
DEEP DARSHAN VIDHYA SANKUL: A QUALITATIVE VISUAL AND DOCUMENTARY ANALYSIS OF A SCHOOL CALENDAR

***Pranshu Singh**

Principal, Deep Darshan Vidhya Sankul.

Article Received: 26 August 2026, Article Revised: 16 September 2026, Published on: 06 October 2026

***Corresponding Author: Pranshu Singh**

Principal, Deep Darshan Vidhya Sankul.

Doi: <https://doi-doi.org/101555/ijarp.4932>

1. ABSTRACT

A school calendar is generally understood as an administrative document designed to provide information about academic schedules, holidays, institutional events, and important dates. However, a school calendar can also function as a significant visual and cultural document through which an educational institution communicates its philosophy, institutional identity, values, student experiences, and relationship with the wider social and cultural environment. The present qualitative study examines the school calendar of Deep Darshan Vidhya Sankul as a multimodal institutional document. The study adopts a qualitative visual-documentary approach to understand how educational activities, student participation, institutional events, cultural representations, and visual elements contribute to the construction of the institution's identity.

The analysis considers the calendar not merely as a chronological arrangement of dates but as a form of institutional communication containing textual and visual modes of meaning-making. Particular attention is given to the representation of students, school activities, celebrations, natural imagery, institutional presentation, and the relationship between visual design and educational communication. The findings indicate that a school calendar can operate beyond its administrative function and may serve as a medium for communicating educational values, participation, community engagement, cultural consciousness, and institutional identity. The study further argues that such calendars can be examined as components of the hidden curriculum because they communicate values and expectations through visual and textual representations that may not necessarily appear in the formal curriculum.

KEYWORDS: Deep Darshan Vidhya Sankul, visual analysis, Institutional identity.

2. INTRODUCTION

Educational institutions communicate their values and identities through a variety of formal and informal means. Textbooks, classroom practices, institutional activities, assemblies, celebrations, photographs, websites, annual reports, prospectuses, and calendars all contribute to the representation of an institution. Among these materials, the school calendar is often regarded primarily as an administrative instrument. It provides information about dates, academic activities, holidays, celebrations, and institutional programmes. Nevertheless, when examined from a qualitative perspective, the calendar can provide valuable insights into how an educational institution represents itself and its educational environment.

The school calendar of Deep Darshan Vidhya Sankul provides an appropriate context for such an examination. The calendar combines chronological information with visual and institutional representations. Its use of photographs, activity-related imagery, textual information, and visual design creates a multimodal document through which different aspects of school life can be communicated.

A multimodal perspective is particularly relevant because meaning is not communicated only through written language. Images, colours, spatial organisation, photographs, typography, and composition can also contribute to meaning-making. Kress and van Leeuwen (2006) argue that visual resources have their own structures and principles through which social meanings can be constructed.

From an educational perspective, the representation of students engaged in different activities may also be interpreted in relation to experiential and activity-based approaches to education. Dewey (1938) emphasised the importance of experience in educational processes. Therefore, visual representations of students' participation can provide an important area for qualitative interpretation.

The present study therefore approaches the Deep Darshan Vidhya Sankul school calendar as an institutional and educational artefact rather than simply as a timetable. The purpose is not to judge the effectiveness of the institution but to understand what meanings are communicated through the calendar and how these meanings contribute to the representation of school culture.

3. Statement of the Problem

The problem addressed by this study is therefore

“Deep Darshan Vidhya Sankul: A Qualitative Visual and Documentary Analysis of a School Calendar”

4. Objectives of the Study

The study has the following objectives:

1. To examine the school calendar of Deep Darshan Vidhya Sankul as a qualitative institutional document.
2. To analyse the visual representation of students and school activities.
3. To identify recurring educational, cultural, environmental, and institutional themes.
4. To examine how textual and visual elements work together to communicate institutional meanings.
5. To explore the possible role of the calendar in representing school culture and institutional identity.
6. To examine whether the calendar may function as a form of informal or hidden curriculum.

