

CHAPTER IV

4.1 COLLECTION, ANALYSIS, INTERPRETATION OF RESPONSES DATA, CASE STUDY AND FACT SHEET OF CREDENTIALS.

In order to test the veracity of the research hypothesis, an elaborate plan was composed to collect the requisite field data, relevant facts and related credentials.

A case study has also been constructed to supplement the findings on the research subject. During the preliminary study of the research subject, lot of positive feedback was received from parents, students and teachers on the observed benefits of value education on grooming of students. Based on interactions with students and teachers of value educations, the following research questions were framed to construct hypothesis about the transformative impact of Education in Human Values (EHV) 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?

4.1 THE RESEARCH HYPOTHESIS

(i) The research paper purports to size up the actual impact of education in human values on vital personality traits like belief, attitude and character of students in following domains

As a person in personal intimate zone

As a professional in work place or business

As a member of family

As a member of society/citizen of nation

As a member of humanity on mother earth

Accordingly the hypothesis for the proposed research plan is ***direct positive correlation between imparting of Education in Human Value (EHV) and its perceived transformative impact in terms of.***

(a) Student becoming a content, happy and good positive person in life

(b) Student being highly successful in job / business / profession

(c) Student becoming an enlightened and useful member of society

(d) Student becoming an awakened responsible citizen of the Nation and

(e) Eventually student becoming an invaluable asset to humanity on mother earth

(ii) As a logical corollary, an allied study of the existing practices, techniques and pedagogies of education in human values/ value education in schools and institutions in Indian and abroad was undertaken to find out their experience and existing practices in application.

4.2 THE MODEL OF A GOOD MANAGER AND A PERSON

(i) As the research hypothesis purports to assess the transformative impact of EHV on a student in various zones of personality and life, it was a prerequisite that all the key and operative behavioural traits are addressed in the research questionnaire. After a detailed

discussion with guide on the drafted questionnaire it was decided to ascertain through a broad based survey a competent view of

(a) What exactly constitutes a good manager/ leader at work place?

(b) How absence of human values manifests as negative behavioural traits leading to some people earn the accolade of bad boss and bad subordinate.

(c) What is the connection between presence of certain positive behavioural traits (Human Values) in a person and success in career and life management skills to be content and happy?

Accordingly a draft sample model of an ideal leader (boss), a bad boss, an ideal subordinate, a bad subordinate and an ideal person was constructed and was addressed to a randomly selected group of administrators, corporate managers, industrial engineers, HR management consultants, Senior army commanders, chartered accountants, eminent educationist and practicing professionals in human behaviour.

(ii) Based on the responses received from various respondents, the draft model of a good leader and good person has been validated and optimised. Similarly a trait bank comprising of some generalised behavioural traits perceived to be prevalent among bad manager and bad subordinate has been enumerated.

(iii) INTREPRETATION

On perusal of the model constructed, it may be inferred that a good leader at work place and a good person positively manifest certain behavioural traits like

(a) Integrity, trust, transparency, ethics, simplicity, initiative, courage, resourcefulness, self confidence and team leadership in conduct (Human value of **RIGHT CONDUCT**)

(b) Empathy, concern for others, appreciation and respect for diverse cultures, respect for institutional ethos and sensitivities (Human value of **NON-VIOLENCE**)

(c) Spirit of enquiry, scientific rational temper, secular attitude, sense of discrimination (ability to judge judiciously), and straight forwardness in dealings (Human value of **TRUTH**)

(d) Sincerity, caring for subordinates, sharing power, open, democratic, human touch, patience, commitment to organisational goal (Human value of **LOVE**)

(e) Understanding, balanced, focussed clear thinker, optimistic, emotionally intelligent (Human value of **PEACE**)

(iv) INTERPRETATION

On a perusal of the model of a bad boss, subordinate, it can be inferred that the following traits tend to dominate general behaviour.

(a) There is no agreement between what he thinks, says and does, is not dependable and trusted by people around. (His actions are not seen to be fair, transparent and there is virtuous absence of '**RIGHT CONDUCT**' as a human value)

(b) He keeps his self interest above all considerations and is willing to harm/run down others and the institution and organisation. (Selfishness is absence of '**LOVE**' as a human value)

(c) He harbours a slew of negative emotions regularly and is full of bloated ego. He hurts people in multiple ways (Absence of human value of '**NON-VIOLENCE**')

(d) He is not a centred, balanced and considerate person (lack of empathy) in interpersonal human affairs. Absence of human value of '**PEACE**')

(e) He is not forward looking inquisitive, well organised and disciplined person, with no fair sense of discrimination. (Absence of human value of '**TRUTH**')

4.3 DETAILED QUESTIONNAIRE

(i) On an objective analysis of trait banks of individuals in diverse roles; (as a manager/professional or as a person) there is a potent evidence of some connection between certain human values (manifesting as positive behavioural patterns and attitudes in every day life) and one being an effective leader in work zone and positive contributor in diverse socio –human domains i.e. family, society and world

(ii) The detailed questionnaire was accordingly fine tuned in the light of findings of survey / model set of human values which play significant role in success of people at work, family and social domains. The detailed questionnaire had five sections

Section A relating to behavioural traits observed of an effective individual in **personal intimate zone**.

Section B relating to behavioural traits observed in a successful person at **work place**.

Section C relating to behavioural traits in successful persons observed in **family domain**.

Section D relating to behavioural traits observed in a positive contributor in **societal set up**.

Section E relating to behavioural traits observed in a positive contributor in human affairs in **global domain**.

(iii) In order to get holistic picture of transformative impact of value education, focussed questions on diverse aspects were framed. The grading scheme included the following multiple options

0 for no impact (0% impact)

1 for little impact (impact ranging from 0 to 20%)

2 for some impact (impact ranging from 20 to 40%)

3 for good impact (impact ranging from 40 to 60%)

4 for very good impact (impact ranging from 60 to 80%)

5 for very strong impact (impact ranging from 80 and above)

The questionnaire was addressed to randomly selected target group which largely comprised of ex-students who had formal value education in school/institution and had practical work experience (minimum five years)

However to get a 360 degree holistic view the questionnaire was also addressed to a few

(I) Teachers of value education

(ii) Heads of schools/institution imparting value education

(iii) Educationists specialising in value education.

(iv) Other experts associated with value education

The respondents were contacted in person, through telephone and emails to elicit the desired response. Out of 56 respondents, response (after concerted chasing) was received from 26 individuals. The data relating to responses in terms of grading i.e. (very strong impact to Nil impact) have been compiled as under. The interpretation and commentary of response data collected for each point of each section

4.4 ANALYSIS AND INTERPRETATION OF RESPONSE DATA

Section A

As a Person in Personal Intimate Zone

1. EHV/VE enabled me to regularly practice Silent sitting/Meditation to maintain a state of constant integrated awareness i.e. remain calm, peaceful and unruffled irrespective of any provocative stressful situations in everyday life.

GRADED IMPACT: LITTLE (3) SOME (3) GOOD (8) VERY GOOD (9) VERY STRONG (3)

More than 80% of respondents feel that EHV proved as an enabling force in cultivating in them the habit of engaging in silent sitting or meditation of varied kind and equipoise and balance of mind .This relaxed state of mind has empowered them to successfully face the adverse situation in every day life without getting upset.

2. EHV/VE empowered me to cultivate prayerful attitude towards life and to say a kind word of prayer even for people who do not like me or treated me badly.

GRADED IMPACT: NIL (1) SOME (1) GOOD (7) VERY GOOD (12) VERY STRONG (5)

More than 90% of respondents are of the view that EHV has enabled them to develop a positive, prayerful outlook towards people and not to get blown away even if their hard work does not immediately yield expected return or fruit. This attitude obviously led (if may be concluded reasonably) to win friends out of foes.

3. EHV/VE empowered me to develop the ability to listen to the voice of conscience and cultivate a strong sense of discrimination (judgement as to what is good and moral in every day life situations) and act accordingly.

GRADED IMPACT: GOOD (7) VERY GOOD (10) VERY STRONG (9)

The entire group of respondents feel that EHV has empowered them to cultivate the vital life skill of discrimination between virtue and vice in trying situations involving moral dilemmas. This obviously follows that the deeds of the respondents in the real world of action, are good and noble.

4. EHV/VE enabled me to cultivate a habit of right thinking, right speaking and right acting thereby building a strong foundation of righteousness in my behaviour.

GRADED IMPACT: LITTLE (1) SOME (1) GOOD (3) VERY GOOD (13) VERY STRONG (8)

The entire group of respondents feel that EHV has empowered them to practice harmony between thought, words and deeds. This trait of righteousness in behaviour is proven to lead to cultivation of virtues like trust, dependability and transparency considered very vital for earning the confidence of others.

5. EHV/VE empowered me to grow into a loving, caring, sensitive and warm person who believes in sharing material things and non material ones (good feelings/happiness) with fellow beings.

GRADED IMPACT: SOME (1) GOOD (4) VERY GOOD (14) VERY STRONG (7)

More than 80% of the respondents are of the view that EHV has greatly influenced them in cultivating infectiously positive traits of being loving, caring and sensitive to other's needs and rights. This rare trait enables one to earn a high face and acceptability value in terms of gelling in groups and team formal or informal.

6. EHV/VE empowered me to develop a sense of purpose in life and quest for self development (good thoughts, feelings and habits and seeing good traits in other people's personality for imbibing the same in self). Do continuous self audit and go about the task with commitment.

