



## **THE IMPORTANCE OF CHARACTER BUILDING AND MORAL VALUES IN VIVEKANANDA'S EDUCATIONAL PHILOSOPHY**

**Dr. SATYEN KUMAR**

Associate Professor, Deptt.of Philosophy, Samastipur College, Samastipur, LNMU, Darbhanga  
[Email-satyen15021972@gmail.com](mailto:Email-satyen15021972@gmail.com)

---

**Article History: Received: 25.04.2023**

**Revised: 17.05.2023**

**Accepted: 02.06.2023**

---

### **Abstract**

A renowned Indian spiritual leader and philosopher, Swami Vivekananda pushed for an educational philosophy that emphasized the importance of character development and moral ideals in addition to the acquisition of knowledge. He believed that education should go beyond simply imparting information. This abstract investigates the significance of Vivekananda's educational philosophy with regard to the cultivation of character and the upholding of moral principles. Vivekananda held the belief that education should not be restricted to the intellectual development of students, but rather should focus on the overall growth and development of people. He placed a significant emphasis on the importance of education in instilling values like as honesty, integrity, compassion, and selflessness, all of which are critical in the process of developing a robust character. Vivekananda believed that the goal of education was to cultivate persons who would contribute to the improvement of society and lead lives that had significance. Building one's moral character was seen as the most important aspect of education according to Vivekananda's educational philosophy. He was of the opinion that the cultivation of moral principles was essential for the individual in order to lead a life that was both purposeful and ethical. Vivekananda placed a strong emphasis on the role that education should play in assisting individuals in uncovering their own selves, cultivating self-discipline, and developing virtues such as courage, tenacity, and self-confidence. He saw education as an opportunity to foster individuals who would not only be successful in their professional lives but would also have a positive impact on the society in which they lived. Vivekananda held the belief that there should be a connection between education and spirituality. In addition to academic learning, he emphasized how important it is to also receive a moral and spiritual education. According to him, the growth of one's mind and one's spirit were both necessary components of a genuine education. Vivekananda had a vision for education that would help people to connect with their inner selves, uncover the innate potential they possessed, and live a life that was purposeful and fulfilled. This study aimed to highlight the major factors of character building and moral values in Vivekananda's educational philosophy. For the purpose of analysis, various key factors identified from secondary sources & analyzed through mean & standard deviation.

**Keywords:** Educational Philosophy, Moral Values, Character Building, Growth.

**Introduction**

In Swami Vivekananda's ideas about education, developing a person's character and following moral rules are very important. Vivekananda was a well-known spiritual leader and thinker from India. He thought that education should be about more than just learning facts and making your mind stronger. He thought that the point of education was to help people become good people with strong morals who could do good things for society. Vivekananda's ideas about education put a lot of stress on the whole, or holistic, development of students. This included the mental, emotional, and spiritual sides of the children. He thought that the point of education was to make people who were not only smart but also had good morals like honesty, ethics, compassion, self-discipline, and altruism. These traits were the foundation for building a moral character and behaving in a moral way.

Vivekananda thought that people needed to work on developing their characters if they wanted to live useful and important lives. He thought that people should get the moral and ethical training they need through their schooling so that they can deal with the problems that life throws at them. Vivekananda said that a person's true success in life was not just measured by their financial success, but also by how they grew as a person and how they treated others. He thought that this was the most important thing that determined how happy someone was. The teaching of morals was an important part of Vivekananda's educational theory, and it was one of the most important parts of the curricula he made. He said that students should be taught clear moral and ethical principles in the classroom. There, they would learn about virtues, how to make moral decisions, and how to use moral ideas in daily life. Vivekananda thought that moral and ethical

lessons should be taught in many different classes so that students could learn more about moral goals and how they work in the real world.

Vivekananda also talked about the importance of spiritual growth and coming into one's own as part of the schooling process. He thought that the point of education was to help students find their true selves, realize their natural talents, and build a strong sense of self-confidence. People can live their lives according to moral standards and make positive contributions to society if they have a deep link with their inner selves. Vivekananda's educational theory also emphasized how important it is to help other people. He thought that the point of education was to get people to work toward making other people's lives better and making society better as a whole. People could show the morals they had learned in school by doing acts of selfless service and caring for others.

