2. Positive Impact on Academic Performance:

- i. The structured hierarchy and supportive middle management enhance curriculum implementation, maintain high teaching standards, and create a stable learning environment.
- ii. Autonomy given to teachers in classroom management and lesson planning leads to improved student engagement and understanding, boosting academic performance.

## 3. Application of Vedic Principles:

- i. MVM schools integrate Vedic principles into their policies and leadership practices, promoting ethical behavior, holistic education, and balanced personal development among students.
- ii. The emphasis on holistic education ensures that students develop intellectually, physically, emotionally, and spiritually, contributing to overall well-being and academic success.

## 4. Incorporation of Transcendental Meditation (TM):

- i. Regular practice of TM is linked to reduced stress, improved cognitive functions, and enhanced academic performance.
- ii. TM helps create a calm and focused learning environment, beneficial for both students and staff.

## 5. Challenges and Opportunities:

- i. Challenges include potential delays in decision-making due to centralized processes, resource allocation disparities, and balancing traditional values with modern educational standards.
- ii. Opportunities lie in enhancing educational outcomes through holistic development, reducing stress through TM, fostering innovative educational practices, and strengthening community and cultural engagement.

## 6. Implications for Educational Practice in Assam:

- i. The MVM model can serve as a scalable and adaptable example for other schools in Assam, providing insights into integrating holistic and culturally relevant education.
- ii. Supportive policies and equitable resource allocation are essential for maximizing the benefits of the MVM approach.
- iii. Ongoing professional development for teachers and student-centered approaches are crucial for maintaining high educational standards and meeting diverse student needs.

In summary, the study finds that the organizational structure and management style of MVM schools, characterized by Vedic principles and holistic education, significantly enhance students' academic performance and overall development, despite some challenges. These findings offer valuable insights for improving educational practices in Assam.



## **CONCLUSION**

The study on MVM schools in Assam highlights the effectiveness of their hierarchical organizational structure, which ensures efficient leadership and a focused academic environment. The balance between centralized strategic decision-making and decentralized operational flexibility allows for both robust management and teacher autonomy, contributing positively to academic performance. The integration of Vedic principles and practices, including holistic education and Transcendental Meditation, fosters ethical behavior, reduces stress, and enhances cognitive functions, resulting in a well-rounded development of students.

Despite challenges such as potential delays in decision-making and resource allocation disparities, the MVM model demonstrates substantial opportunities for enhancing educational outcomes. The holistic approach and emphasis on traditional values, when combined with modern educational standards, present a scalable model for other schools in Assam to adopt.

## **RECOMMENDATIONS OF THE STUDY**

1. **Adopt Hierarchical Organizational Structures:** Schools in Assam should consider implementing a clear hierarchical structure with well-defined roles and responsibilities to ensure efficient leadership and academic focus.
2. **Balance Centralized and Decentralized Decision-Making:** A balanced approach to decision-making, with centralized strategic direction and decentralized operational flexibility, should be adopted to enhance both governance and day-to-day school operations.
3. **Integrate Vedic Principles and Holistic Education:** Schools should incorporate Vedic principles into their policies and leadership practices to promote ethical behavior and holistic development among students.
4. **Implement Transcendental Meditation Programs:** Introducing regular practice of Transcendental Meditation can help reduce stress and improve cognitive functions, creating a calm and focused learning environment.
5. **Address Challenges Proactively:** Schools must address potential delays in decision-making and resource allocation disparities by streamlining processes and ensuring equitable distribution of resources.
6. **Foster Community and Cultural Engagement:** Strengthening community ties and cultural engagement can enhance the holistic development of students and support the integration of traditional and modern educational practices.



7. Provide Ongoing Professional Development: Continuous professional development for teachers is crucial to maintain high educational standards and to equip them with skills to meet diverse student needs.
8. Promote Student-Centered Approaches: Emphasizing student-centered teaching methods can improve student engagement, understanding, and overall academic performance.

By adopting these recommendations, schools in Assam can leverage the successful elements of the MVM model to enhance their educational practices, fostering an environment conducive to both academic excellence and holistic development.

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**Ph.D. Thesis**

Dey, Amlan Kumer (2017) A Study Organizational and Management Pattern of Maharishi Vidya Mandir Schools of Assam and its Influence on Students' Academic Achievement. An Shodhganga Update Ph.D. Thesis from Department of Education, Guwahati University, Assam.

Dutta, Jadab (2016) Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam, An Shodhganga update Ph.D. thesis from the Department of Education, Rajiv Gandhi University, Rono Hills, Doimukh, A.P.



