

CHAPTER I

THE DISSERTATION PROPOSAL

'EDUCATION IN HUMAN VALUES, THE VITAL MISSING LINK IN MODERN EDUCATION SYSTEM'

1.1 INTRODUCTION

(i) Let us reflect on the following incidences gleaned from national daily news papers in the recent past (Times of India, Delhi Edition, Sept and Oct 2009).

(a) A software professional working with IT giant Infosys Ltd was arrested at the New Delhi airport on Sunday for allegedly making a hoax bomb call to delay the take-off of a Bangalore-bound Go Air's plane, as he was late for the flight.

(b) A MBA graduate Ranabir Singh snatched the revolver of a police official and decamped. He was later caught in a failed dacoity attempt.

(c) 400 quintal of synthetic khoya (adulterated khoya i.e. chalk power mixed with khoya which can seriously damage vital human organ including liver) was seized in a raid by the Dept of Prevention of Food Adulteration, Delhi Govt.

(d) An educated youth hacked the email identification of daughter of a reputed sitar maestro. He obtained her private pictures in a bid to extort money.

(e) A doctor raped a female sales executive admitted in semi conscious state in his nursing home at Delhi.

(f) An IT professional misusing his technical skills devised a virus which derailed the on line operation of CAT examination by IIM.

(ii) The most disconcerting aspect of each of the real life incidents reported is the sheer abdication of human values by the most educated strata of society. The unsettling rise in such incidents seemingly forces one to wonder why the present day education system in lieu of distilling men of impeccable character and values, is rolling out some greedy heads with self centred pursuits of self aggrandisement. The contemporary scenario stands out in sharp contrast to pristine education system in vogue in 18th century which earned kudos from erudite Lord Macaulay of Great Britain. In 1833 Lord Macaulay was entrusted with the duty to introduce English system of education in India. Reproduced below is his address to British Parliament on 2nd Feb 1835

"I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such caliber, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and, therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native self-culture and they will become what we want them, a truly dominated nation."

(Source; "The Awakening Ray, Vol. 4 No. 5, the Gnostic Centre ... Reproduced in Niti issue of April, 2002 at p. 10 - a periodic publication of Bharat Vikas Parishad, Delhi)

1.2 HISTORICAL PERSPECTIVE OF EDUCATION SYSTEM

(i) Let us trace historically how the vital component of value education which made education holistic was displaced from curriculum. In India the modern education in vogue was introduced during British rule. At that time as far as British were concerned human values were synonymous with Christian religion. In their misguided enthusiasm to reform and uplift the people of this land, they went about permitting missionaries to open schools and

colleges in India. With imposition of western languages and educational practices, the old pristine tools and techniques of holistic education slipped into oblivion. The vital aspects of education like morality and nobility of character were upstaged by flamboyance, ostentation and misguided sense of intellectualism. Finally in 19 th century an education system modelled on western philosophy took root displacing the tested and trusted ancient value oriented holistic education.

(ii) In the post independence era a number of commissions and committees constituted for educational reforms strongly favoured the inclusion of value education and recommended suitable policy changes for implementation. Now there is realisation of the immense importance of education in human values, a number of preliminary steps have been taken to reintroduce human value/moral education module in the existing educational curriculum.

1.3 WHAT IS EDUCATION IN HUMAN VALUES (EHV)?

(i) "If we think about the education we received in early childhood, most of us would agree that we have forgotten almost everything that our teachers taught us. In fact often we will have forgotten who our teachers were in our early grades. In school we were given many subjects to learn and memorise in order to pass examinations. After we passed the examination we forgot these subjects very quickly. So what is the point of education if most of what we learn is quickly forgotten? **Whatever is left in us after we have forgotten everything is the real education?** So, what is it that is left in us after we have forgotten everything? **The answer is CHARACTER.** Without character, education is useless.