5. Research Questions:

The study addresses the following research questions:

1. How is education represented in the school calendar of Deep Darshan Vidhya Sankul?
2. How are students and their participation represented visually?
3. What educational, cultural, and institutional themes emerge from the calendar?
4. How do photographs and other visual elements contribute to institutional identity?
5. In what ways can the calendar be understood as a multimodal educational document?
6. What aspects of hidden curriculum may be communicated through the calendar?

6. Importance of the Research

The study is significant from both educational and research perspectives.

6.1 Educational Significance

The study demonstrates that educational communication takes place not only through formal curriculum but also through institutional materials. A school calendar can communicate values related to participation, achievement, culture, community, and environmental awareness.

6.2 Institutional Significance

For Deep Darshan Vidhya Sankul, the study provides an academic interpretation of how the institution presents its educational environment through visual communication.

6.3 Research Significance

There is considerable scope for qualitative research on school-generated documents. The present study demonstrates how an apparently ordinary institutional calendar can become a source of data for studying school culture and institutional identity.

6.4 Methodological Significance

The study demonstrates the usefulness of combining documentary analysis, visual analysis, and thematic analysis in educational research.

6.5 Theoretical Significance

The study connects the concepts of multimodality, institutional identity, visual representation, experiential education, and hidden curriculum.

7. Limitations of the Study

The study has the following limitations:

1. The study is restricted to the school calendar of Deep Darshan Vidhya Sankul.
2. Only the material represented in the calendar is analysed.
3. Students, teachers, parents, and administrators were not interviewed.
4. The study therefore examines institutional representation rather than lived experience.
5. Photographs represent selected moments and cannot be considered a complete representation of school life.
6. The presence of environmental images cannot by itself establish the effectiveness of environmental education.
7. The findings are context-specific and should not be generalised to all schools.

8. Sample

8.1 Population

The population of the study comprises the institutional visual and documentary materials produced by Deep Darshan Vidhya Sankul.

8.2 Sample

The sample consists of the twelve monthly pages of the Deep Darshan Vidhya Sankul school calendar.

Thus:

Sample Size = 12 monthly calendar units

The twelve monthly pages are treated as individual documentary and visual units for analysis.

Sampling Technique

Purposive sampling was used because the calendar was specifically selected as the institutional document relevant to the research objectives.

9. Tools of the Study

Since the study is qualitative, the researcher does not depend upon a conventional questionnaire or achievement test. The following research tools are appropriate:

9.1 Documentary Analysis Schedule

A documentary analysis schedule was prepared to record:

- Monthly information;
- Institutional activities;
- Celebrations;
- Student participation;
- Photographs;
- Educational messages;
- Natural/environmental imagery;
- Institutional references.

9.2 Visual Analysis Checklist

The visual analysis focused on:

- Photographs;
- Student representation;
- Group representation;
- Colour;
- Composition;
- Positioning;
- Visual prominence;
- Natural imagery;
- Institutional branding.

10. Research Methodology

Research Approach

The present study follows a qualitative research approach.

Research Design: A **qualitative documentary and visual research design** was adopted.

The school calendar is treated as an institutional cultural artefact. Rather than measuring variables statistically, the study seeks to understand meanings, patterns, representations, and themes.

Method

The primary method employed is: Qualitative Visual-Documentary Analysis

This method is appropriate because the calendar contains both textual and visual forms of information.

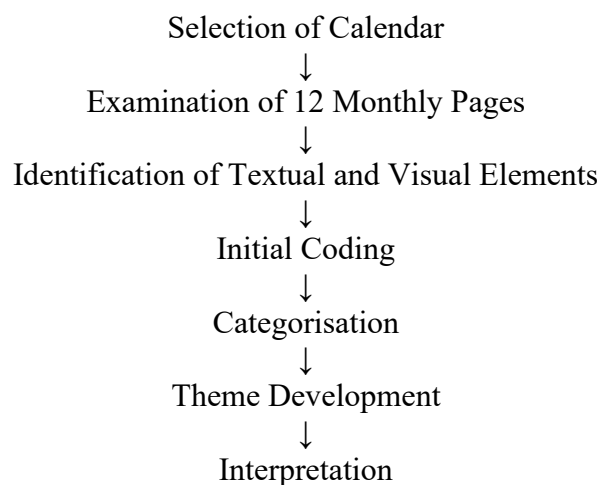
11. Data Collection

The data were collected from the school calendar of Deep Darshan Vidhya Sankul.

