



Swami Vivekananda
Contributor Personality Program



An Adani Group Initiative

UNIT 9:

Engage Deeply



for students and faculty of
Gujarat Technological University

by

i-become University
Services

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UNIT 9:

Engage Deeply

The third aspect of a Contributor's Mindset is the Contributor's approach to work.

Contributors are instantly distinguished by the way they approach work. They get involved. They are enthusiastic. They go deep into the subject.

In short, Contributors love what they do.

This is in direct contrast to Non-contributors who want to do only what they love – an approach that seems reasonable until you realize that life and workplaces have so much variety that you may very often be called upon to do tasks that seem unpleasant or boring until you get involved.

Concept Exploration	pg. 2-5
Concept Application	pg. 6-21
Field Work (Project)	pg. 22
Swami Vivekananda speaks to you	pg. 23-24

Concept Exploration

EXPLORATION 1:

Non-contributors give up easily when they have to go deeper into the subject

It is so easy to memorize or follow the procedure given to me. To think deeply about the subject means struggling a little. It is easier to "give up".



Contributors take up an idea and work deeply with that idea to make it a reality in their lives

The deeper I go into the subject, the clearer I become. I am able to find new answers, discover new ways of doing things, and transform myself in the process.



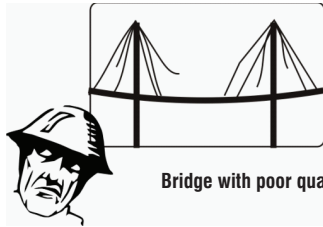
REFLECTIONS

“Engaging deeply” means going through an initial period of struggle, before discovering the benefits of “deep engagement”. How will you deal with this “initial struggle”? Discuss to answer.

EXPLORATION 2:

Non-contributors often focus on “completing the task” even if the quality of work is poor. They have a “chalta hai” attitude

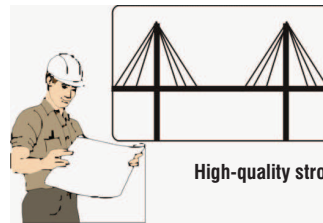
Let me somehow finish my work and go home. Chalta hai if there are errors or the output is of poor quality or if it collapses later or customer is unhappy.



Bridge with poor quality work

Contributors seek to create “high quality” products. They care about what they have produced.

My product shows my own personality. I care about the quality and usefulness of my product. I want to do a great job. Only then do I respect my own work.



High-quality strong bridge



REFLECTIONS

“Engaging deeply” means giving up the ‘chalta hai’ attitude and caring deeply about your work. What have been the consequences¹ of a widespread ‘chalta hai’ attitude in our country? Discuss to answer.

MEANINGS:

¹ Consequences: The effects of one’s actions or behaviour.

EXPLORATION 3:

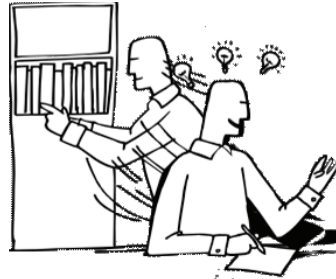
Non-contributors do not commit themselves to the success of a project

Committing to the project means giving up some of my comforts. So why should I give up my pleasures to go deep and show interest in the details of the project?