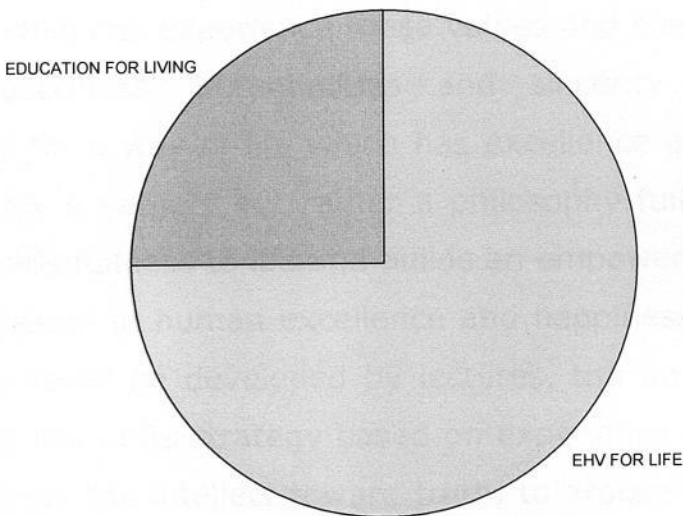
(Para 1, Page 1 of 'Education in Human Value Manual for teachers')

The true aim of education is holistic development of the personality of a student with values of head and heart.

“The end of education is character. Education is not for living but for life. It should liberate a human mind to think beyond the ordinary frontiers of acquired knowledge” (‘ya vidya sa vimuktaya’)

-Sri Sathya Sai Baba

FIGURE 1 Education is for life



(ii) Education in human values (EHV also referred to as “Educare” which is a Latin term meaning to bring out what is innate in a child) is defined as the process that results in blossoming of the humane qualities latent in every human being. EHV/Educare gives expression to the human values of Truth, Love, Righteous conduct, non-violence and Peace” (**Para 1, Page 1, Educare ,Dr Hiramalini Seshadri**) that are latent in man in thought , words and deeds .Thus the aim of EHV is to help every child grow into a physically, mentally, emotionally and spiritually healthy adult who is

enlightened to discharge duties as responsible citizen towards Society, Nation, World and Nature.

(iii) Education in Human Values (EHV) is a non-religious and non-sectarian behaviour transformation programme which has definite humane and spiritual inputs to elevate student's level of awareness, sensitivities and dutifulness towards other creatures, man, society, country, environment and nature. What is the unique quality of the Education in human values Programme? Piaget, psychologist and value education expert states; "A child constructs his reality through his experiences with his environment E.H.V advocates a climate where the child can experience these values and seek to nurture his inherent goodness, potentialities and sincerity to create an enthusiasm for a way of life which has excellence as its motto. EHV is not merely a subject but rather a philosophy full of science and art. EHV lends fullness to life and builds an empowering attitude in a child to blossom in human excellence and happiness. Realising that values can never be developed by lectures, the uniqueness of this programme lies in its strategy based on experience and example. It seeks to direct the intellect toward truth, to arouse the emotions of reverence for life and to foster devotion for work and duty". (**Summary, Page 5 of 'Education in Human Value Manual for teachers'**)

1.4. SECULAR AND VALUE EDUCATION INTEGRATED

The education imparted as apart of the standard academic curriculum approved by the National council of academic research is termed as secular education. The secular education contains dissemination of textbook information and knowledge relating to outside practical world. Education in human values (EHV) on the other hand pertains to the dynamics of inner world of human mind, intellect and heart and related manifestation in terms of human behaviour in mundane life affairs. Thus true education purports to

bring about holistic development of personality of a student as the famous world teachers states below.

“Education is a continuous and creative process. Its aim is to develop the capacities latent in human nature and to coordinate their expression for the enrichment and progress of society, by equipping children with spiritual, moral and material knowledge.”

-Dr Jagdish Gandhi ,Founder CMS chain of Schools,Lucknow

“The heart of education is the education of heart”

-Swami Sukhabodhamanada, Chairman Prasanna Trust

“The ‘Secular Education and ‘Education in human value (EHV) is like two wings of a bird. Both are essential for the human bird to soar high in the sky (Rise and shine).The present system of education aims at making you bread winners and citizens, but it doesn’t give you the secret of happy life, namely the sense of discrimination i.e. the power of human intellect.”

-Sri Sathya Sai Baba

1.5 WHY EDUCATION IN HUMAN VALUES?

With destruction of pristine educational institutions by the Britishers and steady decline of joint family system under the influence of western society values the emphasis has shifted from goodness to greatness and from empathy to apathy. In the 19th and 20th centuries the glitter of rapid advances in science blinded man resulting in waning of interest in humanity and faith in divinity The fifteen years of cable TV and media led negative publicity of human affairs have disparagingly harmed the cultural heritage and societal ethos. As a result there of there is disconcertingly visible erosion of human values, decline in morality and nobility in conduct and behaviour of human being. The result is the chaotic world that we have today; where hate and greed reign; where abject poverty and preventable starvation deaths exist side by side with obscenic

ostentatious life styles afflicted with hurry, worry and curry syndrome.