GRADED IMPACT: LITTLE (1) GOOD (3) VERY GOOD (6) VERY STRONG (16)

Almost 90% of respondents have indicated that EHV has successfully infused in them a sense of meaningful purpose for achieving higher dimensions in life. As per the response the entire group of respondents opined that EHV has set them on a path of kaizens in life i.e. continuously trying to enrich one's persona with qualities of head and heart. Needless to say such seekers as they grow always try to add life to the years rather than adding years to life.

7. EHV/VE enabled me to cultivate the habit of having a cheerful disposition, immaculate manners and ability to greet every one with infectious warmth.

GRADED IMPACT: SOME (1) GOOD (8) VERY GOOD (8) VERY STRONG (9)

Almost 90% of respondents believed that EHV has metamorphosed them to wear a cheerful disposition and sweet smile in the hurly burly of life.

They feel that EHV has enabled them to cultivate excellent mannerism including an intimate way of greeting others. Thus it is seen in addition to immense value addition to intrinsic net worth of an individual, EHV has also given a face lift to their face value.

8. EHV/VE empowered me develop strong self belief in my abilities and cultivate positive attitude towards challenges and unforeseen situations in life.

GRADED IMPACT: GOOD (6) VERY GOOD (12) VERY STRONG (8)

From responses received it is obvious the entire group agreed unanimously that EHV has empowered them to have belief in their ability to successfully face and negotiate challenges and uncertainties arising in life affairs. As per them EHV has contributed significantly in cultivation of positive attitude towards mundane affairs.

9. EHV/VE enabled me control the quantity and quality of thoughts in mind, concentrate intensely and have focussed thinking on an issue.

GRADED IMPACT: NIL (1) GOOD (10) VERY GOOD (10) VERY STRONG (5)

Over 97% of the respondents believed that EHV has empowered them to check the vagaries of mind and concentrate and think critically on issue in hand with single minded application.

10. EHV/VE empowered me look at the emerging situation dispassionately, think authentically, weigh pros and cons of various moves/actions and respond thoughtfully.

GRADED IMPACT: LITTLE (1) SOME (2) GOOD (6) VERY GOOD (13) VERY STRONG (4)

Over 80% of the respondents agreed in their responses that EHV has significantly empowered them with emotional skill to respond thoughtfully (rationalising the situational variables before arriving at a conclusion rather react impulsively) to situations. This is a crucial component of life skill of emotional intelligence.

11. EHV/VE enabled me to check the surge of dysfunctional emotions like anger, jealousy, discontent, sadness, dejection and fear in life affairs, feel good and act positively.

GRADED IMPACT: GOOD (9) VERY GOOD (8) VERY STRONG (9)

Almost the entire group of respondents agreed that EHV to a great extent is an enabling force in improving their emotional skill to neutralise negative emotions and to act wisely in decisively positive way.

12. EHV/VE empowered me to discern and empathise with the feelings/emotions of others and build mutually empowering relationship.

.GRADED IMPACT: SOME (2) GOOD (5) VERY GOOD (13) VERY STRONG (6)

The entire group of respondents indicated that due to their intense exposure to concepts and practice in EHV they were greatly helped in the cultivation of rare life skill of empathising with others.

13. EHV/VE enabled me to maintain a disciplined regime of physical fitness and wellness through regular exercise/yoga/sports(on account of human value of discipline in life)

GRADED IMPACT: SOME (6) GOOD (11) VERY GOOD (7) VERY STRONG (2)

Majority of the respondents confirmed the fact that due to inculcation of human value of 'Discipline' they were greatly helped in following a systematic regime of physical exercise,yoga and sports .The pristine value of discipline has greatly benefited them in pursuing physical activities and yogic exercises as a part of daily schedule.

Section B

As a Professional in Work Place or Business

14.EHV /VE empowered me to treat my work/job as worship frequently connect to Divine source as I go about the business of the day for strength to do my best for delivering excellent quality output and leaving the rest to Lord.

GRADED IMPACT: GOOD (3) VERY GOOD (12) VERY STRONG (11)

An overwhelming number (23 out of 26 respondents (90%) believed that EHV teachings significantly transformed their attitude towards work. Now doing professional work to best of their capabilities is as sacred as doing worship. It is widely echoed that EHV has instilled in them the Gita famous teaching of Nishkam Karma i.e. doing the best in job and leaving the rest (result) to divine source.

15. EHV/VE enabled me to cultivate a strong sense of punctuality, systematic and disciplined approach in all professional/official pursuits.

GRADED IMPACT: GOOD (6) VERY GOOD (13) VERY STRONG (7)

Almost 80% of the respondents agreed that EHV contributed significantly in inculcating great sense of self discipline in terms of being punctual and disciplined in the pursuit of job or other professional chores. The human value of Right conduct (Dharma/duty) taught as an integral part of EHV programme was immensely instrumental in the religious compliance of time management in official affairs.

16. EHV/VE empowered me to envision future, set goals/targets on professional matter/work and realise them within predefined time frame.

GRADED IMPACT: NO (2) SOME (3) GOOD (10) VERY GOOD (9) VERY STRONG (2)

More than 80% of the respondents agreed that thanks to EHV they have successfully imbibed the art of planning and goal setting in professional manner. In fact as a part of Jyoti Meditation (Light meditation is an integral part of EHV Module) the students are required to concentrate at the tip of the nose in silent sitting and make a resolve of setting small targets of work.

17. EHV/VE enabled me to have masterful understanding of human nature and emerge as an effective business leader/professional in complex conflicts ridden work situations.

GRADED IMPACT: LITTLE (1) GOOD (10) VERY GOOD (11) VERY STRONG (4)

More than 95% of the respondents who responded to questionnaire were of the view that EHV endowed them with a rich understanding of the dynamics of human mind functioning. This has enabled them as a professional manager to marshal and harness human resource effectively even in challenging work situations.

18. EHV/VE enabled me to connect to people on heart to heart basis and strike powerful rapport to communicate predefined goals/delegate assignments effectively.

GRADED IMPACT: SOME (1) GOOD (4) VERY GOOD (17) VERY STRONG (4)

21 out of 26 respondents feel that EHV has significantly transformed them into an effective communicator who can connect to people at work place on heart to heart basis for attaining organisational goals. They

believe that to a great extent the interactive schedule of EHV empowered them with communicational skills which help them a great deal in the task of delegation of work.

19. EHV/VE enabled me to exercise a deep sense of empathy with people, motivate them and secure their willing co-operation in all work pursuits.

GRADED IMPACT: LITTLE (1) SOME (1) GOOD (5) VERY GOOD (11) VERY STRONG (8)

More than 90% of the respondents are of the view that EHV contributed significantly in development of rare emotional intelligence traits like empathy. Courtesy. They are now enlightened enough to inspire people at work place for shouldering higher and difficult responsibilities.

20. EHV/VE enabled me to develop a strong sense of intuitive wisdom to anticipate probable contingencies and plan accordingly.

GRADED IMPACT: LITTLE (2) SOME (2) GOOD (8) VERY GOOD (12) VERY STRONG (2)

A majority (over 80%) of the respondents replied that EHV has empowered them with esoteric skill of intuitive wisdom and this life skill has helped them greatly in visualising probable change and do timely planning to meet the contingencies.

21. EHV/VE enabled me to look at every organisational problem as challenge for professional and personal growth and face it energetically.

GRADED IMPACT: () GOOD (9) VERY GOOD (12) VERY STRONG (5)

22. EHV/VE empowered me to make all out efforts (give more than 100%) to realise my potential/talent in varied domains of administrative/managerial development.

GRADED IMPACT: NO (1) GOOD (11) VERY GOOD (6) VERY STRONG (8)

In response, the entire group of respondents agreed that EHV has greatly enabled them to actualise their potential in work and professional scenario.

23. EHV/VE empowered me to get sensitised towards the needs of external and internal customers of the organisation and serve them with best of my professional excellence and commitment.

GRADED IMPACT: NO (1) SOME (1) GOOD (5) VERY GOOD (11) VERY STRONG (8)

Over 70% of the respondents approached have indicated that EHV has significantly contributed in inculcation of sensitivity towards stakeholders in the system. Another 20% of the respondents feel that there is visible impact of EHV in terms of manifestation of genuine concern for the needs of customer/suppliers of the organisation. EHV also enabled them to a great extent in being considerate to the needs of peers, colleagues and subordinates in the organisation.

24. EHV/VE enabled me to develop power of imagination/visualisation and do out of box thinking to innovate creative solutions to problems.

GRADED IMPACT: Some (4) GOOD (8) VERY GOOD (8) VERY STRONG (6)

More than half of the respondents contacted have agreed that EHV has immensely helped them in developing a sharp power of imagination leading to rare life skill of out of box thinking. Another one third of respondents believed that EHV in some way contributed to their intellectual development endowing them with the powerful faculty of visualisation/creative thinking which is recognised for cracking intractable problems with innovating solutions.

Section C

As a Member of Family

25. EHV/VE empowered me to treat every member of family with pure and unconditional love.

GRADED IMPACT: SOME (1) GOOD (5) VERY GOOD (6) VERY STRONG (14)

More than 80% of respondents agreed that EHV has significantly helped them cultivate the virtuous human value of love towards others. Another one fourth of the respondents acknowledged the fact that EHV to some extent empowered them to shower love, care and affection on others unconditionally.