Contributors commit themselves to the success of a project

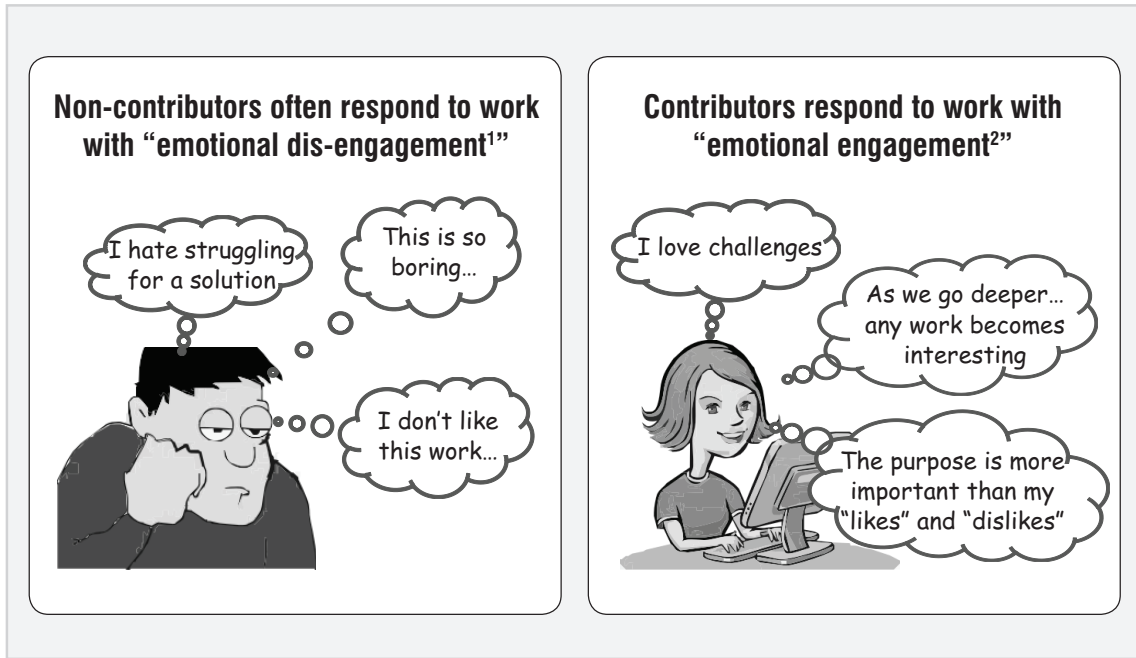
Unless I go deep and get into the details, I know the project will not get completed successfully. If I am involved, I must commit myself deeply to the success of the project.



REFLECTIONS

What are the benefits of personal commitment – to your personality? to your career? Discuss to answer.

EXPLORATION 4:



 **REFLECTIONS**

People who do well and succeed in whatever they take up in their lives (academics, extracurricular activities, personal projects, etc.) are able to do so because they are “emotionally engaged” or passionate about whatever they do. Why do you think this is so? Discuss to answer.

MEANINGS:

¹ Emotional dis-engagement: Doing work without involvement or interest. My emotional energies are not poured into the work.

² Emotional engagement: Doing work with full involvement and interest. Fully pouring my emotional energies into the work.

Concept Application

APPLICATION EXAMPLE 9.1:

CASE STORY

The history of the Manhattan Project shows that sharing a mission and a vision with the group can provide the necessary inspiration to enable whole-hearted engagement with the work and stretch the limits of performance.

When engineers were first assigned to the Manhattan Project and asked to do a series of tedious calculations, the American army refused to tell them what they were working on. They carried out their work, but slowly and without inspiration.

As the project leaders noticed that work was advancing at a slow pace, they decided to inform the scientists of the true nature of their task. By providing meaning, the leader changed the group dynamics and the team's results in a spectacular manner. The same engineers, when told that they were building a weapon that was going to end World War II, suddenly found far better ways of completing their tasks. Their assignment became a thrilling and meaningful crusade rather than a routine and tedious job. Almost immediately, they started to do the same work 10 times faster!

This story shows the power available to leaders in defining a mission, offering a vision of the future, and convincing participants that they are part of something that goes far beyond the drudgery of their daily work.

The Manhattan Project Album

The Manhattan Project was the effort, led by the United States with participation from the United Kingdom and Canada, which resulted in the development of the first atomic bomb during World War II. It lasted from August 1942 to December 1946.



A 1940 meeting at Berkeley with (from left to right) Ernest O. Lawrence, Arthur H. Compton, Vannevar Bush, James B. Conant, Karl T. Compton and Alfred L. Loomis

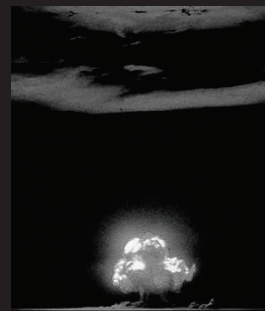


Oak Ridge K-25 Plant



Operators at their calutron control panels at Y-12. Gladys Owens, the woman seated in the foreground, did not know what she had been involved with until seeing this photo in a public tour of the facility fifty years later

The Manhattan Project created the first nuclear bomb. The Trinity test is shown.



[Source: Excerpt from "Providing a Sense of Deeper Purpose: Leadership Best Practice", Loick Roche and John Sadowsky]



REFLECTIONS

Q1. In this case story, showing the team the larger vision they were serving, motivated the team members to get fully involved in the work and pour their energies into it, increasing productivity by 10 times. What benefits do you think the engineers now felt they were getting in their work?