## **QUESTIONNAIRE-A**

### **Interview schedule for Principals related with Course Transaction**

- Q1: Do you feel that the academic course transaction of Maharishi Vidya Mandir Schools is unique when compared to other public schools?
- Q2: What is the uniqueness in the methodology of course transaction of Maharishi Vidya Mandir Schools?
- Q3: Is there any special methodology or principles laid down for conducting a class?
- Q4: What are the principles underlying the 'Consciousness based education' on which the Maharishi Organization is based?
- Q5: In one of the points for ideal teaching you have mentioned about the unified field chart. What exactly is the Unified Field Chart?
- Q6: How discipline is maintained in the school premises, since that corporal punishment has been made punishable under law?
- Q7: It is learnt by the investigator that the school prayer of Maharishi Vidya Mandir Schools is quite elaborate and unique. What is so special about the school prayer of Maharishi Organization?



## QUESTIONNAIRE-B

### Interview schedule for Principals Related to Administration:

- Q1a: Who looks after the administrative matters of the schools?
- Q1b: Is there any special appointment for looking into the Administration?
- Q2a: Are the Administrative functions clearly stated by the Management?
- Q2b: What are the basic administrative functions of the administrative officer?
- Q3a: Does the administrative incharge play a role in smooth conduction of the academic curriculum?
- Q3b: As an administrative incharge what role do you have in smooth conduction of the academic curriculum?
- Q4a: Is there punitive action for teaching staff?
- Q4b: What types of punitive action are there for teaching staff breaking the rules of the organization?
- Q5a: Are democratic values exercised in the organizational setup of the school?
- Q5b: How democratic values are exercised in the organizational setup of the school?
- Q6a: Is the School able to collect the fees on time?
- Q6b: How administration for timely fees collection is ensured?
- Q7a: Is there a problem in handling fourth grade staff?
- Q7b: What problems are faced in handling the fourth-grade staff?
- Q8a: Does the Administrator interface between the society and the school?
- Q8b: What role does an administrator of school play as an interface between the society and the school?
- Q9a: Does the administrator play an active role in smooth conduct of Examination?
- Q9b: What is the role of an administrator in the smooth conduction of examination?
- Q10a: Is the Administrator answerable for his/her decision or actions?
- Q10b: For any action taken the administrator is answerable to whom?



### **Related to Finance:**

- Q1: Are the schools self-funded or receive external grant?
- Q2: What are the sources of income for running the school?
- Q3: How the financial transactions of income are carried out?
- Q4: How the financial transactions of expenditure are carried out?
- Q5: Is the fees structure uniform for all Maharishi Vidya Mandir Schools (Yes/No)?
- Q6: If No, then what are the factors which determine the fees structure of the schools?
- Q7: Do the teachers have a say in the financial matters of the school (Yes/No)?
- Q8: If yes, to what extent they have a say and in what ways?
- Q9: Who takes the final call in cases related with financial matters?
- Q10: Is there any provision for fees exemption for students coming from economically weak background?
- Q11: If yes, to what percentage fees exemption is granted?
- Q12: What are the headers under which fees is collected?
- Q13: What is the type and frequency of audit done for the schools?
- Q14: What is the procedure for purchase of laboratory apparatus and chemicals, library books, sports items etc.?
- Q15: Are financial rewards given to meritorious students(Y/N)?
- Q16: In what form are such awards given?
- Q17: Do the teachers get their salary regularly (Y/N)?
- Q18: How the salary is disbursed?
- Q19: What are the basic headers in the salary of the staff?
- Q20: Is there a steady plan for increment of teachers' salary?





### **Related to Human Resource:**

#### **Related to teachers:**

- Q1: What is the procedure of teacher recruitment?
- Q2: What initiatives are taken for skill development of teachers?
- Q3: What initiatives are taken for keeping the teachers motivated throughout the academic session?
- Q4: What steps are taken in case of medical emergency for any teaching staff?
- Q5: How the teacher performance is analyzed?
- Q6: What initiatives are taken to keep the teachers stress free?
- Q7: What initiatives are taken to help the teachers work in a group?
- Q8: What scopes are provided to the teachers for improving their career graph?
- Q9: How do the teachers express their latent talent and skills?
- Q10: How teachers are given exposure into administrative functioning of school?

#### **Related to students:**

- Q1: How democratic values are in stilled in the students?
- Q2: How the errant students are controlled?
- Q3: Apart from scholastic pursuance what initiatives are taken by the school to enhance the co-scholastic talents of the students
- Q4: How the scholastic achievement of students brought to the fore?
- Q5: How the students are trained into developing into ideal citizens?