26. EHV/VE empowered me to practice the pristine saying "Charity begins at home" in experiential terms.

GRADED IMPACT: LITTLE (1) SOME (1) GOOD (4) VERY GOOD (9) VERY STRONG (11)

More than 80% of the respondents are of the view that EHV has helped them greatly in serving and helping their familial relations in experiential terms.

27. EHV/VE enabled me to encourage other members to set family goals (good parenting etc) and pursue them with sincerity and commitment.

GRADED IMPACT: LITTLE (1) SOME (2) GOOD (7) VERY GOOD (7) VERY STRONG (9)

Almost 90% of respondents agreed that EHV has contributed significantly in instilling in them the sense of good parenting and good family in the societal set up.

28. EHV/VE empowered me to exercise restraint and patience in tense situations and avoid unnecessary confrontation and conflict with family members.

GRADED IMPACT: SOME (1) GOOD (7) VERY GOOD (8) VERY STRONG (10)

A majority of respondents (over 90%) felt that practicing EHV in every day life enabled them to check the surge of negative emotions and manage tense situations without conflict.

29. EHV/VE empowered me to spend quality time with family members to build rapport in the pursuit of peace, contentment and happiness.

GRADED IMPACT: NIL (1) LITTLE (1) SOME (1) GOOD (7) VERY GOOD (8) VERY STRONG (8)

Almost 90% of the respondents agreed that EHV made them a better person thereby maximising peace, harmony and happiness at home

Section D

As a Member of Society/Citizen of Nation

30. EHV/VE empowered me to develop love for society (Sangha Prema) and consider society as an extended family.

GRADED IMPACT: GOOD (8) VERY GOOD (11) VERY STRONG (7)

Almost the entire group of respondents were of the view that EHV enabled them to form a common bond with society and honour in letter and spirit the pristine social ethos.

31. EHV/VE empowered me to understand my success in career as a gift from society and my responsibility by giving back to society in some way say social service.

GRADED IMPACT: GOOD (6) VERY GOOD (14) VERY STRONG (6)

Almost the entire group of respondents had realised that thanks to EHV it is not only their rights but duties towards society which need to be honoured. Accordingly doing social and community service has become integral part of their life affairs.

32. EHV/VE enabled me to treat all alike irrespective of caste and creed and build a good social network.

GRADED IMPACT: GOOD (3) VERY GOOD (9) VERY STRONG (14)

The entire respondent group felt that by virtue of EHV they could understand the unity in diversity thereby enabling them to respect different castes and religions.

33. EHV/VE enabled me to understand that it is my duty to comply with law of land and discharge my duties as an exemplary citizen.

GRADED IMPACT: SOME (2) GOOD (3) VERY GOOD (11) VERY STRONG (10)

The entire respondent group felt that EHV enabled them to internalise their duty as a responsible citizen towards laws of the land and other national obligations.

34. EHV/VE empowered me develop nationalistic feeling of patriotism, nation building and swabhiman and contribute selflessly.

GRADED IMPACT: GOOD (5) VERY GOOD (9) VERY STRONG (12)

The entire respondent group felt that EHV enabled them to become conscious of their duties towards nation building and motivated them to contribute in concrete terms.

Section E

As a Member of Humanity on Mother Earth

35. EHV/VE enabled me to internalise the feeling of brotherhood of man and fatherhood of God.

GRADED IMPACT: SOME (1) GOOD (3) VERY GOOD (11) VERY STRONG (11)

The entire respondent group felt that EHV enabled them to live in harmony and peace with others in true spirit of 'Vasudaiva Kutumbakam'

36. EHV/VE enabled me to appreciate and work for protecting the purity of five elements including beauty and abundance of Nature.

GRADED IMPACT: SOME (2) GOOD (3) VERY GOOD (11) VERY STRONG (10)

The entire respondent group felt that EHV enabled to realise and respect the mother nature/creation.

37. EHV/VE enabled me to work for protection of Natural resources considered vital for wellbeing of mankind.

GRADED IMPACT: SOME (2) GOOD (3) VERY GOOD (14) VERY STRONG (7)

The entire respondent group felt that EHV enabled them to become conscious of not only the duty to protect nature but also use scarce resources sparingly (without wastages)

38. EHV/VE enabled me to understand and practice the following precepts.

There is only one religion, the religion of love.

There is only one caste, the caste of humanity.

There is only one language, the language of the heart.

There is only one God and he is omnipresent

GRADED IMPACT: GOOD (1) VERY GOOD (9) VERY STRONG (16)

The entire respondent group felt that EHV enabled them to understand and respect the rich cultural ethos of the country which considers the whole world as a global village with one omnipresent divine Lord.

39. EHV/VE enabled me understand and practice that it is unconditional love which is the basis of creation and sustenance of mankind on mother earth.

GRADED IMPACT: GOOD (1) VERY GOOD (12) VERY STRONG (13)

The entire respondent group felt that EHV enabled them to understand that the cosmic law of unconditional love for one and all .The entire group realised that EHV teachings have greatly motivated them to serve and help one and all for sustenance and welfare of mankind on mother earth.

4.5 EVALUATION OF RESPONSE DATA AND ASSESSMENT OF TRANSFORMATIVE IMPACT OF EDUCATION IN HUMAN VALUE (EHV) ON BEHAVIOURAL TRAITS, HUMAN VALUES AND DOMAINS OF PERSONALITY OF RESPONDENTS.

(i) TRANSFORMATIVE IMPACT OF EHV ON BEHAVIOURAL TRAITS OF A STUDENT

TABLE 2.

S.N O	BEHAVIOURAL TRAIT	RELATED HUMAN VALUE	ASPECT OF PERSONALITY	SCORE	REMARK
1	SILENCE	PEACE	EMOTIONAL	84	67.2
2	PRAYERFUL	NON- VIOLENCE	SPIRITUAL	96	76.4
3.	DISCRIMINATI ON	TRUTH	INTELLECTUAL	106	84.8
4.	RIGHT UOUSNESS	RIGHT CONDUCT	PHYSICAL	103	82.4
5.	CARING SHARING	LOVE	PSYCHE	113	90.4
6.	SELF AWARENESS	TRUTH	INTELLECTUAL	107	85.6
7.	CHEERFUL	PEACE	EMOTIONAL	103	82.4
8.	CONFIDENCE	PEACE	EMOTIONAL	106	84.8
9.	CRITICAL THINKING	TRUTH	INTELLECTUAL	95	76
10.	EQUINIMITYOF MIND	PEACE	EMOTIONAL	95	76
11.	EMOTIONALAW ARENESS	PEACE	EMOTIONAL	104	83.4
12.	EMPATHY	PEACE	EMOTIONAL	101	80.8
13.	PHYSICAL FITNESS	RIGHT CONDUCT	PHYSICAL	83	66.4
14.	NISKAM KARMA	RIGHT CONDUCT	PHYSICAL	112	89.6
15.	PUNCTUALITY	RIGHT CONDUCT	PHYSICAL	105	84
16.	GOALS SETTING	RIGHT CONDUCT	PHYSICAL	82	65.6
17.	LEADERSHIP	RIGHT	PHYSICAL	95	76

S.N O	BEHAVIOURAL TRAIT	RELATED HUMAN VALUE CONDUCT	ASPECT OF PERSONALITY	SCORE	REMARK
18.	COMMUNICATION	PEACE	EMOTIONAL	102	81.6
19.	ABILITY TO MOTIVATE	RIGHT CONDUCT	PHYSICAL	102	81.6
20.	INTUITIVE WISDOM	TRUTH	INTELLECTUAL	88	70.4
21.	OPTIMISM	PEACE	EMOTIONAL	100	80
22.	TEAM WORK	RIGHT CONDUCT	PHYSICAL	97	77.6
23.	SENSITIVITY	LOVE	PSYCHE	101	80.8
24.	CREATIVITY	TRUTH	INTELLECTUAL	94	
25.	COMPASSION	LOVE	PSYCHE	111	88.8
26.	RESPONSIBLE	RIGHT CONDUCT	PHYSICAL	106	84.8
27.	HARMONY	NON VIOLENCE	SPIRITUAL	99	79.2
28.	PATIENCE	LOVE	PSYCHE	105	84
29.	HAPPINESS	PEACE	EMOTIONAL	96	76.8
30.	UNIVERSAL LOVE	NON VIOLENCE	SPIRITUAL	103	82.4
31.	SOCIAL SERVICE	NON- VIOLENCE	SPIRITUAL	104	83.2
32.	SECULAR	NON- VIOLENCE	SPIRITUAL	115	92
33.	NATIONAL DUTIFULNESS	RIGHT CONDUCT	PHYSICAL	107	85.6
34.	PATRIOTISM	LOVE	PSYCHE	111	88.8
35.	BROTHERHOOD	NON VIOLENCE	SPIRITUAL	105	84
36.	CONSERVING NATURE	NON VIOLENCE	SPIRITUAL	107	85.6
37.	NATION BUILDING	RIGHT CONDUCT	PHYSICAL	104	83.2
38.	GLOBAL CITIZENSHIP	NON VIOLENCE	SPIRITUAL	118	94.4
39.	COSMIC CITIZENSHIP	RIGHT CONDUCT	PHYSICAL	116	92.8