[Hints:

- think of both the tangible and intangible benefits (such as personal fulfillment etc)*
- what were the benefits to themselves as individuals?*
- what were the benefits to their people and to their country?]*

Q2. Some people are driven by inner vision, which makes them pour their heart into their work. For e.g. a mountaineer who keeps climbing newer and higher peaks is driven by some inner vision. Do you know any person who seems to be driven by an inner vision? Write about him/her.



APPLICATION QUESTIONS

Q3. In the workplace, sharing of vision and purpose can be used as a powerful leadership tool, to enable a team to reach new heights of accomplishment. What are the long-term benefits of such a leadership strategy? Discuss to answer.

[Hints: Consider –

- Benefits to each of the people involved?*
- Benefits to the team?*
- Benefits to the organization?]*

APPLICATION EXAMPLE 9.2:

ROLE MODEL

[Adapted from an obituary in the New York Times – June 11, 2005]

Hamilton Naki, 78, Self-Taught Surgeon, Dies

Hamilton Naki, a laborer from South Africa, who became a self-taught surgeon of great skill died on May 29, 2005 at his home in Langa, near Cape Town.

Mr. Naki, who left school at 14 and had no



formal medical training, spent five decades working at the University of Cape Town. Originally hired as a gardener in 1940, he acquired his surgical skills through years of silent observation and secret practice at the university's medical school.

In 1954 Robert Goetz of the University's surgical faculty asked Naki to assist him with laboratory animals. Naki's responsibilities progressed from cleaning cages to performing anesthesia. Several years after Goetz left, Naki started working for Christiaan Barnard in the laboratory as an assistant. Barnard had studied open-heart surgery techniques in the United States and was bringing those techniques to South Africa. Naki first performed anesthesia on animals for Barnard, but was then "appointed principal surgical assistant of the laboratory because of his remarkable skill and dexterity". Although South Africa's

apartheid laws did not allow blacks from performing surgery on whites, Mr. Naki's skills were so esteemed that the university quietly looked the other way. He worked alongside Dr. Barnard for decades as a lab technician, perfecting his craft and assisting in many operations on people. Barnard was quoted as saying "If Hamilton had the opportunity to study, he would probably have become a brilliant surgeon" and that Naki was "one of the great researchers of all time in the field of heart transplants".



In 1968, Barnard's cardiac surgical research team moved out of the surgical laboratory, and Naki helped develop the heterotopic or "piggyback" heart transplantation technique. In the 1970s, Naki left Barnard's team and returned to the surgical laboratory, this time working on liver transplantation. Mr. Naki also taught surgical techniques to generations of medical students. He retired in 1991. In 2002, Mr. Naki was awarded the Order of Mapungubwe, one of South Africa's highest honors, for outstanding contribution to medical science. In 2003, the university awarded Mr. Naki an honorary Master of Science degree in medicine.



REFLECTIONS

Q1. Because of Mr. Naki’s strong commitment to developing himself as a surgery practitioner, he was willing to hold on to this purpose despite the adverse conditions during apartheid in South Africa. What can we learn from his story about the “power” of deep commitment to a life of purpose?

Q2. Write of a person whose strong commitment to his/her work gave him the strength to overcome hurdles on the way.



APPLICATION QUESTIONS

Q3. In your work, when you are committed to a deeper purpose being served through the work, what are some of the personal choices you would want to make? Explore these choices in the following sample situations –
(Tick the choice you would want to make)

When asked to stay late for some project

- You carefully keep track of how much overtime you are putting in for the extra work.
- You are enthusiastic about the project and energize the team.
- You do what is asked of you to keep your commitment, even though you feel “pushed”.

When there is a new kind of project which is beyond your current capability

- You are apprehensive, but your commitment helps you overcome the fear. You take on the challenge, with help.
- You play it safe and recommend that an outside agency be called in instead, because it is important to have someone who knows the job.
- You are excited, eager to learn, involve more people for help, and build capability to accomplish the project successfully.

APPLICATION EXAMPLE 9.3:

STORY

A gentleman was once visiting a temple under construction. In the temple premises, he saw a sculptor making an idol of God. Suddenly he saw, just a few meters away, that another identical idol was lying.



Do you need two statues of the same idol?

No! We need only one, but the first one got damaged at the last stage.

