

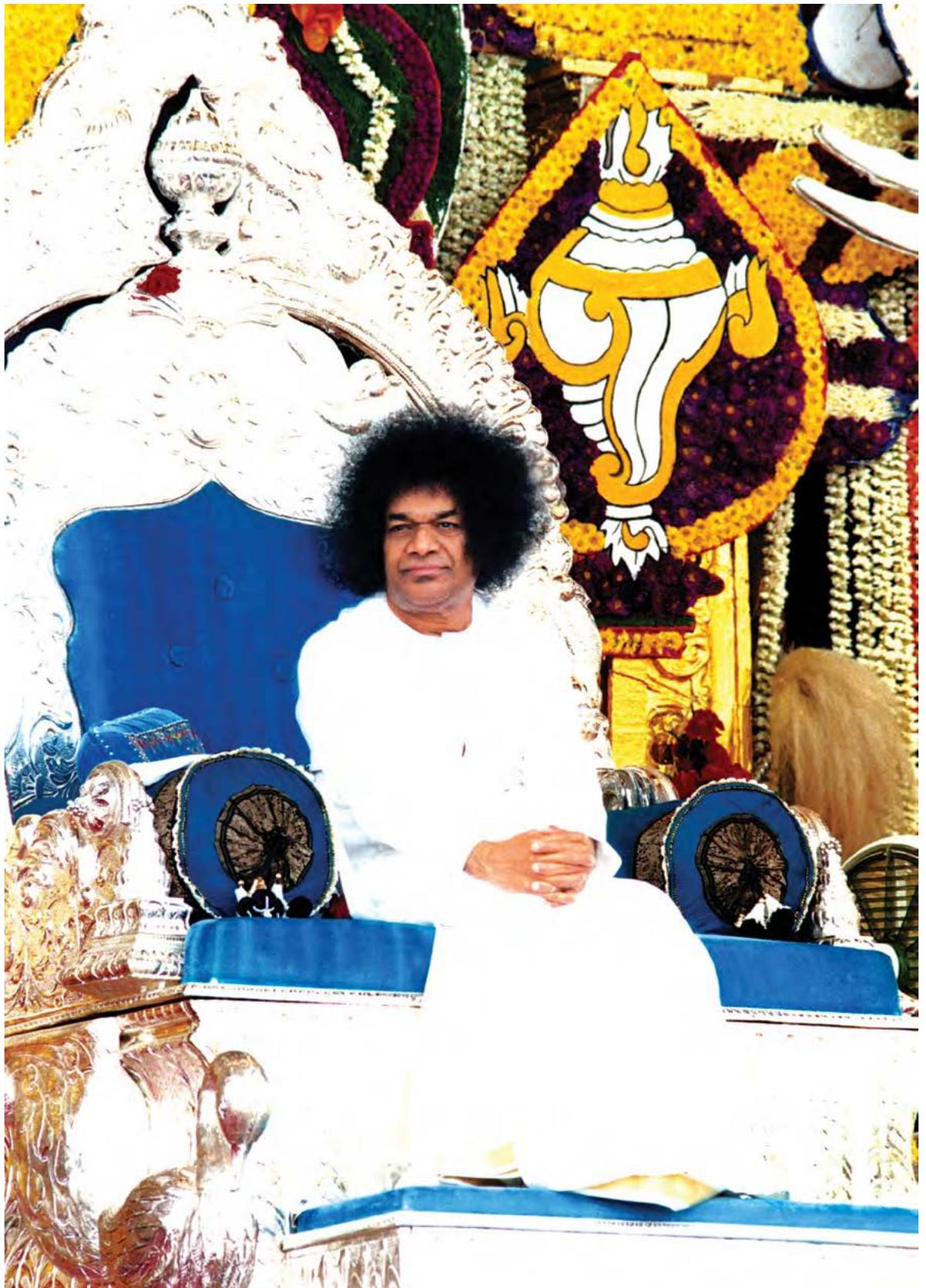


Sanathana Sarathi

Special Issue

**Education that Transforms:
Values-based Education System of
Bhagavan Sri Sathya Sai Baba**

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THE GREATEST BOON TO HUMANITY

MAN WAS WITNESS TO GREAT SCIENTIFIC AND technological marvels in the 20th century. Stunned by the wonders of science and technology, people started believing that the answer to all the problems of the world could be found in the advancements in these fields. Man therefore started ignoring morality and spirituality. But very soon the wonders of science turned into horrors of science when scientists produced atom bombs and weapons of mass destruction. The result was disastrous. Sadly, man lost his humanness and massacred more than 100 million of his own fellow beings in the two world wars and internal conflicts of many nations in the 20th century alone.

It was at this critical juncture in human history that Bhagavan Sri Sathya Sai Baba provided moral and spiritual base to man's life by pioneering a programme of Sathya Sai Education in Human Values and devising a system of education which integrated human values with secular knowledge. This was Bhagavan's greatest boon to beleaguered and strife-ridden humanity. Cautioning man about the dangers he faced in the modern age of science and technology, He emphatically declared, "Politics without principles, education without character, science without humanity and commerce without morality are not only useless but positively dangerous".

To give a practical shape to His Message, Bhagavan set up Sri Sathya Sai Institute of Higher Learning, a Deemed to be University, which has become a beacon light of integral system of education that integrates human values with academic excellence. Seeing the success of this system of education, an expert team of the University Grants Commission observed, "This Institute stands out as a crest jewel among the university education system in the country, and this model is worthy of emulation by the institutes of higher learning in the country and elsewhere".

The Divine Message of Bhagavan to make human values as the basis of education system has now reached all corners of the world, and Sathya Sai Schools as well as Institutes of Sathya Sai Education are spreading its awareness to bring about a fundamental change in the system of education in the world. Naturally, governments of many countries have adopted it for their schools and they are sending their teachers to Institutes of Sathya Sai Education for training in the methodology of Sathya Sai Education of Human Values. The United Nations Organisation, which was in search of durable peace in the world after two bloody world wars, has adopted this system of Education in Human Values, and the panel of experts set up by this world body has unanimously endorsed it.

Offering this special issue of Sanathana Sarathi at the Lotus Feet of Bhagavan Baba, the Divine World Teacher, on His 94th Birthday, we pray for lasting peace in the world.

– Editor



AVATAR VANI

EDUCATION FOR SUPREME BLISS

ACQUIRE THE KNOWLEDGE OF THE ATMA

TODAY WHAT THE WORLD NEEDS is neither wealth nor any materialistic advancement. It needs students who are ideal and who work for the welfare of society. The field of education today is plagued by problems which confuse everybody. We rarely find students working for the welfare of society and strengthening its moral fabric. Today students struggle to acquire power, position and wealth. They do not put in any effort to inculcate virtues in themselves. It is a mistake to think that

service done to society is for someone else. In fact, it is service to oneself and to God. *Sarvatah Panipadam Tat Sarvathokshi Siromukham, Sarvatah Srutimalloke Sarvamavruthya Tishthati* (with hands, feet, eyes, head, mouth and ears pervading everything, He permeates the entire universe).

Recognise the Truth of your Divinity

There is one power that pervades both microcosm and macrocosm. That power is the Cosmic Divine. The divine consciousness present in you is the same as that present in all. The whole world is filled with this divine consciousness. People who realise this eternal truth will not tread the wrong path. Forms are many but the divine power is one. Therefore, man should endeavour to recognise his innate divinity. Today there are millions of scholars and intellectuals. Have they done anything good for society? They promote only their selfishness and self-interest. Rarely do we find such people working for the welfare of the country. Only when selfishness is removed completely from the nature of men will there be purity in the country.

Today's education can confer only worldly comforts. Besides secular education, one should acquire the knowledge of the Atma. You can experience the divine power which



is all-pervasive. This is called the Cosmic Divine. Many scientists have experimented a lot to discover this power. But what is the outcome? They tend to discover what is transient and worldly. You should try to recognise the oneness of the divine power that pervades the entire universe. Once you recognise this truth, you will never be subjected to worries. The power that pervades the whole universe is also in your little finger. You doubt this fact, go by the name and form and enfeeble yourself. Once you transcend the name and form and realise the divine energy, you get enormous strength.

Acquire Education to Know the Nature of the Atma

Love is the basis of life in this world. There is nothing which you cannot accomplish with love. Without love, mankind cannot exist. Humanness is not based on the form alone. In fact, we can consider all beings to be divine. But man is carried away by the differences in form. When you realise the oneness of all these forms, you can enjoy eternal bliss. Therefore, it is important to start practising this principle of unity in your lives.

Never hate anyone, because the principle of love is immanent in all. Divine energy too is present in all. Never criticise or denigrate anyone. Love all. That itself is divine consciousness which transforms into divine power. Therefore, never give scope to bad thoughts. With pure conviction declare that you are the Cosmic Divine present in all. Many people take recourse to many spiritual practices without understanding their own innate divinity.

All that you study is borrowed knowledge. All this education is required in

the material world. You should acquire it only as much as is necessary. Can you call a person educated just because he knows how to read and write? Are you an educated person just because you have acquired a college degree? No. Can education without good feelings and good mind be called 'true education'? If education is merely for a living, then are not the animals and birds living? Education is for life, it is not for a living. Without realising this truth, men put themselves in many snares for the sake of eking out a livelihood.

Secular knowledge is essential for your welfare in this world. But for the welfare hereafter, the knowledge of Brahman is essential. Secular education is merely for the body and not for life. It cannot help you to understand the nature of the Atma. There is no greater education than the one which helps you to understand the nature of the Atma.

Why can't you recognise your own truth instead of knowing so much about others? You enquire of others, 'Who are you?' Instead of that, you should enquire, 'Who am I'? Of what use is knowing about others when you do not know who you are? When you know yourself, you will easily understand others. The same principle is immanent in you and others. It is the all-pervading universal consciousness. You should recognise this divine energy. Then you will not have any suffering or misery. Bhagavan states this from His own experience. My life is My Message. Bhagavan is always blissful. Bhagavan has no worries.

– **From Bhagavan's Convocation Discourse in Sai Kulwant Hall, Prasanthi Nilayam on 22nd November 2000.**



THE GLORY OF SRI SATHYA SAI VALUES-BASED EDUCATION

Dr. V. Mohan

The end of education is character. The end of knowledge is love. Education is for life, not for merely a living. Education is intended for the transformation of the heart. Education must promote peace, security and happiness. Education should serve to enlarge the vision and broaden the outlook of people.

– Bhagavan Sri Sathya Sai Baba

BHAGAVAN BABA IN HIS INFINITE love has given several gifts to humanity. Of these, Sri Sathya Sai Educare is one of His most precious gifts.

Education and Educare

Swami has always stressed that people have a right to education. In keeping with this philosophy, He built the Temples of Learning which stand as 'Beacons of Excellence' showing the path to the whole world. In this context, Swami coined the term 'Educare' to distinguish it from the usual education that is taught in most educational institutions. To quote Bhagavan Baba, education has two aspects: 'The first is related to external and worldly education, which is nothing but acquiring bookish knowledge. In the modern world, we find many well-versed and highly-qualified persons in this aspect. The second aspect known as 'Educare' is related to human values. The word 'Educare' means to bring out that which is within. Human values are latent in every human being. One cannot acquire them from outside. They have to be elicited from within. Educare means to bring out human

values from within and to translate them into action.

Thus, Bhagavan Baba makes a distinction between 'Education' which is for a 'Living' and 'Educare' which is for 'Life'. The table below summarises the basic differences between 'Education' and 'Educare'.

Education	Educare
Makes you great	Makes you good
Gives you Shakti	Gives you Bhakti
For earning a Living	For leading a Happy Life
Gives you Yukti	Gives you Mukti
Makes you a Bhogi (even a Rogi)	Makes you a Yogi
Getting info through senses	Distilling values from within

Verily, Educare is the Veda of the 21st century. It is the first time ever that an Avatar has synthesised knowledge and action in such a simple manner for everyone to understand. Indeed, Bhagavan Baba is the first Avatar to set up educational institutions!

The Uniqueness of Sri Sathya Sai Institute of Higher Learning

Unlike other institutions, schools and colleges where the primary aim is to impart knowledge or education, in

Bhagavan's educational Institutions, while this undoubtedly forms an important part of the curriculum, equal importance is given to spiritual development. Students are taught not only their routine lessons from books but far more. They are taught the importance of human values which are latent in us. These include Sathya (truth), Dharma (righteousness), Santhi (peace), Prema (love) and Ahimsa (non-violence).

I have often observed that the students of the Sathya Sai educational institutions often radiate a glow on their face which reflects their purity and inherent divinity. No doubt, this has been bestowed on them through the love and grace of our Beloved Bhagavan. I have always been amazed to see the different kinds of talents exhibited by students of Swami's schools, colleges and the university, not only in academics, but also in research, sports, music and other cultural activities. Many of them become expert singers, musicians and sportspersons. At the Annual Sports and Cultural Meet conducted every year in January, the talent that is exhibited by our students is to be seen to be believed. All this, of course, would not be possible without the blessings and grace of our Beloved Bhagavan.

Bhagavan Baba says: "The present system of education makes you breadwinners and citizens, but it does not give you the secret of a happy life, namely, the discrimination between the unreal and real". With this in view, He set up Sri Sathya Sai Institute of Higher Learning (SSSIHL) with the campuses at Anantapur, Brindavan, Muddenahalli and Prasanthi Nilayam. The SSSIHL is recognised as a Deemed to be University. The colleges at Brindavan, Muddenahalli and Prasanthi Nilayam are exclusively for

men. The establishment of an exclusive college for women at Anantapur shows the importance which Bhagavan gives to women's education. Students at Bhagavan Baba's institutions can study from the 1st Standard to postgraduate degree and even doctoral (Ph.D.) programmes, free of cost.

Bhagavan Baba says, "Our hope is that by your lives, you will be shining examples of spiritual awareness and its beneficial consequences to the individual and society. I am depending on you students for a great transformation in outlook – a great revolution. Students of the Sathya Sai Institute must lead this Movement". What a profound statement from the Lord Himself! He has assured us that the 'Swarna Yuga' or the 'Golden Age' will come soon. I am convinced that in the Swarna Yuga, it will be the students of Sri Sathya Sai Institute of Higher Learning who will be leading, not only our country but the world with their uprightness, honesty, ethics, empathy and love; not to mention their knowledge, wisdom and talent.

Bhagavan Baba always felt that mere acquisition of knowledge was not sufficient. He stressed the fact that a student must learn different types of skills throughout his life: self-help (body care) skills, subject skills, professional skills, social skills and ethical skills. Ethical skills alone enable a person to translate the human values, he or she has learned, into action.

Some of the unique features of the Sri Sathya Sai Institute of Higher Learning are as follows:

- A daily routine ensures that the time is properly divided between the hostel, college, playground and the Mandir.
- There is a moral class every Thursday wherein the entire college participates.



- Cultural programmes help to develop all-round skills of the students.
- Hostel life enables a student to develop a feeling of brotherhood and selflessness.

Bhagavan's Institutions are Role Models for the Whole World

One of the most important features of Swami's institutions is the respect and acceptance of all religions. Unlike other educational institutions run by religious organisations where a single religion or faith is indoctrinated into students, in Swami's institutions, students are taught to respect and love all religions as their own. In fact, Prasanthi Nilayam is one of the few places in the world where festivals of all religions are celebrated with equal enthusiasm and joy.

In Swami's institutions, principles of Educare are incorporated even in subjects like Physics, Chemistry and Business Management. This does not mean that academics are given less importance. Rather, students are encouraged to work hard and to excel in whatever they do. Bhagavan's students are immensely blessed because right from the time they enter the institution, they feel Bhagavan's love which surrounds them and gradually removes petty things from their mind and helps to transform them. The strict discipline that is maintained, shapes them as better human beings, but it is always laced with love and kindness.

Bhagavan's institutions have served as 'role model' for many other institutions, not only in India but also abroad. Several governments have adopted the principles of Bhagavan's system of education, not only in India but in many countries internationally. The Chief Guests who have come to preside over the Institute's Annual Convocation have been very generous

in their praise – including Presidents and Prime Ministers. People are simply stunned to see the kind of work being done in this Institute. Dr. A.P.J. Abdul Kalam, former President of India, after witnessing the activities of the SSSIHL, said, "Is values-based education possible? Sri Sathya Sai Institute of Higher Learning has given the answer in the affirmative. He says and I quote 'I am in a place where university learning takes place in a Divine environment'. Here students get education with a value system. I would like to congratulate Sri Sathya Sai Institute of Higher Learning for this noble education".

In today's commercial world, where everything is for sale, education is also highly commercialised. It is in this background that Swami's institutions stand apart as the entire education for every student is completely offered free of cost. It is remarkable that despite this, our institutions attract the 'crème de la crème' of students from all over the country. A good percentage of the teachers are the alumni of the Institute.

The alumni of the Institute hold important positions in reputed companies, universities, research centres and administrative positions all over the world. They are true ambassadors of Swami's Educare Mission, and they bring glory to our country.

Dearest Swami, You have placed a great responsibility on us to carry forward Your Mission. We pray to You to bless us to carry out our duties up to Your expectations. This would be possible only through Your grace, blessings and support.

– A renowned and award-winning diabetologist by profession, the author, Dr. V. Mohan is a Trustee of Sri Sathya Sai Central Trust.



UNITED NATIONS ADOPTS EDUCATION IN HUMAN VALUES FOR SUSTAINABLE DEVELOPMENT

Kalyan Ray

The Human Values-based education has evolved over decades under Bhagavan Baba's direct guidance and has become a beacon of hope in a despairing world.

The adoption of Education in Human Values by the United Nations and its endorsement by world's educational experts under the auspices of this world body sends a wake-up call to educational thinkers and policy makers worldwide.

WE LIVE IN A WORLD IN which the unbounded desires of humankind, aided and abetted by rapid progress in science and technology, are driving our lifestyles and exploiting Nature to levels which are not only unsustainable but threaten the very survival of our mother planet. Gandhiji cautioned us long ago, "The world has enough for everyone's need, but not enough for everyone's greed". A profound change is needed in the way we view ourselves, our relationship with our fellow human beings and our relationship with the world we live in. Educationists can no longer be content with imparting to students knowledge and adaptive skills for earning a living and building a new economy based on new technological advances. Rather, they should be equally concerned with the transformation of minds and hearts of students in the formative years so that they can one day build a new society that could bring harmony and peace in the world.

More than fifty years ago, Sri Sathya Sai Baba was underscoring the critical

need for reforms in education when he said: "Education must endow man with compassion and a spirit of service – intelligent, timely and full. Education must not only inform but transform – transform habits, character and aspirations of the individual, leading finally to a transformation of the spirit". In these words, He was laying down the foundation of a new education system that would help students to realise their full human potential and awaken in them a consciousness that would take them beyond the concerns of personal welfare to the welfare of all members of society.

Educare Brings Human Values in Education

Education must instil the fundamental human values. Education must promote ethical behaviour. It must foster self-control. This is the essential function of Education.

– Sri Sathya Sai Baba

The philosophical cornerstone of Sri Sathya Sai Baba's new approach to



education, which He would call 'Educare', is the elicitation of inherent human values of Love, Truth, Peace, Right Conduct and Non-violence which lie dormant in every human being. Through the flowering of human values, and the translation of these values into daily action, Educare helps in the physical, intellectual, emotional and ethical integration of an individual into a complete human being. This complete human being would be a combination of nobility and ability – endowed with a sharp intellect capable of discriminating between 'good' and 'bad'; a kind compassionate heart with love for all; and competent hands eager to serve society. This combination of nobility and ability endows one with character. Sri Sathya Sai Baba has always emphasised "Character is the hallmark of true education".

For this to happen, for the purification of one's personality into a noble character, secular or worldly education must blend with spiritual education. "Both secular and spiritual education are essential," Sri Sathya Sai Baba said, "Secular education would bring out the latent knowledge pertaining to the physical world and spiritual education would bring out the inherent divinity in an individual". This integral approach to education alone can prepare children for the challenges of life in a balanced manner – temporally, morally and spiritually.

A quarter of a century later, the UNESCO Commission for Education in the Twenty-first Century (popularly known as the Jacques Delors Commission, 1996) would reaffirm this 'Educare' approach: "Education should contribute to every person's complete development – mind and body, intelligence, sensitivity,

aesthetic appreciation and spirituality". The Commission also saw this new educational approach "as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war".

In September 2000, the world leaders met at a special Millennium Summit at the United Nations to address extreme poverty in the twenty-first century. The Millennium Development Goals (MDGs) adopted at the Summit would seek to lift more than 500 million people out of extreme poverty that robs them of their health, dignity and aspirations for fulfilling their human potential. The leading experts of the world brought together by the United Nations in the form of the Millennium Task Force had an outstanding challenge to find ways and means of achieving the ambitious goals set by the world leaders at the Millennium Summit.

In its opening remarks, the Millennium Task Force report (2003) underscored the importance of human values in accomplishing its goals. The Task Force observed, "The Millennium Development Goals themselves are built around a shared understanding of what we as human beings owe to one another and are informed by the principles of fairness, justice, and the obligations of the individual to pursue the mutual good that characterises religious and ethical systems the world over". It further observed that human beings can be motivated to action as much by values as by economic impulses and regulatory measures. Human values inherent in every human being – Truth, Right Conduct, Peace, Love and Non-violence – can help stimulate inspirational action to achieve the Millennium Development Goals.



United Nations Adopts Human Values in Water Education for Africa

There are two kinds of learning in the educational system today...The first relates to the physical. The second relates to the spiritual...For instance, you find out that water is composed of two parts of hydrogen and one part of oxygen. You thereby know the composition of water. This enhances your scientific knowledge. But what is relevant from the social and spiritual point of view is how to ensure fair distribution of water among all people.

– Sri Sathya Sai Baba

The United Nations was seeking a practical way of translating human values into its many-faceted developmental efforts. Water education was considered as a strategic entry point for action to achieve most of the Millennium Development Goals, be it in the area of health, education, child mortality, empowering women or ensuring environmental sustainability. The opportunity came in 2001 when a bold move by a group of 38 international experts convened by the United Nations under the chairmanship of the Minister of Education of South Africa, and guided

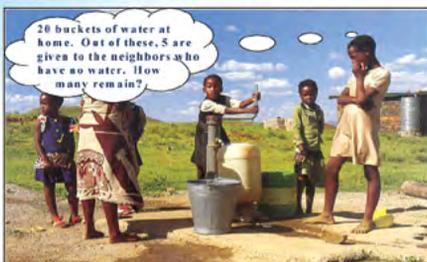
by the African Institute of Sathya Sai Education, unanimously recommended a human values-based approach to water education.

Human Values-based water education would be an innovative approach that would not only impart information on water, but would also inspire and motivate young learners to change their behaviour and make wise and sustainable use of water. By eliciting desirable human qualities, the values-based approach could help in making desirable choices in water use and management. Nurturing values such as honesty, integrity, tolerance, responsibility, sharing and caring in children during their formative years would prepare them to become caring and responsible citizens in society.



Kofi Annan, Secretary General, United Nations, being briefed on Human Values-based Water Education Programme.

Water Education in School Curricula



Human Values integrated in Mathematics in Primary Schools in Africa.