In sum and substance the lack of value education deprived man of natural feeling of goodness and positivity leads to a world torn apart by violence, strife and fear despite all the mind blowing advances made by science. Education in human value (EHV) is a behaviour modification programme which aim at holistic development of the traits of head, heart and soul in a child. The most pristine goal of this value education programme is development of a sterling character in a child. If such education is given on a large scale we will soon have rich resource of enlightened responsible citizen leading to manifold increase in our Gross National Character. **(Refer to Article 'Increasing our Gross National Character, The Speaking Tree' / TOI by William & Debra Miller, <http://spirituality.indiatimes.com>)**

"It is essential that the students acquire an understanding of and lively feelings for values. He must acquire a vivid sense of the beautiful and the morally good. Otherwise, he with his specialised knowledge more closely resembles a well-trained dog than a harmoniously developed person."

**-Albert Einstein
(Para 1, page 14 of 3HV of EHV, Dr Somenath Mitra)**

Given the immense benefits, the EHV Programme in variant forms like value education or moral education is spreading in popularity irrespective of religion, language and caste. It has been developed and culturally adapted for use in schools in various countries, across all continents around the world. It has received a favourable response from UNESCO, who has given the Programme recognition, and wished it success in furthering the cause for world peace and happiness through education.

"The purpose of education is to nurture awareness"

- Sri Sri Ravi Shankar

1.6 METHODOLOGY OF EDUCATION IN HUMAN VALUES/EHV

(i) The EHV Programme is designed to help young people to be in touch with their own feelings and nurture awareness of the qualities within themselves which form good character and behaviour. *The EHV Programme is based on the five core human values:*

- **RIGHT CONDUCT**
- **PEACE**
- **TRUTH**
- **LOVE**
- **NON-VIOLENCE**

These five values are **inter-related** and **inherent** in human beings, raising them above the level of the animal kingdom. The EHV Programme has been devised to draw out and encourage the integration of the five human values, leading to more balance, awareness and consideration in children. All the lesson plans seek to raise awareness and recognition of these in children as well as our own and others’ lives. It is these eternal core values which raise man above the level of the animal kingdom and are indeed shared and recognised world wide.

(ii) Under EHV programme wholesome learning takes place through lesson plans based on practical, meaningful and fun activities using the following **techniques** of

- (i) **Stories** – related to life experiences, identity, attitudes and relationships;
- (ii) **Quotations, poems and prayers;** on human values
- (iii) **Songs and music;** group singing to energise right side of brain

(iv) **Silent sitting** - exercises leading to inner calm, awakening and peace;

(v) **Activities** e.g. drama, group discussion, case study, games, role play, mind mapping, experiential learning and community service,

1.7 STATEMENT OF PROBLEM

"Today the countries which provide the greatest material comforts to its citizenry are those with greatest number of suicides, broken homes, divorces, mental breakdowns juvenile delinquencies, promiscuity etc.. Thus there is a social law almost akin to natural law that is now pervading humanity. This law seems to postulate that with rise in economic development and modernisation, human values must decline. This is a frightening phenomena i.e. there appears to be inverse relationship between modernisation and human values. The critical question that faces modern man that confronts government, educationist and intellectuals is this why with progress of science and technology the human values are degrading and average index of human happiness and peace have taken a beating." **(Para 1, page 3, Every day human values, Jagadeesan, Sterling Publisher 1998 edition)** Is it human conduct and behaviour which is responsible for such suboptimal state of affairs? Is something missing in the contemporary education system which is depriving man of peace, contentment, happiness and excellence in life?

This problem of decline in human values in every day life in India and around the globe needs to be addressed by tracing its root to complete absence of value/moral education amidst onslaught of materialism with its attendant vices. The bottom line question is if value education can transform a person into a better human being to contribute to peace and happiness why it should not be made compulsory constituent of modern education system.

1.8 STATEMENT OF OBJECTIVE

(i) During preliminary study of the research subject, lot of positive feedback was received from parents, students and teachers on value education and its observed benefits on grooming of a student. Accordingly the research paper purports to assess the impact of education in human values on personality trait like attitude and character of students in following domains

- (a) As a person in personal intimate zone**
- (b) As a professional in work place or business**
- (c) As a member of family**
- (d) As a member of society/citizen of nation**
- (e) As a member of humanity on mother earth**

(ii) The objective of this dissertation research paper is to study in depth the existing educational system, technique and pedagogies in imparting education in human values/ value education in schools and institutions in Indian and abroad.