The gentleman examined the sculpture. No apparent damage was visible.

Where is the damage?!



Where are you going to keep the idol?

There is a scratch on the nose of that idol.

It will be installed on a pillar 20 feet high

What?? When the idol will be 20 feet away from the eyes of the beholder, who will notice a scratch on the nose?



God knows it and I know it

The sculptor's assessment of "quality" and what could be "passed" as final, was his own inner sense of excellence i.e. the urge to do a perfect job. This made his work meaningful to himself.



REFLECTIONS

- Q1. Why do you think the sculptor in this story put in so much of effort to do a “perfect job”?
What benefit did he see in this?



APPLICATION QUESTIONS

- Q2. Organizations have tried to standardize high quality in process outputs through techniques such as ISO certification, six-sigma, TQM (Total Quality Management).

However, in creative and knowledge-related work, what is the value of developing an inner sense of quality (like the sculptor in this story) in your work – where one is not driven by external controls alone, but is motivated by one’s own inner striving for excellence? (Think of tangible and intangible benefits). Discuss to answer.

What are the benefits –

– *to yourself?*

– *to your team?*

– *to your organization?*

– *to the customers you serve?*

APPLICATION EXAMPLE 9.4:

STORY

Sudha Chandran - Overcoming setbacks to achieve her dream



Sudha Chandran began dancing at the age of three. Seeing the dedication of the child, her father took her to a famous dance school in Mumbai, 'Kala Sadan', at the age of five. Kala Sadan refused to admit such a young girl. But on seeing her beautiful performance, they gave her a place in the prestigious institution.

Sudha practiced with much zeal and dedication. She continued her general education along with dance. By the age of 17 she had presented 75 widely appreciated stage programs.



On May 2, 1981, the bus Sudha was traveling in met with a serious accident. Due to a misjudgment on the part of the doctor, Sudha's broken leg developed gangrene and had to be amputated.



Sudha remained in a state of shock for some time. However, gradually her confidence started to return. She began walking with the help of a wooden leg and crutches. In the meanwhile, she continued her studies in Mumbai. She was unable to sleep for several nights. She gained strength from her pain and pledged to become even stronger. Despite facing severe pain she continuously practiced walking.



Six months after the amputation, Sudha read about the new 'Jaipur leg'. Her confidence and desire for dance was again revived. Sudha got her 'Jaipur leg'. With this, a new round of struggle began. First, she began to practice walking with her artificial leg. On meeting with success at this first stage, she tried to dance as well. This was however not easy. Her leg would often bleed and as the movements of the leg became faster, the pain became more severe. She used to bear the pain and did not allow her face to reflect her agony. Once she had mastered all the dance positions, she started to wait for an opportunity to perform on stage once again.

On January 28, 1984, she was to present a dance program for the "South India Welfare Society" of Mumbai. She was apprehensive. However, when Sudha reached the stage, she forgot that her leg was artificial and started dancing swiftly.



At the end of the show, the hall resounded with the claps of the mesmerized audience.

Sudha thereafter won several awards in dance. The film "Nache Mayuri" inspired by her made her famous. She also went into an acting career.



 **REFLECTIONS**

Sudha Chandran’s love for dance gave her the strength to overcome the many ups and downs that came her way. In fact, she gained strength from her pain and made her disability her greatest motivator – she became even more determined to achieve excellence as a dancer.

Q1. What would have been the consequences on her life, had she given up when she was faced with these challenges?

[Hints: Consider consequences for

- her own self-esteem and confidence*
- her future prospects*
- her family and other people around her]*

 **APPLICATION QUESTIONS**

Q2. In the workplace, imagine you are deeply involved in a project that is important to you. However, your team seems to keep having bad luck and things keep going wrong. If you respond positively and remain committed to the success of the project (instead of giving up), what could be the personal benefits to you and your team-mates (whether the project finally succeeds or fails)? Discuss to answer.

APPLICATION EXAMPLE 9.5:**ROLE MODEL****Brooklyn Bridge – a creation of vision and commitment**

In 1883, an engineer named John Roebling was inspired by an idea to build a spectacular bridge connecting New York with Long Island. Bridge building experts throughout the world thought that this was an impossible feat and told Roebling to forget it as it had never been done before.

Roebling knew that it could be done. He shared the dream with his son

Washington, an upcoming engineer. Working together, the father and son developed concept of how the dream could be accomplished. With great inspiration and excitement about the wild challenge before them, they hired their crew to build the dream bridge.