Character development and moral principles were important to Vivekananda's educational concept. His all-encompassing approach intended to create persons with not only intellectual prowess but also strong character and moral convictions. Vivekananda felt that education should impart values, promote ethical behavior, promote self-realization, and motivate people to serve humanity. Vivekananda envisioned cultivating persons who would lead purposeful lives and have a good impact on society by incorporating character development and moral principles into education.

**The importance of character building and moral values in Vivekananda's educational philosophy**

The development of one's persona and adherence to ethical principles are two of the most important aspects of Swami Vivekananda's educational system. Vivekananda was a famous Indian spiritual

leader and philosopher. He held the belief that education should go beyond the simple learning of information and instead concentrate on the overall growth and development of the individual.

Vivekananda placed a strong emphasis on the development of one's moral character as the cornerstone of a thoroughly educated individual. According to him, the purpose of education should be to cultivate people who are not only intellectually capable but also have robust moral and ethical convictions. He was of the opinion that individuals should be instilled with characteristics like as honesty, integrity, compassion, and selflessness through education so that they are able to become responsible and ethical members of society.

Education, in Vivekananda's view, should serve not just to make it possible for people to make a living for themselves, but also to assist them in realizing their full potential and making a positive contribution to the well-being of society. He placed a strong emphasis on the significance of education in fostering virtues such as bravery, self-discipline, tenacity, and self-confidence, all of which are necessary for achieving success in life.

Vivekananda was of the opinion that education should have its foundation in spirituality, and that genuine education should focus on the growth of the student in both their intellect and their spirit. In addition to intellectual education, he emphasized how important it is to also receive a moral and spiritual education. His viewpoint is that the objective of education is to guide students toward the realization of who they truly are, the cultivation of a profound connection with their inner selves, and the development of a sense of purpose in their lives.

Building one's character and upholding moral principles are regarded as crucial components for Vivekananda's

educational system, which emphasizes the entire development of students. He was of the opinion that an individual who led an honest and ethically responsible life would not only enjoy personal success but also make a positive contribution to the general well-being of society. Vivekananda believed that the goal of education should not simply be the accumulation of facts and figures; rather, it should be the formation of morally upstanding people who are able to make a difference in the world.

### **Review Literature**

Abhyankar, S.V. (1987) produced a paper that critically examined Swami Vivekananda's views and the underlying philosophy, focusing on value education as a central theme. The study indicated that Advaita Vedanta, the intellectual foundation of Vivekananda's educational philosophy, was conducive to philosophical education. Love, self-realization, fraternity, freedom, courage, dignity of labor, truth, fearlessness, and so on are only some of the many exterior values that Vivekananda emphasizes in his writings and talks on education.

The educational tenets of Swami Vivekananda were the subject of research by Banerjee, A.K., and Meeta, M. (2015). The research provides both descriptive and analytical details on its topic. The study concludes that modern education may be contributing to tragedy because of the knowledge explosion without commensurate wisdom and the imbalance of power without accompanying compassion, tolerance, ethics, or humility. The modern educational system not only does not prioritize the development of the mind, but it also actively discourages the adoption of any and all spiritual ideals. Without proper processing, information is blindly pushed into people's heads. His latent spirit has been stirred to the point of self-aware activity. According to Swamiji, a man's education should help him

grow in all aspects of his being. The ideal human being, in his view, has "equal parts philosophy, mysticism, emotion, and work." Values, ethics, and morals, compassion, tolerance, and secularism are higher on his list of priorities for education. In 1985, R.P. Gupta conducted a study on Swami Vivekananda's pedagogical philosophy. The study's stated goal was to look into Swami Vivekananda's educational theories and determine how useful they would be in rearranging the educational system. This study's findings include evidence that Vivekananda cared about his students' development in more ways than one. Swamiji placed a premium on education because he thought it was the best way to set someone up for success in life. S. Gupta (2021) conducted a study titled *Swami Vivekananda's Thoughts on Education and Their Relevance to the Current Educational Climate*. The study was descriptive in character and looked into the values and principles that Vivekananda upheld while leading India to enlightenment through the medium of education. A comprehensive educational system, as suggested by the study, is the key to solving all of humanity's issues. Swami Vivekananda believed that education's primary focus should be on instilling values like honesty and integrity as well as encouraging a sense of global unity and a lack of fear in its students. In his opinion, education is the key to realizing the central reality of human existence: that we are all only manifestations of the same God in various forms.