The United Nations started the implementation of this path-breaking initiative in 2001 in seven African countries, soon to be expanded to nine: Cote d'Ivoire, Burkina Faso, Ethiopia, Ghana, Kenya, Mali, Niger, Senegal and Zambia. The United Nations gave the responsibility of implementation of this programme to the Sathya Sai Institute of Education in Africa. In every country, the national curricula



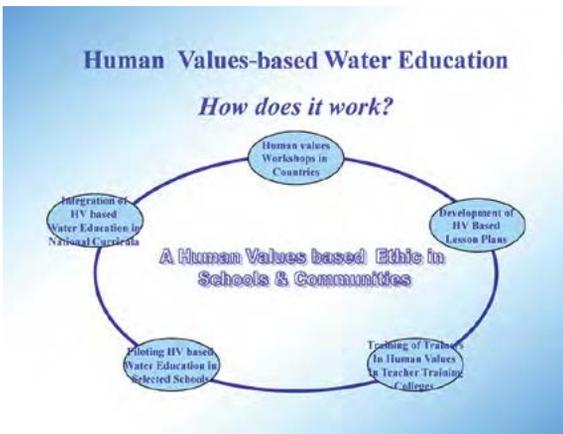
at primary and secondary levels were reviewed in order to introduce human values-based water education through various academic subjects. This would be followed by the development of learning and teaching materials (e.g. Human Values-based lesson plans) and the training of trainers in national curriculum development institutes. Water education was then piloted through selected schools in each country, using both direct and indirect methods. The direct method would use the five teaching techniques of silent sitting, prayers, storytelling, group songs and group activities. In the indirect method, trained teachers would integrate human values in every academic subject at primary and secondary levels.

The following years would see African educationists – teachers, curriculum specialists, school inspectors and educational administrators – in the nine participating countries enthusiastically embracing human values education through the United Nations programme. By 2012, the African Institute of Sathya Sai Education had trained more than 1,734

school teachers and 249 senior trainers through 40 regional and national level workshops in the participating countries. Nearly 78,000 students in 91 public schools in 9 African countries participated in the programme. The programme also succeeded in mainstreaming human values-based water education through national curriculum in two African countries.

Indeed, the evaluator believes the Values-based Water Education Programme to be a necessary one because of the breakdown of traditional behaviour and erosion of values over much of Africa and because of the seriousness of the water crisis. Nor, as has been pointed out by many, are human values foreign to most African countries. In fact, they are inherent in the African tradition. And when confronted with their existence, most stakeholders readily agree that their adoption is a necessary condition for a return to responsible behaviour on the part of all in society.

– Excerpts from the Mid-term Evaluation Report by Prof. Norman Clarke, Independent Evaluator, United Nations, September 2004.



A Human Values-based Water Education Model developed by the United Nations.



Kofi Annan and other heads of UN Agencies with Sri Sathya Sai School Children in Nairobi, Kenya.



Human Values-based Water Education Spreads to Asia

The success of the programme in Africa generated interest in human values-based water education in other regions as well. In December 2003, the United Nations and the Asian Development Bank jointly organised, in cooperation with the Institutes of Sathya Sai Education in the Philippines and Thailand, a Regional Consultation in the Asia Pacific region on Human Values-based Water Education in Manila, the Philippines. Among the participants were senior educationists from 21 Asian countries including Australia, the Peoples' Republic of China, India, Indonesia, Japan, Lao PDR, Malaysia, Nepal, Pakistan, the Philippines, Singapore, Sri Lanka, Thailand and Vietnam.

In March 2004, the Council of Ministers of South East Asian Ministers of Education Organisation (SEAMEO) adopted a declaration on Human Values-based Water Education to support a collaborative initiative of the United Nations, the Asian Development Bank and countries of the region. Soon after, the EHV programme

started in seven Asian countries – Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, Thailand and Vietnam. By 2012, the Asian Programme had trained 507 senior trainers in 19 Teacher Training Colleges.

Final Evaluation by the United Nations

The final UN Evaluation Report (2013) prepared by an international team of experts led by Prof. Norman Clarke observed with admiration the success of the EHV approach in the participating countries, noting that the programme had “considerable impact on schools, training colleges and communities... with significant improvement in child behaviour and child learning”. The evaluators were optimistic that the results, achievements and benefits of this decade long programme would endure as the EHV approach had been well anchored in national teacher training institutions in the participating countries.

Finally, the evaluation team encouraged the United Nations “to publish its Human Values Programme more widely not only in terms of past success but also as a potential source for future international development”.



United Nations officials and members of Sri Sathya Sai Institute of Education attending a workshop in Thailand.



Dr. Anna Kajumulo Tibajuka, Under-Secretary General, United Nations, during a visit to Prasanthi Nilayam, December 2006.



“Values-based education can be an important agent for behavioural and attitude changes of key actors in the urban scene, particularly in dealing with issues that affect everyday life in our cities.”

– Anna Kajumulo Tibaijuka, Under-Secretary General, United Nations

As the Human Values-based Water Education became mainstreamed in African and Asian countries, educators from several countries including Ministers of Education would visit Prasanthi Nilayam to know more about the Human Values approach as practised in the educational institutions established by Sri Sathya Sai Baba in India.

A Beacon of Hope in a Despairing World

At the turn of a new Millennium, when the world is overwhelmed with new challenges of rising inequality and dwindling resources and educators everywhere are seeking for a new educational paradigm, Sri Sathya

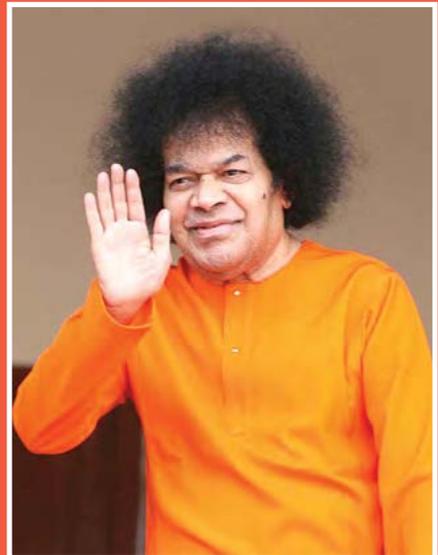
Sai Baba, the Universal Teacher, has given a new and higher direction to education that could raise the mind and spirit of the growing generation to a higher level of consciousness transcending narrow self-interests and self-aggrandisement.

The Human Values-based Education has evolved over decades under Bhagavan Baba’s direct guidance and has become a beacon of hope in a despairing world. The adoption of Education in Human Values by the United Nations and its endorsement by world’s educational experts under the auspices of this world body sends a wake-up call to educational thinkers and policy makers worldwide.

– **The author, Sri Kalyan Ray, was formerly with the United Nations and served in the United Nations Millennium Task Force. He also served as the Chairman of Sri Sathya Sai World Foundation Education Committee and as a Member of the Prasanthi Council, Sathya Sai International Organisation.**

Science and technology has improved by leaps and bounds over the past 200 years, yet no sanctity has been attached to it. This has stimulated development in human civilisation, but not within man. Absence of human values will lead to the decline in spirituality. Develop the strong faith that body has been gifted to uphold human values.

– Baba



BHAGAVAN'S UNIQUE SYSTEM OF EDUCATION

S.S. Naganand

The greatest boon of this Education System was the personal attention and the presence of Bhagavan Sri Sathya Sai Baba. His love and compassion were boundless and limitless. From being a World Teacher, He could become a caring mother the next instant. The students could melt His heart and He would spend long hours with them, showing them by His personal action, behaviour, speech and conduct as to how one should live in society.

BHAGAVAN SRI SATHYA SAI Baba was a Divine Teacher. Even during His school days, Godward path by leading good life and by right conduct. **Home is the First Classroom of the Child**



Swami emphasised on formal and informal learning. In many of His Discourses, Swami referred to the mother as the first teacher and stressed on the importance of respecting and revering mother. Of all species of living beings on this planet, human beings have the unique ability to learn, understand and think. Some of the learning happens before formal education begins in school. That learning is in the lap of the parents and in the company of elders and siblings.

He demonstrated His ability by teaching small songs to His fellow students. He also performed miracles to drive home a point and orient His friends towards the

importance of good home environment which is the first classroom. The important human values of kindness, caring, sharing, patience and joy are all experienced in the



home. Hence, in many of His Discourses, He asked the parents to maintain right atmosphere at home.

Bal Vikas: the First Building Block of Swami's Education System

In keeping with the famous verse in Bhaja Govindam composed by Adi Sankaracharya which Swami recalled, recited and sang on many occasions, He explained that Satsang was the starting point towards salvation. The verse says that the Satsang or good company leads to solitude, then to non-attachment, then to one-pointed devotion which leads to salvation. The foundation for fulfilment in life starts with Satsang or good company. To provide an avenue for Satsang, Swami devised and guided Sri Sathya Sai Seva Organisation to embark on an exciting programme called Bal Vikas, literally meaning the blossoming of the child.

This is the first building block in Swami's system of education. To make it a success, Swami laid down detailed guidelines and curriculum, the way of teaching, the pedagogy and the training of Gurus or teachers. This structured learning had very clear content and was simple and enjoyable for young children who participated in it. In the programme, children of different ages formed different levels or groups, and activity suitable to the group was prescribed. The programme introduced young children to various concepts which were universal to all religions. The programme was open to children from all religions, castes, nationalities and strata of society. The children met at the same level and experienced the joy of learning in an informal atmosphere, which kindled interest and desire to learn more about human values.

Swami: the World Teacher Par Excellence

Great Teacher as He was, Swami amply demonstrated in His numerous Discourses the importance of good education. He would start with a beautiful poem containing an important moral which He would elucidate and explain in the Discourse that followed the poem. Abstract ideas referred to by Swami were followed up quickly with a pause and with those famous words, "Oka Chinna Katha". Following this, He narrated a small parable which made the Discourse interesting and generated curiosity in the listeners. The story had a moral which was relevant to the topic of the Discourse. This form of teaching was easily understood by the young audience and the elders. By this process, Swami put the youth and adults at the same level. The five great values which Swami propounded were Sathya (Truth), Dharma (Righteousness), Santhi (Peace), Prema (Love) and Ahimsa (Non-violence). These eternal human values apply to all human beings irrespective of their religion, gender, country or ethnic background.

In many schools and colleges that were set up by Bhagavan Baba Himself under the auspices of Sri Sathya Sai Central Trust and Sri Sathya Sai Institute of Higher Learning Trust, students were given free education right from 1st Standard up to the doctoral level. Education must be free and must be of high quality was Swami's Mantra. Teachers must be well equipped, well paid and dedicated, was His emphasis. Swami often said education is for life and not merely for a living. While great emphasis was laid on the formal learning of all subjects which were taught in the school and the university, equal emphasis was laid on teaching and the practice of human



values. The schools and colleges followed the ancient Indian Gurukula System where the teacher and the taught lived together and every moment was an experience in learning. It was not merely all work, but it involved recreation, games, mutual help, self-reliance and spiritual orientation. The day always started with prayer and ended in silent contemplation. Singing Bhajans, which is the praise of every God from all religions and respect for each other's faith, was slowly imbibed in the minds of students in the atmosphere that was provided in the schools and colleges. The greatest boon of this Education System was the personal attention and the presence of Bhagavan Sri Sathya Sai Baba. His love and compassion were boundless and limitless. From being a World Teacher, He could become a caring mother the next instant. The students could melt His heart and He would spend long hours with them, showing them by His personal action, behaviour, speech and conduct as to how one should live in society. Hard work was always appreciated, and academic excellence was recognised and rewarded. Swami took great pride in achievements of His students and often declared that only wealth He had was His students. In this excellent environment, the students became attached to their teachers, their studies and to Swami personally and did not hesitate to seek His counsel and guidance on every matter. A compassionate mother as He was, Swami always obliged and guided the students.

All-round Development of Students

The educational institutions set up by Swami are well equipped with the latest teaching aids, laboratories, research centre, computer network, libraries, games

facilities, indoor and outdoor stadium, excellent classrooms and hostels. A number of co-curricular activities, magnificent sports and cultural events are a treat and all students participate in them. The food served in the hostel is wholesome, tasty and in abundance, the only rule being there should be no wastage of food. Swami often enquired from students about the quality of food in the hostel and whether sufficient quantity was served to them. Nourishment of the body is as important as the nourishment of the mind.

Education is an all-round development of good qualities required for good life. It involves the attainment of degrees and professional qualifications. In the system of education that Swami devised, there is ample measure of all-round development of the personality of the students at all levels.

Post the Maha Samadhi of Bhagavan in the year 2011, the institutions set up by Bhagavan Baba have continued to run exactly on the lines that He wanted them to be. Moreover, many improvements have been made in the infrastructure and facilities. A large number of students from all over India seek admission by taking competitive exam and facing interview. It is the belief of all that though Swami is not physically present, He continues to bless, guide and show us the way till this day. The closing prayer in Swami's institutions is universal and it demonstrates the ethos of a good education system.

Samasta Lokah Sukhino Bhavantu
(May all the worlds be happy)!

– An eminent advocate by profession, the author, Sri S.S. Naganand, is a Trustee of Sri Sathya Sai Central Trust.



Sathya Sai Education Precious Divine Gift to Humanity

Dr. Narendranath Reddy

Education must be combined with Educare. Only then will you experience the bliss. What is the difference between 'Education' and 'Educare'? Education is like insipid water, Educare is like sugar. Merely adding sugar to water does not make it sweet. It is only on stirring does the sugar mix with the water making it sweet. The heart is the tumbler, divinity is the sugar and secular education is tasteless water. With intelligence as the spoon and enquiry as the process of stirring, we experience the all-pervasive divinity. That is true wisdom, which enables us to recognise the unity of all creation.

– Sathya Sai Baba, 20th November 2001

BHAGAVAN SRI SATHYA SAI BABA is the universal teacher. His life is His message and His message is love. His message of love transcends all barriers of nationality, religion, ethnicity, culture, time and space. In His infinite love and compassion, He has gifted the programme of Sathya Sai Education to all humanity. The quintessence of Baba's teachings is contained in five fundamental human values which are innate in every human being – Sathya (Truth), Dharma (Right Conduct), Santhi (Peace), Prema (Love) and Ahimsa (Non-violence). The underlying current of all these values is Love. Love in thought and word is truth, love in action is right conduct, love in feeling is peace, and love in understanding is non-violence. Love is the greatest power that gives solace to all human beings and even animals. The practice of these five human values allows us to live in harmony as one global family, to see unity amidst diversity and to live in joy and peace – wherever we are. True education, Baba says, is the

practice of these human values which are inherent in all of us. Educare helps us to bring out and manifest these innate human values.

Educare

At the age of 14, Swami began His Educare programme when He gave us His first Bhajan, *Manasa Bhajare Guru Charanam, Dustara Bhava Sagara Taranam* (O mind, hold on to the feet of the Lord; He will take you across the ocean of Samsara and free you from the cycle of birth and death). He gave His second Educare message in the song He composed in Karanam Subbamma's house, *Sathya Dharmamu Santhi Premalatho Nee Nitya Jivana Yatra Saginchu*. (O man! Lead the daily journey of life with Sathya, Dharma, Santhi and Prema). This Telugu song has nine verses which contain the essence of Vedanta and the message of Sri Sathya Sai Education in Human Values.

These five human values, which are the basis for all humanitarian service projects in the Divine Mission of Sri Sathya Sai Baba,



have touched the hearts and transformed millions of lives. Based on this philosophy, Baba has started medical institutions where Sathya Sai Ideal Healthcare is provided to the needy. Here, healthcare professionals provide free, compassionate, comprehensive, state-of-the-art healthcare with love and compassion. Also, Swami has started many humanitarian service projects, including providing potable water, food, shelter and clothing to millions in many parts of the world.

Sathya Sai Educational Institutions – University

Bhagavan Baba has started Sathya Sai educational institutions which provide education from primary school to doctoral degree levels, where the emphasis is not only on academic excellence but also on pristine character. Baba exhorts that education is for life, not merely for making a living. He says, “The essence of education is concentration, the end of education is character, the purpose of education is to serve humanity, and the goal of education is to realise one’s innate divinity”.

Many Sathya Sai educational institutions were founded and guided by Bhagavan. The first college started by Swami was the College for Women in Anantapur in 1968, followed by many other institutions in Brindavan and Prasanthi Nilayam. These institutions are shining examples of integral education – a combination of secular and spiritual education.

In his Convocation Address on 22nd November 2006, the then President of India, Dr. Abdul Kalam mentioned: There are millions of graduates from thousands of universities all over the world. However, the few hundred students graduating from Sri Sathya Sai University are the beacons

of light and the torchbearers for Sathya Sai Education in Human Values. He also emphasised: These are the students who are the hope for all humanity and are exemplary citizens of the world.

This approach is in accordance with the teachings of the Mundaka Upanishad, which exhorts one to learn both Aparā Vidya (worldly knowledge) and Parā Vidya (spiritual education), since complete education is a combination of worldly knowledge and spiritual education – like the two wings of a bird. Lord Krishna says in the Bhagavadgita, *Adhyatma Vidya Vidyanam* – of all types of knowledge, I am the supreme knowledge of the Self. The scriptures proclaim, *Sa Vidya Ya Vimuktaye* – true education is that which liberates. The spiritual undertone of education is thus very important.

Inspired by Sathya Sai educational programmes in India, the Sathya Sai Organisations in India and around the world have been disseminating Swami’s Message on education through Institutes of Sathya Sai Education (ISSEs), Sathya Sai Education in Human Values (SSEHV) programmes, Sathya Sai Schools and Sai Spiritual Education (SSE) programmes.

Sathya Sai Schools

There are 44 Sathya Sai Schools spread all over the world, in addition to about 100 in India. Here, as in the Sathya Sai University founded and nurtured by Bhagavan, the emphasis is on integral education, for academic excellence as well as for producing exemplary citizens who can serve the community and society. These Sathya Sai Schools have shown outstanding performance and have been recognised by both the local community and the government authorities. For example,



the Sathya Sai School in Canada, which provides excellent values-based education has been recognised for many years by the Fraser Institute as one of the top schools in



Sathya Sai School, Canada.

the province of Ontario, Canada. Similarly, Sathya Sai Schools in Latin America and Africa have been recognised by their communities and the government. In 2019, the Sathya Sai School of Zambia won the national spelling Bee Competition in both Primary and Junior Secondary Schools. The Sathya Sai School in Uthiru in Nairobi has received commendations from the Education Ministry in 2017 and 2018 for maintaining consistently high achievement of its students. In these schools, the emphasis is on incorporating Swami's teachings on leading an exemplary life through loving and dedicated service to the community, in addition to academic accomplishments.

Institutes of Sathya Sai Education (ISSEs)

There are 31 ISSEs which provide values-based education to many segments of society and train the teachers. The ISSE of Thailand has provided such training to over 50,000 teachers. These institutes play an important role in training educators and government authorities. For example,



Sathya Sai School, Brazil.

the Government of El Salvador and other countries have invited the ISSEs to train their academia and other professionals,



Institute of Sathya Sai Education (ISSE), Puerto Rico.

in order to integrate human values in their professional and personal lives.

Sathya Sai Education in Human Values (SSEHV) Programme

SSEHV programmes have been given in classrooms, in communities, in workstations, and in schools and colleges and have influenced the lives of people in all walks of life – law, education, healthcare, service, military, law enforcement, science, commerce, business and politics – to name a few. As Swami has said beautifully, *Politics without principles, education without character,*



science without humanity and commerce without morality are not only useless but positively dangerous.

These programmes are also well-received in countries such as Taiwan, China and Kazakhstan where there was



Sathya Sai Education in Human Values programme in Kazakhstan.

a positive response from universities and the government to SSEHV programmes. I have had the good fortune to address about a thousand educators and administrators in San Luis Potosi, Mexico, who showed a keen interest in SSEHV. There are more than 300 projects with more than 2,000 SSEHV teachers which benefit over 100,000 people, worldwide.

Swami emphasised that Education in Human Values – EHV is 3HV which is the unity of Head, Heart and Hand – to have the head of Adi Sankara (wisdom), the heart of Buddha (love and compassion), and the hands of Janaka (selfless service).

Bal Vikas (Sai Spiritual Education)

Swami exhorts us to start practising these human values early in life and move forward with perseverance and patience until we realise our innate divinity. Accordingly, Bhagavan started the Bal Vikas movement in 1969. Subsequently, it

became an important part of the Sathya Sai Organisation, as per His divine command. Swami gave the utmost importance to the Bal Vikas movement and said that the very name implies the blossoming of human excellence. This movement, which has spread worldwide, is known today as Sai Spiritual Education (SSE) in countries outside India. Although the name may have changed, the original goal and the pursuit of truth as taught by Lord Sai, remains unchanged.

In the last five decades, the SSE movement in India and in many countries outside India has transformed the character of children, making them exemplary citizens and noble leaders, thus promoting global unity, peace and harmony. Dedicated teachers, parents and students play a pivotal role in this movement. The Sathya Sai International Organisation, to which He lent His sacred name serves humanity in about 120 countries and has more than 1,800 Sathya Sai Centres and Groups. The members study and practise Sathya Sai teachings on human values and many Sathya Sai Centres around the world have active SSE programmes.

All Sathya Sai Education programmes involve the active participation of the ideal student, the ideal teacher and ideal parents – the three pillars of all education programmes.

Ideal Teacher

There is a bond of pure love between teachers and students. Students can win over any teacher's heart and a teacher can win over students' hearts. If you want to be loved, you have to love others first.

– Sathya Sai Baba,
21st November 2001



Baba emphasises that the role of the teacher is very important, as one bad teacher can spoil thousands of students, while a bad student can only cause harm to himself or herself. Swami compares the teachers to a large water tank, and the students to taps connected to the tank. If the tank is filled with pure water, every tap connected to it will deliver pure water. But, if it is filled with dirty water, the taps will deliver dirty water. Similarly, if the teacher is filled with love and compassion, the students will also exhibit the same qualities; on the other hand, if the teacher is filled with negative qualities, the students too will exhibit the same. Therefore, it is important for teachers to possess noble and exemplary character. He exhorts an ideal teacher to teach with love for love's sake. Following His example, Sathya Sai teachers in Sathya Sai Schools have inspired many students with their love and dedication.

The teacher should be an exemplar of Swami's teachings. He says that there are three types of teachers: those who complain, those who explain and those who inspire. There are teachers who complain about the students and the facilities; then there are teachers who only explain but do not practise these teachings; and there are teachers who inspire the students by their exemplary lives. Swami expects all teachers to be model teachers who practise human values. We are fortunate in having Bhagavan Baba Himself as our Divine Universal Teacher, guiding us in every step towards Self-realisation, which is the final goal of education and life itself.

Ideal Parents

Whatever the parents tell their children to follow, they should themselves

adhere to it. Then only will their children become good.

– Sathya Sai Baba, 21st July 2008

Most SSE students spend only an hour or two in the SSE class, whereas many hours are spent at home. It is therefore important that the parents support, nurture and reiterate the human values learnt in the SSE classes while at home. Parents should also actively support the SSE programmes by their attendance and contributions. It is noteworthy that Bhagavan started the Bal Vikas movement in the homes of devotees. Swami says the mother is the first teacher and in His Divine Discourses, Swami often talks about the mothers of Lord Rama, Shivaji, Gandhiji, and Himself – ideal mothers who gave the world exemplary leaders and noble sons who inspired millions of people.