Few months into the project there was an on-site accident. John Roebling died in it. Washington was injured and was left with brain damage, and could not talk or move. Everyone thought the project would be scrapped since the Roeblings were the only ones who knew how the bridge could be built.

Despite his handicap, Washington still had a burning desire to complete the bridge. He tried to inspire and pass on his enthusiasm to some of his friends, but they were too afraid to take up the task.

As he lay on his bed in his hospital room, with the sunlight streaming through, an idea hit him. All he could do was move one finger and he decided to make the best use of it. By moving this finger, he slowly developed a code of communication by tapping his finger, with his wife through which he communicated to his engineers. He also encouraged his wife to study higher mathematics, strengths of different materials, etc. It seemed foolish, but the project was under way again.

For 13 years Washington tapped out his instructions using his finger until the bridge was finally completed. Today the spectacular Brooklyn Bridge stands in all its glory.

[Adapted from the Source: <http://pilgrimshighlandchurch.org>]



REFLECTIONS

- Q1. The vision of the Brooklyn Bridge kept Washington Roebling committed to his task despite personal tragedies.
- What motivated him to keep struggling to finish the bridge and not give up?
 - What were the benefits of this (i) to him? (ii) to the Citizens of New York? (iii) to future generations?

[Hints: Think of tangible and intangible benefits]



APPLICATION QUESTIONS

- Q2. Assume you are working in an organization. A product which was launched after months of your shared work does not do well in the market. What choices will you make to turn this failure into an opportunity for success? Discuss to answer.

[Hints: How can one learn from one's failures? How can you learn and improve the product?]

APPLICATION EXAMPLE 9.6:

SCENARIO

Mihir was a brilliant physics research student. He wanted to use path breaking technologies to find solutions to some of the serious issues faced by the world.

With my research I will make some real difference to the world.

He joined a multi-national oil company where physicists, geologists and mathematicians together worked on identifying oil drilling sites.

You will work with a team of other scientists on the energy problem.

But after two years into the job, he found the excitement of newness and discovery missing.

This is not my idea of the work that I want to do. All I do is look at endless data.

He joins another organization which manufactures cutting edge optical instruments used in various medical, research and educational institutes. But here too things are no different.

All I have around me are lenses. I will need to look for a new job..... Sigh! When will the search end??

 **REFLECTIONS**

Q1. Mihir is unable to see the connection between his work and the contribution he can make through his work, to the organization. He is looking for external motivation to find meaning in his work. Write on how you can help him discover the meaning in his work.

[Hints:

- consider how individual contributions go into making the whole.
- if each individual part does not have excellence, can the final product be excellent?
- consider how going deeper into any work helps one discover meaning in work.]

 **APPLICATION QUESTIONS**

Q2. In the workplace, if we do our day to day work with inner motivation, then the kind of fulfillment that we can derive from our work can be significantly improved. In such a case, the work we do integrates into a larger vision that we might have in our mind. What can be some choices that you can make to discover new meaning in your work? Discuss to answer.

APPLICATION EXAMPLE 9.7

ROLE MODEL

A promise of safe road travel for middle-class Indian families

Ratan Tata, the head of the Tata Group, was moved every time he saw whole families travelling on two-wheelers, a common sight in India.



He was inspired to think of how travel could be made safer for families from the growing Indian middle-class, without having to resort to expensive means. He did not want to simply make another stylish and small, but unaffordable car. That is when he hit upon the idea of manufacturing a small car – with a price tag of one lakh rupees, and no more.

Project leader for Tata Nano Girish Wagh says that Mr. Tata often grabbed a pencil and a notebook to sketch out ideas, encouraging everyone to speak up. "Even a junior engineer could talk to him," says Mr. Wagh. He further adds, "Mr. Ratan Tata wanted to be sure that the car came in at 100,000 rupees, but if we tried to compromise on customer requirements, he would say no."

Though his idea was widely criticized, he remained focused on his goal. Initially in 2003, he thought of making a four-wheeler out of scooter parts but it did not work out and the team had to struggle a lot. Mr. Tata spent a lot of his time on this project and monitored it closely until the Nano design was conceived.

By 2011, Mr. Tata proved his critics wrong and the car was already popular on Indian roads.

The car had numerous cost-cutting features, and Mr. Tata was able to realize his dream of giving the Indian public an affordable yet modern car. But he does not stop there.