The calendar was examined page by page. Each monthly page was treated as a separate unit of analysis. Attention was given to:

- | | |
|-----------------------------|-----------------|
| • Photographs; | 1. natural/tree |
| • Students' activities; | 2. imagery; |
| • Group photographs; | 3. colours; |
| • Institutional activities; | 4. page layout; |
| • Cultural events; | 5. textual |

The data collection process followed the following sequence:



12. Data Analysis

The collected data were analysed through qualitative thematic analysis.

Braun and Clarke's (2006) thematic-analysis approach was used as a broad analytical framework.

Stage 1: Familiarisation

The researcher examined all twelve monthly pages to become familiar with the overall visual and documentary structure.

Stage 2: Initial Coding

Important visual and textual features were coded.

For example:

- Photographs of students → **Student Participation**
- School activities → **Educational Activity**
- Group photographs → **Collective Identity**
- Celebrations → **Cultural Engagement**
- Trees and plants → **Environmental Imagery**
- School name/logo → **Institutional Identity**

Stage 3: Categorisation

Related codes were grouped together.

Stage 4: Theme Development

The following major themes emerged:

Theme 1: Education Beyond the Classroom

The calendar represents education through activities and experiences rather than only through academic information.

Theme 2: Students as Active Participants

The use of student photographs presents students as visible and active members of the school community.

Theme 3: School as a Community

Group photographs and institutional activities contribute to a representation of school as a collective community.

Theme 4: Cultural and Social Engagement

The inclusion of celebrations and institutional activities connects school life with wider cultural and social contexts.

Theme 5: Nature and Environmental Imagery

Trees, plants, flowers, fruits, and natural backgrounds form a recurring visual component of the calendar.

Theme 6: Institutional Identity

The repeated presentation of the name, visual identity, students, and school activities contributes to the public representation of Deep Darshan Vidhya Sankul.

13. Major Findings

The qualitative analysis resulted in the following major findings:

Finding 1: The calendar presents education as a **multidimensional process** rather than limiting it to classroom teaching.

Finding 2: Students receive significant visual representation, particularly through photographs of activities and group participation.

Finding 3: The calendar constructs an image of the school as a **learning community** rather than merely an academic institution.

Finding 4: Cultural and institutional activities form an important component of the represented school experience.

Finding 5: Natural imagery provides a recurring visual theme and creates an association between education, nature, growth, and the environment.

Finding 6: The calendar contributes to the construction of Deep Darshan Vidhya Sankul's institutional identity.

Finding 7: The calendar may function as a form of **informal/hidden curriculum** by visually communicating values such as participation, belonging, collective identity, achievement, and engagement.

14. CONCLUSION

The present study examined the school calendar of Deep Darshan Vidhya Sankul through a qualitative visual and documentary perspective. The study demonstrates that a school calendar can serve a purpose beyond the simple organisation of dates and academic schedules.

The analysis of the twelve monthly pages indicates that the calendar represents several dimensions of institutional life, including student participation, educational activities, collective experiences, cultural engagement, natural imagery, and institutional identity.

The visual representation of students is particularly important because it constructs students as active participants in school life. Similarly, the recurring presence of natural imagery adds an environmental and aesthetic dimension to the institutional narrative.

The study therefore concludes that:

The school calendar of Deep Darshan Vidhya Sankul can be understood as a multimodal educational and institutional document that communicates aspects of school culture, student participation, institutional identity, and educational values beyond the formal curriculum.

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