Ideal Student

The parents have given you life. They are responsible for your birth. Hence, you have to love your parents wholeheartedly under all circumstances. You have to realise the truth that first and foremost your mother is God and next your father, and they are protecting you constantly. Of what use are your achievements in life if you forget the very embodiments of divinity (that is mother and father) who are right in front of you?

– Sathya Sai Baba, 13th August 2006

The third important aspect of education is the role of the student. Bhagavan says education confers humility, and the Lord showers His grace on the humble. Parents and teachers should teach the students to lead simple and humble lives and emphasise the practice of lessons they learn in the classes. Swami emphasises



talking softly and sweetly, and the practice of silence as a spiritual practice – since the voice of God can be heard only in the depth of silence. Swami exhorted students to treat their parents and teachers with love and respect. Accordingly, the SSIO has initiated the Honour Our Parents Everyday (H.O.P.E) programme which is being implemented in various countries around the world.

It is common knowledge that today students are addicted to electronic devices, games and gadgets, wasting valuable time and energy. This cyber abuse has become a major deterrent for spiritual progress of children and adolescents. Children and youth need proper guidance and supervision by parents and teachers regarding the appropriate use of electronic gadgets. Bhagavan emphasises “ceiling on desires” as a spiritual practice. Instead of catering to the outgoing senses and worldly pleasures, Baba wants students to go inward. Instead of surfing the internet, He advises us to turn to the “ininternet” – the inward path and sanctify the inner faculties.

Bhagavan encourages students and faculty in His educational institutions and members of the Sathya Sai Organisation to participate actively in selfless service to the needy, to become good citizens and achieve purity in all aspects. Therefore, service activities should be a major focus area of Sathya Sai Education.

Educare – Pathway to Bliss

Man is not able to attain bliss because he is caught up in the pursuit of material goals and sense enjoyments. We are all caught up in this worldwide web: www – wealth, wealth and wealth. To escape this bondage which causes us grief and pain, Swami has shown us the way out, which is also www – work, worship and wisdom.

Work is Karma Yoga (selfless service), worship is Bhakti Yoga (path of love), and wisdom is Jnana Yoga (path of self-enquiry). The name SAI connotes these three yogas – S for service (Karma Yoga), A for adoration (Bhakti Yoga) and I for illumination (Jnana Yoga). The Sathya Sai International Organisation which bears His sacred name integrates these three paths through service, devotion and education wings, for the uplift of humanity.

Bhagavan Sri Sathya Sai Baba has emphasised that education should make us realise our innate divinity and experience bliss. The Taittiriya Upanishad tells us of a beautiful incident in the Bhrguvalli Chapter, where Bhrgu, the disciple approached his Guru, Varuna to inquire how to attain the highest knowledge and bliss. The Guru instructs him to study intensely and perform austerities. He practises these teachings faithfully but fails repeatedly, staying at various levels – the Annamaya Kosha (the body sheath); the Pranamaya Kosha (the vital air sheath); the Manomaya Kosha (the mind sheath); the Vijnamaya Kosha (the intellect sheath). Finally, by intense effort, he realises the Anandamaya Kosha (the sheath of bliss), having attained which he merged in the final truth, which is the goal of human life – self-realisation. Swami says that we are all Amrutaysa Putraha – children of immortality and we are entitled to this supreme title.

I pray to Bhagavan Sri Sathya Sai Baba to bless us with determination, discrimination and dedication so that we can follow His teachings on education and move forward till we reach the *summum bonum* of life.

– **The author, Dr. Narendranath Reddy, is Chairman, Sathya Sai International Organisation.**



SATHYA SAI VALUES-BASED EDUCATION IN JAPAN

Ryuko Hira

IT WAS KOBE (THE NAME OF CITY “Kobe” verily means “God’s Door”) where Sai first entered Japan through the Kobe Indian community in April 1975. Bhajan singing on Thursdays and Sundays at a Kobe temple started and Kobe Sai Centre was established in 1979 when Bal Vikas for Indian children in Japan was first started by dedicated sisters 40 years ago. Now regular Bal Vikas classes are conducted in Kawasaki, Yokohama, Kobe and Okinawa. Bal Vikas for Japanese children started in 2000, and presently regular Bal Vikas classes for Japanese pupils are conducted in Chiba, Tokyo, Yokohama, Kanazawa, Osaka and Kobe.

India-Japan Education and Cultural Projects

The Institute of Sathya Sai Education (ISSE) was established in 1999. In 2002, Japanese teachers participated in SSEHV Diploma Course and were conferred

SSEHV diploma by the Divine Hands of Bhagavan Sri Sathya Sai Baba. Sathya Sai values-based education movement started to spread throughout Japan, and it covered non-devotees including public school teachers.

As English language is uncommon, Japanese original lessons plans, EHV songs, etc., had to be created to match the social and cultural needs of the Japanese. Since then, ISSE conducted classes and teacher training courses in Sathya Sai Education in Human Values (SSEHV) Programme for approximately 700 people at various places in Japan. It also organised Parenting Workshops, Facilitator Training Course for Parenting Workshop, Sathya Sai India-Japan Youth Exchange Programme and annual “Morals Day” events sponsored by local Boards of Education in each region. SSEHV National Camps, Human Values Youth Camps, Human Values Drama Festivals, SSEHV Training Seminars for Teachers aimed at the cognition and revival of human values were similarly organised. Meanwhile, ISSE has also published materials on educational philosophy and educational manuals including, Human Values Diary, ISSE Newsletter “Educare News” for teachers in Japanese. Moreover, ISSE Japan has been actively engaged in connecting the local and central government with local community people as well as in carrying out India-Japan cultural projects.



Smt. Kayoko Hira, Director of ISSE Japan with Bhagavan Sri Sathya Sai Baba.



Since 2012 and thereafter, upon request of Embassy of India, ISSE has been supporting the Commemorating Events for the 60th Anniversary of Diplomatic Relation between Japan and India. It has also been organising educational “India Fair” in several cities of Japan, with the support of Ministry of Foreign Affairs (Japan), Embassy of India (Tokyo), local governments, Municipal Board of Education, etc., by hosting “An Exhibition on Cultural and Economical Exchange between India-Japan for 1,260 years” with the presence of Ambassador of India to

and high schools in Kanto region. Lectures and workshops about Indian culture and society were offered by prominent lecturers and artists. Along with these educational events, Gakken Publishing, with All Japan Parents Teachers Association (PTA), ISSE published a book “Secrets of India” with the support of Embassy of India and other prominent bodies. The book introduced the saints, sages and spiritual culture of India, and was offered to 23,500 Japanese primary schools with readership of seven million Japanese students in five years.

“The Study of India” classes have been held since then every year at junior high schools, high schools, City’s Board of Education, India Centre, etc.

Students Exchanges and Research Cooperation between India and Japan

A delegation from Japan on the occasion of the 34th Convocation Ceremony of Sri Sathya Sai University and 90th Birthday Commemoration of Sri Sathya Sai Baba in 2015, comprising Japanese Ambassador in India, Yutaka Kikuta; President of JAIST, Dr. Tetsuo Asano; Superintendent of Shizuoka Prefectural Board of Education, Sri Naohide Kinai; Chairman of Shizuoka Institute of Science and Technology, Dr. Kosuke Toyama visited Prasanthi Nilayam to explore future collaboration of scientific research and recruitment of Indian researchers, students, as well as to exchange views on promotion for India-Japan education interrelationship. In this regard, an MoU for students exchanges and research cooperation was signed between Sri Sathya Sai Institute of Higher Learning (SSSIHL) and Japan Advanced Institute of Science and Technology (JAIST).

As part of prestigious SAKURA Science Exchange Programme organised by



Sri Ryuko Hira, Sri S.S. Naganand and Sri V. Srinivasan at the India Fair.

Japan, India-Japan Association, Governor of each prefecture, Mayor of each city. Among those cities hosting the “India Fair”, it was at the 1,200 years old Chikubushima Temple of goddess Saraswati at Lake Biwako in Shiga prefecture that Central Trust Trustees Sri V. Srinivasan and Sri S.S. Naganand along with Smt. Madhuri Naganand attended and inspired the Japanese audience.

In 2012, with the support of Embassy of India and Indian Chamber of Commerce and Industry, Tokyo, ISSE organised “Study of India” classes at 16 universities



the Japan Government, nine Doctoral Research Scholars and a teacher (from SSSIHL) visited JAIST Japan from 20th to 30th July 2018. The exchange programme exposed Ph.D. Sai students to state-of-the-art research capabilities at JAIST, while exploring future research possibilities in the fields of Material Chemistry, Applied Physics, Energy and Environment, Bioscience and Biotechnology. The students also visited the Sai Centres of Tokyo, Kanazawa and Kobe to interact with devotees and learn about the Samithi activities there. In January 2019, "SSEHV Japanese and Spanish Language Club" started in Kanagawa, focusing on academic and values-based education, taking care of Japanese origin children from Latin America whose mother tongue is Spanish.

Experiences of Sai Education Teachers in Japan

Since the beginning of Values-based Education in Japan, Ms. Hoori Dayal Samnani and Ms. Toshiko Aota have been dedicating themselves to Sai education selflessly and wholeheartedly with single-minded devotion to Sai. Seeing divine quality in each student, they elicit the potentiality from each one of them, influencing students environment such as parents, communities and schools they are attending.

Ms. Aota says, it is totally true in Japan as in India that a child is completely and remarkably transformed by receiving Sathya Sai Education, in spite of different dietary customs and cultural ethos. She shares two stories. The first one is the story about the difficulties of practising vegetarian diet in Japanese public schools. This is the story of conquering the difficulties with

tremendous effort by a parent towards her ideal for the diet which is recommended by Sai Education. In Japan, religious activities such as praying to God, etc., are prohibited by law in public schools. Most Japanese public schools have joint school lunch systems in which vegetarian diet option is not available in most cases. This is because vegetarian practitioners are still a minority in Japan even today. Bal Vikas classes duly recommend vegetarian diet to the parents, but most of them allow their children to have non-vegetarian school lunch by compromising their principles. Because Japanese culture encourages them to act in unity as a consensus group, it would take a great deal of courage to do things differently from others. But a brave and devout mother, Smt. Miyahiro came to me for consultation on this matter.

The mother then suggested to the school that it should be allowed for her son to bring his own vegetarian lunch box. By Divine grace, the mother made vegetarian lunch for her son everyday for nine years of the time period of compulsory education. Moreover, she made every effort for her child to be comfortable with other classmates at lunch time even with different menus of lunch box, such as by trying to make vegetarian dishes that looked exactly like the school lunch menu. For example, when there was the school lunch menu of boiled fish, she cooked the same shape of item by kneading vegetables and beans.

It was immeasurably hard experience for the faithful practitioners of Swami's teachings. But on every occasion, He protected them to the full extent. If mothers and teachers of Bal Vikas as such cooperate together with strong faith, God



will protect and guide them no matter how difficult and contrary the environment is.

In “Ramakatha Rasa Vahini” is found the key to spiritual growth for us. Swami’s words give the hint for Japanese Bal Vikas that it is important for 3HV-based Motherhood spiritual education called “Mama-Vikas” to be established. And it should not be just a seminar or workshop, because it works only when the mothers are “educated” from the ways of lives of Bal Vikas teachers who actually put Sai teachings into practice in their daily lives. What is needed is a role model for spiritual teaching, not a seminar. We must remember that Swami founded women’s college first, earlier than boys’ colleges to showcase the importance of women’s education. Swami says, “If the mother is good, the country will develop”.

The second story is the miracle from God in Sai Education. The word “Japan” contains the Sanskrit word “Japa”. I think the name of Japan comes from Swami’s grace with Divine message to Japanese people for spiritual practice. In other words, if you add “Japa”, namely to reiterate God’s Name and remember God, to the great moral philosophy of “Bushido”(the many codes of honour and ideals that dictated the samurai way of life, loosely analogous to the European concept of chivalry) and “Humility”, the path to God will be more smooth and well established, and we can witness that Sai Education will spread throughout Japan.

Actually, by Divine grace, the path is already being meticulously and elaborately prepared and gradually developed. The Divine Light shows one of the paths by the fact that Japanese Bal Vikas children, although the number is small, can chant

the Vedas in their heart. Although it is a daily-life scene in India, but for Japanese the pronunciation of Sanskrit words is very difficult since there are a number of sounds that do not exist in Japanese language. Nevertheless, children can learn Veda in the ancient traditional way: solely listening to teachers’ chanting and repeating them without looking at the text.

In 2006, Japanese Bal Vikas children chanted a Veda verse, *Saha Navavatu, Saha Nau Bhunaktu, Saha Veeryam Karavavahai, Tejaswinavadheetamastu, Ma Vidvishavahai*. At that very moment, Swami’s mouth opened and Sai, the incarnation of Veda Himself, chanted the verse together with small Japanese children. Who could have imagined something like this 20 years ago! In Japan, Sai’s Educational Philosophy “Educare” shall surely flourish in society by good mothers and their children through Japa and Veda as well as “Ramakatha Rasa Vahini”, while we, as the teachers of Sai Education, should be role models to practise Sai teachings in our daily lives sincerely.

Vedamata (Mother Veda) teaches the purpose of life through spiritual education and gradually leads you to the wisdom of the Atma (the True Self). – Baba

Transformation of Parents and Children through Bal Vikas

Ms. Hoori says Bal Vikas is the Prasadam given to her by Swami. She shares the following story: “When my two daughters were aged five and three, Kobe Sai Centre asked me to be Bal Vikas Guru. As I had no training in teaching, I was wondering if I could do justice to the job. President of the Centre, Dada Jhamatmal Khubchandani told me: You



just start and Swami will help you out. Sure enough, I got courage with Swami's blessings to teach with confidence. Along with me, two more Gurus joined namely, Ms. Nirmala Daswani and Ms. Kamla Chugani. With Swami's grace, it started with 45 students and as years rolled by, more students joined. Initially I was an angry and impatient mother. Being in Bal Vikas taught me to Love All, Serve All, and practise what you preach. Thus I could feel the transformation in myself which I put into practice in Bal Vikas and home".

"Thanks to your teachings through Bal Vikas during my childhood years, I really learnt the sense of belonging and community by understanding that there were other people outside of my family whom I could rely on and look up to. I was fortunate to learn morality through Hindu mythology and Bhajans which were engraved in my everyday thought process and decision making – be it with friendship, business decisions, food quality, life choices and childhood upbringing, just to name a few. There is nothing more special and fortunate in my life than being raised as a Hindu in Japan – as I know that only a few can claim that statement!"

– Prashant (student)

"Bal Vikas has helped my children grow spiritually in many different ways. As an Indian, we always had fear raising our children in a country where there was less religious presence. But having you as their teacher has changed that. Thanks to you, they are learning stories that they can relate to their everyday lives. Such an amazing feeling when I hear my children randomly humming the Ganesha song or telling me exciting stories they have learned."

– Nikhita Shewa (mother)

"Om Sai Ram, dear Hoori. Bal Vikas has made a special impact on my children in many ways. In their childhood days, they would be very eager to come for Bal Vikas as listening to stories about the different deities would inspire them. Surely, this made a strong foundation for their future life. Being in teens, they carried these values in their schools in interacting with their friends. At the same time at home, their respect and love for parents and grandparents was felt. After finishing the college and joining their father in work, I can proudly say Bal Vikas has made a positive influence on the lives of my children. The entire credit goes to their teacher Ms. Hoori."

– Priya Kalwani (Mother)

In 2010, Sri Makoto Ishii had divine grace to stay in Puttaparthi for several months to interview many Sathya Sai school teachers for study and research in four broad categories: (a) philosophy or sense of mission of Sathya Sai school teachers; (b) learning or transformation process in Sathya Sai Education; (c) unique features of Sathya Sai Education in terms of teaching methodology, curriculum and educational environment; (d) development of discipline and faith in Sathya Sai Education, by which he was granted Ph.D. in Human Science by a university in California (U.S.A.). Indeed, the grace of Sathya Sai produced the first Japanese to earn a doctorate with thesis majored on Sathya Sai Education.

The excellence of Sathya Sai Education continues to be naturally embraced by all nations.

– **The author, Sri Ryuko Hira, one of the pioneers of the Sai Seva Mission in Japan, is presently a Trustee of Sri Sathya Sai Central Trust.**



THE PATH OF HUMAN VALUES

The only Game Changer

Nimish Pandya

THE PATH OF HUMAN VALUES pioneered by Bhagavan Sri Sathya Sai Baba is the answer to all issues that modern world faces today. It encompasses every sphere of human life and is the essence of the entire spectrum of social, cultural, economic, political and personal dimensions of human amelioration.

Man is the Supreme Creation of the Universe

Bhagavan has re-focused the attention of mankind on the missing point that the proper study of mankind is man himself. The basic understanding of the human being itself is important. Over a period of time, we have weaned away from this focus and made every aspect of human life more important than the human being himself. Bhagavan Sri Sathya Sai Baba urged man to correct his own perception when He said that the real foundation of understanding a human being should be on the basis that "I am and therefore I think" as against the erroneous foundation of "I think and therefore I am".

Human being is the prime creation of the universe and an amalgam of the three dimensions, i.e., the body, the mind and the spirit, and not merely the body and the mind as is the common erroneous perception. Whether you see man from the religious perspective or from the scientific perspective, he is supreme.



In every religion, man is perceived as a reflection of the Creator by whatever name you may denote this Creator. A Hindu is referred to as "Divyatma", in Islam, man is referred to as "Noore Khuda" once again as a reflection of the ultimate power. In Christianity, too, man is referred to as being one with God. Thus, in every religion, man is the image of God. The Hindu is exalted to live a life of mastery over his senses and realise his inherent divinity by Moksha. The Muslim has to live his life befitting the day of Judgement and so does the Christian.



Thus, human birth and human goals are both to be understood correctly.

Grandeur of Man Emerges from Human Values

The Five Cardinal Values of love, truth, righteousness, peace and non-violence emphasised by Swami are the core of every human being and are beyond all the considerations of caste, colour, creed, religion, language or geographical boundaries. In fact, a human being devoid of these values is not a human being at all. The energy that sustains the entire creation is the value of love. It is the core of the existence of every human being too. When it manifests from within as thought, it is the human value of truth. When this love from within, which is expressed as truth is put into action, it is righteousness. When this sequence is maintained, man experiences peace. Thus, peace is the direct consequence of such right action. The most important fact to realise is that it is the energy of love that energises a particular human and as such there is a sense of "Oneness" which will then manifest as the value of non-violence. The grandeur of man emerges when these human values manifest in his day-to-day life in the form of the unity of thought, word and deed. This unity is indeed defined as character in a human being, which is the need of the hour today.

The world today is in the grip of character crisis. There is a complete lack of unity of thought, word and deed in every aspect of human life, be it personal life, family life, social life, financial affairs or political arena. The worst perspective is that this holistic understanding is completely missing in educational sphere. Education should never be for a mere living but for life.

Man today is driven completely by his senses where instead of the human mind being an effective instrument of discretion has become the master driving the human being indiscriminately towards greed, anger, jealousy, selfishness, lust, etc. The need of the hour for man is to learn that he must master the mind and become a mastermind. Man has forgotten the art of positive discrimination before the mind prompts and the hands act. This discrimination stems from the core of human consciousness which is the energy of love inherent in man, when all actions are tested on the touchstone of human values and oneness of all beings. Man today does not know the true art of living life where he can win the constant war of the mind and the inner voice of consciousness. This should have been the main goal of education.

The Pedagogy of Swami's Formal and Non-formal Education System

The United Nations whose supreme goal was peace in the world started well with identifying that peace could be attained through education in schools as set out in its charter. It got a great fillip when Bhagavan Sri Sathya Sai Baba gave the message of human values as the basis of education system. He declared that the end of education must be character.

He elucidated that human being is a reflection of divinity and the main purpose of life is to realise this inherent divinity and the oneness of all creation. This He declared was to be achieved through education. He insisted that education in human values must permeate in an integrated manner in the knowledge of every dimension of human life and must start right in the early years of schooling.



The children in the impressionable age of schooling must be introduced to the experience of the power within. The children must be made aware of the power of thoughts and their consequent actions and results. The development of the child must cater to all the three dimensions of the body, mind and spirit. The ability to develop positive thoughts and negate the negative thoughts must be cultivated in the early years in school. Bhagavan Sri Sathya Sai Baba established a pedagogy of the five teaching techniques of Meditation or Silent Sitting, Prayers, Group Singing, Storytelling and Group Activities as the basis of value education. Prayer and Meditation would help the child to connect to his inner core of energy and learn to utilise it, besides developing his concentration and memory power and understanding the nature of his mind over a period of decade in school. Group singing would develop the sense of unity and oneness and also bring in lofty thoughts. Storytelling would help ingrain noble thoughts in the mind and bring awareness of success stories of value-based lifestyles. The group activities would help enforce belief in values by experiencing them in action. Thus, the child by the time he is through the school should be trained to pause before every action

and take guard from the conscience within. This Bhagavan called 3 HV or the values of the unity of Head, Heart and Hand.

We are grateful to Bhagavan for the gift of this priceless path. All the activities of the Sathya Sai Mission are directed towards helping mankind achieve this experience of realising their inherent divinity and manifesting human values in day-to-day life. All Sri Sathya Sai institutions from the formal schools to colleges are foremost examples of institutions that follow this principle of human values. In the non-formal education pattern of Sri Sathya Sai Bal Vikas also human values are the core. In the last several decades, millions of students have passed out of this entire system of formal and non-formal education. They are well placed in different spheres of life and are bringing about change that is most required to bring peace and happiness in the world. The entire Sri Sathya Sai Organisation in the world works on the motto of transforming self to transform the world. There is hope because there is our Master, Bhagavan Sri Sathya Sai Baba.

– An eminent advocate by profession, the author Sri Nimish Pandya is All India President, Sri Sathya Sai Seva Organisation.

Students! Boys and Girls! Together with academic education you have to acquire wisdom and a sense of right and wrong. Knowledge without wisdom, scholarship without determination, music without melody, learning without humility, a society without discipline, friendship without gratitude, speech without truth, all these are utterly useless. Hence, everyone should seek to follow the correct path.

– Baba



EDUCATION TO PROMOTE HUMAN VALUES

Prof. Vishwanath Pandit



Education means broadening the heart and developing control over senses. It should make one seek to promote the good of the world. An education devoid of this is worthless.

– Bhagavan Baba

Introduction

THE LAST FEW CENTURIES HAVE been remarkable in terms of human achievements in a wide variety of ways. The first thing that comes to one's thought is remarkable increase and variety of production as a result of the achievements in science and technology. Though its initial impact was disastrous for many, the situation improved eventually though with considerable variations across the world and even within each country. Equally, the industrial revolution substantively changed the pattern of life in society and eventually the paradigms governing attitudes relevant to individuals and, more so, to society as such.