"We have to commit to making the product better all the time - so, five years from now, it is not the same Nano," he said.

 **REFLECTIONS**

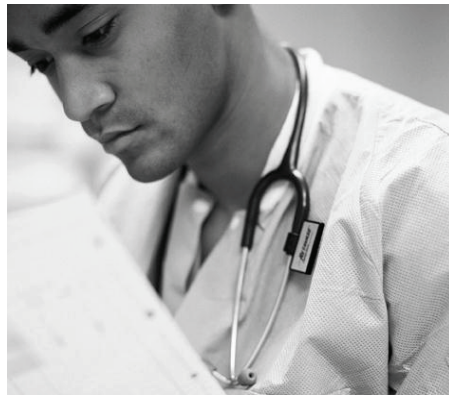
Q1. Ratan Tata’s vision was not to just make a car in Rs. 1 lakh, but to provide a safe means of personal travel to the Indian middle class family. How did this wider vision impact his choices?

[Hint: Observe how Ratan Tata was motivated to go into the details of the project, add his creative ideas, etc.]

APPLICATION EXAMPLE 9.8:

SCENARIO

Meet Narendra, a young doctor. After five years of working in the best hospitals of India, he has decided to go to his father's village and practice for a year.



The first two months in the village has left him highly dejected and disappointed. The village does not have even basic health care facility. People have to travel 15 kms to reach the nearest primary health care centre. Even in this centre, all the medical equipment is either out-dated or non-functional.

The ailments of the villagers are not very serious, rather they are very basic ailments which are easily preventable. But Narendra feels helpless as the medicines that he prescribes for the ailments are usually not available in the health centres. He is increasingly feeling that his decision to come to the village was a bad one.



 **REFLECTIONS**

Q1. What choices does Narendra need to make so as to make a positive difference and contribute to the lives of the villagers and improve the state of health in the village, despite the challenges faced?

[Hints:

- How can Narendra adopt the age old saying 'Prevention is better than cure'?
- Think of how he can discover meaning in his work.]

 **APPLICATION QUESTIONS**

Q2. In the workplace, suppose you are sent on a posting which is considered difficult, what would be the possible benefits of accepting such a posting? Discuss to answer.

[Hints:

- How the opportunities for learning change in this situation? What does it do to your own capabilities?
- How will the organization view you in the future?]

9.9: FIELD WORK

PROJECT 1:

Project Goal: *To study how people (contributors) “engage deeply” in their work, and how they demonstrated “engaging deeply” practices.*

STEP 1: Identify any 2 contributors who you believe are role models in the way they “engage deeply” with their work. *(This person may be from any field of work, and may be personally known to you OR may be a well-known personality you have heard / read about OR someone who works in your locality eg: vegetable seller, sweeper, etc.)*

STEP 2: Decide how you are going to present your project. As a –

- Home-video project (recording a video of interviews etc. to make a short-film on the case), OR
- Slide presentation (with photographs, factual data, insights, sound / music, etc.), OR
- Poster presentation (with photographs, factual data, insights, etc.)

STEP 3: On each of these 2 people, do a research study to collect data (video, photographs, data, etc.) for your project presentation. Your research can include -

- Primary research done by interviewing the person and others he/she regularly interacts with at work.
- Secondary research done by using the internet, going through newspapers and magazines, talking to experienced people who know this case well.

In your research study, identify specific examples / incidents in this person’s life where the person had –

- Taken up an idea and worked deeply with that idea to make it a reality
- Created “high quality” products, caring about the perfection and beauty in the product delivered (try to get samples / pictures of these products if possible). What are some of the choices he/she had to make to ensure this quality? *(eg: had to put in extra time and effort)*
- Taken up a project or vision and remained committed to its success despite many challenges / difficulties / opposition
- Taken up a seemingly routine / boring / small work, but discovered it was quite interesting and meaningful once he/she poured his/her full energy into it (doing it wholeheartedly).

Ask him/her to narrate each of these incidents to you, also explaining the “inner as well as external rewards” he/she experienced in each of these incidents.

STEP 4: Make your final presentation by compiling the answers from your interviews / research and your observations on each of these answers, highlighting the “deep engagement” practiced by this person.

STEP 5: Present in the class.



Swami Vivekananda speaks to you

Dive Deep

Swami Vivekananda wanted each of us to plunge whole heartedly into the task at hand. It is only through such single-minded devotion can excellence be achieved.