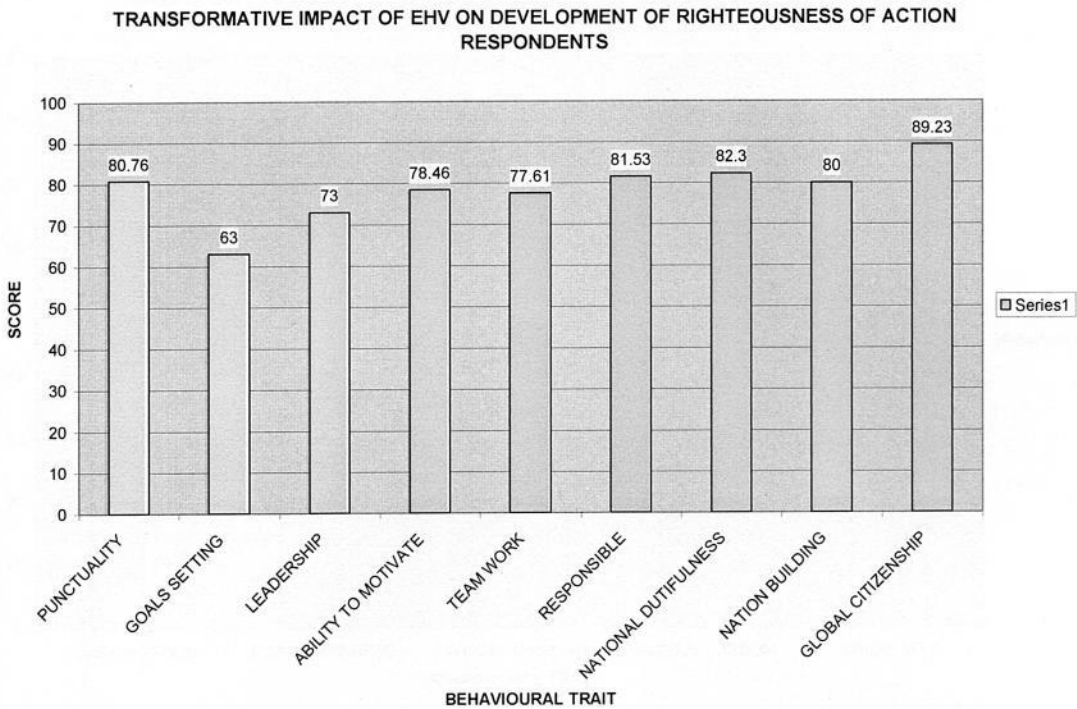
IMPRESSION: EHV has contributed significantly in all round development of students in terms of imbibing qualities of head, heart and soul. EHV makes a student a better human being, an effective member of family, a responsible positive member of society, an active contributor to nation building and Mother Nature.

(ii) TRANSFORMATIVE IMPACT OF EHV ON DEVELOPMENT OF RIGTUOUSNESS OF ACTION ON RESPONDENTS

TABLE NO.3

S.N O	BEHAVIOURAL TRAIT	RELATED HUMAN VALUE	ASPECT OF PERSONALITY	SCORE	REMARK
4.	RIGHT EOUSNESS	RIGHT CONDUCT	PHYSICAL	103	79.23
.13	PHYSICAL FITNESS	RIGHT CONDUCT	PHYSICAL	83	63.84
14.	NISHKAM KARMA	RIGHT CONDUCT	PHYSICAL	112	86.15
15.	PUNCTUALITY	RIGHT CONDUCT	PHYSICAL	105	80.76
16.	GOALS SETTING	RIGHT CONDUCT	PHYSICAL	82	63
17.	LEADERSHIP	RIGHT CONDUCT	PHYSICAL	95	73
19.	ABILITY TO MOTIVATE	RIGHT CONDUCT	PHYSICAL	102	78.46
22.	TEAM WORK	RIGHT CONDUCT	PHYSICAL	97	77.61
26.	RESPONSIBLE	RIGHT CONDUCT	PHYSICAL	106	81.53
33.	NATIONAL DUTIFULNESS	RIGHT CONDUCT	PHYSICAL	107	82.30
37.	NATION BUILDING	RIGHT CONDUCT	PHYSICAL	104	80
39.	GLOBAL CITIZENSHIP	RIGHT CONDUCT	PHYSICAL	116	89.23

FIGURE 4



IMPRESSION: EHV helps a great deal in making a student a righteously action oriented in positive concrete terms in the domains of work, society, nation and global challenges.

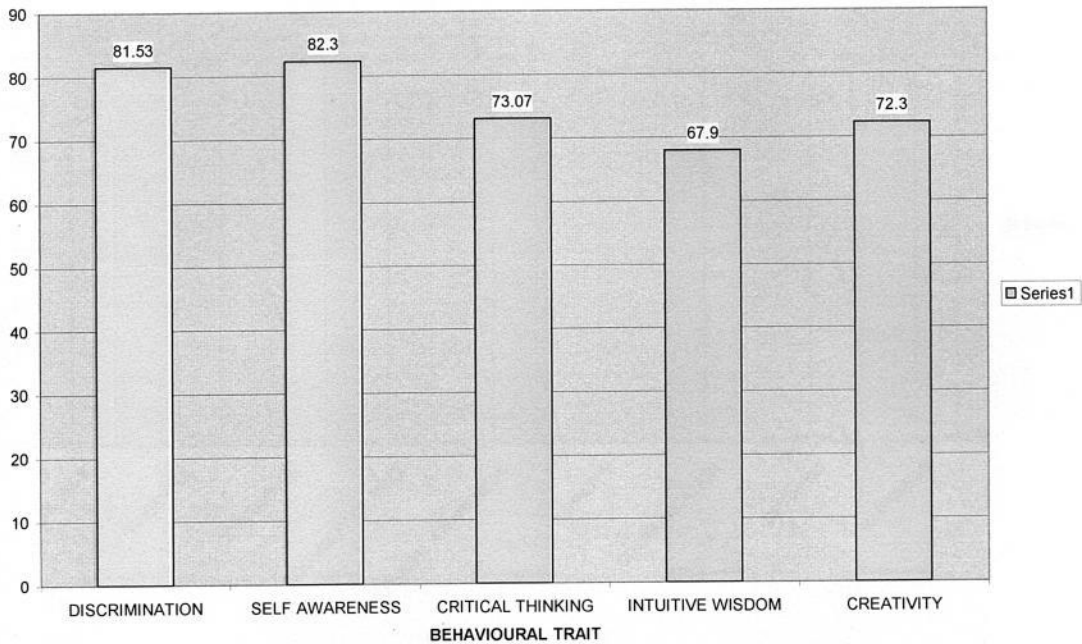
(iii) TRANSFORMATIVE IMPACT OF EHV ON INTELLECTUAL DEVELOPMENT OF RESPONDENTS

TABLE NO.4

S.N O	BEHAVIOURAL TRAIT	RELATED HUMAN VALUE	ASPECT OF PERSONALITY	SCORE	REMARK
3.	DISCRIMINATION	TRUTH	INTELLECTUAL	106	81.53
6.	SELF AWARENESS	TRUTH	INTELLECTUAL	107	82.30
9.	CRITICAL THINKING	TRUTH	INTELLECTUAL	95	73.07
20.	INTUITIVE WISDOM	TRUTH	INTELLECTUAL	88	67.9
24.	CREATIVITY	TRUTH	INTELLECTUAL	94	72.3

FIGURE 5

TRANSFORMATIVE IMPACT OF EHV ON INTELLECTUAL DEVELOPMENT OF RESPONDENTS



IMPRESSION: EHV contributes significantly in development of intellect in a student. EHV helps a student imbibe the crucial life skill like ability to discriminate, think creatively and to intuit.

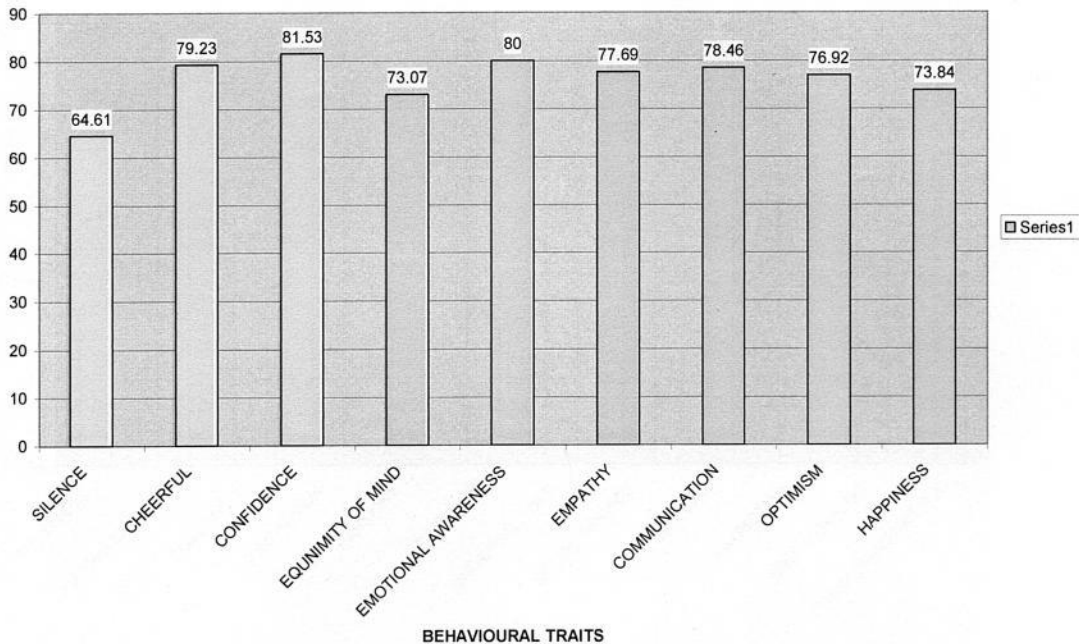
(iv) TRANSFORMATIVE IMPACT EHV ON EMOTIONAL INTELLIGENCE OF RESPONDENTS

TABLE NO.5

S.NO	BEHAVIOURAL TRAIT	RELATED HUMAN VALUE	ASPECT OF PERSONALITY	SCORE	REMARK
1	SILENCE	PEACE	EMOTIONAL	84	64.61
7.	CHEERFUL	PEACE	EMOTIONAL	103	79.23
8.	CONFIDENCE	PEACE	EMOTIONAL	106	81.53
10.	EQUINIMITY OF MIND	PEACE	EMOTIONAL	95	73.07
11.	EMOTIONAL AWARENESS	PEACE	EMOTIONAL	104	80
12.	EMPATHY	PEACE	EMOTIONAL	101	77.69
18.	COMMUNICATION	PEACE	EMOTIONAL	102	78.46
21.	OPTIMISM	PEACE	EMOTIONAL	100	76.92
29.	HAPPINESS	PEACE	EMOTIONAL	96	73.84