From our point of view, these changes resulted in the adoption of a new style of education in almost all its aspects. While this has been beneficial in many ways, it has also led to several institutional changes which deviate from many old and admirable traditions particularly those in India. Today the cost of education, access to it and its very purpose and content under



the new system deviate from what the society requires for sustainable happiness



and welfare. To get into the basic issues in some depth it is advisable to view these selectively under the following broad changes: (a) Tendency to focus on self-interest, sometimes neglecting others, even one's close family members. (b) Increasing dependence on each other resulting from the emergence of new economic and social systems. Let us look into these perspectives.

The Prominent Self-profile

The basic developments relevant in the present context are as follows: Some measure of inequality in income and wealth across households in any society is natural and unavoidable. However, excessive and increasing such inequality within a society is indeed the result of exploitation caused by greed. In the modern world, decision making at all levels is seldom need-based for it follows a framework based on the egoistic mental process. As an example, it is common these days to see people buying more and expensive items like cars and houses often not because these are needed but more because these help them to show off material prosperity. The underlying feeling is based on the so-called dictum under which "Greed is stronger than Need". In this context, it is instructive to recall the following advice of Bhagavan: Modern life, or what you call "modernity" is not the latest style of living. Modernity lies in putting a ceiling on our desires. Control of one's own desires is modernity and not leading a life of limitless desires.

The new pattern of life is mostly not desirable because over time changes in the pattern and volume of production have not led to higher employment and welfare. It may not typically be wrong to mention that in all parts of the world today, the

pattern of production is socially wasteful and morally undesirable. Clearly, even though a democratic system is desirable, it provides no guarantee of rightness as far as moral issues are concerned. Indeed, everyone would be better motivated by moral considerations.

Search for Solutions

Let us now turn to the hardest part of this problem. As expected, this relates to the search for the solution. However, in the present case it is even harder than usual because it needs us to deal with ultimate self-identity which goes past all our normal physical and psychic perceptions. To start with, it is usual to think of oneself as bound by identities arising from social institutions, castes and religions. However, this cannot take one far enough. While the ultimately right perception is not easy either to explain or to understand, one has to move along the path with patience and commitment. Going ultimately much beyond this setup one has, indeed, to see oneself as a spiritual entity with a universal identity. But this ultimate perception is not easy for most of us to understand and so to follow. This is more so because accepting it is necessary before one can make serious efforts to internalise this underlying faith.

The basic issue is that to accept human values in depth as the most vital feature of human life is necessary before one can proceed any further. For this reason, it is useful to diverge a bit and clarify relevant issues as follows. At the outset, it needs to be said that the term "Human Values" must be given a deeper, universal and substantive meaning. The word, "Human" needs some explanation. The basic element here is that a human life is attained after a long sequence of lives of lower



order only in case one deserves it. This is so at each stage of one's existence and has clearly to be taken as an achievement as it provides the foundation for greater progress towards perfection.

It is equally important to underline that when we consider "Values", these do not relate only to our thoughts and actions which are typically meant to be of concern only to fellow human beings. On the other hand, values in this context relate to how we see our thoughts and actions affecting total creation. It may be rather natural to note that time covers past, present and future with equal significance. It should be noted that most of us are likely to fall significantly short of the perceived ideals. Yet it is significant that we are, in all our physical and mental endeavours all the time keeping these tendencies as ideals in front of us. These are goals to be attained even though one may mostly fall short of attaining these.

The Divine Sankalpa

Based on the views expressed so far, let it be noted that the underlying purpose is to give us a deeper and more inclusive meaning of Human Values than it is usually done. Let us proceed further as follows.

Age after age, God has incarnated and taken a cognisable form so as to guide humanity to ensure that it realises its divine origin and follows a path saturated with the highest principles of spirituality. Divine intervention has frequently gone considerably beyond the prevailing systems including routine religious dictums to transform us. In this age, typically referred to as Kali Yuga, Bhagavan Sri Sathya Sai Baba admonished devotees that whichever religion one adopted must

be followed strictly because each of them will take one to God realisation.

In His incarnation in the Kali Yuga, Bhagavan implemented His Mission in an unprecedented way by dealing with human beings in different but appropriate ways as individuals, as communities, as religious groups or as groups from different nations, each of them with their history and tradition. What brought them together was seldom anything more than their search for divinity. The small and unfamiliar village which became famous as Prasanthi Nilayam was chosen by Him as the place of His incarnation and eventually chosen as the place from where to carry out the Divine Mission in this incarnation.

The Precious Teachings

Let us note the following issues which need to be followed as clearly as possible.

First, the purpose is to develop and articulate the divine teachings in greater depth so as to benefit those with a deeper understanding and faith in spirituality beyond traditional religious belief in God. Under the contemporary setup, this includes not only social scientists but also psychologists, biologists, physicists, mathematicians and many others who would typically dismiss spirituality either as a type of blind faith or, conventionally regard it as a mode of the so-called irrational behaviour. Under this setting, the universe has to be accepted as seen and described by scientists under different categories. While many reputed ones amongst them feel that what was known and somehow verifiable was not the entire truth, they have not gone deep enough in their investigation. Important questions relating to moral and ethical behaviour have often been treated as desirable but



not emanating from the deeper issues of spirituality as the basis of existence.

The methodology of treatment relating to issues of economic and more broadly social behaviour have till recently been based on an unquestioned presumption that everyone is motivated by narrowly understood pure self-interest with no place for moral and ethical perspective. It may be noted that even some discussions on welfare did not escape this trap. Fortunately, the thought process has recently changed away towards the correct perspective. However, even though there has been some improvement in recent years it is nowhere near to an adequately wide perception of human endeavours. Thus, for understandable reasons the title of the tasks which lie ahead for us clearly emphasises the vital role of "Human Values".

Second, following what has been noted so far, a major aspect of the modus operandi will require reaching out to a larger body of committed scholarly groups all over the world. This will have to be done by participating in conferences as well as by taking advantage of other modes of interaction so as to involve many of those interested in promoting human values.

A more vital means of promoting an understanding of spirituality as a way to improve oneself will involve initiating a process of life fully devoted to this target. Both the tasks would require major and full commitment of devotees with a deep understanding of the teachings of Bhagavan and fully determined to universalise it. For this, basic faith has to be that the Avatar had taken the human form for the benefit of the whole world.

Third, there is a large body of writings by Bhagavan as well as Discourses delivered by Him which have not been adequately understood and properly translated for the benefit of devotees. Also, the material condition of some of these valuable documents is in no way satisfactory so that unless some substantive steps are taken we may lose this precious treasure of divine scriptures. In this context it is tempting to remind readers the advice of a universal thinker centuries back which goes as follows:

Educators should devise the simplest and most effective methods to run the minds towards light. Not to implant sight in it because it already has the capacity but to correct its orientation because it is not facing the right way.

– Plato, "Republic", 375

Sketching the Mission

Let us now turn, as concisely as we can, to recapitulate the Mission of Bhagavan Sri Sathya Sai Baba meant to cover the entire humanity and based on what He regarded as true education. One may need to elaborate that all religions, being based on faith in God, are meant to be different routes to the same destination. It was strongly emphasised by Baba that we must strictly adhere to the chosen path. To be able to do this and yet lead a normal pursuit of material life was assured to be possible for all of us.

Needless to mention that true education was seen as the route to human problems. Baba, unlike us however, saw two types of education designated as *Education for Life* and *Education for a Living*.

Both are important but must be properly integrated. The problem lies in that the



society follows the latter and almost ignores the first. No wonder, Swami meant to emphasise both of these with first priority for the former. However, the prevailing education aggressively followed the latter objective with support from all kinds of agencies. Though education is normally meant to give some instructions on ethics, this is done only at initial stages and not pursued seriously. Bhagavan Baba, on the contrary, set up a system of education in which this component of education was vital but not, at all with any compromise regarding the material part. An entirely different education system had to be devised. Only God incarnate could do this and He did it.

Clearly, education has to be a lifelong process but the first two and half decades need to be utilised to lay the strong foundation meant to lay out a life endowed with righteousness. Under the system designed by Bhagavan for our understanding there are two parts equally important for the total system. The first implies that we must uncompromisingly adhere to the five basic virtues which consist of: Sathya (truth), Dharma (righteous conduct), Santhi (peace), Prema (love) and Ahimsa (non-violence).

The responsibility to cultivate values at this stage was that of parents, who not only frequently elaborate on these values but are seen as unflinchingly practise these. This led ultimately to set up the Bal Vikas programmes all over the country under the auspices of Sri Sathya Sai Seva Organisation.

The Divine Sankalpa of putting humanity on the right track through a balanced path

of education was ultimately undertaken by setting up schools and colleges for academic pursuits with no compromise for academic standards. Without getting into details, it may be noted that a marvellously designed college for girls was established at Anantapur at the end of sixties. This was clearly reflective of the divine perception of the vital role of women in promoting human values. To promote balance, an excellent college was established in Bengaluru a year later.

To top all these schools and colleges, Baba established Sri Sathya Sai Institute of Higher Learning as the promoter of values with no compromise on material human achievements. This high academic institution marks a totally new era in higher education all over the world. While its alumni undertake high level academic programmes all over the world, there is full commitment to social service that is needed from place to place and from time to time. They never forget that Bhagavan repeatedly told them in His book "Vidya Vahini":

Vidya is the effulgence that permeates the full life...

It deals with Truth and Totality...

The principle sought by Vidya is beyond the field of senses.

– A Ph.D. in Economics from the University of Pennsylvania (U.S.A.), Prof. Vishwanath Pandit served at the Delhi School of Economics, University of Delhi for four decades. From 2008 to 2010, he served as the 8th Vice Chancellor of Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam.



FAITH IS THE LIFE BREATH OF DEVOTION

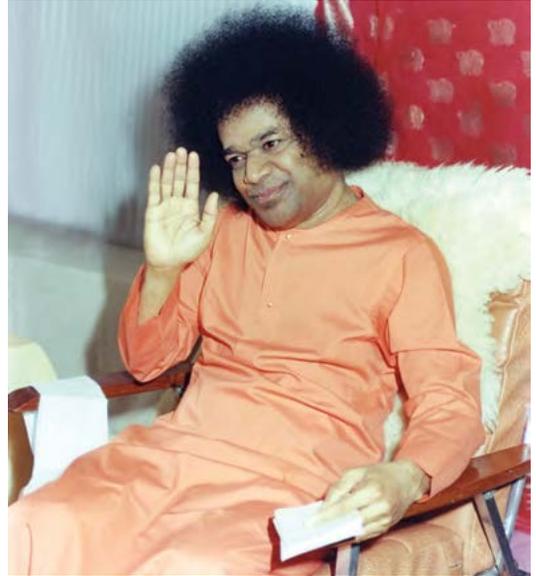
R.J. Rathnakar

YET ANOTHER MEMORABLE month of November has arrived, heralding the blissful and ever enchanting Birthday celebrations of our Beloved Bhagavan, filling the hearts of devotees with joy, enthusiasm and earnestness. This is the most auspicious time when Sai devotees all over the world are immersed in the contemplation of the Lord, performing various service and spiritual activities commemorating His advent.

Great Good Fortune of Swami's Devotees

The advent of an Avatar is a momentous event in the annals of human history. The divine mission of Sai Avatar is the greatest blessing to humanity. Swami, being the very personification of love, gave hope and solace to millions of devotees across the globe, with His divine assurance, "I am always with you". Blessed indeed are those who follow the path shown by Him and sanctify their lives.

It is our great good fortune and certainly the result of merit accrued over many births that we are born during the time when God walked on earth in human form, which happens only once in thousands of years. In this Kali Yuga, people might have heard about the divine incarnations and read about them in mythology but only Sai devotees are singularly fortunate in the sense that they could see the Avatar, touch Him and converse with Him directly. As if to prove that Divinity has neither a



There is no chance of Padanamaskar now. Nor can one give a letter to Swami and speak to Him directly. The question of being called for an interview does not arise at all. Yet the number of new devotees visiting Prasanthi Nilayam is on the rise day by day. How does this happen? What makes people come here? Such is the power of Swami's divine magnetic Love. What more evidence do we require to believe that Swami is very much here with us, showering His love and blessings on all?

beginning nor an end, Swami continues to give us evidence of His omnipresence and omnipotence on a much larger scale than



ever before. Even after His Maha Samadhi, He is blessing us with the glimpses of His reassuring Presence, proving beyond doubt that He is very much with us as our indweller, installed firmly in the innermost recesses of our heart.

Divinity manifests itself to the one with faith and we can develop faith only with divine grace. There were people who did not believe in Swami when He was amidst us in His physical form. But, now we also see many people who have become Sai devotees only after Maha Samadhi, taking refuge at His Lotus Feet, installing His divine form in their hearts and following the path of love and service He exemplified. When we witness the magnificent spectacle of people, who have never seen Swami nor visited Prasanthi Nilayam before, thronging these holy precincts in large numbers, we are struck with awe and wonder. There can be no logical explanation as to how and when an individual is drawn to this Divine Abode. It all depends on how deeply one is connected to Swami on the spiritual plane.

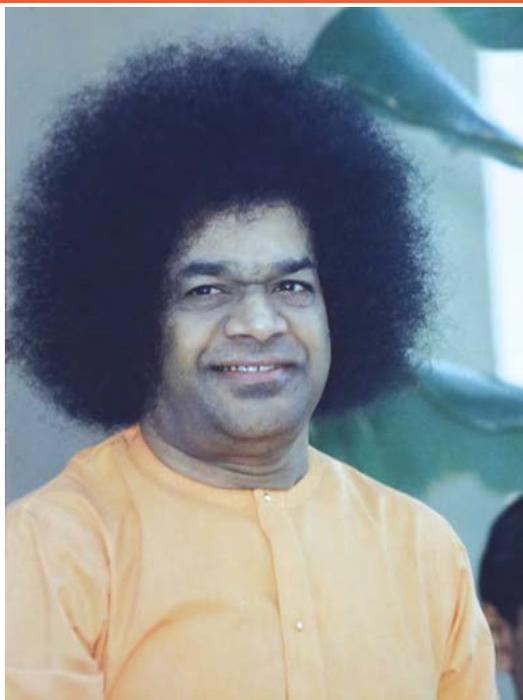
Magnetic Power of Swami's Divine Love

Once Swami asked a devotee in the Darshan lines, "How come you are here today? Is it not a working day in your office?"

"Swami! I always yearn and pine for Your Darshan because I love You with all my heart and soul. I felt I must have Your Darshan today. That is why I am here," replied the devotee.

"Why do you love Me so much?" asked Swami.

"Swami, when my daughter was critically ill, You saved her from the jaws of death and gave her a new lease of life, filling my heart with deep love and gratitude for You", he replied.



For me, it was yet another evidence of the fact that there may be a remote corner on this planet impenetrable even for sun god, but there is no place on the face of earth which cannot be illumined by the radiance of Swami's love.

Then Swami called another devotee, seated a few feet away, near Him and asked, "What brings you here today?"

He replied in a low voice, choked with emotion, "Swami, I have come for Your Darshan seeking solace as I lost my daughter only last week".

All those who were seated around were moved on hearing this emotional reply.

Devotion is something that can neither be measured nor be described in words. It all depends on one's faith as to how one gets connected to God and establishes an inner relationship with Him. One devotee came for Swami's Darshan out of his love



and gratitude for Him for having saved his daughter from a serious illness. Another devotee, having lost his daughter, came to seek solace at His Lotus Feet in his hour of grief. Is it possible to draw a parallel between them and say who has more love for Swami? In fact, in my humble opinion, Swami's love for His devotees is far superior to the love devotees have for Him. It is His unconditional, unsullied, selfless love that draws us to His Lotus Feet, creating a strong yearning in our heart for His Darshan, be it in happiness or sorrow.

Just as iron filings are drawn by a powerful magnet, devotees from across the globe are attracted to Swami due to the power of His Divine magnetic love, which is infinite and observes no differences. Little importance is given to scholarship, wealth, power or status. Where there is faith and earnestness, there you find the manifestation of His Love.

During my recent trip to Tamil Nadu, the office bearers of Sai Organisation sought my permission to take me to a tiny hamlet, Angappankottam, in Madurai district. "Why do you require my permission for this?" I asked. Then they explained that it was a remote village, with no proper approach road. I told them, "It does not matter. However remote the place may be, if there are Sai devotees, we will go by all means to meet them". We travelled along a very narrow path between the fields and reached the hamlet.

There are hardly fifty hutments in that tiny hamlet. But, we can feel Swami's Presence in every house. Even today, the village lacks proper bus facilities. The villagers have to trek and trudge a few kilometres if they have to board a bus for travelling to other places. However,

they have filled their hearts with love for Swami. I was pleasantly surprised to know that they have christened the presiding deity of their village as "Sathya Sai Mutthumariamman" whom they adore and worship. Whenever a Seva Dal group comes to Prasanthi Nilayam from Tamil Nadu, we will certainly find a handful of devotees from Angappankottam village as part of the group. It is heartening to note that Swami's glory has reached even such a remote village. His love has touched and transformed those villagers, filling their hearts with faith and devotion. "I am not interested in numbers. I give importance only to quality, not quantity," Swami always emphasised. These divine words echoed in my heart repeatedly while I was interacting with them. I was totally immersed in Sai Love and was deeply touched by their sincerity and steadfast devotion. For me, it was yet another evidence of the fact that there may be a remote corner on this planet impenetrable even for sun god, but there is no place on the face of earth which cannot be illumined by the radiance of Swami's love.

Recently, during the month of October, more than three thousand devotees, including two thousand Sai Youth, who travelled on motorbikes for thirty-six long hours from all parts of Karnataka, came on a pilgrimage to Prasanthi Nilayam. When the Sai Youth arrived on one thousand bikes, we received them near Super Speciality Hospital. Amidst the reverberating notes of auspicious music and a vibrant display of various art forms, led by a contingent of Mahila devotees, holding Poornakumbham, chanting Sai Gayatri and singing Bhajans, the Karnataka devotees reached Prasanthi Nilayam in a grand procession. Their enthusiasm and



excitement were palpable in the air as the entire township bore a festive look. The devotion and earnestness of Karnataka Sai Youth made an indelible impression on one and all.

Next day, during the course of my address to Karnataka devotees and Sai Youth in Poornachandra Auditorium, I asked as to how many of them could not have Swami's Darshan when He was amidst us in His physical form. Nearly half of the assembled devotees raised their hands. I put another question, "How many of you are coming to Prasanthi Nilayam for the first time"? I could see almost the same number of hands raised. From this, one can estimate the rapid pace with which the Sai Mission is spreading far and wide. There is no chance of Padanamaskar now. Nor can one give a letter to Swami and speak to Him directly. The question of being called for an interview does not arise at all. Yet the number of new devotees visiting Prasanthi Nilayam is on the rise day by day. How does this happen? What makes people come here? Such is the power of Swami's divine magnetic Love. What more evidence do we require to believe that Swami is very much here with us, showering His love and blessings on all?

Faith is the Foundation of Man's Life

In the earlier Yugas, devotees like Prahlada, Markandeya and Vibhishana could earn the grace of the Lord only due to their steady and strong faith in Him. If Lord Narayana manifested before Prahlada, Lord Siva protected Markandeya and Lord Rama conferred His benedictions on Vibhishana, it was only due to their unwavering faith in the Lord. Prior to the advent of Narasimha Avatar, Prahlada had never seen the Lord. Before Lord Siva

manifested from the Linga Markandeya embraced, he had never come face to face with the Lord. Vibhishana, though he was always immersed in the contemplation of Rama, had never met Him till the time he sought refuge in Him, forsaking Ravana. In our mythology, they are considered epitomes of devotion such that no discussion about devotees takes place without making a mention of their sterling examples. If adoration of God has become a part and parcel of our daily life in Indian culture, it is only due the inspiration of those noble souls.

"People might have faced failure due to their lack of faith, but definitely not the one with faith", declared Bhagavan time and again. The mansion of the world rests on the foundation of faith. We board a bus or a train, placing our trust in the driver we do not know, to take us to our destination safely. We go to a hotel and eat to our fill, reposing our faith in the cook who prepared the food items, though we know nothing about him. In this manner, every activity in our daily life is based on faith, in the absence of which life comes to a standstill. When we are able to believe in mere mortals, why are we unable to develop faith in God? If only we can surrender to God with total faith and love, He will certainly confer peace and happiness on us, make the journey of our life smooth and lead us to the ultimate goal of life. Strong and unwavering faith in God is the need of the hour. It is my earnest prayer to Swami to fill our hearts with such unwavering faith in Him.

Samasta Lokah Sukhino Bhavantu
(May all the worlds be happy!).

– **The author, Sri R.J. Rathnakar, is a Trustee of Sri Sathya Sai Central Trust.**



SATHYA SAI EDUCATION SYSTEM AN ETERNAL GIFT FOR THE TRANSFORMATION OF HUMANITY

Dr. Pal Dhall

At the present time, strife and discord have robbed peace and unity from the family, the schools, the villages, the cities and the state... Sadhus prayed and I have come.

– Sathya Sai Baba, Prasanthi Nilayam, 1968

THIS YEAR, WE ARE CELEBRATING 50 years of Bal Vikas programme for the spiritual education of the children of Sathya Sai devotees in India, and Sai Spiritual Education programme (SSE) in the overseas countries. However, it is important to realise that these programmes are only one aspect of a very comprehensive Educational Mission of Bhagavan. He declared in 1968 that He took human birth specifically to re-educate and lead humanity to peace and a higher level of consciousness, beyond disharmony, individualism, exploitation and stress. Thus, in a sense His Educational Mission commenced with His Advent on 23rd November 1926. Even as a child He started His informal Educational Mission by conducting Nagar Sankirtan, dramas, plays, composing songs and by His Divine Leelas. He openly declared His Educational Mission in 1940 at the age of 14 years when He made the Grand Declaration that humanity can obtain salvation through re-education of heart and mind by surrender at the Feet of the Great Guru, the Avatar of the Kali Age.



Global Cultural Challenges

His Advent was a compassionate response to the suffering of humanity and prayers of the sages to guide humanity from ignorance and darkness to wisdom and light. Our ignorance of the meaning and purpose of human life, our greed-led activities and misplaced trust in economics, military power and technology to solve all our problems has made the planet increasingly uninhabitable, marred by private and personal misery, wars, religious and racial intolerance, environmental pollution, loss of bio-diversity, climate change and exploitation of poorer nations by the rich and powerful. We are currently precariously balanced between irreversible destruction of eco-systems and a genuine possibility of planetary healing provided our actions are informed by a higher level of consciousness.

The multiple crises we face are from a systemic failure of education, family and general culture to meet with our deeper human needs. Most people are enslaved by their economic circumstances. They lead lives of “quiet desperation” with little time for introspection and reflection on their human purpose as they are busy with work and pre-occupied with shallow entertainment at home through television and electronic media. The current global culture fragments the roles of the home, educational institutions, and the general culture and draws hard lines of separation between them.

Philosophy of Sathya Sai Education System

Parents, government education departments, curriculum developers, policy makers and culture have vested

formal education with the mantle of a pre-eminent role in shaping the lives of children and youth. But this trust in formal education alone is seriously misplaced. Formal education can provide means of income but not of a fulfilling life.

Bhagavan’s Mission of education focuses on human development as a continuous journey of self-discovery, self-realisation and finding the ultimate freedom and peace. In this journey home, educational institutions and general culture have distinct and yet vitally interlinked roles through the modalities of formal, informal and non-formal education. He developed all three modalities in an amazing way and demonstrated at a practical level what is now known through research: optimal human development is the net result of the home, formal education and the general culture supporting and mutually amplifying Human Values in our lives.