Both Swami Vivekananda's educational philosophy and methodology were studied in depth by Misra and Shiva. S. (1986). What Swamiji learned from his studies led him to conclude that education is more than just a collection of facts and figures; it is the expression of one's inherent talents. Swamiji also stressed the importance of secular education alongside religious

training. Swamiji emphasized direct instruction through interaction, focus, question and answer, and firsthand experience. These were examined in the current context, and were found to be useful in general.

An investigation of "Swami Vivekananda's Ideas and Philosophy of Education: a way out to promote imperishable development of the nation" was conducted by R. Sarkar in 2015. This timely piece aims to clarify Swamiji's concept of education and his personal convictions. The purpose of this study is to investigate how applicable his educational ideas and philosophy are to the state of education in modern-day India. At the end, it tries to justify schooling as a powerful instrument that can foster the nation's long-term development. It is clear from the study's conclusions, which were generated from an analysis of Vivekananda's educational plan, that education is the only way to raise the masses. In order to better the lives of all people, education must be prioritized over other criteria, including but not limited to wealth, religion, social standing, and ideology. Only through Swamiji's educational plan will we be able to instill in our children and grandchildren the desire to succeed, the willingness to serve and share, and the unwavering determination to help those who are less fortunate, less educated, and more oppressed, for it is through them that we have become enlightened, prosperous, and free.

### **Research Methodology**

A study is descriptive in nature. The content source is secondary, which is captured from various published papers, books, articles, websites etc.

### **Problem Statement**

Through the completion of this research, one will be able to get a thorough comprehension of Vivekananda's

educational philosophy as well as its consequences for the development of one's character and sense of morality. The findings have the potential to contribute to educational theory and practice by illuminating the significance of holistic development and ethical values in education and their potential for positively molding individuals and society. This can be done by casting light on the significance of holistic development and ethical values in education.

### Objective of the study

The objective of doing study on how important character building and moral values are in Swami Vivekananda's educational philosophy is to learn more about the ideas and principles he stood for when it came to education. From Vivekananda's point of view, the goal of the study is to find out how character development and moral values shape people and their roles in society.

### By studying Vivekananda's educational philosophy, the research seeks to:

- To explore Vivekananda's educational philosophy's character-building and morality foundations.
- To examine the motivation behind Vivekananda's emphasis on character formation and moral values in education.
- To examine Vivekananda's ideas for including moral and ethical training into an educational curriculum.
- To recognize the practical implications and uses of Vivekananda's teachings on character development and moral ideals in modern educational contexts.

### Analysis & Interpretation

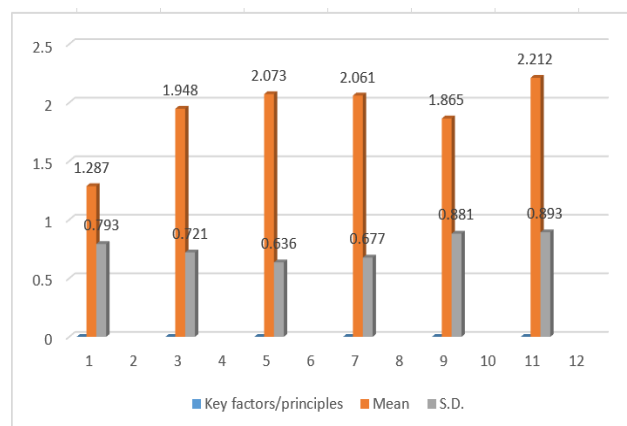
#### ## Objective 1: Explore Vivekananda's educational philosophy's character-building and morality foundations.

Vivekananda's educational philosophy encompassed several key tenets and principles related to character building and moral values. Below table analysing

some of the fundamental principles/key factors (Mean & Standard Deviation values) that highlight the importance of character development and moral values in Vivekananda's educational philosophy.

**Table 1: Key tenets and principles of Vivekananda's educational philosophy related to character building and moral values (Mean & S.D. Values)**

Key factors/principles	Mean	S.D.
Holistic Development	1.287	0.793
Cultivation of Virtues	1.948	0.721
Integration of Moral and Spiritual Education	2.073	0.636
Self-realization	2.061	0.677
Service to Humanity	1.865	0.881
Practical Application of Knowledge	2.212	0.893



### Interpretation & findings of objective 1-

- Vivekananda believed that people should grow in all areas of their lives,

not just intellectually. He thought that schooling should help people grow in their physical, mental, and spiritual lives. Building morals and character was an important part of this all-around approach to schooling.