FIGURE 6

TRANSFORMATIVE IMPACT OF EHV ON EMOTIONAL INTELLIGENCE OF RESPONDENTS



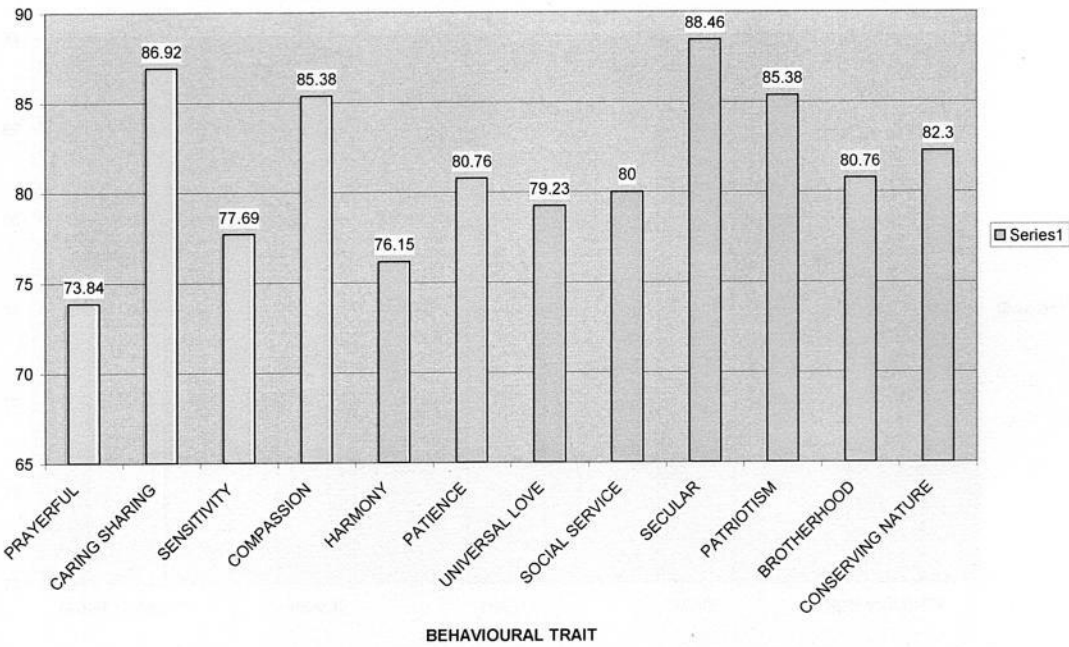
IMPRESSION: EHV is greatly instrumental in making a Student emotionally intelligent (EQ).EHV empowers a student with self confidence (elimination of fear), happy (emotional joy, mood management) and the ability to connect to others on heart to heart basis.

(v) TRANSFORMATIVE IMPACT OF EHV ON SPIRITUAL INTELLIGENCE OF RESPONDENTS
TABLE NO.6

2	PRAYERFUL	NON-VIOLENCE	SPIRITUAL	96	73.84
5.	CARING SHARING	LOVE	PSYCHE	113	86.92
23.	SENSITIVITY	LOVE	PSYCHE	101	77.69
25.	COMPASSION	LOVE	PSYCHE	111	85.38
27.	HARMONY	NON VIOLENCE	SPIRITUAL	99	76.15
28.	PATIENCE	LOVE	PSYCHE	105	80.76
30.	UNIVERSAL LOVE	NON VIOLENCE	SPIRITUAL	103	79.23
31.	SOCIAL SERVICE	NON-VIOLENCE	SPIRITUAL	104	80
32.	SECULAR	NON-VIOLENCE	SPIRITUAL	115	88.46
34	PATRIOTISM	LOVE	PYCHE	111	85.38
35.	BROTHERHOOD	NON VIOLENCE	SPIRITUAL	105	80.76
36.	CONSERVING NATURE	NON VIOLENCE	SPIRITUAL	107	82.3
38.	GLOBAL CITIZENSHIP	NON VIOLENCE	SPIRITUAL	118	90.76

FIGURE 7

TRANSFORMATIVE IMPACT OF EHV ON SPIRITUAL INTELLIGENCE OF RESPONDENTS



IMPRESSION: EHV helps a great deal in empowering a student with a heightened sense of spiritual intelligence (SQ). It follows EHV contributes a great deal in making a student devotional, patient, secular and friendly sensitive to environment, fellow beings and nature.

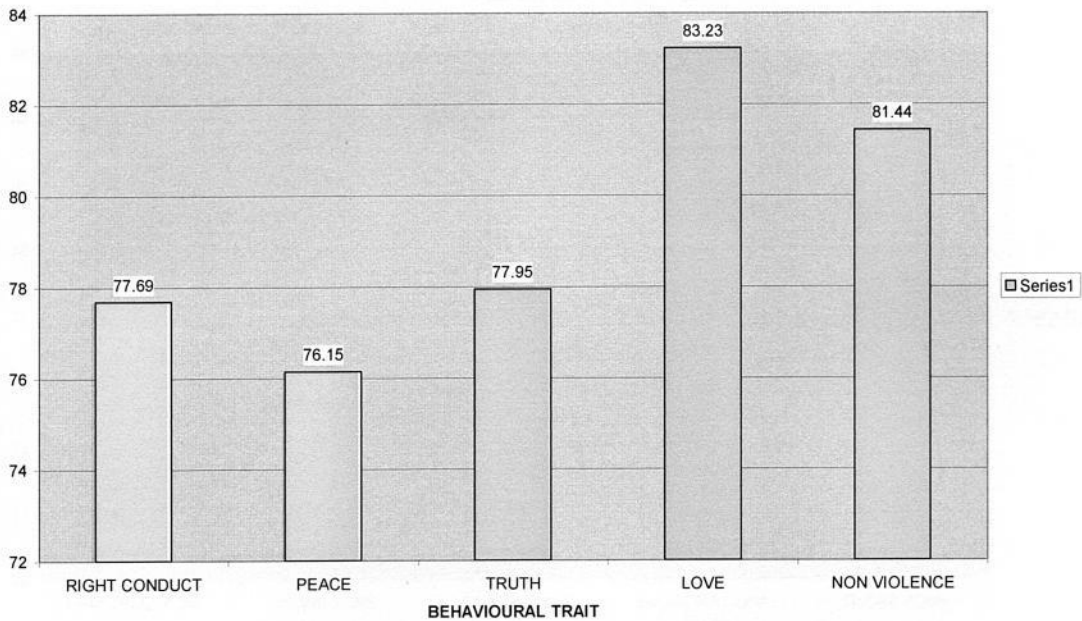
(vi) TRANSFORMATIVE IMPACT OF EHV ON DEVELOPMENT OF HUMAN VALUES IN RESPONDENTS

TABLE NO.7

S.NO	BEHAVIOURAL TRAIT	RIGHT CONDUCT	PEACE	TRUTH	LOVE	NON VIOLENCE
		77.69	76.15	77.95	83.23	81.44

FIGURE 8

TRANSFORMATIVE IMPACT OF EHV ON DEVELOPMENT OF HUMAN VALUES IN RESPONDENTS



IMPRESSION: EHV plays a vital role in manifestation of human values in the actions/deeds/behaviour of a student. EHV contributes decisively in instilling a feeling of compassion, care, share and concern/consideration for others in a student.