Bhagavan declared very early that He will renovate and recast education: *“I declare that the task of renovating and recasting education is a part of My Mission and before long you will find Me engaged in it and chastising those who simply talk loud and long for reconstruction and preservation of spiritual values.”* (Sathya Sai Speaks Vol. 1, 9th September 1958).

Currently, the global education system is deeply flawed as it mainly focuses on providing skills for employment through cultivating “head” qualities. Bhagavan averred, “This is incomplete education. It excludes cultivating deeper connection with the “heart” which is the seat of Human Values of Sathya Dharma, Santhi, Prema and Ahimsa and of an immediate connection with Divinity for guidance”.



Sathya Sai Education System is based on Atmic Reality, the Oneness Principle – the One Divine Being that manifests as the universe and resides in the human heart, ever available to purified consciousness as the voice of conscience. Bhagavan declares: “A college that does not confer the knowledge of the Atmic reality to its students engaged in the pursuit of various objectives and material studies is as barren as the sky without the moon, a heart without peace, a nation without reverence for the law”. (Sathya Sai Speaks, 31st January 1974).

He demonstrated through establishing formal institutions of education how properly designed education with a seamless combination of secular and spiritual education (Integral Education) elevates human consciousness. It fosters heart qualities and spiritualises lives with deeper meaning and purpose, while also providing skills for earning a livelihood. It supports the development of fundamental discrimination, personal and social conscience, and endows enhanced capacity of drawing on the innate five Human Values for solving challenges in individual and collective lives.

Along with the (teaching of) subjects related to worldly knowledge, this university will impart instructions in ethical, moral and spiritual codes and Sadhana. It has as its goal the cultivation of the student's mind, adherence to truth, dedication to the Supreme, discipline, devotion to duty; these qualities will be fostered and promoted in this university.

(Sathya Sai Baba, 4th March 1993).

He emphasised the pedagogy of Educare as a technique of drawing Human Values from within the heart to nurture

integrity which expresses as harmony of thoughts, words and deeds and good character. He declared: “...Educare has two aspects: one is Pravritti (outward) and the other is Nivritti (inward). God is Hridayavasi (indweller). So, all that originates from the heart is essentially divine. So, let your thoughts, words and deeds originate from your heart”. (Sathya Sai Baba, 26th July 1999).

Pedagogy of Sathya Sai Education

“There is a wish-fulfilling tree in the shrine of the heart; ...That wish-fulfilling tree is a proper system of moral education.” (Sathya Sai Baba)

Sathya Sai Education deploys multiple teaching strategies to nurture development of human personality in all domains – physical, intellectual, emotional, social and spiritual. Prayers and inspiring quotations deepen faith and provide inner repository of models of excellence and positive character traits. Silent sitting enhances focus and concentration and develops the prefrontal cortex, an area of brain that is the seat of self-awareness, decision making, working memory, will power and personal control. Storytelling deepens the understanding of Human Values and enhances self-expression, self-confidence, critical thinking, imagination and empathy. Group singing imbues the learner with positive emotions, joy and harmony while group activity supports emotional and social intelligence, cooperation and team work.

Bhagavan regarded unconditional love from the teachers and parents as the most vital ingredient of formal as well as non-formal and informal education. He declared: “True education can be summed up in one word: Love, all-encompassing



love.” (Sathya Sai Baba, 22nd November 1985).

Well-conducted research has established that the experience of unconditional love is one of the most significant determinants of the development of self-confidence, emotional resilience, personality formation and lifelong well-being. It is a determinant of educational achievement, social competence and emotional intelligence. Even lifelong immune status and resistance to disease is determined by the experience of love.

Formal Sathya Sai Education

Following the Grand Declaration of Bhagavan at the age of 14, He spent the next 70 years tirelessly developing Sathya Sai Education System. He established Sri Sathya Sai Institute of Higher Learning (SSSIHL) and its various campuses, Sathya Sai Colleges and over 100 Sathya Sai Schools in India. He promoted the establishment of 31 Institutes of Sathya Sai Education in Human Values (ISSEs) and 44 Sathya Sai Schools in overseas countries.

None of Bhagavan’s formal institutions are driven by profit. He was against currently widespread commodification of private education for the rich and the elite. He directed that access to excellent education be based on merit, independent of the economic status of the family. He promoted establishment of Sathya Sai Schools and Institutes through voluntary donations as “investment” by the spiritually informed community in the proper education of the future generations. To educators, administrators and trustees, He emphasised that all stakeholders in His institutions, particularly the teachers, are to

become living exemplars and exponents of Human Values as they are role models.

Sathya Sai Schools all around the world follow the mainstream government curriculum suffused with the five universal Human Values. These schools have genuinely peaceful atmosphere for learning and students develop outstanding good character and attain high academic distinction. Many Sathya Sai Schools, their alumni and staff have become inspiring examples of excellence in education, winning awards and national and international recognition.

Non-formal Sathya Sai Education

Bhagavan worked hard to nurture non-formal educational initiatives. Through the Charter He granted Sri Sathya Sai Organisation, He created a global institution of non-formal education to realise inherent Divinity through spiritual education of children (Bal Vikas and SSE programmes) and youth, training of teachers and study circles for adults. Structured learning, selfless service and self-transformation together with other initiatives that Bhagavan launched such as ceiling on desires and unity of faiths formed the heart of such programmes. Research shows that attendance at the Sai Centres transforms every single devotee towards greater forgiveness, better impulse and mind control, and greater diligence in personal Sadhana. It also leads to discovery of amazing talents, e.g., skills in management, public speaking, music and singing, teaching and training, writing and managing media.

Non-formal programmes for the young adults have received a great deal of attention in Sai Organisation in recent



years. Independent of Sai Organisation, research on positive youth development shows spirituality, encounter with the Transcendent, selfless service and adult mentoring are vital determinants of holistic development of the adolescents and youth and Bhagavan promoted all these and more.

Bhagavan promoted spiritual education for parents through a non-formal programme launched at a Parenting Conference in Prasanthi Nilayam in 1999. This has heightened the awareness of parents that spirituality and Human Values are central to love, happiness and peace in the home.

Informal Sathya Sai Education System

Bhagavan oversaw the establishment of a thoroughly comprehensive system of informal education that now reaches across the globe through Sri Sathya Sai Sadhana Trust (Publications Division), Sanathana Sarathi, Radio Sai, Heart-to-Heart, Vidya Vahini programme, as well as through numerous websites of the Sathya Sai Organisations. His Divine Discourses to the public and the students and Vahinis form an eternal stream of Divine Love and Light for the entire humanity. He left a wonderful legacy of literature on deeper enquiry into Indian Culture and Spirituality through Summer Courses.

Bhagavan educated humanity on how to imbue every human experience with deep spirituality. He clarified Atma and Swadharma. He raised awareness of the vital role of women in sanctifying the home by marking a special day in the calendar as Ladies Day. He educated the youth on their responsibility towards the parents and their role in society through Youth Conferences. He educated the parents on

how to advance spiritually while married and raising a family.

In addition to Discourses on significant days in the calendar, He gave Inaugural and Valedictory Addresses at numerous Education Conferences and Workshops and continuously clarified His vision of Sathya Sai Education System. Educators from all over the world, both Sai devotees and non-devotees, flocked to these soul-satisfying pilgrimage and landmark events of education, inspirational transformation and spiritual enrichment. Such conferences and workshops became models for similar events all over the world.

Sathya Sai System of Education: A Model Worth Emulating

It is a sad comment that a majority of human beings fail to realise their optimal potential from lack of parental awareness, an outdated education system and a global culture of materialism which have resulted in enormous global challenges. Bhagavan came specifically to give a priceless gift to humanity, Sathya Sai System of Education that can put humanity on a new trajectory of awareness, higher consciousness and inner growth. This System of Education seamlessly combines formal, informal and non-formal elements as interrelated and mutually amplifying aspects of a single coherent system that supports optimal human development.

Bhagavan worked tirelessly to establish the means of a global reach to propagate His unique Sathya Sai Education System. He oversaw the establishment of an amazing capacity of electronic and print media both in Prasanthi Nilayam and overseas countries and at the same time He nurtured the establishment of credible institutions of formal education such as



SSSIHL and affiliated Colleges, ISSEs and Sathya Sai Schools and simultaneously developed Sathya Sai Organisation as a global institution of informal and non-formal education. All these institutions may be viewed as His vital nodes for the regeneration of consciousness of humanity for a positive global future.

Bhagavan forestalled predictable resistance to new social initiatives by His insistence that He was not establishing a new religion or a new ideology but renewing the spirit of ideals already in all the religions and cultures, and intrinsic to human nature as the five universal Human Values and they are the real drivers of transformation even within the various religions. He sought transformation and not conversion and this has enabled wide acceptance of His teachings. Indeed, the success of ISSEs and Sathya Sai Schools in Buddhist, Christian, Islamic and Hindu countries as well as in secular-democratic and communist societies is a testament to the universal applicability of His System of Education.

In taking a stock of the present status of Sathya Sai Education System there is no question of establishing thousands of Sathya Sai Schools, ISSEs and Sathya Sai Centres to serve the educational needs of the entire world. However, Sathya Sai Education System is a model of collaborative enterprise of how a spiritually informed and caring community striving to anchor itself in Human Values through informal and non-formal spiritual programmes, may influence formal educational institutions such as schools, universities, technical colleges and the Ministries of Education as well as parents and create a vital culture for the optimal development of humanity.

SSEHV projects have a huge future role in creating awareness of this unique model of education.

In looking at the challenge of scale in bringing global awareness of the incredible value of the Sathya Sai Education System, we need to purposefully strengthen our existing institutions of formal education as well as the informal and non-formal programmes of Sathya Sai Organisation. This is already happening both through Sri Sathya Sai Central Trust in India and the Education Committee of SSIO. Creation of Sri Sathya Sai Centre for Human Values (SSSCHV) by the Central Trust in Prasanthi Nilayam is an exciting development and a giant leap forward as also is the accreditation of all Sathya Sai Schools by the SSIO. It is to be hoped that along with continuously strengthening the existing institutions bearing Bhagavan's name, SSSCHV will evolve into a central global resource for Human Values both through wider dissemination of the teachings of Bhagavan and rigorous scholarship.

Well conducted and critically appraised research into the effectiveness of Bal Vikas, SSE, SSEHV programmes of the ISSEs and of Sathya Sai Schools on the impact on children, teachers, parents and the community is needed. Only demonstrable positive results from such research will make the educators, in the secular world convinced and enthusiastic as we are about the power of Sathya Sai Education System as a model worth emulating.

– **The author, Dr. Pal Dhall, is a Member of Advisory Board, Sri Sathya Sai Centre for Human Values, Prasanthi Nilayam and Co-Chair, Education Committee, Sathya Sai International Organisation.**



INTEGRAL EDUCATION AT SWAMI'S UNIVERSITY

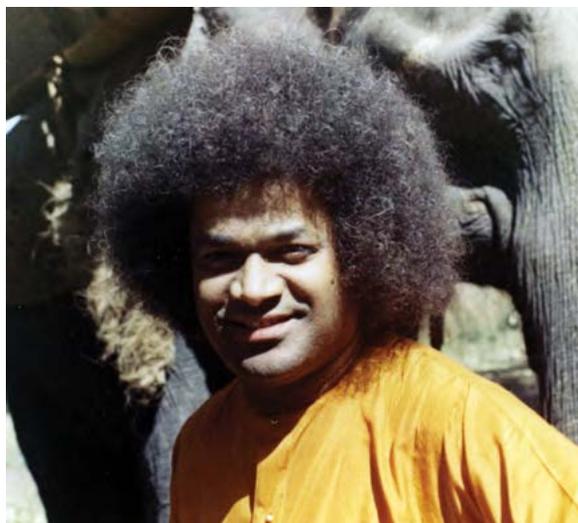
Prof. Peter Pruzan

The focus of the Integral Education the students receive at Swami's University is on character development, service and spiritual uplift. This has resulted in the students developing intellectual, physical, social, cultural, spiritual and service-oriented aspects of their personality, and not just academics, high test results and good jobs after graduation.

IT NEVER CEASES TO AMAZE me that starting in 1991, just two years after my first visit to Prasanthi Nilayam, I have enthusiastically been associated with Sri Sathya Sai Institute of Higher Learning (Swami's University). I expressed this publicly in connection with my 80th birthday in 2016, when the international scientific publishing house Springer published my latest book *Research Methodology: The Aims, Practices and Ethics of Science*. In the 'Acknowledgements' section of the book I wrote: "I most humbly and gratefully acknowledge the inspiration and guidance provided by Bhagavan Sri Sathya Sai (1926-2011), Founder Chancellor of Sri Sathya Sai Institute of Higher Learning". Ph.D. students throughout the world now read about Research Methodology based on the teaching provided to the students at the unique values-based university that Swami inaugurated 38 years ago for young women and young men.

My Association with Swami's University as Honorary Guest Professor

Anthropologists speak of 'going native' when they are to provide observations of a



group they want to study but do not belong to and whose culture may be foreign to them. By this, they mean that they consciously choose to adopt the lifestyle of the group's members so that they will be accepted by the group while maintaining their objectivity/neutrality. The idea is to avoid the biases that naturally exist among the members themselves while at the same time being able to observe and interact with them, something that ordinarily would not be available for 'outsiders'. I think this describes my situation at the University. I



am a non-Indian who was born and raised in the US and has lived in Denmark since the mid 1960's. I have white skin and hair (what's left of it!); Swami even once referred to me when speaking to some of the students as "White beard". Yet although I clearly stick out from the regular members of the faculty, over the years, the teachers, administrators and students accept me as being a 'member' of the University. So what follows are the observations of an 'outsider' who has become accepted as an 'insider' – and therefore can provide reflections on the University that regular 'insiders' or 'outsiders' cannot.

First, some brief background information is required. Together with my wife, I have travelled to India almost 50 times, mainly in connection with my teaching as an Honorary Guest Professor at the University. Starting in 1991, I regularly gave a few lectures for MBA students during each of my many visits to Prasanthi Nilayam. However, my engagement with the University increased significantly when I retired from my professorship at the Copenhagen Business School in 2003. From then on, I taught Research Methodology for almost all the students who enrolled for an M.Phil. or pre-Ph.D. programme at the University. I taught these courses for students of management and economics, as well as for students of the natural sciences (physics, chemistry, biosciences...). From 2015 on, although still contributing as a mentor, I gradually reduced my workload; I was approaching 80 and I felt that there was a need for others to take over the course.

This close association with the University was most certainly not foreseeable. I had an atheistic upbringing in the United States and a successful career, both in

the US and later on in Denmark, which I moved to in the early 1960s. My success in business and in academia was steeped in rational scientific thinking. Former colleagues in Denmark and members of my international scientific network often enquired about Sri Sathya Sai Institute of Higher Learning. Why would I, having retired from my professorship in 2003, instead of 'taking it easy', travel to far away and hot India, spend almost half a year each year teaching and guiding students? And why would I look forward to living in a very small flat in an Ashram, far away from our children and grandchildren, when I have most attractive and comfortable living conditions in Denmark? For the first many years after my retirement, I had an 'easy' answer, although one that was difficult for my colleagues and friends to understand: the presence of the Teacher of teachers, the Revered Founder Chancellor of the University, our Beloved Swami. But then, after Swami had left his physical frame, my friends and colleagues would be even more insistent in their enquiry as to why my wife and I would return after Swami no longer was physically present to guide, motivate and inspire us. The answer I would provide was similar to the answer I gave while the Teacher of teachers was still with us physically: It is still His presence, though now on a non-physical level. But it is also because the University He established and designed to blend secular and spiritual knowledge continues to provide divine motivation; I continue to experience an inspiring relationship with the University and its students that has enabled me to serve and to teach what I have to learn.

The following brief anecdote can perhaps illustrate what I mean by this last statement. One day in the early 1990's a teacher of English at Swami's University



asked me if I loved my students back in Denmark. I mulled on this for a brief moment and answered that I did not love them. At that time, I was teaching a demanding course in the 'Philosophy and Economics' programme I had co-created at the Copenhagen Business School. I had roughly 100 students in my course; how could I love them when some came late to class and interrupted my teaching, when many were not sufficiently prepared, yet others read a newspaper, ate a sandwich or even chatted, all of which disturbed the class. So "no" I said, "I did not love my students".

My Indian colleague looked straight into my eyes and replied, "Then you cannot be a good teacher". I thought about this for some time and concluded that he was right; in order to be a truly good teacher, one must love one's students. Since that time, without my actively seeking it, I developed love for all my students, both in Denmark and not least in India, and this has been more than reciprocated.

All through the many years that I have taught at Sai Baba's University I have had wonderful experiences with the students. They are so loving, so devoted; it has been sheer joy to contribute to their development. I feel certain that I have learned at least as much from my time with them as they have learned from me; in some sense, we are each other's teachers.

Marked Difference in the Quality of Students at Swami's University

Swami brought about a metamorphosis – the transformation of a strict rationalist into a spiritually seeking devotee, teaching at His University, who has had the opportunity to guide what He has referred to as His most precious property, His students.

Over the years, many of my former M.Phil. and Ph.D. students have asked me how they match up with the many students I have taught and guided in the West. For a reflective practitioner of science like myself, this is not as straightforward a question as it might appear; there are many criteria one can choose to evaluate a student, not just their test scores and other indicators of academic success. From a broad, holistic perspective, my (His) students at the University excel compared to the students I have taught and guided in the West; they are *the best all-round students I have had in my long academic career*. A primary reason for this evaluation is that their teaching is values-based and is provided by faculty who do their best to embody the values they refer to. The focus of the Integral Education the students receive at Swami's University is on character development, service and spiritual uplift. This has resulted in the students developing intellectual, physical, social, cultural, spiritual and service-oriented aspects of their personality, and not just academics, high test results and good jobs after graduation.

But what do I mean by terms such as "character development" and "values-based integral education" – and how does such an education contribute to character development? Given the limits of such a short article, I will not reflect on what these words mean – which I ordinarily would do in an article for a scientific journal – but will simply provide observations based on my roughly 30 years association with the University.

Based on my experience, it is the focus of the University's leadership and faculty on integrating human values with traditional secular knowledge, on 'Integral Education',



that distinguishes SSSIHL from other institutions of higher learning. In so doing, the University strives to live up to Swami's prophetic statement to the students when He inaugurated the University in 1981:

This college has not been established just to prepare you for earning degrees. The main purpose is to help you to cultivate self-knowledge and self-confidence, so that each one of you can learn self-sacrifice and earn self-realisation. The teaching of the University curricula, the preparation for presenting you for the University examinations, and the award of University degrees are only the means employed for the end, namely, spiritual uplift, self-discovery and social service through love and detachment.

This focus on serving society is manifest via a conscious effort to guide and to mould students to serve others. And this is achieved not just via teaching but also via emphasising research projects that serve society, in accord with Swami's teaching that service to man is service to God. At present, the University's research projects focus on the environment, health and energy.

However, there are no rulebooks, no 'how to do it' guidelines for how to teach and how to perform research that is values-based. What is required, and what my many years of experience has witnessed, is the evolution of a culture, a collective mindset that is tuned into achieving the noble goals Swami identified. It is because an ethos has evolved where *all* members of the University, no matter what their position, seek to achieve spiritual uplift and self-discovery via their being part of Swami's Mission, by consciously striving to mould the students *and themselves* into embodiments of truth, righteousness, peace, love and non-violence.

But it is not just via teaching and research that the University attempts to live up to the goals Swami so eloquently formulated when the University was inaugurated. At no other university have I witnessed faculty so dedicated to their students. In fact, roughly one third of the faculty (and all PhD-students) live with the students at the hostel, thereby being able to guide and serve them 24/7. This is a truly unique aspect of SSSIHL.

Uniqueness of Swami's University

Having just referred to the hostel, this institution too deserves attention when attempting to describe what makes SSSIHL so unique. In the following, I refer to my experiences at the Prasanthi Nilayam hostel but I presume that the situation at the three other campuses is quite similar. 10-14 students live in a room with very modest furnishings; they roll out their sleeping mats on the floor at night, they share daily living experiences with each other no matter what their social and cultural backgrounds may be. This is true community living. I note that there is no entertainment, in the traditional sense of the word, at the hostels, but there is ample time available for participating in many kinds of sports activities and for practice sessions for drama and music, and other cultural activities. Finally here, I must also refer to the duties that the students have. There are roughly 30 'departments' at the hostel in Prasanthi Nilayam, not quite so many at the three other campuses, each being responsible for some aspect of hostel life – such as running the dispensary and the stationary store, sewing the costumes for the various drama performances, assisting with the many aspects of building maintenance, and so on. In this way, the students do not just 'receive', they also



'give' and in the process learn to appreciate at a very down-to-earth level the meaning of 'service'.

When I from time to time have asked former students to reflect on the most valuable experiences they had while they studied at the University, one of the most frequent replies I received was 'the hostel experience'. They explained that this was a major source of their developing self-discipline as well as self-reliance and for the erosion of class and other distinctions, necessary stepping-stones on the path to realisation of unity.

I will conclude this brief attempt to capture some of the most salient characteristics of this unique, values-based University with reflections on the Annual Sports and Cultural Meet. When I think of this event, a metaphor pops up: 'the tip of an iceberg'. The reason for this is that for almost all other than the students and faculty, the Meet, which takes place each year on the 11th of January, is a most impressive activity, but just a one-day activity. During that one full day, there is a display of national and international athletic and cultural activities that can include daredevil two-wheeler stunts, equestrian events, martial arts, gymnastics, eastern and western dances – and much more. That is the tip of the iceberg. What is not seen, is the main portion of the 'iceberg', including activities throughout the academic year at each of the four University Campuses (as well as at all the other Sathya Sai educational institutions including the primary and secondary schools, the nursing school, the music school) that lead up to the Annual Sports and Cultural Meet. These activities can include dance, drama, musical performances, competitions, quizzes,

painting/sculpturing/drawing and singing of devotional songs and public speaking.

To give an idea of the significance of these activities, I will refer to the dramas performed by the students throughout the academic year. It is indeed wonderful to observe how students, most of whom never had any experience at all in such matters, work together to develop and perform the dramas – from the writing of manuscripts and of the music that accompanies the drama to the design and preparation of sets and costumes and make-up, and the rehearsals.

I must apologise for not having done justice in the above to the many other facets of the Integral Education, including such activities as the Thursday Moral Class, the Awareness Programme and to extra-curricular activities such as the Brass Band.

Some personal concluding remarks: I have degrees from several of the world's most highly respected universities: Princeton (B.Sc.), Harvard (MBA) and Case-Western (Ph.D.) in the United States, and the University of Copenhagen (Sc.D.) in Denmark. I am deeply appreciative of the magnificent educational opportunities they provided. But *nowhere* have I experienced the opportunity to learn, to serve and to grow as a human being as I have at Sri Sathya Sai Institute of Higher Learning and *never* over the course of my more than 55 years of university teaching have I experienced such well-rounded students as the students I have mentored at Swami's University!