- Vivekananda stressed the importance of developing good traits like honesty, ethics, compassion, self-discipline, and not caring about yourself. He thought that these qualities were important for building a strong character and encouraging good behavior. Vivekananda thought that education was a way to teach people these good qualities and help them live good lives.
- Vivekananda thought that moral and spiritual instruction were just as important as schooling. He thought that a good education was one that helped the mind and heart grow together. Vivekananda thought that schooling should help people find out who they really are, find their purpose in life, and build a strong connection with their inner selves. People thought that moral and spiritual schooling were important parts of this inner growth.
- Vivekananda stressed how important it was to realize one's true nature and potential, which he called "self-realization." He thought that education should help people understand that they are divine and build a strong sense of self-worth. By helping people get to know themselves better, they could live good lives and make important contributions to society.
- Vivekananda's ideas about schooling stressed the importance of helping other people. He thought that schooling should make people want to work for the good of society and to make other people's lives better. Vivekananda thought that kindness

and service without expecting anything in return were important traits that should be taught in school to help people grow as people.

- Vivekananda stressed the importance of putting what you learn in school to use in real life. He thought that education should give people skills and information that they could use to make the world a better place. Character development and moral values were thought to be important for helping people use their information in ethical and responsible ways.

In short, it is found that Vivekananda's ideas about education stressed the importance of building character and moral values for a person's overall growth. Vivekananda's educational philosophy was based on five main ideas: the cultivation of virtues, the integration of moral and spiritual education, self-realization, service to humanity, and the practical application of knowledge. These ideas showed how important character development and moral ideals were.

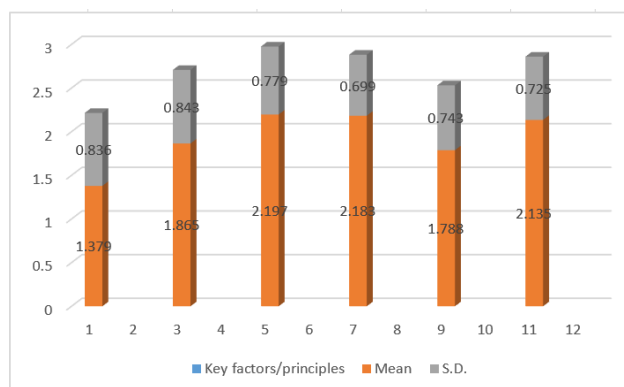
### **## Objective 2 : Examine the motivation behind Vivekananda's emphasis on character formation and moral values in education.**

Understanding Vivekananda's emphasis on character development and moral values in education requires an examination of his philosophical justifications. Below table analysing some of the key factors that contribute to Vivekananda's rationale.

**Table 2: Key factors and principles to examine the motivation behind Vivekananda's emphasis on character formation and moral values in education (Mean & S.D. Values)**

Key factors/principles	Mean	S.D.
Integral	1.379	0.836

Development:		
Foundation for Success	1.865	0.843
Ethical Framework	2.197	0.779
Social Responsibility	2.183	0.699
Inner Transformation	1.788	0.743
Spiritual Growth	2.135	0.725



### Interpretation & findings of objective 2-

- Vivekananda thought that people should grow in all ways. He said that education shouldn't just be about learning facts or getting smarter. Instead, he pushed for an education that helped people in their physical, mental, and spiritual lives. Character development and moral ideals were seen as important parts of this whole-person growth, making sure that people grow up to be well-rounded and moral.
- Vivekananda thought that having good character and morals was the key to being successful in life. He thought that it was important for people to have strong moral values and character traits like honesty, integrity, and compassion if they wanted to live worthwhile lives and reach their goals. Vivekananda thought that personal progress and doing the right thing

were just as important as material success.

- Vivekananda said that schooling should give people a strong moral framework to help them deal with the challenges of life. He thought that a person with good morals would make good decisions, act with honesty, and do good things for society. By focusing on character development and moral values, schooling could give people a sense of what is right and wrong and help them decide what to do.
- Vivekananda stressed how important it is to help other people. He thought that education should give people the skills they need to help other people and make the world a better place. By focusing on moral values, people would develop a sense of empathy, compassion, and selflessness, which would allow them to deal with society problems and help others. Vivekananda thought that building a person's character was a way to make people who would help build a fair and caring community.
- Vivekananda stressed the need for personal change and becoming aware of oneself. He thought that schooling should help people find out who they really are, understand that they are divine, and build a strong sense of self-confidence. Character development and moral standards were thought to be important for helping people learn to control themselves and grow as people.
- Vivekananda's focus on building character and having moral standards came from his spirituality. He thought that education was a way to help people realize their spiritual potential and get in touch with their inner selves. Vivekananda thought that

moral and spiritual education were important parts of schooling because they contributed to a person's general well-being and spiritual growth.