(iii) The research study plans to explore the possibilities of optimising the curriculum of education in human values by refining and enriching its contents, scope, tools and techniques for formal introduction as a compulsory subject in the educational curriculum.

1.8 LITERATURE REVIEW

"The science of Yoga claims it has discovered the laws which develop this personality, and by proper attention to those laws and methods, each one can grow and strengthen his personality. This is one of the great practical things and this is the secret of all education. This has a universal application. In the life of the poor, the rich, the man of business, the spiritual man, in everyone's life, it is a great thing, the strengthening of the personality."

- Swami Vivekananda
(www.rimse.org)

(i) HUMANE HUMAN

Human being is Almighty's most unique and wonderful creation. He has been created in the divine image to realise fullest potential by achieving excellence in life. Among all the Homo sapiens it is the human being who is endowed with a rare mental faculty of intellect i.e. the ability to discriminate between right and wrong, moral and immoral and humane and inhuman.. A human being is created under the cosmic plan to be HUMANE. The following acronym 'humane' sums up the essence of human values latent in every human being born on earth.

- H**UMANISM (Being ideal in behaviour and attitude)
- U**NIQUENESS (talent or special attribute one is born with)
- M**ORALITY (the voice of conscience)
- A**WARENESS (consciousness which can be raised with practice)
- N**OBLILITY (practice of virtues in thoughts, words and deeds)
- E**QUANIMITY (the mental and emotional equipoise)

A man can become humane by practicing the universal human value of Love, Peace, Truth, Non-violence and Right Conduct in thoughts, words and deeds. These basic human values are inherent in every human being and one has to through conscious efforts elicit these for manifestation in behaviour in everyday life. In ancient times the educational institutions have standard curriculum (tools and techniques) to facilitate the fostering and blossoming of these human values in a child. The joint family system provided an ideal platform to practice the values mundane life preached in school. The grand parents association empowered the children to ingrain sterling traits of heart and soul and have impregnable steel frame of impeccable character to face the challenges of life.

(ii) **STRESSED OUT CHILDREN**

“In a study by the Institute of Home Economics Delhi University in collaboration with ICMR in various schools of Delhi revealed the following alarming figures 800 children surveyed, 25% have high blood cholesterol, 35% have high blood pressure, 35% are underweight and 13% are overweight.” **(Para 1, page 19, Educare, Dr Hiramalini Seshadri)**

The above findings speak of a constantly high stress level in school going children. The contemporary education system with undue emphasis on academic performance neglecting the emotional and humaneness quotient development in children have robbed the children of joy and fun of childhood. The education system bereft of any values education component is demonstrating resulting in lopsided development of personality of a child. As per a preliminary survey done, by 2020 India will have the highest population of patients suffering from life style diseases like stress, diabetes, heart problems etc

With abounding negativities in social environment, our school textbooks talk more about wars than about the lives of people with exemplary values. The students look for role models from the contemporary world, as they can relate to them. However, textbooks imply that such people lived only in Sat Yuga (the spiritually evolved era according to Hinduism) or centuries ago. The media also underplays reports of exemplary people as it assumes that reporting of good deeds are uninteresting, hence unsaleable. Sri Sri Ravi Shankar of 'Art of living foundation' once remarked that a man of modern times has forgotten the art of natural smile and a majority suffer from tension. It appears **'TENSE' Syndrome** as depicted below is afflicting a good part of populace.

TENSION (a rising incidence of hypertension patients)

EGO (a rising incidence of road rage and domestic violence)

NEGATIVITY (cynicism scepticism as propelled by media)

SELFISHNESS (Self centred and utilitarian outlook)

EMPTINESS (a rising incident of yuppie flue and depression blues)

"It is because human values are absent in "educated" persons that they are steeped in anxiety and worry"

- Sri Sathya Sai Baba

(iii) DECLINE OF HUMAN VALUES

"There was a time when a person exhibiting human values and good character was valued in society. In the family, pursuit of human value was considered most important. In those days parents considered a child with character as most precious gift of God. In the school also character development was considered primary and scholarship secondary. But alas, the flood of progress in modern times seems to have swept character away from the public mind. Instead schools and universities today are busy stuffing the minds of students with information- some of it of questionable value and in producing whiz kids. As one distinguished educationist recently lamented "These days we seem to be interested only in turning out clever devils" (**Para 2,Page1 The End of Education is Character**)

Sadly ,Society has stopped attaching value to cultivation of noble character and human values in youth ,little realising that it is ultimately character that sustains a nation and indeed humanity as a whole. Since it is said end of education is character. We really need to review the existing education system to explore inclusion of a curriculum on education in human values.