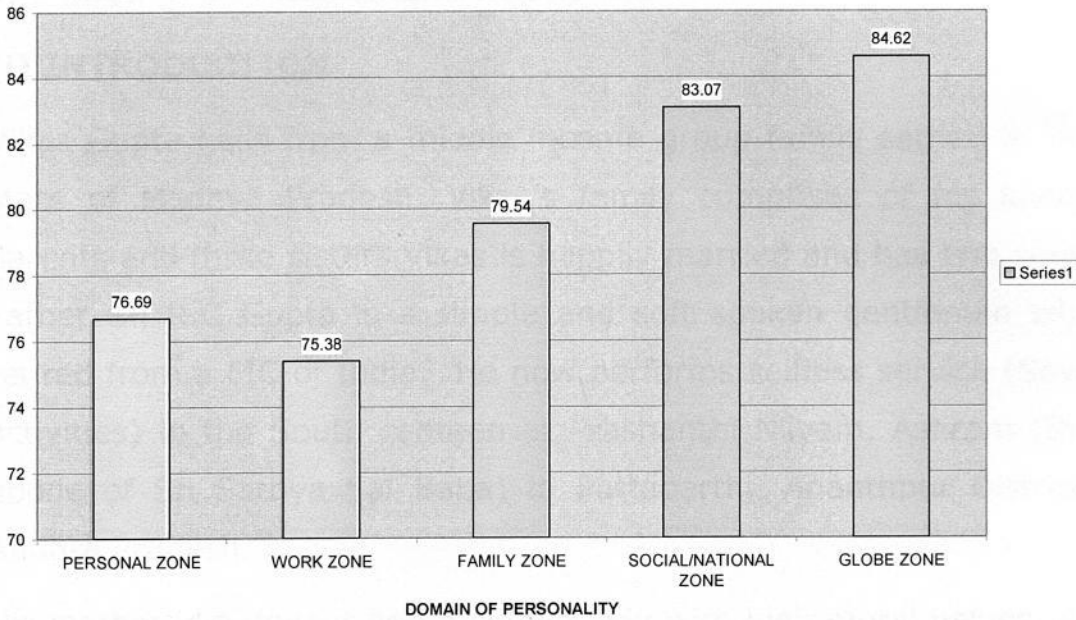
(vii) TRANSFORMATIVE IMPACT OF EHV ON VARIOUS ZONES OF RESPONDENT'S PERSONALITY

TABLE NO.8

S.NO	DOMAIN OF PERSONALITY	MAXIMUN SCORE	SCORE SECURED	PERCENTAGE	REMARK
1	PERSONAL ZONE	1690	1296	76.69	
2	WORK ZONE	1430	1078	75.38	
3	FAMILY ZONE	650	517	79.54	
4	SOCIAL/NATIONAL ZONE	650	540	83.07	
5	GLOBE ZONE	650	550	84.62	

FIGURE 9

TRANSFORMATIVE IMPACT OF EHV ON VARIOUS ZONES OF RESPONDENTS' PERSONALITY



IMPRESSION: It is obvious that EHV has an all round profound impact on various domains of personality/aspects of life of a student.

The conclusions are

- (i) EHV contributes significantly in instilling an enlightened sense of responsibility for living in harmony with nature in the spirit of universal brotherhood of man(Global citizenship)
- (ii) EHV contributes significantly in inculcation of spirit of community service and nation building in a student.
- (iii) EHV immensely enables a student to improve his productivity/effectiveness at work place as a manager/administrator.
- (iv) EHV empowers a student to become a responsible member/head of family.
- (v) EHV contributes significantly in enhancing the personal effectiveness of a student in all the dimensions of personality.

4.6. CASE STUDY

Sh Vikas Gupta Program Manager, Unisys Ltd

The saga of successful and happy life

(i) INTRODUCTION

Vikas Gupta hails from a middle income group family settled in the state of Madhya Pradesh. Vikas's family comprises of his loving parents and three sisters. Vikas is happily married and has two sons. Father Sh R.C Gupta is a simple and soft spoken gentleman who retired from a LIC of India. He now performs selfless service (Seva activities) in the South canteen at Prashanthi Nilyam, Ashram (the abode of Sri Sathya Sai Baba) in Puttaparthi, Ananthpur District, Andhra Pradesh.

His mother is a devout and a simple lady with high moral values. All in all, the entire family is a well knit, secular and forward looking unit having firm faith in Indian cultural ethos. The family lives out the precept '**Vasudeva Kutumbakam**' in every day life.

(ii) SCHOOLING:

Vikas did his schooling at St. Pauls Higher Secondary School from 1977 to 1989.

The subject of moral science was an integral part of the school curriculum.

Vikas attended BAL Vikas classes from 1982 to 1986. BAL vikas programme is run by Sai Service Organisation with the chief aim of developing human values, morality and positive attitude in children. Bal Vikas is an informal value education programme where a trained teacher (known as Bal vikas guru) teaches children about dynamics of human values through techniques of meditation, story telling, role play and group singing. He was also fortunate to get value based parenting from his warm loving parents. The lessons in

value education he received through periodic Bal vikas classes were reinforced in the humane cocoon of home.

(iii) COLLEGE

Vikas completed a degree in Engineering from Banaras Hindu University (BHU) (1990-1994). Right from the childhood he had cultivated a habit of systematic hard work in all academic pursuits. This according to him is the spin off effect of value education (Bal vikas and moral education in school). Though there was no formal value education in the engineering college, yet Vikas sustained his reading interests both on intellectual and spiritual fronts with exemplary zest. (A direct off shoot of value education which promotes the trait of spirit of enquiry and humanism in a growing student).

(iv) PROFESSIONAL QUALIFICATIONS

In 1995, Vikas was selected for the MBA course at Sri Sathya Sai Institute of higher learning (SSIHL) at Puttaparthi (Andhra Pradesh). The courseware at SSIHL had a value education module as an integral part of curriculum. Vikas regarded these two years (1995-1997) of his life as most transformative and memorable. Vikas in an informal chat admits that it is at SSIHL Prashanthi Nilayam that he was introduced to a disciplined lifestyle, living in a bigger community sharing love and affection bounteously. Vikas states that there was a high focus on EHV during MBA education at SSIHL which empowered him with number of life management skills. Most importantly he feels that witnessing a living "Sadguru" practicing the highest spiritual preaching in day to day living made the biggest difference. Here, he could witness how the esoteric lofty ideals are actually put into practice once the individual develops real conviction in these ideals.

It is this stint at SSIHL that he got exposure to competition oriented atmosphere. However, in contrast to competing with others which gives rise to dysfunctional feeling of jealousy, Vikas learnt a unique spiritual art of competing with self for kaizens (continuous improvements) in self.. As a part of EHV curriculum at SSIHL, Vikas got an opportunity to participate in the social service and rural development activities. These all value adding activities further enriched his outlook towards life.

(v) Professional Career

Vikas Gupta started his career with Corporate Gem M/S Infosys Ltd and later worked in various corporate outfits for career progression and enrichment.

INFOSYS LTD (1994-1995), COMPUTER SCIENCE CORPORATION LTD (CSC) (1997-2007), TRILOGY LTD (2007 – 2009), UNISYS LTD (Nov 2009 to till date).

Vikas stint with CSC at Indore was very rewarding and enriching from both professional and personal standpoint. At CSC Vikas had four promotions early in his career and was the youngest employee to become Sr. Manager. He was the first employee in the company to receive two awards – “Employee of the Year” and “Employee of the Quarter”. In addition his commitment to work won him quite a few other laurels like best manager, including multiple certificates of achievements.

Trilogy Ltd – Here Vikas continued at almost the same managerial level as at CSC with little less responsibilities. Though he could perceive some decline in career due to recession but he took it as a test of life to emerge even stronger.

Unisys Ltd, Bangalore – To check any further decline in career, Vikas joined Unisys at Bangalore, an offer which was ordinary from professional standpoint. However, he took this decision on holistic

considerations i.e. getting valuable experience from managerial perspective and be in a position to perform additional work of delivering lectures at SSIHL, Puttapurthi on weekends. Vikas feel that nothing was more satisfying than serving the Alma Mater i.e. SSIHL

(vi) OTHER ACTIVITIES.

(a) This includes extra curricular activities, community service and spiritual pursuits

(b) Working as a visiting Faculty at Sathya Sai University, Puttaparthi from 2008 till date.

(vii) GOAL IN LIFE AS A PERSON AND AS A PROFESSIONAL IN CAREER

(a) Personal goal – I think that the goal of life (and hence personal goal) is to be a happy, good and noble person who is a positive contributor to society/Nation

(b) Professional goal – Goal of life is just one. Rest everything is means for the same. The professional goal is to take up all challenges and sincerely deliver what I am called upon to do.

(viii) REVIEWS AND VIEWS

The bosses and superiors who supervised Vikas Gupta work have filed the following report.

(i) Approach to work – TOTAL COMMITMENT, ALWAYS ON TOP OF THINGS

(ii). Attitude towards work – EXTRA POSITIVE, ALWAYS FOR GREATER GOOD, OPEN TO IDEAS

(iii). Domain knowledge – ALWAYS TRIED TO EXCEL IN TECHNICAL, DOMAIN, AND PROCESS. READY TO LEARN

(iv). Ability to work hard – ALWAYS, ENSURED QUALITY OUTPUT, WORKED EXTRA HARD TO ACHIEVE THAT

(v). Ability to gel with other team members – YES, GAINED

PEOPLE RESPECT, HOWEVER, SOME PEOPLE WHO ARE NOT LIKE HIM OR WHO ARE NOT THAT COMMITTED MAY NOT WORK THAT WELL WITH HIM. BUT VIKAS TRIED TO GROOM THAT KIND OF PEOPLE AS WELL.

(vi).Leadership qualities – LEAD BY EXAMPLE HOWEVER HE WAS SOFT-SPOKEN – AT TIMES SEEN AS LESS ASSERTIVE/AGGRESSIVE

(vii).Sense of creativity and innovation/out of box thinking – LOT OF IDEAS USED TO COME FROM HIM

viii).Personal warmth, effectiveness /charisma – YOU FEEL LIKE BEING WITH SUCH A PERSON WHO WILL GO OUT OF THE WAY TO MAKE YOU COMFORTABLE. CHARISMA – I WOULDN'T SAY IT WAS MAGNETIC.