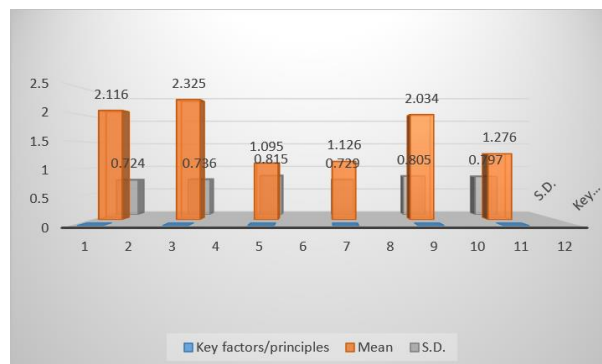
In short, it is found that Vivekananda's focus on character development and moral values in education was driven by his belief in integral development, the basis for success, the need for an ethical framework, social responsibility, inner transformation, and spiritual growth. Vivekananda thought that building good character and teaching moral values were important parts of raising people who would live meaningful lives, give back to society, and reach their fullest potential.

### ## Objective 3: Examine Vivekananda's ideas for including moral and ethical training into an educational curriculum.

Vivekananda put forth a number of suggestions for different ways that the educational system could foster moral development and character development. His thoughts centered on the development of an educational structure that was both broad and revolutionary. Below table analysing some of the key approaches Vivekananda advocated.

**Table 3: Key factors and principles to showcase Vivekananda's ideas for including moral and ethical training into an educational curriculum (Mean & S.D. Values)**

Key factors/principles	Mean	S.D.
Moral and Ethical Instruction	2.116	0.724
Role Modeling	2.325	0.736
Value-based Curriculum	1.095	0.815
Service-Learning	1.126	0.729
Mindfulness and Meditation	2.034	0.805
Emphasis on Self-realization	1.276	0.797



### Interpretation & findings of objective 3-

- Vivekananda said that moral and ethical teaching should be a big part of the education. He thought that schools should set aside a certain amount of time and money to teach moral values and ethical concepts. This training would teach things like honesty, ethics, compassion, self-discipline, and not caring about yourself. Vivekananda said that these lessons should be taught in different topics, so that moral values are reinforced in all areas of study.
- Vivekananda said that role models are important for building good character. He thought that teachers should be good examples of the moral and ethical beliefs they want to teach their students. Teachers should not only teach what they know, but also show how to live in a moral and responsible way. Students would be motivated to develop similar virtues if they watched and imitated their teachers.
- Vivekananda suggested a program that was more than just about learning facts. He argued that there should be lessons and activities that help kids build good character and moral values. This could be done by telling stories, giving examples, and having conversations that show how important virtues and making ethical decisions are. The curriculum should



urge students to think critically and use moral principles in real-life situations.

- Vivekananda pushed for service-learning to be a part of the school system. He thought that doing community service and social work would teach people to care about others, understand them, and feel responsible for them. By taking part in service events, students would learn how to put moral values into practice and make the world a better place.
- Vivekananda stressed the importance of being aware and meditating as ways to build character and improve morals. He thought that these techniques could help people become more self-aware, disciplined, and strong. By teaching awareness and meditation in schools, students would learn to keep their minds calm and focused, which would help them make decisions based on their moral values.
- Vivekananda said that self-realization was an important part of growing up. He pushed for teaching methods that help students find out who they really are, realize their potential, and build up their self-confidence. By helping people understand themselves, schooling would give them the power to act in ways that match their inner values and live real, meaningful lives.