– **The author, Prof. Peter Pruzan, a former Professor at the Copenhagen Business School, Denmark, has been associated with Bhagavan's University for over 30 years as Honorary Guest Professor.**



SRI SATHYA SAI EDUCATION IN HUMAN VALUES

Origin and Development of Education that Transforms

Dr. B.G. Pitre

If today, man is confused, worried, and is unable to derive joy from the world, surely he must search, identify and eliminate the root cause of this unhappy state. When we initiate this self-enquiry, and embark upon an inner journey, we become aware of the Divine Centre within. Man is innately divine and bliss is his nature. He is happy and peaceful when he is in tune with his real nature, the inner self. Thus, learning is essentially a process of internal transformation.

IN THE HOLY PRECINCTS OF North Prasanthi Centre in Rishikesh, a Sri Sathya Sai Veda Sastra Pathashala was inaugurated on 12th October 2019, amidst Vedic chants by a large number of devotees from all over India,



thus fulfilling the Sankalpa of Bhagavan Baba declared by Him 37 years ago, on 9th April 1982. This event is most significant because it aptly exemplifies the concept of 'Education that Transforms', initiated by Swami in His childhood. This latest divinely planned project exemplifies the unique methodology adopted by Bhagavan Baba

in the face of overwhelming materialistic philosophy and practices, of leading mankind step by step on the spiritual path. Swami says that in modern times nowhere can you now find examples of Dharma being practised in real sense; therefore, you have to go to the source, the Vedas, to understand it. Swami has always declared that the very essence of the four Vedas are the two slogans: "Love All, Serve All" and "Help Ever, Hurt Never". These are His very signature Mission statements.

For thousands of years, Vedas have been transferred as a cultural heritage by word of mouth, unadulterated, maintaining purity of words, thoughts and actions. This is the sacred knowledge which not only reveals our divine heritage; it also governs our life and attitude to life. It has been passed on selflessly by those who maintained strictest purity of heart and mind. In 2003, UNESCO declared Vedas as Intangible Cultural Heritage of Humanity.

The Origin

Our journey begins in mid-1930 when young Sathya formed the Pandhari Bhajan



Mandali, and the group used to go around through lanes of Puttaparthi singing Bhajans. One of the self-composed Bhajans He sang said: 'With Sathya, Dharma, Santhi and Prema, let us all journey in our life'. These values are all latent in us, He explained later; and we should use these human resources in our life to derive joy and peace. The next significant step taken by Him was on 20th October 1940. He returned home from school early, placed aside the school books He was carrying, and left home permanently after making the historic statement: "The task for which I have come, I am starting now. My devotees are calling me". Thus, He symbolically expressed dissatisfaction with the prevailing system of education – education that binds the mind and declared His Sankalpa to break the shackles through His own system of education.

In fact, on this auspicious day, young Sathya delivered His first sermon to the gathered devotees: "O man, to cross the impregnable ocean of life, develop reverential faith, and surrender at the Lotus Feet of the Master". Life's journey, Sathya declared, is like travelling in a rudderless boat on the turbulent high seas; only the Master can steer the boat and take us safely to reach the other shore. The Lotus Feet of the Master are symbolic of the inner divinity. The mind must turn inwards, that is transform, to awaken the inner divinity, and bring out the latent values for practice in one's life.

The uniqueness of this extraordinary expression lies in the fact that at this tender age of 14 years, Swami had clearly defined the goal of life as well as illumined the path leading up to its attainment. The goal is to successfully attain Self-realisation;

the Path is to subdue the vagaries of the mind, and practice the human values, thus making the inner conscience the arbiter of one's decisions and actions in life. Also, please note that Swami chose the powerful technique of devotional group singing for delivery of this universal message through a Bhajan, thus promoting an educational methodology most effective for the transformation of the mind.

The Foundation

In the earlier years, Swami's approach and methodology were misinterpreted and misunderstood by many. Even His elder brother was not an exception. In response to His brother's letter, Swami declared unhesitatingly and in no uncertain words, "No sacred text lays down rules to regulate the lives of the noble souls, prescribing the habits and attitudes that they must adopt. They themselves know the Path they must tread; their wisdom regulates and makes their acts holy". Swami continued the letter and revealed clearly His Mission in the following words: "I have a task, to foster all mankind and to ensure for all of them lives full of Ananda. I have a vow, to lead all, who stray away from the straight path again into goodness and save them". Thus, Swami had maintained in word and deed a balance and congruence between the philosophy and the practical means to fulfil it.

Yet, the task was stupendous and it required creating an ambience which would enable the methodology to become the centre-stage of His Mission in years to come. If the period of the first 21 years of His life from 1926 to 1947 can be called as one of initiation of His Teachings, the next 21 years from 1947 to 1968 can be named as a period of laying the foundation



of His Mission. Just as the foundation of a building, and the roots of a tree, go deep underground but remain unseen above the surface, similarly, the silent revolution started by Swami reached hundreds of schools and thousands of homes, particularly in south India. Children in these homes were attending a programme called the Bal Vihar, a non-formal culture course conducted lovingly by the lady of the house, narrating stories of the good and the noble, singing devotional songs and prayers. He promoted the launching of a number of schools, a Veda Sastra Pathashala, and publication of spiritual literature. Bhajan Mandalis were started in thousands of towns and villages. Thus, Swami had initiated a spiritual renaissance of high magnitude all over the country.

By 1968, when the First World Conference of Sri Sathya Sai Seva Organisation was called in Mumbai, a spiritual eco-system had been created by Him for a favourable acceptance of His Teachings and providing directives for implementation of the Seva activities. In fact, in one of the Discourses here He declared: "My acts are the foundations on which I am building My work: the task for which I have come, going among the masses, counselling them, guiding them, consoling them, uplifting them, directing along the Path of Sathya, Dharma, Santhi and Prema". Swami also provided guidelines for personal Sadhana, the 9-point Code of Conduct, so that the aspirants can remain continually connected to the inner conscience. Essentially, the emphasis was on a balance between knowledge and skills, between theory and practice of Human Values, to ensure that we walk the talk, promote and live, in a positive social environment.

The Expansion

Soon after the First World Conference, activities of the Sai Organisation witnessed diversified and manifold expansion. Simultaneously, Swami initiated a major educational programme of long-term implications. This was the formation of a non-formal Values Education Programme called the Bal Vikas. Swami provided regular inputs to it by personally guiding the Teacher-Preparation Courses. Consider below His directives to the Gurus from time to time:

- "I suggest that you should have prayers as an important item in the timetable of the classes." (13th May 1970)
- "I find you are instructing the children in devotional songs, storytelling, etc. Good. But instruct them in meditation too, for a short while each day." (3rd January 1971)
- "For one who desires to practise Dhyana or meditation, it is advisable that Jyoti (flame) is taken as the object of meditation, and not a form of Divinity." (May 1979)
- "Emphasise the importance of physical cleanliness, simple Sattwic food, and group activities involving mutual help." (31st December 1984)

Thus, Swami introduced the transformation techniques in small steps, to carry with Him and ensure that He carries along with Him the trainee Gurus, in promoting a supportive eco-system in homes of the students. By 1979, the Bal Vikas programme had practically reached every district of India. A structured curriculum spread over 9 years had been developed, supportive text materials were prepared in several languages, the



instructional methodology was highlighted for the Gurus, and even evaluation studies had been conducted. An important aspect of expansion of the programme was the starting of a number of Sathya Sai colleges and schools all over the country. Beginning with 1972, Swami also started residential Summer Courses in Indian Culture and Spirituality, to which youth from colleges and instructors came from all over the country.

Now whenever there is such a profuse shower of grace, it indicates that the time has come for a paradigm shift on the Sai Path. In May 1979, Swami announced extension of the Values Education programme reaching out to all the schools in the formal education system. He constituted a committee under Prof. V.K. Gokak to evolve and implement a curriculum, now named as Sri Sathya Sai Education in Human Values (SSSEHV) programme. Swami Himself guided Courses for teacher-educators in Prasanthi Nilayam. The curriculum was fine-tuned and trial-tested in hundreds of schools, and thousands of teachers were trained over the next few years. Many States, including Maharashtra, Karnataka, Gujarat, Delhi, Andhra Pradesh, West Bengal and Uttar Pradesh, came forward to formally support implementation of the SSSEHV curriculum in their schools.

SSSEHV Curriculum

The course content included topics which Swami has been promoting all along: The five Human Values of Truth, Righteousness, Peace, Love and Non-violence, the five powerful transformation techniques: Meditation, Prayers, Devotional Group Singing, Storytelling and Group Activities, the role of teachers and

parents in the development of character of students, the pedagogy on conducting classes, and Indian Culture. Prof Gokak explained the educational import of Swami's Teachings in the following words: 'What Bhagavan calls Human Values are the goals of the spiritual life; they are also the end-goals of the Sathya Sai Theory of Integral Education. Relative educational values (Knowledge, Skill, Balance, Gentleness and Identity) become absolute when they tap Divine Love at their root'.

If today, man is confused, worried, and is unable to derive joy from the world, surely he must search, identify and eliminate the root cause of this unhappy state. When we initiate this self-enquiry, and embark upon an inner journey, we become aware of the Divine Centre within. Man is innately divine and bliss is his nature. He is happy and peaceful when he is in tune with his real nature, the inner self. Thus, learning is essentially a process of internal transformation.

Love is a natural spring within each person waiting to be released. Where there is Love, it means that a channel has been found for the soul to express itself. Love is capable of producing strong positive vibrations; when we share it with others, we experience peace.

The Divine Plan was unfolding; perhaps the time had come to provide it an institutional structure and mechanism. Swami then formed an SSSEHV Trust, of which He became the Founder Trustee. Sri Sathya Sai National Board of Education was also constituted to promote the Sri Sathya Sai educational philosophy; it has now come to be called the Institute of

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SRI SATHYA SAI EDUCARE: VIEW, PRACTICE, RESULT

Dr. Teerakiat Jareonsettasin

VIEW

SRI SATHYA SAI STATES: “THE end of education is character”. He emphasises that education must be for life, not merely for a living and there must be no separation between secular and spiritual education. He says: “What is the root meaning of education? The word



is derived from the Latin root Educare. What does it mean? It means to bring out what is inside. What is it that has to be brought out? Every form of knowledge and capacity is latent in man. Man is endowed with all types of potentialities – physical, mental, spiritual and ethical. The true aim of education is to make explicit the innate powers of man. These are of two types. One relates to the knowledge of external things; the organ that manifests this power is the head (brain). The organ

that enables one to bring out the inner knowledge is the heart. The former relates to physical existence while the latter to higher learning or living in its true sense. Life will become ideal only when both these types of knowledge are made to manifest in harmony”. (Divine Discourse, 22nd November 1999) And: “There are two kinds of study: Inward looking and outward looking. The stuff that you learn by rote and disgorge into your answer paper is the outward looking study. On the other hand, taking your studies into your heart, feeling its fullness and experiencing its bliss is the inward looking study. These have been differentiated by the terms: Education and Educare. Your aim should be for acquiring Educare and not mere education”. (Divine Discourse on 4th April 2001)

Now let us deal with the process of inward looking. When we go inside and explore our consciousness, we are immediately confronted with a most important question: What is it that we have to experience and to draw out? In other words, what is the map of our consciousness? The process of inward journey is, in effect, the evolution. We journey from the gross body to our mind, which is more subtle. The ancient scriptures state that in the depth of the mind we will find our Spirit, our inner Self, or God within, and that God is our real Self and we all are sparks of the same God. In order to understand the inward journey of consciousness, we will better understand the map of consciousness by the process called involution. While evolution is the



developmental pathway that takes man to God, involution is the pathway wherein God becomes man. Let us, for a moment, study the most ancient scriptures, the Vedas, which describe the relationship between the Creator and the creation, the map-maker and the map. It is systematically described by the Sankhya system of philosophy of the Vedas and is explained in various parts of the Upanishads.

Here is the account of the involution. First, even before time began, prior to time, in the timeless, spaceless state, there is Consciousness, Being. One can call it Cosmic Being or That or God. The Vedas call it, in Sanskrit, Purusha which means Supreme Person. It also has other names: Brahman, Atma, Iswara, etc. This Cosmic Being is alone, but conscious. So It is One without a second. It is Being (Sat). It is aware and also shines by Itself (Chit). It is self-effulgent. It is filled with joy and has the power to attract joy (Ananda). It has the qualities of Life, Light and Love. Note that the words are written in capital letters because they are not physical life, light and love that we normally understand them. They are transcendent Being, Awareness and Bliss (Sat-Chit-Ananda).

Then without obvious cause, the Supreme Person has the primal urge to create, to become "many": *Ekoham Bahusyam* (I am One; I want to be many). It wants to love. It cannot remain as pure subject or awareness. It must create objects so that It can love. Love is not fulfilled without the object of love. So, creation starts.

This is the beginning of duality. The Cosmic Being has to bring upon Itself the first sacrifice by forgetting Itself. However, it does not mean that It loses Itself. It is full before and It is still full thereafter. It is forever

full as It pervades and becomes immanent in the created. It is both transcendent and immanent. From Purusha (God), Prakriti (Primordial Nature) is created. From Prakriti comes Buddhi (Intelligence). Creator has involved Himself (hence, involution) in the creation and become individuals. He has forgotten Himself and believes that He has a separate sense of identity, a fabricated I, ego (Ahamkara). The ego wants to experience the external. By now the duality of subject and object has already been created. The real Self or I, through the ego, wants to experience objects. An instrument for experiencing has to manifest. Mind (Manas) is the instrument created by ego (Ahamkara) to experience. The mind's main function is to direct and focus attention to the objects.

From the evolutionary point of view, we start from God, then intelligence (Buddhi), mind (Manas), senses (Indriyas), vital air (Prana) and five gross elements (Pancha Bhutas). Vital air and the five gross elements constitute the living body (Sarira). These can also be defined as five "sheaths" or "coverings" (Koshas). These sheaths are:

1. The food sheath (Annamaya Kosha) is the five gross elements which come from food to make up the material parts of the physical body.
2. The vital sheath (Pranamaya Kosha) makes up the energy part of the body, senses and mind, so it acts as a link between the physical and the psychical, the gross and the subtle.
3. The mind sheath (Manomaya Kosha) comes from the fabricated agent of I (Ahamkara); its function is to direct, focus and sustain attention.
4. The intelligence sheath (Vijnanamaya Kosha) is the seat of discrimination.



5. The bliss sheath (Anandamaya Kosha) has, by virtue of immediate proximity to the Self, the qualities of bliss, luminosity and emptiness.

Sri Sathya Sai has said that the five human values correspond to the five sheaths:

“Sathya (Truth) comes from Vijnanamaya Kosha.

Dharma (Right Conduct) comes from Annamaya Kosha.

Santhi (Peace) comes from Manomaya Kosha.

Prema (Love) comes from Pranamaya Kosha and Manomaya Kosha.

Ahimsa (Non-violence) comes from Anandamaya Kosha”.

(Sathya Sai Speaks – Vol. 26)

These sheaths can also be counted as three bodies: gross (Sthula), subtle (Sukshma) and causal (Karana): The food sheath is obviously gross. The vital, mind and intelligence sheaths make up the subtle body and the bliss sheath is the causal. The three bodies, from the causal to subtle to gross, have the corresponding qualities of radiation, vibration and materialisation. The three states of consciousness, waking, dream and deep sleep, are associated with the gross, subtle and causal bodies respectively. In the waking state, we can be aware of the gross body, whereas in the dream state, the gross body disappears, leaving us with only access to the senses, mind and ego, i.e., the subtle body. In the deep sleep state, the mind disappears, leaving us to a state, after which we feel very refreshed and blissful, the causal body. Beyond the three bodies is God (Atma) which is related to the fourth state (Turiya). Sri Sathya Sai’s teaching of 3HV or the harmony of three H’s of Heart, Head,

Hand, is a beautiful way of recapturing the essence of the Vedic wisdom in modern age. Hand stands for the gross body, Head for the subtle and Heart for the causal body and God.

PRACTICE

Educare, according to Sri Sathya Sai, is the inward journey. Educare is practically human evolution. He says: “The word Educare means to bring out that which is within. Human values: Sathya, Dharma, Santhi, Prema and Ahimsa (Truth, Righteousness, Peace, Love and Non-violence) are hidden in every human being. One cannot acquire them from outside; they have to be elicited from within. But as man has forgotten his innate human values, he is unable to manifest them. Educare means to bring out human values. To bring out means to translate them into action. Manifestation of latent human values is known as Educare. But today, we find only worldly education, not Educare”. (Divine Discourse, 26th September 2000)

The fundamental principle underlying the Vedas and the Upanishads is: The source of all knowledge and experience is really within our own inmost Self, the Supreme Person (Purusha). Within the heart lies the hidden splendid truth of both heaven and earth. All we have to do is to go within and tap this knowledge and experience. This is Educare. How is Educare to be practised? The most comprehensive and coherent steps are:

1. We start, in our waking state, with the physical body. We have to prepare our physical body well so that it is conducive to our inward journey. We have to understand the function of the body and provide it with the right types of food, water and air and exercises. We have to understand that ethical living is essential for the right foundation.



2. When we go inward, the first immediate experience is our vital air or the vital sheath, which is associated with the breath and the breathing process. So, Educare will have to deal with how to educate ourselves about right breathing: right rhythm and rate. We have to train ourselves on how to regulate our breath.
3. Once we have prepared the ground work for the body and breath, the next step is of utmost importance: the control of the senses: both perceptive and action sense powers. Examples of training the perceptive senses are: we have to train the eyes to see the right things (Samyak Drishti), ears to listen to the right things (Samyak Sravanam), etc. For action senses, the most important is right speech. We have to speak only what is true, kind and necessary.
4. We will now be ready to deal with the mind (Manas). Remember that the main function of the mind is to direct, focus and sustain attention. The mind should be trained to turn away from the senses and turn within to focus on the Self. The Kingdom of Heaven is within; the real knowledge worth knowing is within. Therefore, we should direct our mind to focus within on the real Self or God. This is concentration (Dharana). Gradually, it will move to contemplation (Dhyana) which will finally give way to meditation (Samadhi).

When we engage in practising concentration, two main obstacles, dullness and distraction, tend to overcome us. When we try to be silent to listen to the Divine Song within, we either fall asleep or let the mind wander. But with constant practice, the Divine Song will grow louder, clearer and sweeter. In order to be free from dullness, we have to be intensely active and at the same time eliminate

distraction by paying utmost attention to the task at hand. Distraction can also be overcome by devotion to the object of concentration. The path of selfless action helps us tackle dullness; the path of devotion is the best remedy for distraction of the mind. In concentrating one's whole mind on God within, one can be so fully conscious of God alone as to exclude all other movements of thoughts and feelings. God transcends the mind; therefore, the mind cannot understand God. The mind can only look to God.

5. Interior to the mind is the ego (Ahankara). Remember that ego is the false sense of I. It is not the real I. We can practise transcending the ego by always consulting our discriminatory faculty (Buddhi). We must not identify with our ego. We have to be selflessly engaged in service activities, seeing them as a training ground to eliminate our egoism. We have now made our journey inward far enough to listen to our real Intelligence. Practise listening to the conscience. Be calm and still. Listen to the Voice of God. Contemplative prayers will help this practice.
6. We will now move to be centred on the Bliss sheath. The nature of this sheath is peaceful Joy (Ananda). It is no different from Love. Love becomes the guiding principle of our life. If we stay focused on the centre of our being, Love spontaneously radiates from our being. Love as thoughts is Truth. Love as feeling is Peace. Love as actions is Right Conduct. Love as understanding is Non-violence. We start to develop equal vision of seeing God in everything. God is Love and Love is God.

Sri Sathya Sai Educare is the gradual unfolding of our inner consciousness; in other words, it is the path of bringing out



the five human values. It is the evolution of man to God. It is systematic and scientific in that it can be tested by anyone who cares to explore his or her consciousness and to practise the above steps diligently.

RESULT

The result of the practice of Educare is that moral virtue is now our natural character. It is no longer an effort or striving. Our true nature (Swabhava) spontaneously manifests. We are awake, all-loving, hating and fearing none. We are all sparks of the same Divinity. We know God and are no different from God. We become perfect. We come to the final stage of Self-realisation when we see Divinity in everything. Everything is divinely beautiful. When we behold the primordial beauty of

everything in the universe, everything is an unending radiant source of Joy and Love. This all-inclusive, all-pervading beauty is not merely an exercise in creative imagination. It is actual vision of the universe. At this stage, it is not something we have to put an effort to imagine, because it is the actual awareness. Every object is an object of luminous beauty. There is only God, One without a second. All the good and the evil, the very best and the very worst, the virtuous and the devious, each and every one, are absolute manifestations of God as they are. We realise That.

– **The author, Dr. Teerakiat Jareonsettasin, an ardent long-time devotee of Bhagavan, is former Education Minister of Thailand.**

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Sathya Sai Education (ISSE), backed by Sri Sathya Sai National Council of Schools, under the overall umbrella of the SSSEHV Trust.

The SSSEHV curriculum is the first one in recorded history complete with all components of a curriculum – foundations of educational sciences, instructional methodology, techniques and activities, evaluation procedure and a teacher training module. It is holistic in approach, relevant to the modern age, and integrates Human Values with academic subjects; it explicitly states the goal in Swami's words: "The end of education is character; and character is unity in thought, word and deed". Impact Studies conducted all over the world, and thousands of research papers published in the past few years, fully affirm the unique contribution of the five Teaching Techniques in promoting Human Values

among the students. Thus, the SSSEHV programme has an irrefutable standing in the 21st century context.

The philosophy of life extolled by all great religions and the Avatars is eternal, and therefore the goal of life and living, although worded differently, is also identical. Paths are many but the goal is one. The uniqueness of the SSSEHV curriculum lies in the methodology adopted, the techniques used, and the relevance established with ground reality. The eco-system over the past few centuries had gradually rooted out any relevance and faith in the eternal reality. The uniqueness of the Sathya Sai Avatar lies in promoting a spiritual eco-system which identifies with His Mission.

– **The author is the Director, Institute of Sathya Sai Education, Mumbai.**



GRAND DASARA CELEBRATIONS

THE SACRED FESTIVAL OF Dasara was celebrated with great enthusiasm and piety at Prasanthi Nilayam. The rituals began with Kalasha Sthapana (placement of Kalasha) in the Bhajan Hall amidst sacred Vedic chants on 29th September 2019, the first day of the Navaratri. Kumkum Archana (worship of the Kalasha with vermillion) by the Mandir priest was performed to propitiate the Divine Mother, thus marking the beginning of the worship of the Divine Mother in the forms of Durga, Lakshmi, Saraswati for nine days of the Navaratri. This worship of the Divine Mother in the form of sacred Kalasha was continued for three days from 29th September to 1st October 2019, in which a large number of devotees came to participate.