#### **Related to parents and society:**

- Q1: What initiatives are taken to engage the parents in school activities?
- Q2: How the parents with good social recognition utilized by the school as a resource?
- Q3: What does the school do in order keep problematic parents from interfering into school matter?
- Q4: What are the roles of the Parents Council?
- Q5: What are the social outreach programs carried out by schools?
- Q6: What initiatives are taken to prevent the ill effects of society from affecting the school environment?



## QUESTIONNAIRE-C

**Opinionnaire for teachers regarding one's opinion related to different management aspects of MVM Schools in improving academic output.** The following opinions of the respondent are strictly for the purpose of research and no identity of the respondent shall be revealed at any stage of the research or period thereof.

**Name:-**

**Gender:-**

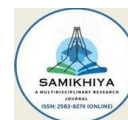
**Designation:-**

**School Name:-**

Sl. No.	Item	SA	A	UD	D	SD
01	Timetable having MCBE (Maharishi Consciousness Based Education) and value education classes play a critical role in Classroom management					
02	MVM schools puts emphasis on classroom Management exclusively by class teachers					
03	Teachers have the free hand in planning and Management of individual classes					
04	Morning meditation helps in better Management of the classes throughout the day					
05	Mediation helps in keeping the children Calm and composed					
06	End of class summary helps the children to recap the topic(s) done in the respective period					
07	Chanting of 'Om' before the beginning of Class helps in better class management					



08	Enlightened presentation helps in improving academic output. Enlightened presentation helps in improving academic output.					
09	Enlightened presentation also helps in bridging the gap between parents and academic progress of child in school					
10	Overview chart i.e., monthly plan helps in Better class management					
11	Process of identifying students with relatively slow learning and taking extra classes yields positive academic achievement					
12	Calling over parents of such children (item 11) and providing feedback and taking suggestions helps in better academic achievement					
13	MCBE (Maharishi consciousness based education) classes helps in desired academic output					
14	Academic achievement of MVM students is deeply related to regular practise of meditation					
15	Co-curricular activities based on traditional lines leads to more active involvement in academics					
16	Weekly co-curricular classes has a positive Impact on academics					



17	Compulsory reading of unseen passage and speaking on MCBE in assembly creates Positive impact on academics					
18	Linking of any topic in academics to any of the 16 principles of creative intelligence Helps in achieving broader academic goals					
19	Conducting in service training among all MVMs of Assam, subject wise, helps in better exchange of teaching ideas and teaching methodologies leading to better Academic output					
20	Encouraging teachers to participate in events like NTSC (National Teacher Science Congress) and Teachers Olympiad helps in betterment of teaching techniques Leading to better academic achievement					
21	Introduction of smart class or digital learning has helped the teachers and students to achieve better academic achievement					
22	Analysis of board results by Regional Director and respective Principal followed by feedback to teachers helps in freshening teaching methodologies yielding better academic output					
23	Linking of subjects to day to day practical life situations helps in better understanding of subjects thus, helping in better academic output					



24	Lesson planning on weekly basis laying stress on academic output and linking with principles of creative intelligence leads to Better academic output					
25	Democratization of looking into academic aspects by appointing of Academic In charges at various levels has helped in maintaining and improving academic achievement.					



## QUESTIONNAIRE-D

**Opinionnaire for Students of Class 10 with regards to their understanding on impact of meditation and yoga on mental and physical health**

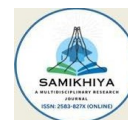
**Name:**

**Class:**

**Gender:**

**School Name:**

Sl. No.	Item	SA	A	UD	D	SD
01	Meditation helps in keeping oneself Calm and composed					
02	Meditation increases concentration In class					
03	Meditation helps in better understanding					
04	Meditation helps to correlate topics From different lessons and subjects					
05	Meditation helps in maintaining a Cordial relationship with friends					
06	Meditation helps in clearly following teacher's instructions					
07	Meditation helps in clear interpretation of questions in examination					
08	Meditation helps in keeping oneself Stress free					
09	Meditation helps in removing mental fatigue					



10	Meditation helps in removing Physical fatigue					
11	Practice of meditation increased Efficiency in examination hall					
12	Meditation makes decision making Faster and accurate					
13	Meditation helps in dealing with peer pressure					
14	Meditation is a faster way to refresh Then sleep					
15	Proper way of doing meditation is essential to get its benefit					
16	A healthy mind resides in a healthy body					
17	Yoga helps in removing lethargies And flatulence					
18	Yoga helps in integrating and better Coordination of physical activities					
19	Yoga brings physical fitness to cope With different study related stress					
20	Yoga keeps the body alert during long during long hours of class					
21	Yoga leads to better food digestion and bowel movement					
22	Yoga makes a person fall sick less often					
23	Yoga helps in keeping stress under control					