In this era of anarchy ,anger and unrest the spiritual leaders are trying to stem the rot.Begining with the Ramakrishna Mission, The Chinmaya Educational movement, the Jain education movement, the Buddhist renaissance under the Dalai Lama, the

Educational movement of Mata Amrityaanadamayi and numerous others are trying to turn the tide. In West the the catholic and liberal churches and the kibbutz movement among the Jews are trying to initiate humanism and spiritual awareness among the growing children. In Islamic countries the Madrassas are trying to teach God's words to humanity. Above all a successful silent revolution has been underfoot for the past thirty five years under the aegis of world teacher Sri Sathya Sai Baba. He has proved to the world through the sterling students emerging from sathya sai educational institutions in India and abroad that how it is possible to combine education in human value programme with conventional education. The aim of EHV (EDUCARE) programme is to to turn out youth with the highest physical, mental, emotional and spiritual well being. The central theme of EHV programme is restore a 'Tense syndrome' afflicted human being to its natural state i.e. 'Humane' human being.

(iv) EDUCATION AND EDUCATION IN HUMAN VALUES (EHV) DIFFERENTIATED

The secular education is concerned with the imparting of text book knowledge about phenomena of physical external world and is informational. The education in human value is concerned with blossoming of innate human values and potential of a child and is transformational. Some points of distinction between the two are highlighted below;

- (a) Secular education makes you great EHV makes you good
- (b) Secular education give you shakti. EHV gives you bhakti (Devotion).
- (c) Secular education for earning a living. EHV for making life happy.

(d) Secular education enables one to get information through senses

EHV enables distilling values and wisdom within.

(e) Secular education gives you yukti and makes you a bhogi

EHV gives you mukti and makes you a true karma yogi.

(h) Secular education enables one to develop intelligence quotient (IQ)

EHV enables one to develop emotional intelligence (EQ) and spiritual intelligence (SQ).

(v) **OBJECTIVES OF EHV**

"Just as the rivers Godavari and Krishna have their sources in the Ocean, education has its roots in *Educare*. Physical and worldly knowledge corresponds to education. *Educare* is related to our inner feelings and purity of heart. Our *mata, pita and beta* (Speech, Song and Way of Life) should originate from heart. That is the essence of *Educare*. Even if you acquire any number of degrees, if you lack purity of heart, you cannot be called truly educated. You must understand the purpose of education and act accordingly. Then your life will be redeemed."

-Sri Sathya Sai Baba

The objective of education in human values programme is to impart values to the growing personalities of children. This will enable them to live their lives to the fullest potential. At the same time, they will share with people who are less fortunate and contribute to the general welfare of the whole community, the country and the world through participation in this programme.

(a) Appreciate the five basic human values of Truth, Right Action, Peace, Love and Non-violence as essential to the development of character.

- (b). Acquire necessary skills that will help them to experience the five human values.
- (c). Experience the five human values in dynamic and relevant ways so they can put them into daily practice.
- (d) Learn about the cultures, customs and religions of other people in order to appreciate the brotherhood of man.
- (e) Acquire decision making skill to facilitate moral learning and discriminating right from wrong.
- (f) Develop a sense of responsibility for the consequences of their actions and act with regard for the rights, life and dignity of labour and all persons.
- (g) Act consistently with the stated human values in thought, word and deed.
- (h). Develop self discipline and self confidence necessary to promote the fulfilment of their potential.
- (j) Develop a healthy attitude towards the environment.
- (k). Develop the "value" skill needed for personal, family, community, national and world harmony.
- (l) Develop ability for imagination/visualisation for pro active creative and out of box thinking.

(vi) **HUMAN VALUES, HAPPINESS AND PEACE**

"Happiness is the most comprehensive and priceless human right. Who deserves it more than the young child in a family? Happiness abounds in families where love overflows. Sri Sathya Sai Baba exhorts each human being to 'establish love firmly in their hearts' According to him, truth, righteous conduct, non-violence, peace and love are five life breaths of every human being. Among these five, love has a unique place

Love as Thought is Truth;

Love as Action is Righteous conduct;

Love as Feeling is Peace, and

Love as Understanding is Non-Violence”

(Para ,Forward, Educare ,Dr Hiramalini Seshadri)

It is said what heat is to fire, cool is to ice, fragrance is to flower, humane values are to human being. The human values of Love, Peace, Right Conduct, Truth and Non-violence are universal in nature and are inherently present in every human being. Through formal tools and technique of education these can be fostered in every human being to manifest experientially in mundane behaviour in the world of action..