This sanctified Kalasha was taken to Poornachandra Auditorium in a grand procession led by Nadaswaram musicians and Veda chanting Ritwiks (Vedic scholars) and students on 2nd October 2019. A beautiful Yajnashala (platform for the performance of Yajna) had already been prepared for the performance of the Yajna, and a beautiful silver chair was placed on the right side of the Yajnashala for Veda Purusha Bhagavan Sri Sathya Sai Baba to preside over the proceedings of the Yajna. Soon after the priests were seated on the Yajnashala, the sacred fire was lit in a traditional way by churning one piece of wood over the other. After seeking the blessings of Bhagavan, the sacred fire was placed in the Yajna Kunda

at 9.30 a.m. amidst sacred Vedic chants by the priests, marking the beginning of the Veda Purusha Saptaha Jnana Yajna for seven days for world peace. While four priests offered oblations in the Yajna Kunda, another group of four priests started the recitation of Krishna Yajur Veda, three elders started the Parayanam (ritualistic study) of sacred texts and a group of students started reading Durga Saptashati. Simultaneously, the worship of the sacred Kalasha by a priest couple and performance of Surya Namaskar by one priest and other rituals began accompanied by Veda chanting by the priests and students. The entire Poornachandra Auditorium was full to its seams with devotees who came to witness this grand event. At 10.30 a.m. started the collective Veda chanting by the priests, the students on the platform and students and devotees in the hall, reverberating the hall with Vedic chants which spread sacred vibrations in all directions, sanctifying the entire atmosphere. At the conclusion of this collective Veda chanting session, Arati was offered to Bhagavan. The performance of the Yajna continued in this sacred manner from 2nd October to 7th October.

The Poornahuti (final oblations) of the Yajna was performed on the sacred day of Vijaya Dasami, 8th October 2019. The morning proceedings began at 7.00 a.m. and came to a temporary halt at 9.00 a.m. when the officiating priests





Poornahuti of Veda Purusha Saptaha Jnana Yajna.

proceeded for symbolic bath before the Poornahuti. Meanwhile, devotees in Poornachandra Auditorium were blessed with a Divine Discourse of Bhagavan, in which He exhorted everyone to get rid of lust, greed and anger and adopt the path of spirituality to attain liberation. Bhagavan brought His Discourse to a close with the Bhajan, “Ganga Jatadhara Gowri Sankara” (Lord Siva who supports sacred Ganga in his lock of hair).

The procession of priests led by Nadaswaram musicians returned to Poornachandra Auditorium at 9.30 a.m., carrying precious Poornahuti material and a Dharani (large silver spoon) for the performance of final oblations in the Yajna. Meanwhile, Yajnashala was made ready for the solemn occasion and a silver chair was placed near the Yajna Kunda for Bhagavan to preside over this sacred event of far reaching spiritual significance. Amidst the loud chanting of Vedic chants by the priests and joyous notes of Nadaswaram musicians, the Poornahuti material was offered in the Yajna Kunda, marking the grand conclusion of the Veda Purusha Saptaha Jnana Yajna. Bhajans continued after

this, while sacred Kalasha water was sprinkled on the huge assembly of devotees by priests and students. The sacred event came to a close with offer of Arati to Bhagavan.

Prasanthi Vidwan Mahasabha

While the Yajna was performed in Poornachandra Auditorium in the morning, the sessions of Prasanthi Vidwan Mahasabha were conducted in Sai Kulwant Hall in the evening. The speaker of the first session of Prasanthi Vidwan Mahasabha held on 2nd October 2019, was Dr. C.R. Santosh, Doctoral Research Scholar, Prasanthi Nilayam Campus of the Institute, the theme of whose talk was “Incomparable Love of Mother Divine”. Underscoring the theme of his talk by narrating a couple of incidents, the speaker emphasised the absolute need of the hour to see mother in the Divine and Divinity in the physical mother.

In the second session, the speaker was Dr. T.R. Rajeshwari, Associate Professor and Warden, Anantapur Campus of the Institute. Explaining the significance of Navaratri, the learned speaker observed that supreme consciousness inherent in man was the source of Supreme Power. Bhagavan, she said, would go to any extent to make us understand that we are the sparks of Divinity. This, she added, was the purpose of His miracles.

The third talk of Prasanthi Vidwan Mahasabha was delivered by a renowned scholar from Vijayawada, Dr. Palaparty Shyamalananda Prasad. Speaking on the topic “Devi Tattwam Sai Tattwam”



(the principle of the Divine Mother and Sai), the learned speaker elucidated that the Divine Mother in the forms of Durga, Lakshmi, Saraswati was the repository of all power, knowledge and wealth and the ultimate aim of worshipping the Divine Mother was to realise one's Divinity. Embellishing his talk with beautiful Telugu lyrics, the speaker explained in detail that the principle of the Divine Mother and the principle of Kali Yuga Avatar Bhagavan Sri Sathya Sai Baba were one and the same.

The fourth session of Prasanthi Vidwan Mahasabha held on 5th October 2019 was addressed by Dr. Mylavaram Srinivasa Rao, a noted Telugu scholar from West Godavari, Andhra Pradesh. Beginning his talk with the description of the glory of Puttaparthi and Bhagavan Baba in sweet Telugu poetry, the erudite speaker elucidated on the inner meaning of the nine types of attire of the Divine Mother on the nine days of Dasara celebrations.

In the 5th session of Prasanthi Vidwan Mahasabha, "Sai Sannidhi", a group of Bhagavan's students working in His various institutions, made a soulful musical offering interspersed with insightful speeches describing His Divine Glory. The sweet songs rendered with love and devotion by the singers were: "Sai Premaye Veda Saramu" (Sai's love is the quintessence of the Vedas), "Suraj Ki Garmi Se Tapte Huye Tan Ko..." (I have found peace in Thy proximity as one gets relief under the shade of a tree in scorching heat) and "We Love You, Swami".

Dr. K.N. Naresh, a faculty member of Prasanthi Nilayam Campus of the Institute was the speaker in the 6th session of

Prasanthi Vidwan Mahasabha held on 7th October 2019. Narrating his touching experiences of Bhagavan's compassion and love, the speaker observed that when you need Bhagavan, He is there to help you, and His relation with devotees is heart to heart and love to love.

In the final session of Prasanthi Vidwan Mahasabha on 8th October 2019, a summary of Dasara celebrations held at Prasanthi Nilayam was presented for the benefit of devotees.

Bhagavan's Divine Discourses

The most enriching feature of the proceedings of the Prasanthi Vidwan Mahasabha were the Divine Discourses of Bhagavan which gave the quintessence of the scriptures in simple language. In His Discourses, Bhagavan emphasised the necessity of human values and dwelt upon the concept of Yamas and Niyamas (restraints and rules), which included the qualities of non-violence, truth, non-stealing, non-covetousness, internal and external cleanliness, penance, study of scriptures, etc. These qualities, Bhagavan emphasised, should form the foundation of man's life. Bhagavan explained that all spiritual knowledge was present within man and he should leave attachment and control his desires to reactivate his divinity. Explaining the inner meaning of Navaratri, Bhagavan exhorted the devotees to kill demonic qualities and imbibe virtues. The first goal of man's life was Dharma which was eternal and universal, He said. It requires purity attained by unity of thoughts, words and deeds. Underlining the significance of sacrifice, Bhagavan said any Sadhana without sacrifice was useless. How can



man expect Moksha when there is no sacrifice, added Bhagavan?

Music and Cultural Programmes

The first devotional music presentation as part of Dasara celebrations was made by the students of Muddenahalli Campus of the Institute on 2nd October 2019, which turned out to be a heartfelt offering



Devotional music offering by the students of Muddenahalli Campus of the Institute.

for the Divine Mother. Beginning with a prayer song to propitiate Lord Ganesh, the students next offered a rich tribute to Mahatma Gandhi on his 150th birth anniversary by melodious rendition of Gandhiji's dear song "Vaishnava Jana To Tene Kahiye Jo Peer Prayi Jaane Re" (he is the dear devotee of God who has empathy for others) in ten languages. They concluded their programme with a beautiful offering to the Divine Mother. While the singers sang the song "Maa Jagadamba Sai Maa" (Oh Sai, the Mother of the universe) two painters sketched the Mother Divine, the portrait of which they unveiled as the song concluded.

The second musical presentation entitled "Sri Rama Lalitiam" (the beauty



Musical offering by the students of Anantapur Campus.

of Lord Rama) was made by the students of Anantapur Campus on 3rd October 2019. Beginning their programme with a dedicated musical offering to the Divine Mother Durga by Durga Stotra, they next sang "Raghavam Karunakaram", (compassionate Lord Rama) and went on to sing a Mira Bhajan "Mero Mana Ram Hi Ram Rate Re" (my mind contemplates on the Name of Rama). Thereafter, they presented a couple of classical numbers and concluded their programme with the song "Sri Rama Parandhama" (Rama, the ultimate refuge).

On 6th October 2019, the students of Brindavan Campus of the Institute presented a devotional music programme full of love and gratitude for Bhagavan. Beginning with an evergreen composition



Devotional music presentation by the students of Brindavan Campus.



dedicated to Lord Ganesh “Ganpati Bappa Morya” (my father Ganapati, please come forward and bless), they went on to sing a Mira Bhajan “Pyare Darshan Deejo Aaj” (Oh Beloved Krishna, bless me with Darshan today), a song dedicated to Bhagavan “Pyare Sai Hamare” (our Beloved Sai) and followed it with a couple of classical numbers.

On 7th October 2019, Prasanthi Dance Group comprising students from Bhagavan’s educational institutions,



A dance number by Prasanthi Dance Group.

presented a glittering dance performance “Bhagavata Saramu” (the essence of the Bhagavata) which turned out to be a superb portrayal of the story of Lord Krishna. Depicting various episodes of Krishna’s life story in beautiful dances, the presentation concluded with the heart touching episode of Radha’s final surrender to her Beloved Krishna.

A devotional music presentation on 8th October 2019 by Sri Ashwath Narayanan and his team of fellow musicians from Tamil Nadu formed the final music programme of the Dasara celebrations at Prasanthi Nilayam. The talented musician commenced his concert with the song “Devadi Deva” (God of gods) and went on to sing a song dedicated to goddess Saraswati “Sri Saraswati Namostutey” (Oh goddess Saraswati, I worship you). After presenting a couple of excellent songs, he concluded his programme with “Koti Pranam Shata Koti Pranam” (I offer my crores of salutations).

Sri Sathya Sai Institute of Higher Medical Sciences

Prasanthigram, Anantapur Dist., A.P.: 515134, Email: humanresourcespg@sssihms.org.in

Fax: 08555-287544, Ph.: 08555-287388 Extn.: 1708

Applications are invited for the post of **PHARMACIST Gr-III** in SSSIHMS-PG Puttaparthi.

Qualifications required: 1. Diploma in Pharmacy. 2. Should be a registered pharmacist under the Pharmacy Act, 1948.

Desirable: Experience of working in Hospitals + Basic knowledge of working with computers.

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Interested candidates may apply with their complete bio-data, copies of educational certificates and experience details, if any, to the above address superscripting the envelope “Application of Pharmacist Gr-III”. Soft copy of the application may be sent to the Email ID humanresourcespg@sssihms.org.in

– Director



Sri Sathya Sai Values-based Integral Education System A Saga of 50+ Years...

Dr. G.S. Srirangarajan

Bhagavan Baba very succinctly defines spirituality as removal of animal qualities, nurturing of human qualities and manifesting divine qualities in human beings.

This process of bringing forth from within the latent divine qualities is defined by Baba as Educare. Educare, indeed, is the very essence of this university.

TODAY EDUCATION HAS increasingly become an instrument for filling minds with mere information. The worth of an educational institution is primarily judged by the placements it can offer and the salary its students can command. The temples of learning have changed into dens of wealth! Thanks to the legacy of examination-oriented 'clerks producing' education gifted to us in the earlier decades of the last century, we seem to have totally lost sight of the true purpose of education.

Uniqueness of Sri Sathya Sai Institute of Higher Learning

It is in the context that Sri Sathya Sai Institute of Higher Learning assumes great significance as a model that has made possible the realisation of the true ideal of education. Sri Sathya Sai Institute of Higher Learning is a visible manifestation of Bhagavan's vision of education for human transformation. The Institute was recognised as a Deemed to be University by the Government of India in 1981. This university hosts over 1350 undergraduate,

postgraduate and professional programme students across four campuses: one for women at Anantapur in Andhra Pradesh (started in 1968), and three for men – one at Brindavan, Whitefield, Bengaluru (started in 1969), second at Puttaparthi, Andhra Pradesh (started in 1979), and the third at Muddenahalli, Chikaballapur, Karnataka (started in 2012).

Sri Sathya Sai Baba, as part of His global mission for peace and welfare of the entire humanity, focused on three major initiatives: educare, healthcare and sociocare. Accordingly, over the years, He set up several schools and colleges, many general and super speciality hospitals and commenced a variety of social welfare projects. Foremost among all was the commencement of Sri Sathya Sai University.

The distinctive features of the university are:

- Integral education with equal emphasis on curricular and co-curricular activities,
- Integrating values with secular knowledge through curriculum and classroom teaching,



- Curriculum steeped in the rich Bharatiya culture. A Summer Course in Indian Culture and Spirituality is organised annually to anchor the youth in the eternal values and glorious culture of Bharat,
- Synthesis of science and spirituality,
- Inculcating the spirit of self-reliance and service to society,
- Spiritual ambience that pervades the disciplined environment,
- Compulsory residential system,
- Open admission policy for all irrespective of income, religion or region,
- Integrated five-year programmes combining undergraduate and postgraduate studies for a systematic coverage and graduated learning process followed by doctoral research programmes
- Free education for all students, selected on the basis of merit.

While speaking in 1981 when the Institute was granted a Deemed to be University status, Bhagavan Baba said, "This Institute has not been established just to prepare you for earning degrees. The main purpose is to help you cultivate self-knowledge and self-confidence, so that each one of you can learn self-sacrifice and earn Self-realisation. Teaching you the university curricula, preparing you for the university examinations, and awarding you university degrees – these are only means employed for the end, namely – spiritual uplift, self-discovery and social service through love and detachment. Our hope is that by your lives, you will be shining examples of spiritual awareness and its beneficial consequences to the individual and society".

Bhagavan's Vision of Education

Education in Sanskrit is referred to as 'Vidya'. Lord Krishna says in the Bhagavadgita, *Adhyatama Vidya Vidyanaam* (among all the forms of knowledge, I am Atma Vidya – the knowledge of the Supreme Self). It is to discover and manifest the knowledge of this Supreme Self, even as the student gathers secular knowledge and shapes his external self that Sri Sathya Sai Institute of Higher Learning has been established.

The Founder Chancellor of the University, Bhagavan Sri Sathya Sai Baba observes, "Education has two important characteristics. One is exposition of facts relating to any subject. The other is the unfolding of the individual's personality. The first is concerned with matter. The second is with divine energy. Education is a combination of the two. It is a combination of worldly and spiritual knowledge. Education cannot be confined to stuffing the head. It has to melt the heart, refine it and turn it towards God. Man has to be transformed into an ideal human being with a compassionate heart".

Today, the world is beset with numerous problems – war, terrorism, poverty, corruption, religious intolerance. Bhagavan says the solution to these problems does not lie in starting new governments or new systems of education or framing new policies. It lies in developing men and women of strong character. It is to fill this lacuna in society that Sri Sathya Sai University optimally blends modern secular education with ancient spiritual wisdom to churn out young men and women of sound character.

Conventional educational systems overwhelm students with tonnes of



information that leads more to agitation than transformation. It imparts more of theoretical knowledge and less of practical knowledge. It teaches them how a molecule of water is constituted of two atoms of hydrogen and one atom of oxygen but unfortunately does not teach them how to use this scarce resource of water in a peaceful manner (a requirement that has become critical today). Whereas conventional educational institutions focus on providing knowledge (head factor) and skill sets (hands factor), this Institute attempts to integrate these two with a sense of balance (heart factor). As stated by Bhagavan Baba, “Knowledge when skilled leads to balance, which in turn provides insights about the application of knowledge for the benefit of society”. He further adds, “Knowledge when not skilled gets killed”. In Baba’s opinion, education that does not lead to service to society (apart from one’s own livelihood) is absolutely useless.

This university runs on far higher principles. The stress here is on ‘giving and forgiving’ and not on ‘getting and forgetting’. It highlights the responsibilities of the youth rather than their rights. It imparts practical knowledge, which teaches students the culture of sharing and caring and promotes peaceful co-existence. Unless the foundation of spiritual knowledge is strong and sound, any super structure of secular education that is raised on it will serve no purpose.

Bhagavan Baba very succinctly defines spirituality as removal of animal qualities, nurturing of human qualities and manifesting the divine qualities in human beings. This process of bringing forth from within the latent divine qualities is defined by Baba as Educare. Educare, indeed, is the very essence of this university.

To operationalise this concept of Educare, Sri Sathya Sai Institute of Higher Learning offers, what is now commonly known as the values-based integral education. The university has a compulsory residential policy for all students. The environment is similar to the ancient Indian Gurukula system of education, set in a modern context, wherein transfer of knowledge inside the classroom and transformation of personality outside the classroom both happen in parallel. Teachers and students live and grow together in an atmosphere of mutual trust and unity. Students from various States of India and some even from overseas countries stay together in dormitory type of accommodation. Life at the hostel teaches them virtues such as love and concern, sharing and caring, understanding and adjustment.

The values-based integral education offered at this Institute caters to the physical, mental, emotional, intellectual and spiritual dimensions of human personality leading to wholesome growth. In the words of Bhagavan Baba, in this Institute, the medium of instruction is discipline and the first, second and third languages are love, service and Sadhana (spiritual practice). The goal of the Institute is to develop students who are academically competent, socially responsive and spiritually aware.



All-round Development of Students

The values-based integral education system rests on the five pillars, namely – academic (intellectual), physical, cultural, service and spiritual (devotional). Life at the campus starting from 5.00 a.m. in the morning until 10.00 p.m. in the night is strewn with a number of purposeful activities pertaining to these five pillars. A

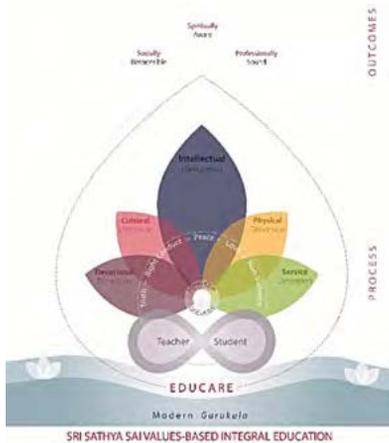
typical day in the life of a student starts in the morning with collective prayers and meditation. The next hour and a half engages students with fitness activities

like jogging, yogasanas, workouts at the gym, and games. Thereafter, morning ablutions followed by breakfast, counters for which are arranged and organised and food served by students themselves. Morning 9.30 a.m. to 5.00 p.m. is packed with academic activities with an hour of lunch break. The evenings are left free for students to play games and engage in various service activities in what we call as self-reliance departments. For example, we have departments like hostel library, dietetics, cooperative stores, photocopying services, multimedia, audio visuals, maintenance, etc., where students offer selfless service and gather diverse skills. Once a week, students engage in social work in and around the campus helping to keep the campus clean and tidy. All these service activities assist in inculcating in the

young minds a spirit of selfless service, dignity of labour, team work, cooperation and helping each other. This is followed by time for Sadhana (spiritual practice), which includes singing of Sarva Dharma Bhajans. Dinner is followed by mandatory study hours wherein students revise all that has been taught during the day. The day ends with a night prayer of self-reflection. Thus, students are kept busy the whole day in meaningful pursuits with no time for any physical or mental distraction.

The **intellectual dimension** of the system comprises the academic inputs in the college related to their respective academic programmes; the awareness courses that expose the students to Bhagavan Baba’s spiritual message and its relevance in their daily life; the moral class every Thursday that brings students face to face with eminent and renowned speakers who share with students their ideas and thoughts on varying topics ranging from patriotism, spiritual and human values, life challenges, Indian ethos and history; and regular prayer talks by students and teachers on a variety of topics.

The **physical dimension** of the system comprises sports, games, jogging, exercises and yogasanas, and a number of matches and competitions in various individual and team games and athletic events, spread across the entire semester. All these events help keep the students physically and mentally fit and bring out the best of talents from within. These activities conclude in an Annual Sports and Cultural Meet, celebrated from 11th to 15th of January every year, wherein all the campus students get together at Prasanthi Nilayam and offer a bouquet of wonderful sports items, adventurous items, and



gymnastics to their Lord, Bhagavan Sri Sathya Sai Baba.

The **cultural dimension** of the system includes celebration of various festivals of all religions demonstrating the unity of faiths, brass band, Nadaswaram and Panchavadyam ensemble, music, drama and dance, Rangoli and card making, photography, cartoon making and sketching, elocutions and debates and many more. All these events build a strong emotional quotient in the students and make them very good team players; even as they nurture their hidden and manifest talents. These events also see their culmination in the Annual Sports and Cultural Meet mentioned above, wherein students offer a garland of music programmes, cultural presentations, mythological plays and dances as an offering to their Beloved Bhagavan.

The **service dimension** of this system consists of self-reliance departments covering areas like electricals, plumbing, audio visuals, multimedia, dispensary, hostel mess, arts and crafts and many more. Community living in the hostel propels students to cultivate the habit of regular selfless service. All dining sessions are managed and organised by students. Food is cooked by the cooks but arranging the food in the counters and serving the food is taken up by the students on a rotation basis daily. Apart from this, students engage in regular cleaning of their rooms, classrooms, upkeep of sports grounds, gardening and so on. Service activities in nearby villages are also taken up with a two-fold objective: a) making some impact on the village folk, and b) more importantly, sensitising the students to opportunities of service that lie before them.

The **spiritual (devotional) dimension** of the system serves as the undercurrent for

all the other dimensions. The components in their daily life, which inculcate in the students a sense of devotion to a higher power include Bhajans (Sankirtan) pertaining to all religions, Vedic chants and Stotras (hymns), meditation and silent sitting, Suprabhatam (prayer at dawn), assembly (college prayer), Brahmrapanam (food prayer) and Kshama Parthana (night prayer). The quintessence of this dimension is that it cultivates in the students a sense of humility and the spirit of dedicating all that they do everyday in their life as an offering to the higher power or the Lord. This ensures they put in their best in whatever they do, leading to excellence in action – *Yogah Karmasu Kausalam*.

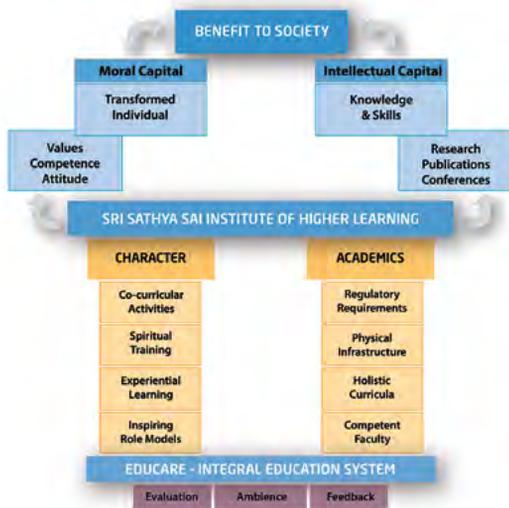
A unique feature of this education system is that all the students have to necessarily integrate all the above five dimensions in their life at the university. There are some set of components in the five dimensions that are mandatory for all, like a 'common minimum programme'. That apart, based on each one's capacity and skillset, students are free to choose to participate in one or more additional components under each dimension. In the pursuit of an all-round development and a well-integrated personality, at no point, any compromise is made on the academic inputs and performance, which assumes the core of the education process.