24	Yoga helps in releasing stress effectively					
25	Yoga helps in developing a positive Feel about self					
26	Yoga helps in developing a positive Feel regarding prevalent environment					
27	Yoga improves class attendance					
28	Yoga leads to better punctuality and efficiency related to assignments					
29	Yoga has nothing to do with religion					
30	Yoga combined with meditation gives holistic solution to matter Dealing with academic achievement					





## QUESTIONNAIRE-E

**Questionnaire for testing academic output at the end of Meditation sessions. Each question carries 1 mark.**

### Numerical ability

- Q1: The straight line that touches the circle at a single point is called a \_\_\_\_\_.
- Q2: AB is the diameter of a circle. The tangents drawn are  
a) Parallel      b) Perpendicular      c) Intersecting      d) None of these
- Q3: At how many points does a tangent touch a circle?  
a) 1      b) 2      c) 3      d) 0
- Q4: To divide a line segment AB internally in the ratio 2:3, a ray AX is drawn to form  $\angle XAB$ , which is a/an  
a) Obtuse angle      b) Right angle  
c) Acute angle      d) Straight angle
- Q5: To construct a triangle similar and larger than a given triangle with a scale factor m:n, is possible if  
a)  $m=n$       b) m greater than n  
b) m lesser than n      d) none of these
- Q6: Mohit is thinking of two numbers. Their greatest common factor is 6. Their least common multiple is 36. One number is 12. What is the other number?
- Q7: In the following systems of equations determine the value of k for which the given system of equations has a unique solution  
 $2x-3y=1$        $Kx+5y=7$
- Q8: A copper sphere of diameter 18cm is drawn into a wire of diameter 4mm. Find the length of the wire.
- Q9: A sum of three numbers in AP is -3 and their product is 8. Find the numbers.
- Q10: If the HCF of 210 and 55 is expressible in the form  $210x^5+55y$ , find y.



## General Awareness

- Q1: Name the organ which secretes non enzymatic digestive secretion.
- Q2: What helps mammals to maintain a constant body temperature?
- Q3: What is the significance of concentration of ore?
- Q4: Under what conditions bifocal lenses are used?
- Q5: What is denatured alcohol?
- Q6: State two advantages of having a vegetarian diet.
- Q7: Which of the following is not a part of satyagraha -  
a) truth                      b) non-violence                      c) active resistance                      d) soul force
- Q8: Which industries depend on the raw materials they use?  
a) Marine based                      b) Forest based                      c) Agro based                      d) Mineral based
- Q9: State two advantages of setting up cooperatives.
- Q10: In a joint sector how do both the partners stand to benefit?

## Analytical type

- Q1: In a group of five people, K, L and M are ambitious, M, N and R are honest, L, M and N are intelligent and K, M and R are industrious. Among these who is/are neither industrious nor ambitious.
- Q2: On another planet, the local terminology for earth, water, air and sky are sky, light air, water and earth respectively. If someone is thirsty there, what would he drink?
- Q3: Multiply by 2, subtract 1, if less than 10 jump to step 1 and continue or go to step 4, add 7, divide by 2, add 2, multiply by 2. If you start with a value of 6 then calculate how many times you had to jump to step 1.
- Q4: a, b, c, d, e, f and g are members of a family consisting of four adults and three children, two of whom, f and g are girls. A and d are brothers and a is a doctor. E is an engineer married to one of the brothers and has two children. B is married to d and g is their child. Who is C?
- Q5: Complete the pattern 6,11,21,36,56,\_\_\_\_\_



Q6: If in a certain code SAND is VDQG and BIRD is ELUG, then what is the code for LOVE

Q7: The number of times in a day the hour hand and the minute hand of a clock are at right angles is \_\_\_\_\_

Q8: A,B,C,D,E and F not necessarily in that order, are sitting on six chairs regularly placed around a round table. It is observed that A is between D and F, C is opposite D, D and E are not on neighbouring chairs. The person sitting opposite B is.

Q9: Five boys A,B,C,D, and E are standing in a row. A is between C and D, and B is between D and E. Which of the following pairs represents the boys standing at both the ends

- a) C,B            b) E,C            c) E,A            d) A,C

Q10: Rectangle: Square::Ellipse:?

- a) Centre            b) Diameter            c) Circle            d) Radius