(ix) Any other traits which differentiated him from the rest. YOU CAN TRUST SUCH PEOPLE. YOU KNOW FOR SURE THAT THE WORK WOULD BE DONE WITHOUT COMPROMISE. NOTHING WOULD GO WRONG. ASSET TO ANY ORGANIZATION.

Vikas friend Vijay Sohni an officer from Commercial Tax Dept of MP Govt, Indore when contacted speaks very highly of Vikas. As per friend's account Vikas is an extremely positive karam yogi whose words, deeds and mannerism betray warmth and goodness. He narrates how as a part o a service outfit Vikas used contribute in community service works programme at Gurdakhedi village near Indore.

(ix) **IMPACT OF EDUCATION IN HUMAN VALUE**

(a) The feedback filed by the superior of Vikas speaks volume of terling qualities of head and heart. The bottom-line the personal effectiveness engined by the inner value system has lot to do with one's success at work place. Let us not forget in every manager or professional is hidden a person who follows him like a shadow at work place or in karambhumi.If a person is noble the virtues and

human values do come into play in all interpersonal interaction and organisational affairs. The crucial behavioural traits like integrity, transparency, empathy, attitude, commitment zest for work and creativity spring from human values which makes a manager a great and good leader.

(b) It is given to understand that Vikas learned lot of shlokas, bhajans, and moral stories through value education programme. The most vital aspect of value education for him proved to be imbibing the spirit of looking at life positively irrespective of situation in hand.

(c) He has grown out to be a cool, calm, fearless God loving person. Vikas believes that the teachings in moral science at school and Bal vikas classes gave him an orientation towards values of truth, honesty, and integrity. Vikas feels that value education has really cast his belief and attitude towards life in positive mould.

(d) He admits that sometimes like any other ambitious person he witnessed plateauing in career, felt non-plussed but the same feeling got upstaged quickly when it was considered as a part and parcel of life, and considered as a test to put the learned theory into practice.. Vikas feels that the present times may not be all that pleasing but in no way should there be any drop in my enthusiasm and zest for professional excellence. "I must put my best foot forward in career and life and leave the rest to higher source and force" says a vibrant and full of life Vikas.

I think that one sure difference EHV has made is the psychological revolution in terms of cognitive shift i.e. the ability to reframe the same circumstances and cull out positive and happy aspects. Vikas confides that the ability to be happy inside irrespective of situation /circumstances is definitely the gift of value education he got in school and management institution..

(e) Vikas considers his present stint in career as quite rewarding in the sense that he is able to continue his pursuit of spirituality and excellence, yet be a good family man and a positive contributor to society at large. "After all Education is for life and not for living (career)" is the basic teaching in EHV says Vikas confidently.

(f) Vikas opines "Professional career as per my perspective is greatly dependent on individual's ability to utilize the opportunities, dedication / commitment to the assignment and faith in God.". He admits that the real driving force behind his transformation is the motivation from Sri Sathya Sai Baba (Swami) the spiritual light who is the chancellor of SSIHL.

4.7 FACT SHEET OF CREDENTIALS ON EHV IN ACTION AROUND THE WORLD.

Expressions and Impressions

"Association with Education in Human Value (EHV) is not only seen to have positive impact on children but it has been a profound learning experience for adults who get associated with his subject".

- P.V Vaidyalingum, Parent

"Value Education strengthen the emotional quotient of students by constantly guiding them in conflicting situations to choose the appropriate reaction such as – empathy vs. endurance; poise vs. humour; rationale vs. devotion; criticism vs. appreciation; dignity vs. humility; outrage vs. patience; wonder vs. insight; courage vs. compassion; velour vs. composure; determination vs. detachment and so on."

-RK Mission School, Mysore

"Endow them with the wisdom of discrimination, intuition of right action and values that harmonize intentions, words and actions.

Induct students into the process of self-enquiry through introspection, discussion and meditation to understand the basic spiritual truths of existence: Who am I? Why am I here? Where am I going? Experience the ecstasy of being, Develop equanimity to accept all outcomes and serve everyone, with love! "

-Principal, Abhyasa School, Hyderabad

"Some Schools are trying the spiritual path to create better students and citizens...Abhyasa (practice) is one such Gurukul trying to create a value – based education system... A rare combination- of science and spirituality, of computers and chemistry, of karate and karma, of physics and philosophy, of yoga and yagnas, of Vedas and websites, of meditation and multimedia - all at one place."

As opined by **The Deccan Chronicle**

"I feel I am capable of handling any situation life put me in. It is core competency of any alumni of the SBMAF" (Education in human value)

- Amar Singh, MBA, SBMAF/SSSIHL

"Abhayasa residential school is imparting value-based education to young students. We are very happy to note the excellent training being given to children in our Indian Culture and Heritage. This is what Swami Vivekananda dreamt of! It is our earnest prayer that this institution grows in quality and quantity, year after year..."

-SwamyParamarthananda

Former head Ramakrishna Mission, Hyderabad.

"At the Sathya Sai School in Thailand, many teachers come from many places. They are not devotees. But then, when they come close to the children who are full of love, they become transformed. And when children go back home, they transform the parents. So, in this way, the society is getting transformed. That's why it is very important that we work hard to set up Sathya Sai

schools as model schools in every country in the world.”
Dr. Art-ong Jumsai, former NASA Scientist and founder of the Institute of Sathya Sai Education, Thailand,

ISRAELI TIMES
 Sunday 27 February 2005

Spotlight on human values

MEET DEBATES WAYS TO PROMOTE VALUES SUCH AS PEACE, TRUTH AND NON-VIOLENCE AMONG YOUTH

By Sarah Cooper
 DUBAI — The Institute of Human Values, London, held under the patronage of Sheikh Nahayan bin Mubarak Al Nahayan, Minister of Education and President of Zayed University, was held at the Zayed University campus recently. In his opening speech, Sheikh Nahayan said, “The conference on Education in Human Values is being presented as a way to address how the education of young people can help promote values such as peace, truth and non-violence. These are not just the values of the 21st century, but the values of all times.”

“One of the objectives you will find the opportunity to think about how schools and universities can do this and what the



Sheikh Nahayan bin Mubarak Al Nahayan, Minister of Education and President of Zayed University, speaking at the opening ceremony of the Human Values Conference.

medicine and science and the advancement in the computer industry. For example, how transportation, the lives of millions of people around the world. “Despite all these developments, we must ask ourselves: Are we any better in creating peaceful and harmonious societies for our children to inherit? The answer is overwhelmingly ‘No’. There is more crime and violence than ever before.”

“We do not think Education in Human Values is a programme to start or duplicate the values or goodness that exist within each child. Learning should be a joyful and exciting experience, a journey of exploration and discovery,” she added. “When sitting in one of the most important techniques, it is a way to create the

mind and acquiring peace and wisdom. In the past, prayer was an essential part of life for most people, regardless of what culture or religion they came from. Music is a direct way to the heart and soul, there are very few children who do not enjoy singing. Group singing is an invaluable teaching method that not only brings students and parents into the classroom but is also an excellent tool for stimulating the memory and putting the child’s words and thoughts and feelings. “If you tell me, I will forget; if you show me, I will remember. If you involve me, I will understand.” Group activities are the environment, team building is one of the oldest forms of teaching. Education in Human Values is a programme that can be used in any school and with any curriculum. It is the integration of values into all subjects and activities as well as a separate value lesson,” she explained. In his speech, GB Choudhury, Chairman of Choudhury Group, said, “Whereas there is a tendency to understand the human values of truth, right conduct, peace, love and non-violence properly, who practices these values and propagates them with real and sincerity, can alone be described as a truly educated person.” The conference organized by Sense and Inspire Group, SAL, was attended by businessmen, officers, UN university faculty members, managers and supervisors of different high schools.

Report of the Human Values Conference in *Khaleej Times* on 27th Feb 2005

GULF TODAY
 Dubai, 27 February 2005

Conference discusses human values in educational system

BY SARAH COOPER

1,000 men of the UAE’s vision for the present and future are peace, truth and non-violence. Minister of Education and President of Zayed University, Sheikh Nahayan bin Mubarak Al Nahayan said.

Addressing the opening ceremony of a conference on Education in Human Values at ZU’s Dubai campus, Sheikh Nahayan also said that comprehensive education is much more than learning from books, computers and professors.

“Real education encompasses and contains in itself integrity, civility, respect and non-violence. In that environment, the goal is to help students incorporate these values of peace, truth, tolerance and non-violence into all they do,” the minister said.

Education in Human Values conference was hosted by ZU and Sense and Inspire Group. The monthly conference was held at ZU’s Dubai campus on Saturdays.

The opening ceremony was also attended by members of the Ministry of Education and the Ministry of Planning and Economic Development, Zayed University, Jethwani, Chairman of the Institute of Human Values, Bangkok and Director of ZU’s School of Leadership, Sheikh Nahayan bin Mubarak Al Nahayan, Zayed University, Zayed University, Zayed University and ZU students.

The conference was presented to discuss how the education of young people can help promote values such as peace, truth and non-violence. These are not just the values of the 21st century, but the values of all times.

The opening ceremony was



Minister of Education and President of Zayed University, Sheikh Nahayan bin Mubarak Al Nahayan, speaking at the opening ceremony of the Human Values Conference at ZU’s Dubai campus.