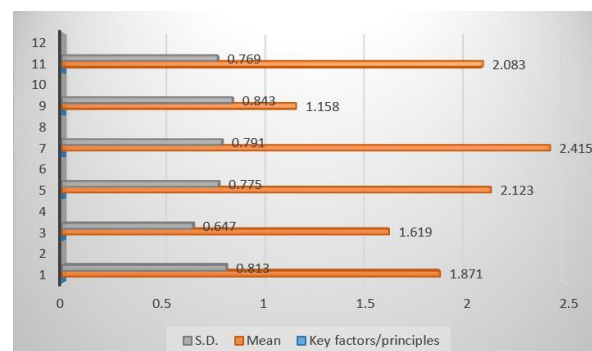
In short, it is found that Vivekananda wanted to teach morals and character through explicit moral and ethical instruction, role models, a value-based curriculum, service-learning, mindfulness and meditation practices, and a focus on self-realization. These ways of teaching were meant to produce an educational setting that helps people develop strong morals and good character, so they can make positive contributions to society.

#### ## Objective 4: Recognize the practical implications and uses of Vivekananda's teachings on character development and moral ideals in modern educational contexts.

The teachings of Swami Vivekananda on character development and moral ideals have practical ramifications and applications in modern educational environments. Below table analysing some of the key practical implications.

**Table 4: Key factors and principles to recognize the practical implications and uses of Vivekananda's teachings on character development and moral ideals in modern educational contexts (Mean & S.D. Values)**

Key factors/principles	Mean	S.D.
Holistic Education	1.871	0.813
Values-based Education	1.619	0.647
Service-Learning and Community Engagement	2.123	0.775
Mindfulness and Meditation Practices	2.415	0.791
Ethical Decision-Making and Critical Thinking	1.158	0.843
Teacher Role Modeling	2.083	0.769



#### Interpretation & findings of objective 4-

- The emphasis that Vivekananda placed on a comprehensive education

is consistent with the increasingly widespread acknowledgment of the significance of cultivating students' social, emotional, and ethical qualities in addition to their academic knowledge. Character education and the instilling of moral principles can easily be incorporated into the curriculum and teaching methods of today's educational institutions, which helps students develop into well-rounded people.

- The emphasis that Vivekananda placed on ethical principles can be used by introducing a value-based curriculum into educational institutions. In order to accomplish this, it is necessary to teach and instill core values such as honesty, integrity, compassion, and empathy in a direct and deliberate manner. Students can be encouraged to reflect on and put these ideals into practice in their daily lives through the creation of programs and activities that can be implemented in schools.
- The promotion of service-learning that Vivekananda advocated for is still important today. Students can develop empathy, social responsibility, and a greater grasp of society concerns if educational institutions offer them opportunities to participate in community service. Students are able to cultivate a sense of purpose and make a good impact on the communities in which they live when they take an active role in community service programs.
- The incorporation of techniques such as mindfulness and meditation into educational settings is congruent with Vivekananda's philosophies. Students who engage in these activities may improve their self-awareness, ability to regulate their emotions, and empathy.

Creating a good and focused learning environment in the classroom can be accomplished by incorporating activities that encourage mindfulness, such as breathing exercises and meditation techniques.

- The importance that Vivekananda placed on making moral choices is congruent with the requirement that students cultivate their capacity for critical thinking. Students can be encouraged to think critically, examine moral concerns, and make informed choices based on moral principles by having contemporary educational settings contain ethical dilemmas and dialogues.
- The idea that teachers should serve as examples for their students is still relevant in today's educational systems, just as Vivekananda believed it should be. The moral principles and ethical conduct that teachers model for their students is something that students should strive to emulate. It is possible for programs that train teachers to include an emphasis on the development of moral and ethical traits in educators. This can help to establish a learning environment that is positive and caring.

In short, it is found that modern educational environments are able to encourage character formation and moral values among students by adopting these practical applications; this nurtures persons who are not only academically proficient but also possess strong ethical underpinnings. These strategies have the potential to aid in the formation of persons who are responsible, empathetic, and socially conscious, and who are able to have a beneficial impact on both the communities in which they live and on society as a whole.