Money comes and goes morality comes and grows. Obviously the latent values when empowered by the energy of spirit can work wonders in any domain of human activity. Developed Human values in a person constitute a spring board for human excellence, ingenuity and creativity to blossom and flourish. In the corporate sector across the globe, it is proved time and again that the traits of ingenuity and innovative creativity differentiate the super achievers from the rest.

“As per research studies conducted in various parts of globe it is firmly established that emotional intelligence (EQ) accounts for 80% of success and happiness of a person. Whereas intelligence quotient (IQ) contributes only 20% as a contributing factor for success in career and happiness in life”. **(Page 22, 23 Emotional Intelligence at Work, Dalip Singh)** Education in human values as potent behaviour modification programme is greatly instrumental in improving the EQ level of a student. EHV is recognised as a proven methodology in toning up the spiritual intelligence (SQ) of a student. It is conclusively agreed by enlightened educationists that education should be both material oriented and spirit oriented

therefore value education module must not be incorporated as mandatory module in the educational curriculum.

1.9 RESEARCH QUESTIONS

Based on a preliminary review of literature available on the dissertation subject and interactions with students and teachers of value/moral educations of various institutions, the following research questions have been framed to serve as a hypothesis about the transformative potential of education in human values and its formal introduction and implementation in the context of modern education system.

(i) Is education in human values instrumental in shaping up the character?

of a student to become a better human being?

(ii) Does education in human values enable a student to secure success in profession/occupation/business by enhancing personal effectiveness?

(iii) Does education in human values empower a student through self management to be happy, content and peaceful?

1.10 METHODOLOGY

(i) The methodology for proposed research is to

(a) Conduct detailed case study of students to assess the impact of value education on inner and outer personality and resultant transformation.

(b) Collect primary data through a detailed questionnaire framed on the basis of research questions from students, parents, teachers and others associated with value education personal interview

(c) Other mediums: Secondary data already available on any related aspect of the research topic shall also be made use of where ever applicable and pertinent.

1.11 CHAPTERISATION SCHEME

(i) Chapter I Dissertation Proposal

(ii)Chapter II Human values, action and education

(iii)Chapter III Education in human value (EHV) experience, practices and techniques followed in schools.

(iv)Chapter IV Collection, analysis, interpretation of responses data, case study and fact sheet of credentials.

(v)Chapter V Conclusions and Recommendations

(vi)Chapter VI Government Policy on Value Education and infrastructure required for implementation.

(vii)Chapter VII Bibliography

1.12 ANALYSIS AND CONCLUSIONS

On analysis and interpretation of information and preliminary feedback received from the parents, students, teachers and other institutions associated with imparting of education in human values the following facts emerge

(i) That education in human values if imparted systematically has immense transformative potential in fostering and blossoming of human persona in all the domains of personality i.e. Physical, Intellectual, Emotional, and Spiritual.

(ii) That education in human values enables a student to flower into a better human being i.e. one who is responsible, responsive and dutiful in personal intimate, family, social and National Zones

(iii) That education in human value tones up the IQ, EQ and SQ level of a student to become responsive law abiding awakened citizen who can prove to be an invaluable asset to Nation.

(iv) Considering the enormous potential and benefits which accrue to students and schooling institutions education in human values appears to be a vital link missing in the existing education system. Accordingly, it will be worthwhile to conduct a detailed research study on this subject to find out

(a) Its outcome in various domains in experiential terms in schools and institutions where it is being imparted.

(b) To explore the possibility of harmonising and optimising the existing curriculum techniques, and pedagogical tools in the light of international practices.

(c) Provide on basis of findings of research study, relevant inputs for formulation of policy as regards standardisation of education in human values and its formal introduction in the existing education system.

(d) Recommend the methodology and modalities for formal inclusion of education in human values as a compulsory subject in the standard curriculum of secular education being imparted.

1.13 REFERENCES

(i) Education For Life preparing children to meet the challenges (Swami Kriyanda)

(ii) Naitik Shiksha aur Charitra Nirmaan (Prajapati Brahamakumari Iswesvariya Vishvavidalaya)

(iii) Education and the aim of human life (Pavitra/Sri Aurobindo Ashram Pondicherry)

(iv) Profile of the perfect person (Vedanta Vision, Jaya Row)

