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REVIEW OF RELATED LITERATURE

Introduction

The study of related literature, educational documents and researches is essential in any research work, more so, in a study that is based on historical research method. Survey and study of previous literature is the back bone of such a study. A study of the previous literature implies identifying, studying and evaluating past history of educational progress and several reports of researches done as well as reports of casual observations and various opinions that are related to the investigator’s planned research programme. The related studies are immensely helpful in defining accurately a problem at hand and also to discuss latest problems for further investigation. The findings of a research study can be represented and estimated on the basis of related studies and literature. The related studies not only add sufficient information for tackling a problem at hand, but also supply the needed knowledge to the investigation.

In the words of Good (2006) “The key to the vast house of published literature may open doors to source of significant problem background for the selection of procedure and comparative data for interpretation of results. In order to be truly creative and original one must read extensively and critically as a stimulus of thinking”. (p. 111)
Every piece of ongoing research needs to be connected with the work already done so as to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by the previous researchers and thus projects the current research work in the proper perspective.

A review of the related literature and research can be extremely helpful for any study to pinpoint the nature and scope of a study taken up. A critical analysis of the related literature is expected to highlight the distinct scope of the study in the light of the previous studies and whether the study taken up presently is a replication, a modification, an extension or a totally different version.

In the survey of research in education, it is observed that the attention of the research scholars seemed to be directed again and again to the records of the spiritual explorations of the past to derive from them some light that could be helpful to the current endeavors in education.

The review of related literature reveals all the different approaches adopted by various researches in dealing with the research problems pertaining to the subject matter of the present study. A study of the past gives a vision for the present and the future. It is an exacting task, calling for a deep insight and clear perspective of the overall field. The review helps the investigator in preparing own research design of the problem on
hand. At the same time it also acquaints the investigator with the limitations of the tools and procedures used by the past researches as well as the problem facade by them in carrying out the researches.

One of the distinct trends that emerged from this area is the exploration of the ancient yore’s, because one can apply philosophy to education by deducing educational implications from systematic philosophies. Prominent trend in the philosophy of education is the evaluation of the educational doctrines of the celebrated exponents. Sri Sathya Sai Baba, the revered spiritual leader is internationally well known for his services. There are researches available on human values in education, balvikas educational programme and educational philosophy.

Review of Related Literature

Dr. Bhatia N.K. (1983) in his article on "Blossoming Human Excellence" described the impact of education at ‘Balvikas’ classes on his daughters. It is quoted “The best gift that the Lord has provided to is a happy home in which the small children are his messengers. I watch with tears of humble reverence to Swami my two daughters grooming. The younger one who is hardly two years joins her elder sister aged seven in doing Japa, Dhyana, performing dances etc. chanting 'slokas' and doing other spiritual exercises that are taught by Balvikas Gurus, not only this but a tremendous self-confidence has developed in my children which has helped a lot in her school studies as well. Finding these young hands working with their mother in household affairs is a sight which cannot be put in words. This has added new dimensions to our family happiness and could only be possible after Balvikas training and beloved Baba's teachings
to children. Parents can learn a lot from their children but Balvikas children can add much more.” By this, it’s observed that for a child to blossom, spiritual grooming is essential and it needs to start early in childhood.

Jaya Lakshmi Gopinath (1983) in her article "Balvikas Education as a base for Academic Excellence in Colleges" in the souvenir "Blossoming Human Excellence” expressed that unless the child is taught about the great ones whether heroes, spiritual masters, social reformers, great statesmen or such others of the past, of all claims, the child’s moral and spiritual springs cannot be tapped. This can only be done by an enlightened and loving teacher by way of telling interesting stories. This need has been recognized by the Balvikas which is doing and still evolving ways and means to bring out more and more the best in the child and make him an integrated personality. The watchword of progress is discipline and the loving discipline taught in Balvikas is the only foundation that stands them in good stead. Without discipline they cannot succeed in any walk of life later. The Balvikas is using aids in helping the child to learn better. Not only the values are driven home, but learning and recreation combined together makes it interesting and easy to comprehend. The inner talents such as aptitude for singing, painting, oratory, games, writing and other such creative accomplishments, when discovered and nourished at the Balvikas level, strikes firm roots and will definitely bear fruits later. The all round training and learning imparted to children at balvikas level makes the child confident, skillful and ready to imbibe and absorb what is good and beneficial. The spirit of service, the cognizance of human values, the desire for knowledge, the ambition to grow spiritually and to feel a moral responsibility are long forgotten, hence there is moral crisis. To resuscitate
these ideals which are the only answers to the ills that ache man today is Balvikas which is the only hope. By this, it’s observed that inherent talents in children are to be nurtured judiciously.