**Conclusion**

Education is the method by which one's knowledge and skills are developed and the correct guidance is given for one's own thought and action. A boy can become a man through the process of schooling. Swami Vivekananda was an innovator and a seer. He was a creator because he paved the way for the formation of New India, and a foreseer because he saw the difficulties that were ahead for the country. He was the one who gave Vedanta, social service, and social reform a concrete form, and he was the one who conveyed Indian religion and philosophy to the modern world. Recognizing and celebrating Vivekananda's impact on Indian education is crucial. His instructional ideas are easily adaptable to the contemporary educational climate since they can be seen in action. The time has come to put into action his plan to educate the masses and equip them with the means to achieve economic independence. To conclude, Vivekananda's educational philosophy places a significant focus on developing one's character and upholding moral principles. He had the belief that education should not only concentrate on the growth of one's intellect, but also on the development of one's moral character and the cultivation of virtuous behavior. Education, in the view of Vivekananda, should make it possible for people to develop into citizens who are morally upstanding, compassionate, and responsible, and who contribute to the improvement of society. The need of developing one's character and upholding moral principles is a central tenet of Vivekananda's educational system. He was of the opinion that the purpose of education should extend beyond the simple gaining of new information and instead center on the development of morally upstanding citizens. Vivekananda's ideology aspired to generate individuals who would not only be successful in their own

activities but also contribute to the improvement of society by instilling values, training self-discipline, and placing an emphasis on spiritual development. This was done in order to achieve the former goal.

**References**

1. Ashrama. A. Vivekananda his call to the Nation, Delhi cent ally road, Calcutta.
2. Aggarwal, J.C and Gupta, S. (2006). Great Philosophers and Thinkers on Education. New Delhi: Shipra Publication.
3. Barman. P & Bhattacharyya, D. (2012). Vivekananda's Thoughts on Man-Making Through Moral Values and Character Development and Its Present Relevancy in School Education. IJMER,1, 2, PP. 30-37.
4. Bano, T. (2018). R.K.Narayan's Novel: A Replica of Indian Values. Kaav International Journal of English, Literature and Linguistics, 5(1), 21-24. <https://www.kaavpublications.org/abstracts/rknarayans-novel-a-replica-of-indian-values>
5. Banerjee. A. K.(2015). Educational philosophy of Swami Vivekananda. International Journal of Educational Research and Development. Vol. 4(3), pp. 30-35
6. Bharathi, S.V. (2011). Educational Philosophy of Swami Vivekananda. New Delhi: Discovering Publishing House.
7. Dash B. N. (1986). Educational Philosophy and Teaching Practice. New Delhi: Kalyani Publishers.
8. Goswami. D. (2013), Philosophy of Education. Bhabani Offset Private Limited, Guwahati
9. Gupta, R.P. (1985) "A study of Educational Thoughts of Swami Vivekananda" Ph.D in Education, Rohilkhand University.

10. Gupta. S.(2021). Swami Vivekananda's Educational Thoughts and its Implications in Present Scenario. *Journal of Emerging Technologies and Innovative Research*. Volume 8, Issue 9
11. K, D., & V. (2014). Shakespeare and His Tragedies. *Kaav International Journal of Arts, Humanities & Social Science*, 1(1), 76-90.
12. Katrojwar, A. M. (2019). Teachings and Philosophy of Swami Vivekananda (1st ed., pp. 354-357). Kaav Publications.
13. Math. R. Education Swami Vivekananda. Madras, Published by The president, Sri Ramkishna Math
14. Malara, L., & Mathur, M. (2018). Visualizing Impact of Values on Learning And Development. *Kaav International Journal of Law, Finance & Industrial Relations*, 5(1), 52-57.
15. Misra and Shiva Saran. (1986). Critical Study of Educational Philosophy and Teaching Method of Swami Vivekananda. Ph.D in Education, Avadh University.
16. Nikhilananda. S. (1975). Vivekananda – A Biography. Advaita Ashrama, Delhi.
17. Palod & Lal. (2011). Educational Thought and Practice. pp.366-383. VINAY RAKHEJA. Garh Road, MEERUT-2.
18. Ravi, S. S. (2016). A Comprehensive Study of Education. Delhi. PHI Learning Private Limited.
19. Sarkar.R. (2015).Swami Vivekananda's Ideas and Philosophy of Education:A way out to promote imperishable development of the nation. *Scholars Impact-Quarterly Research Journal*.Vol 1,Issue-4
20. Swami, T (2019). Fear Not Be Strong. Kolkata. Advaita Ashrama.
21. Srivastav, A., & Singh, N. (2019). Educational Philosophy of Maharshi Sri Aurobindo: Nation and Education (1st ed., pp. 27-30). Kaav Publications.  
<https://www.kaavpublications.org/cpa/bstracts/educational-philosophy-of-maharshi-sri-aurobindo-nation-and-education>

Walia, K. (2019). My Idea of Education. Kolkata. Advait