“Give up, once for all, this nibbling at things. Take up one idea. Make that one idea your life – think of it, dream of it, live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success, and this is the way great spiritual giants are produced. Others are mere talking machines. If we really want to be blessed, and make others blessed, we must go deeper.

“Take one thing up and do it, and see the end of it, and before you have seen the end, do not give it up. He who can become mad with an idea, he alone sees light. Those that only take a nibble here and a nibble there will never attain anything. They may titillate their nerves for a moment, but there it will end.

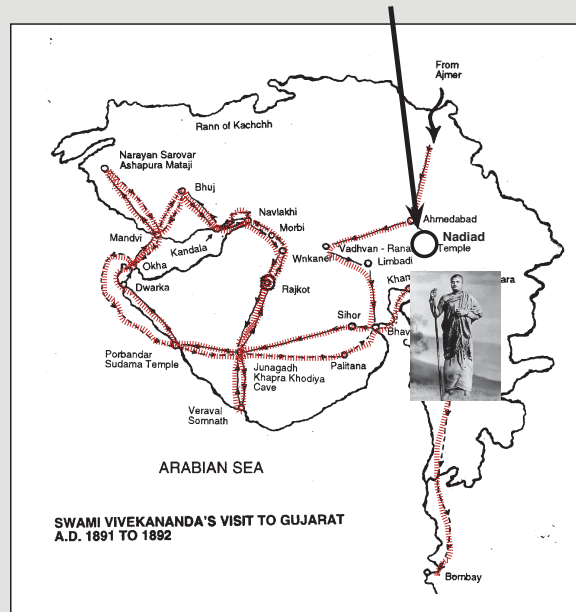
“Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life-building, man-making, character-making, assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library. If education is identical with information, the libraries are the greatest sages in the world, and encyclopedias are the Rishis. No scriptures can make us religious. We may study all the books that are in the world, yet we may not understand a word of religion or of God. We may talk and reason all our lives, but we shall not understand a word of truth until we experience it ourselves. You cannot hope to make a man a surgeon by simply giving him a few books.

“Be like the pearl oyster. There is a pretty Indian fable to the effect that if it rains when the star Svati is in the ascendant, and a drop of rain falls into an oyster, that drop becomes a pearl. The oysters know this, so they come to the surface when that star shines, and wait to catch the precious raindrop. When a drop falls into them, quickly the oysters close their shells and dive down to the bottom of the sea, there to patiently develop the drop into the pearl. We should be like that. First hear, then understand, and then, leaving all distractions, shut your minds to outside influences, and devote yourselves to developing the truth within you. There is the danger of frittering away your energies by taking up an idea only for its novelty, and then giving it up for another that is newer.

“Getting by heart the thoughts of others in a foreign language, and stuffing your brain with them and taking some university degrees, you consider yourselves educated! Fie upon you! Is this education? What is the goal of your education?

Source: The Complete Works of Swami Vivekananda
(Published by Advaita Ashrama, 5 Dehi Entally Road,
Kolkata 14, India)

Swami Vivekananda at Nadiad - 2



Swami Vivekananda also met in Nadiad, in April 1892, the famous Vedantist and a prominent literary figure Manilal Nabhubhai Dwivedi (b.1858, d.1898).

Throughout the short span of forty years of his life, Manilal tried to interpret all aspects of human life and civilization in the light of Advaita Vedanta of Shankaracharya and left behind a rich treasure of writings in Gujarati and English, which comprises essays, plays, poems, novels, translations, edited works, compilations, literary criticisms and book reviews. His paper on Hinduism was read out in the Parliament of Religions, Chicago in 1893.

Swami Vivekananda also immensely enjoyed his company during his stay at Nadiad and spoke highly of him in his letter dated April 26, 1892 to Haridas Desai. Apart from writing more than sixty books during his lifetime, Manilal also left behind a few unpublished manuscripts including a work on Swami Vivekananda, 'Swami Vivekanandani Americani Mulakato', which he wrote before his death in 1898. This gives us an idea of the reverence with which he looked upon Swami Vivekananda.

Source: Shri Ramakrishna Ashrama, Rajkot, website (www.rkmrajkot.org)

The material in this booklet is meant to be studied along with the material available at gtu.ibecome.in

You will find videos, concept presentations, quizzes to improve your understanding of the topic.

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