**Mani K. (1983)** in her articles "Education in Human Values’ mentioned that value-oriented education as propagated by Bhagawan Sri Sathya Sai Baba aimed at character building and personality development. There were three approaches which are named as direct approach, Indirect or Incidental approach and integrated approach. She noted that till 1983 there were 33 centers of training all over India working under the guidance of Bhagawan Sri Sathya Sai Balvikas Educational Trust, Prasanthi Nilayam, and the trust had then 200 centrally trained and 400 locally trained resource personnel to conduct the orientation course and Human Values in different states. From this, it’s noted that Sri Sathya Sai Baba has established the Sri Sathya Sai Bali Vikas Educational Trust at Prasanthi Nilayam and trained human resource personnel on value oriented education principles for propagation across.

**Neeraja P (1983)** in her article "Fifteen Years of Sri Sathya Sai Balvikas Movement” on Blossoming Human Excellence opined “Balvikas class has brought many a pleasant change in my way ward life. We have to take heed to the maxim ‘practice before preach and perfect ourselves first’, because little children are shrewder than us and are quick to notice in an innocent way. Sundays used to be a day of lethargy and idle chit chat with each one of us curled in the bed with a novel or a radio. Now Sundays are most occupied days, where everyone is ready awaiting the students to stream in. It has become a Sai day for every devotee engaged in some seva or other. The books and novels that were once cherished are now
trash and cinema a mere force with no deep significance, in the labyrinth of my mind set in the process of self examination. It made me ponder on the many facets of my Personality. The goal of my life scattered vainly like the light through the prism was channelized. Life that was entangled like honey suckles in the mundane terrestrial affairs, the first flush of dawn that came by way of Balvikas classes”. Here, one observes that turning spiritual and service oriented enables man to mould his character towards achieving a better personality which lives in peace and happiness with self and society at large.

Santha Diwakar (1983) in her article "Fifteen Years of Sri Sathya Sai Balvikas Movement Blossoming Human Excellence” mentioned “The aim of Balvikas programme is to enable the child to unfold the innate divine qualities to their highest perfection. The aim is essentially spiritual. Spirituality is not acquired from outside but is unfolded from within. In Balvikas education children are brought to realize their divine nature and potentialities wherein lies the basis of good conduct and selfless service to others. The inner life of children is strengthened by making them realize the importance and nature of Namasmarana (chanting God’s name) and silent sitting which leads to better concentration and meditation”. Here, one draws that divine qualities are latent in every individual and one has to make efforts in bringing out these qualities out. Further, it’s stated that spirituality is one which cannot be bought from outside.

Sulochana, T. (1983) in her article "Effort and Success" on the souvenir "Blossoming Human Excellence" explained the impact of Balvikas Training on the students. She said “The youngster who has undergone the complete course of Balvikas is superior to others in the same age group.
Balvikas child acquires a balanced approach to life and is disciplined and ready to serve others. The Balvikas child is trained to lead a totally full life of contentment and peace. Such well trained youngsters are an asset to society, to the country and to humanity at large”. Emphasis on early grooming on spiritualism thus leading to disciplined approach to life can be observed on the children who have undergone Balvikas training. They become a cut above from others.

**Review of Related Studies**

**Kulakarni, T.R. (1975)**, conducted a scientific investigation of spiritual training centers and published its interim report entitled 'Psychological Evaluation of Sri Sathya Sai Balvikas Centers, Mumbai. Twenty Balvikas children of Bombay were taken up for study and they were studied with the help of IQ tests, two scales for parent evaluation, upbringing Scale, youth adjustment analyzer inventory, the Allport Vernon Lindzey study of ‘Values and Moral Development Scale’. The study showed that the Balvikas centers have succeeded to a considerable extent in achieving their objectives. It was found that the children receiving the Balvikas training manifest positive sign of improved personality, better developed cultural values and a more enlightened outlook on life.

**Madhu Kapani (1990)** conducted a study on ‘Education in Human Values’ and she found that the five basic values; truth, righteous conduct, peace, love and non-violence include in a balanced way propounded moral insights of the world’s great enduring civilizations. These include the fulfillment of intellectual quest for truth. The channeling of the ‘will’ into satisfying expression through righteous action, the
resolution of the conflicts of human emotions and interactions in the achievement of the inner and outer peace, the expansion of the heart in the flow of love, and the realization of perfect sympathy of all creation through non violence. She concluded that these values encompass a full vision of human potential. The education is to have a systematic programme of, in addition to formal academic courses, integral items and encompassing sports, yoga, social and community service, co curricular activities and morning assembly to see that they live the values or practice them.