Sheikh Juma, who was a man of wisdom and insight, clearly exemplified these values throughout his life. Our President Sheikh Khalifa Bin Zayed leads our country with these values at the forefront,” Sheikh Nahayan added.

System of ethics

“We strongly believe that useful learning must always be supported by a system of ethics and values. In all our educational programmes, we insist on honesty and integrity, as well as on the need for individuals to take responsibility for their actions,” he said.

Sheikh Nahayan also urged ZU students to appreciate “intelligent and social perspec-

tives that are different from their own.”

“Education without character, politics without principles, science without humanity and commerce without morality are all not only useless, but positively dangerous,” Jethwani said in his speech.

“Whoever tries to understand the human values of truth, right conduct, peace, love and non-violence properly, who practices these values and propagates them with real and sincerity, can alone be described as a truly educated person,” he said.

The universe in the university where wisdom flashes like lightning amidst the clouds of the inner sky. “One has to foster the flash and preserve the light,” the veteran Dubai-

based businessman said. What the world needs today is neither a new order, a new education, a new system, nor a new society, the remedy lies in man’s mind and heart filled with love which should be started from the individual, Jethwani said. “Nobody can change anybody except him or herself,” he said.

Juma, a researcher in human values, provided an inspiring powerpoint presentation, which was appreciated by Sheikh Nahayan and the overflowing crowd.

Other presentations were held by Lorraine Burrows, an international trainer in education in human values, followed by value trainers Akhila Sathyan and Malika Shetty.

Report of the Human Values Conference in *Gulf Today* on 27th Feb 2005

"EHV What timeless wisdom! If only we, parents and teachers, take Lincoln's words to heart and try to follow some of those ideals. Sadly what we have in place in India is heartless and mindless educational system, which emphasizes results and ranks, glorifying parrot-like reproduction of what is taught sacrificing true knowledge is the process."

- Krishnan, Parent

"We would like to convey our congratulations to your school community for being awarded the Jagadguru Shankaracharya's Gold Medal for outstanding services in the field of School Education. You deserve the commendation as Abhyasa is amongst the most innovative and creative schools in the country."

Francis Fanthome, M.P.,

(Then) Secretary and chief Executive.

**Council For The Indian School Certificate Examinations New
Delhi,**

"HardWork, determination, dedication, perseverance, knowledge, humility, politeness, patience and respect for others value imparted into me through education system."

-Arjun Banerjee, MBA, SBMAF/SSSIHL

"I was thrilled with the intelligence levels and the performance of Abhyasa students, during the personality development programme that I conducted in the school campus. It is an ideal school for all-round personality development."

-Yendamuri Veerendranath

Writer, Personality Development Trainer

"I am proud that my son is an Abhyasite. He was an average student in Dubai. But at Abhyasa he has been moulded in an enthusiastic, bright student -a 180* change."

-Ms. Marian D' souza

Quality Specialist, Dubai Holding, Dubai, UAE

"I am eternally gratefully to Mr Gandhi (CMS) for moulding my thoughts very early in life, almost like a potter who moulds and gives beautiful shapes from clay to useful, pretty pots. Mr Jagdish Gandhi's teachings have shaped many a lives and better so made this World a better place to live in. Many thanks to Mr Gandhi and the CMS family for the valuable contribution in giving us a new vision, showered with teachings of love, peace and humanity."

— **Aditya Malviya, Ex student CMS, Mahanagar Branch 1995 Batch**

"EHV enabled me to check the surge of dysfunctional emotions like anger, jealousy, discontent, sadness, dejection and fear in life affairs, feel good and act positively"

- Shiva Kumar S Reader in Education, RIMSE, MYSORE

Imparting human values

BY S. INDRAMALAR

IT is quite common to hear children talk animatedly about computer games, television series or pop idols, but *community service, caring and sharing?*

At the recent Sathya Sai Educare Awards ceremony, graduating students of the Sathya Sai Central Council of Malaysia's Education in Human Values (SSSE) programme shared their experiences.

Tharshini Arumugam said: "I was only eight when I started attending the classes. Thanks to the programme, I have learnt to listen to my inner voice or conscience, and this has helped me to differentiate between right and wrong.

The programme has also developed my leadership skills as I am now better able to focus on my school work and everything else that I do."

Another student, **Anusha Aravind**, 17, agreed. She said: "The classes have helped me in many ways. For instance, I have learnt to mix with people and to work as a team through participating in the class activities. The moral values taught have also helped me to see the importance of (community) service, the value of sharing and caring, and the need to accept people as they are.

"More importantly, I have learnt to be patient, to have self-confidence and be positive about things," she added.



ALL AGLLOW: Anusha (centre, with parents) feels she has internalised good values from the SSEHV programme.

"I can confidently say that Abhyasa's approach in handling children is highly child centered and the environment enables all-round development of a child. My son Sai Ram (Class VI) was intellectually fine, but his emotional and social development took place only at Abhyasa. His self esteem and confidence are on a high and I am very relaxed ever since Abhyasa became the de facto guardian of my only child! "

"The Human Values Foundation's programmes are exciting and innovative ways of exploring a values-based education system. They appeal to children, parents, teachers and head teachers alike, because

the values are truly universal. Assessments have rated the programmes as offering everyone the very best of values education. The recourses are ideally suitable for Personal, Social and Health Education (PSHE) lessons; Spiritual, Moral, Social and Cultural (SMSC) education; Social and Emotional Aspects of Learning (SEAL); Citizenship / Democracy; and assemblies."

*Educational Author,
Somerset, Great Britain*

Dr. D. Laxmi Rani

Consultant Child Protection, UNICEF
Presently at Republic of Maldives

"I belong to the 1st batch of Abhyasa and secured 91% in ICSE-2000 exams. Life has been a roller coaster ride but it was at Abhyasa that I began to evolve into a mature and sophisticated individual that I am today. The values that the school has given still help me to bolster my image and I am extremely grateful to my Alma mater for giving me the most precious moments in my life"

Shouri Kamatala

Alumnus – Abhyasa B.Tech (Mech.) Indian Institute of Technology (IIT) Mumbai.

"It is only due to the education that I received at my school that I can go to a Catholic Church or a Temple or a Gurudwara or a Mosque and see the same God."

– Sachin Varshney Alumnus, CMS, Lucknow

"The EHV sessions at school have shaped my personality and given me individual identity. Today every one can sympathise with someone but, we have been taught to empathise with others. I now have the life skill to know what is morally right or wrong and exercise discrimination accordingly. Value education has empowered

me to survive in adverse situation and look at things with optimistic outlook.”

-Yaggeta Kabra (MBA, Alumnus Sri Sathya Sai Vidhya Vihar, Indore (MP)

‘EHV at Sri Sathya Sai Baba’s School, Puttaparthi inculcated a heightened sense of discipline in me.”

-Mohit Hingorani student of BE at BIT, Pilani

“Living Wisdom School, truly a remarkable school, deserves all our appreciation and support for what it has become: a caring place that embraces the visionary ideal that students can grow in creativity, spirituality, and the refinement of their emotions and intellects in an environment that prizes their individuality and nurtures their spirituality.

“I feel honoured to be connected, however indirectly, with this school. I also marvel at its spirit, embrace its visionary ideals, and celebrate its remarkable accomplishments.

“What I particularly applaud here is the cultivation of creative, caring children.”

– ***Dr. Michael S. Katz, Education Professor, San Jose State University. (Dr. Katz received his Ph.D. from Stanford University, and also taught there.)***

“The Indian Express Group of newspaper (Mumbai) conducts a survey on the best schools of Hyderabad every year. **Abhyasa has been rated as the best ICSE school of Hyderabad for the last 3 years consecutively.**”

"The Education for life (EFL) program has offered our son the delightful opportunity to interact with other joyful souls, to create, play and learn. The environment and activities offer him wonderful opportunities for challenge and growth. Lisa's genuine sweetness pours into every aspect of the program and to each child. Chandan just loves going off to school."

– ***Willow Kushner, Seattle parent***

"Association and exposure to value education thought indirect has enabled me to have good understanding of human nature. This has helped me a great deal in managing complex human situation at work place."

– ***MS Vanitha Vaidyalingum, Ex commissioner of I.Tax***

"How do you measure success? I've noticed significant, yet subtle, changes repeatedly over this past weekend, in my daughter. She, who is helping out without being asked, who cooperates willingly, who encourages and celebrates others (including her brother!!), who's gratitude comes with much greater ease. I'd hear her whistling here and there... I feel like her cup is filling, drop by drop. This is in how many weeks of school? Thank you Thank you thank you! "

– ***Diana Barrett, parent 5th grade girl***

"Education in Human Values (EHV) training is the greatest thing which happened in my life. EHV set me on a path of self awareness and transformation."

–***Neha Manocha, EHV Teacher***

"As an engineer, I appreciate the value of the sound academic program of the Living Wisdom School. Moreover, what is important to me beyond academics is offered, such as treating others with kindness and compassion."

– **Paul Greer, Portland parent**

An offering from a transformed child

"There is no doubt that there is far more joy in adding value to life, than there is signing in the next million in sales. The challenge for us lies in being able to achieve financial success through the process of value additions both life and work. Over decade ago, I walked the blessed sands of our school aiming for a few lessons in management. I walked out of the hallowed portals with invaluable lessons about life. The finest tribute to our school is in transforming our convictions into conduct."

- **Anand Bhaskar Raju, M ,MBA, SBMAF/SSSIHL,Puttaparthi**