Dr. Manchishi (1999) conducted an impact study on the Sri Sathya Sai Education in human values programme and found that it had a positive impact on pupil’s development and was displayed in the general behavior and the level of discipline; readiness to abide by school’s regulations, willingness to work hard towards improving academic results and give volunteer service to schools. The teachers became dedicated to their work, value conscious and displayed great improvement in their professional competence. They offer extra teaching on Saturdays and evenings without extra allowance. Parents became more interested in the academic work of their children and developed respect for all religions and had an impact on the whole house hold. These achievements placed along with the excellent academic results.

Nanda R T (1996) studied the various contemporary approaches to value education in India including the Sai Approach in Balvikas, Educational Human Value Programme etc., theoretically as well as empirically. He found that the Sai Approach to value education is indeed very enlightened, functional and worthy of universal implementation.
Patel (1981) studied the value orientation in the educational institutions run by the Sri Sathya Sai Organization in India. He found the impact of Sri Sathya Sai Baba’s teachings on the development of the concept regarding life among the final year students studying in the colleges situated at Bangalore and Anantapur.

Phani Dhurjati (2010) conducted an experimental study on ‘The Impact of Balvikas classes in developing values among children’ in the elementary schools of Guntur. The study revealed that the experimental group was significantly better than the control group in the areas of respecting elders, reciting prayers, maintaining discipline in the classroom, following human values, moral values etc.. He concluded that there is a great impact of Balvikas classes in inculcating values among children.

Ramachandran, S. (1988) conducted his doctoral research on 'A critical Study of the Development of Human Values among secondary school pupils'. He found that the awareness of human values as stressed by Sri Sathya Sai Baba greatly helped the school students.

Sai Bhavani (2011) conducted an experimental study on the ‘Impact of Balvikas classes in developing values among children’ in Sathya Sai schools of Guntur town. The study revealed that there is a significant difference between the pre-test and post-test scores of the experimental group. She concluded that Balvikas classes had a good impact in developing values among children.

Sambi Punam (1983) made an experimental study on Balvikas children. She found that the children who attended Balvikas classes attended were remarkably high in all the areas of moral judgment, self-
concept and human values. Within the light of that investigation the hypothesis that "moral judgment, self-concept and behavior towards the parents of those students who attended the Balvikas programme, was better than those who did not attend it" was acceptable. It is only because of the training they received in Balvikas classes, they showed significantly more positive attitudes towards their parents. Their self-concept was also very high and they were more conscious about their moral values. This study proves that the Balvikas programme is really helpful in inculcating the moral values in children.

Sambi Punam (1990) conducted a comparative study of the values existing among Sathya Sai higher secondary schools and central schools. It was found that Sathya Sai higher secondary schools are having the highest score in values and those of central schools are having the lowest score in values. The value pattern of the student studying in the Sathya Sai higher secondary school is significantly high.

Shanthi (1992) conducted a study of Value Education imparted in Sri Sathya Sai Higher Secondary School to find out whether the children of that school were impressed with the value education and to what extent they had assimilated the values. It was found that the children were very much influenced by the value education and they had assimilated the values to a great extent.

Sri Sathya Sai Education in Human Values Trust (1983) conducted an intensive study in the primary classes of 161 schools spread across 13 States. It was sought to introduce Education in Human Values Programme in these classes aiming at inculcation of five Human Values of
Truth, Right Conduct, Peace, Love, and Non Violence. The techniques used were silent sittings, prayers, group singing, and storytelling and group activities. The study continued over a period of one year. The results revealed that there was significant positive impact of the Programme on the practice of values by the children in their homes across all the thirteen States.

**Sri Sathya Sai Institute of Research (1997)** took up psychological evaluation of Sri Sathya Sai balvikas Centers at Mumbai and Bhopal. It was found that Sri Sathya Sai balvikas Moral and Spiritual training Programme is effective in building up a good character. The experimental group of the balvikas on Moral and Spiritual training descriptively provided a more positive profile. Balvikas Centers have succeeded to a certain extent in achieving their objectives.

**Villy Nanji (1983)** conducted a research study on ‘The Impact of balvikas on students gurus and parents’. The study revealed that Sri Sathya Sai balvikas had highly positive impact on attitude and behavior pattern of students as well as of gurus and parents, and all parents spontaneously reported that they found a lot of change in their children's life style. The parents found a change in their own behavior and attitude as a result of their children joining the Balvikas classes. Parents felt that their children turned better not only in studies but also in co-curricular activities.
Summary of Research Studies

Education in human values were studied theoretically; proved through experimental and comparative studies. The present study intends to propose the educational philosophy of Sri Sathya Sai Baba and its practice in his educational Institutions; relevance in the light of the recommendations of various education commissions and educational philosophers and to propose the universal nature of its procedures.