Alumni, Alma Mater and the Master

Thousands of students have passed out from the portals of this unique institution in the last 50 plus years. They have made their mark in every walk of life. There are students managing the top levels of the corporate and business world, there are students who are in the administrative



services of the country, in the judiciary, in the media, in top academic institutions, in state-of-the-art research labs, some have made their mark in fine arts and performing arts, many in the world of sports. However, all of them remain very intimately connected to their alma mater. They carry very fondly all the learnings gathered from here and continue to practice them in their daily lives. The alumni of the Institute have settled all across the globe in all continents and have won great laurels in the form of positive feedback and appreciation from their employers. Alumni have been successful not just in their professional life, but also in their social, personal and spiritual life and when asked they attribute all this to their Founder Chancellor Bhagavan Baba and to the unique inputs they have received at this university.



Temple of Learning of Sri Sathya Sai Values-based Integral Education System

Bhagavan Baba has not just gifted this unique values-based integral education system to the students; He further states that He has given Himself to the students. He always observes, “My only property

are My students”. Bhagavan in one of His Discourses in the college auditorium at Prasanthi Nilayam, stated, “Ramakrishna Paramahansa may have had just one Vivekananda. But, every student who moves out from this university will become a Vivekananda”. This is the potential that Bhagavan Baba sees in each one of His students. It is the responsibility of the students to realise this potential by winning His grace. At this critical juncture in which the world stands today, the “Sai Students” as alumni of this university call themselves, do realise their responsibility and try their best to fulfil their obligation to society by blending into society and cleansing it of all its evils, to herald a new age of peace and happiness.

‘Is this task so simple!’ one may wonder. But, perhaps this is what Arjuna too would have wondered on the battlefield just before the commencement of the Mahabharata War. Just then comes in the advisor Sanjaya with his words of assurance, *Yatra Yogeshwara Krishno, Yatra Partho Dhanurdharah, Tatra Shri Vijayobhutir, Dhruvaneetir Matirmama*. Pardon my indulgence in taking the license to make a slight tweak to this verse of the Mahabharata to suit the context of our dear Bhagavan and His students, *Yatra Yogeshwara Sai, Yatra Chhatra Dharmo Dharaha, Tatra Shri Vijayobhutir, Dhruvaneetir Matirmama*. (where we have our Lord Sai Krishna and we have His students upholding the banner of Dharma, there – victory, success and prosperity is assured).

– The author is Associate Professor, Department of Management and Commerce at the Brindavan Campus of Sri Sathya Sai Institute of Higher Learning.



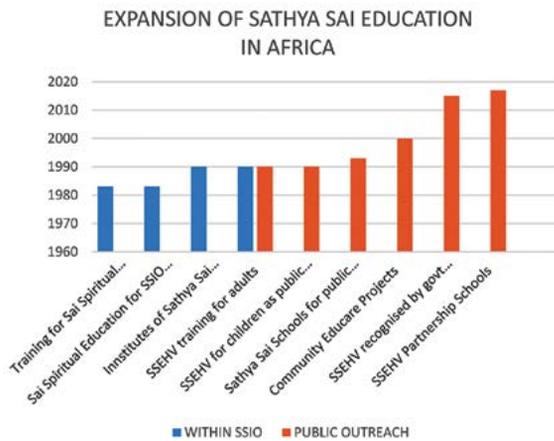
EXPANSION OF SATHYA SAI EDUCATION IN AFRICA

INSPIRED BY SRI SATHYA SAI Baba's visit to East Africa in 1968, the Sathya Sai International Organisation (SSIO) in Africa has been abundantly blessed with opportunities to spread Sathya Sai Education in Human Values programme in many countries across Africa and neighbouring islands. Members of the SSIO initiated Sai Spiritual Education (SSE) programme for children in South Africa in 1983. Based on Swami's Discourses on Sathya Sai Educare philosophy and Sathya Sai Education in Human Values (SSEHV) programme, the Institutes of Sathya Sai Education (ISSEs) in Zambia and South Africa began to roll out SSEHV programmes in their local communities.

Sathya Sai Education Programme in Africa

Following direct instructions from Bhagavan Baba, Dr. Victor Kanu started the first Sathya Sai School for Africa in Zambia in 1993. Thereafter, other African countries followed suit. Today there are 12 Sathya Sai Schools in Africa which consistently strive to meet the standards set by Sri Sathya Sai World Foundation. There are currently three Institutes of Sathya Sai Education in Africa, offering SSEHV training to various sectors of the community. Sathya Sai Education is expanding rapidly through the SSEHV teacher training course offered in eight African countries. With the decline of national education systems in many countries and the rampant

chaos in societies in Africa, government departments of education have been quick to recognise the value of SSEHV training for their teachers and have invited the ISSEs to launch training programmes. Teachers who complete this training have been inspired to adopt the model of Integral Education in their schools. This has led to an unprecedented recent rise in the number of SSEHV Partnership Schools in Africa. The following figure shows the various Sathya Sai Education programmes offered in Africa over the last 36 years.



Expansion of the SSEHV Programme in Africa bears testimony to Swami's Message given in Uganda in 1968: *"I have come to light the lamp of Love in your hearts, to see that it shines day by day with added lustre"*.

The map on next page reflects how the SSIO is growing and touching the hearts and minds of the people in Africa. Thousands of people are receiving Swami's Message of Love and living with the hope for a better tomorrow. The Young Adults in many countries are being drawn to SSEHV and taking lead roles.

Some of the recent highlights of the SSEHV programmes are





Sathya Sai International Organisation in Africa.

presented below in much humility, as we acknowledge His Divine Hand in energising and guiding these efforts. Over 130 public school teachers attended the SSEHV Introductory Certificate training in Benin in February 2019. The SSIO Benin adopted an SSEHV partnership school in Abomey. The Sathya Sai School in Democratic Republic of Congo with its 400 students continues its mission of living off the land. In Libreville, Gabon, the Children's Home, Center Arc-En-Ciel, has successfully adopted the SSEHV programme following training of school teachers, university academics, workers and care givers in 2017.

Demand for SSEHV resource material in French has led to translation of SSEHV training manuals, value songs and translators being made available.

Ten teachers of the Sathya Sai School, Old Tafo in Ghana completed the SSEHV teacher training on 27th March 2019.

Dr. Narendranath Reddy, Chairman, Prasanthi Council, visited Uthiru and Kisaju Sathya Sai Schools in July 2018 to celebrate the 50th Anniversary of Sathya

Sai Baba's visit to Kenya and Uganda. He was treated to a value-rich display of local drama, song, dance and presentations on the Go Green theme. Ministry of Education sent an official letter of appreciation to Sathya Sai School, Uthiru, Nairobi, for consistent outstanding academic performance.

The SSIO Mauritius has revamped the infrastructure of Sathya Sai School in Vacoas to enrich an environment and culture of love. ISSE in Mauritius was re-opened in May 2019.

SSIO in Morocco has developed an active community project with establishing partnership for SSEHV with the Tamazouzt School in Marrakech. With support from local authorities, teacher workshops, medical and dental camps for 425 children were organised at the school in 2018 and 2019.

Sathya Sai School in Lagos, Nigeria, hosted its first Walk for Values programme and Athletics Meet in 2019. The Human Values Day programme on 27th April 2019 on the theme Unity of Faiths drew enthusiastic participation from various faith leaders in the community.

South African ISSE successfully launched a blended version for the SSEHV Introductory Certificate Course for teachers and other interested computer-savvy members. Specialised SSEHV workshops for the youth, the educators and the healthcare workers have become very popular and there is a growing demand for such workshops. The three Sathya Sai Schools in South Africa have received their accreditation from the government (Umalusi) as well as the SSIO. All the schools are "going green" with LED lighting, water recycling with jojo tanks,



setting up vegetable gardens, planting trees and installing solar panels.

SSEHV teacher training in Tanzania has recently taken off well amongst local teachers.

The SSIO Uganda has fostered a close relationship with two private schools in Kampala which have adopted the SSEHV programme. In Kampala, teachers attended follow-up training and were awarded SSEHV Introductory Certificates on 25th March 2019.

The following countries have Sathya Sai Schools and / or SSEHV Partnership Schools: Congo, Benin, Morocco, South Africa, Mauritius, Madagascar, Zambia, Kenya, Ghana, Uganda, Nigeria and Tanzania.



Sathya Sai Schools

12 Sathya Sai Schools in Africa

- 3 South Africa - Chatsworth, Lenasia, Newcastle
- 2 Zambia - Ndola Girls, Ndola Boys
- 1 Mauritius - Vacoas
- 2 Kenya - Kisumu, Uthiru
- 1 Nigeria - Lagos
- 1 Ghana - Old Tafo
- 1 Madagascar - De Tana
- 1 Congo DR

SSEHV Community Outreach Projects: A Case Study in Africa

SSIO Morocco has initiated a comprehensive community adoption project in Marrakech, following a detailed needs analysis. The focal point of the project is the Tamazouzt School which adopted the SSEHV programme. There are ongoing projects in social service, SSEHV education and medicare. In the field of

education, SSEHV training was offered to the School along with educational resource materials for the library. Guidelines were established to help teachers integrate SSEHV into the daily curriculum. Follow-up of teachers who apply the programme in their classrooms are continuing.

Together with the local people, the SSIO members have renovated a well for water supply, sanitation and plantations. In 2017, projects included the establishment of an irrigation system and planting of trees. Current ongoing projects include construction of corridors and installation of libraries in classrooms. Social service projects include coordination and organisation of green spaces and educational gardens in the school and design and distribution of Green Bags.

Local authorities sponsored a Medical Caravan to provide general medical check-up to determine the health status of 421 children. Tamazouzt is a rural area where access to health facilities and doctors is far more difficult than elsewhere. This caravan is a blessing and the realisation of a fervent wish of the school committee that came true with the help of the SSIO Morocco. The Ministry of Health and a local NGO were inspired by this example and set out to identify and provide necessary treatment to the children who required dental and eye care.

Awards and Testimonies

The SSEHV Programme has been recognised by government departments in Zambia, South Africa, Mauritius, Kenya and Uganda.

The Director of Education in Kenya awarded a certificate of excellence in 2017 and 2018 to the Sathya Sai School, Uthiru.



This School has consistently produced outstanding academic results in the Kenya Certificate of Primary Education (KCPE).

A few examples of testimonies from Sathya Sai Schools, Partnership Schools and SSEHV Training programmes are given below:

Morocco

The teachers of a private primary school in Casablanca, Morocco have been using the SSEHV programme for over 10 years. It has become an essential aspect of their teaching methods. Some teachers implement SSEHV lesson twice a week. Teachers are enthusiastic in reporting of the changes in their students' behaviour since the implementation of the programme. The children are calmer, speak more openly and show more respect towards their environment, tell the truth, have confidence in themselves and are non-violent. The students engage themselves in poster creation, bag making and recycling art.

A parent's comments: "In my point of view, this programme is very helpful to our children. It aims to teach our children many values that they need in their life. I think it is very important to have a meeting between the parents and the SSEHV programme coordinator to extend this good programme to more schools. We are sure that with these values we will get a good society."

A teacher's comments: "Human values have always been important for me as they are part of my culture and my religious teachings. I have always tried to include them and teach them to my students. However, the SSEHV programme provides me with tools and method that are easily accepted by the students."

A learner stated: "I am very thankful to everyone and especially the SSIO of Morocco who helped my school be a better place for me to learn and live."

The representative of the Health Ministry of Tahanaout: "I'm glad I was able to collaborate with the SSIO of Morocco for the Medical Camp. The children living in rural area like the one in Tamazouzt are often marginalised by society and need all the help they can get. This type of programme teaches the children the values of self-care and self-respect that are essential for their well-being."

Students and teachers of a public school near Marrakech (Arabic school, Morocco) have said that the atmosphere of the school has become much more relaxed and agreeable since the adoption of the SSEHV programme in the school.

Similarly, teachers, parents, students and administrators spoke about the positive outcomes of the SSEHV programme in Uthiru Sathya Sai School, Kenya; Old Tafo Sathya Sai School, Ghana; Good Samaritan Partnership School, Uganda; Vacoas Sathya Sai School, Mauritius; Newcastle Sathya Sai School, South Africa; Abomey Partnership School, Benin; Lagos Sathya Sai School, Nigeria and Center Arc-En-Ciel, Gabon.

And so, the seeds sown by Sai Baba Himself in Africa continue to blossom into flowers of love, offering hope in trying times.

– **Prof. Lalini Reddy is a Professor of Biotechnology, Cape Peninsula University of Technology, South Africa. She is a Member of the SSIO Education Committee and Director of South Africa Institute of Sathya Sai Education.**



BHAGAVAN'S BIRTHDAY MESSAGE

DIVINITY PERMEATES THE ENTIRE UNIVERSE

"If you expect others to respect and love you, you should first respect and love them. Without respecting or loving others, you cannot expect any reciprocal feeling from them. In the same way, if you love God, God loves you. Life consists of reaction, resound and reflection. You get back exactly what you do to others," said Bhagavan in His Discourse on 23rd November 2000.

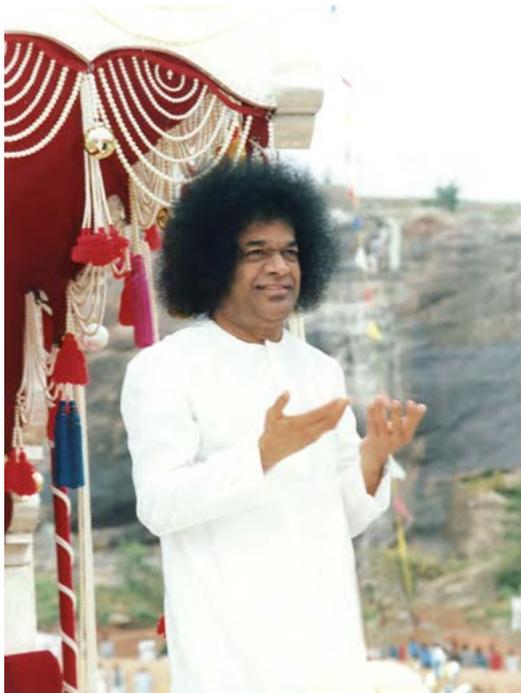
INCREASE YOUR SPIRITUAL DIMENSIONS

THE UNIVERSE IS SUBJECT TO three processes: creation, sustenance and destruction or dissolution. None can deny this truth; scientists also cannot negate it. This is a universal truth perceived by everybody. That which is born is sustained and is

eventually destroyed. This is the direct proof of Divinity. When you enquire into these three fundamental facts, the existence of Divinity becomes evident.

Love is the Proof of Divinity

In daily life also, this Divinity is experienced. Almost every object of daily life points towards Divinity. The sweetness in the sugarcane or the hot taste of chillies, the sour taste in tamarind or the bitter taste of Neem, all these are indicators of Divinity. The stars in the sky, the brightness of the sun, the coolness of the moon and the rise and fall of sea waves are also pointers towards the Divine principle. Though all these do not directly show you God per se, they produce positive evidence of the existence of the Divine principle. In society, there are different functionaries like a minister for education, a collector for revenue and the police for law and order, etc., and above all of them is the Prime Minister. In the same way, in the universe, there is Brahma for creation, Vishnu for protection and Siva for dissolution. But, for all these functions, the supreme head



is Divinity. The Muslims call this principle, Allah. Every religious denomination has its own name for Divinity. The Bharatiyas and Westerners have a common term in English, God. In this word, G stands for generation, i.e., creation, O for organisation, i.e., sustenance and D for dissolution. Thus, in this word God, all these three aspects, namely, creation, sustenance and dissolution are implied.

Taking such evidence, people have been propagating the principle of Divinity. Stated or unstated, truth is truth. God exists. Where is He? He is omnipresent. He is in all forms. The Divinity present in humanity is self-evident. The very fact that lakhs of you have come here today is the evidence of your love for God. Love is the proof of Divinity. You have filled your hearts with love for Bhagavan. There is no greater bliss than this.

Experience your Inner Reality

Embodiments of Love!

Any task undertaken with self-confidence ensures success. Therefore, self-confidence is absolutely essential for every person. If you expect others to respect and love you, you should first respect and love them. Without respecting or loving others, you cannot expect any reciprocal feeling from them. In the same way, if you love God, God loves you. Life consists of reaction, resound and reflection. You get back exactly what you do to others.

What message can I give you for the day? As I see you, My heart overflows with love. When I see so many of you expressing your love for Me, there is no limit to My joy. I have not sent out invitations to any of you. My love has drawn you here. Your love for God and God's love for you is

the true message. What can one say as a message? I give and you receive, and you give and I receive. This exchange is the true relationship between man and God. Be happy and blissful. Increase your spiritual dimensions. Live with the firm conviction that there is one Divinity resident in all. Why does a Government set up law enforcing agencies like the police and military? It is solely for the sake of protecting the country. The police punishes the guilty. If there is no lawbreaker, there is no need for police at all. In the same manner, your bad actions attract punishment and your good actions, reward. This is the theory of Karma. But one blames God, if one is punished. This is a big mistake. Ensure that there is no trace of evil within you. Then you need fear no punishment. The very persons designated for punishing you will come and protect you.

I have said that man is the embodiment of the Atma. I have also told you that the Atma is imperishable. This eternal entity indicates your eternity. Creation, sustenance and dissolution are all ordained by God. He manifests in all the elements. With this firm conviction, wherever you go, to whatever country you travel, you will attain success. Spiritual precept insists, "Have faith in yourself". That is, first of all, know yourself. Everybody asks the question, "Who are you"? There is none to ask, "Who am I"? When the question, "Who are you"? is asked, a reply that you are so and so or you are from such and such place or you are doing such and such job is not the proper answer. "I am the Atma," is the only right answer.

– Excerpted from **Bhagavan's Discourse in Sai Kulwant, Prasanthi Nilayam on 23rd November 2000.**



HOW MANY KINDS OF TEACHERS?

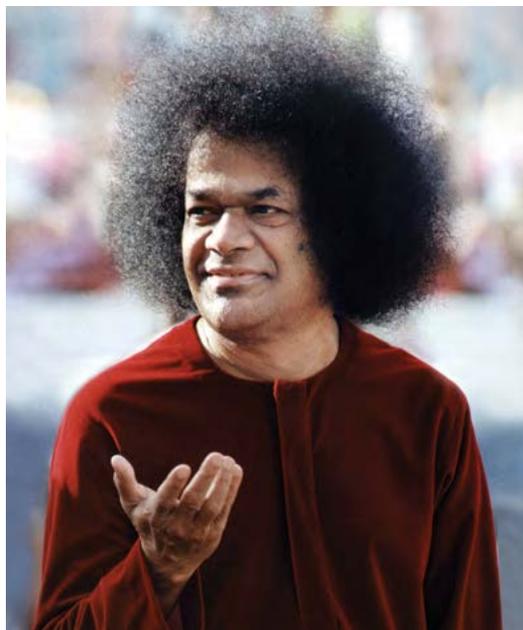
George Bebedelis

In the celebrated book Republic, Plato describes an ideal education system, which is surprisingly similar to SSEHV, especially with the concept of Educare, i.e., to bring out the latent Beauty of Human Values, which shines inside every heart. This is not a process of getting knowledge through information but recollecting what is already within.

ONE OF THE MOST IMPORTANT decisions in life is the profession one will choose. I had already my diploma in mechanical engineering from the National Technical University of Athens, but inside I didn't feel any special inclination towards engineering. I felt always a charm for learning and helping others learn. So, with the help of a Sai devotee and teacher herself, I had already managed to get a job in a technical high school for teaching engineering. But I was not quite sure if Swami would accept this choice of mine.

My Prayers are Answered

At the same time, I was attending training in SSEHV offered in Greece. Upon the conclusion of my training, I got my certificate, signed by late Thorbjörn Meyer, the founder of ESSE Institute in Europe, the first Institute on Sathya Sai Education worldwide. I was already teaching in SSEHV children classes, which started in Greece in 1990. However, the uncertainty about my job was a constant concern in my mind. Though I knew very well how difficult it was to have a personal communication with Sri Sathya Sai Baba amongst thousands of people who visited Him daily, I said firmly within myself: "Swami is my



Teacher and Guide. He will certainly give me a clear answer".

During the whole year, working as a teacher, I kept praying to Swami with single-minded concentration to guide me on this important decision. Schools were closed for summer holidays and at last the time came to visit once again Prasanthi Nilayam. It was my 14th visit to the Ashram in July 1996. At the very first Darshan, early in the morning, Swami called our group for an interview. When we entered the interview



room, after the first welcoming words, Swami turned to me, looked straight into my eyes and asked me without any delay: "What is your job"? I could not believe it! My prayers were heard; Swami was standing in front of me asking me about my job. I answered to Him in a low tone: "I'm a teacher, Swami", waiting for His reaction. To my joy, He readily accepted my answer and then asked me: "How many kinds of teachers"? I didn't know how to answer and so He gave me the answer Himself: "There are three kinds of teachers: complaining teachers, explaining teachers and inspiring teachers".

My happiness knew no bounds, because Swami not only asked me about my job, but He also gave me a simple but very important instruction regarding the teaching profession. My goal was now to become not only an explaining teacher, but most important an inspiring one!

Spiritual Principles of Sathya Sai Education

Returning home, I rededicated myself to the noble task of teaching Human Values in parallel with my school classes. From my immediate experience in school, I could realise the urgent need for the spiritual principles of Sathya Sai Education in modern education. Reform of education is indeed one of the greatest needs of our age.

In this context, Sathya Sai spoke many times to Greek groups about the great importance of ancient Greek philosophy as taught mainly by Socrates and Plato. In many personal interactions, He underlined that the essence of Plato's teachings is Truth, Goodness and Beauty. So, I started an in-depth study of Plato's Dialogues to discover there a vast treasure of wisdom and truth. In the celebrated book *Republic* Plato describes an ideal education system,

which is surprisingly similar to SSEHV, especially with the concept of Educare, i.e., to bring out the latent Beauty of Human Values, which shines inside every heart. This is not a process of getting knowledge through information but recollecting what is already within. The powerful allegory of the cave and the description of the upward journey of the soul towards Goodness, leads us towards what Plato defines as the very goal of education:

"Education is not putting knowledge into a soul which doesn't have it, just as giving sight into eyes that are blind. The capacity of knowledge is present in everyone's soul. And just as an eye turns from darkness to light, the soul has to turn away from the world of becoming towards the Being Itself, until it becomes capable of seeing the Brightest Reality, which we call Goodness. That is what Education should be: the art of orientation. Educators should devise the simplest and most effective methods to turn the mind towards the Light; not to implant sight into it, because it already has the capacity, but to correct its orientation, because it is now improperly aligned and is not facing the right direction."

(Rep. 518 c – d)

To serve the need of spreading the message of Human Values in modern society, SSEHV is applied by many dedicated educators all over the world. In Greece, the programme is offered twice a month, to the children of devotees in the Sathya Sai Organisation of Greece, as well as to children of their friends. A yearly summer camp is organised for the SSEHV students at the end of school year with the additional participation of the children of poor families that the devotees serve regularly throughout the year. Shorter events are organised during the year on special occasions like Christmas, Easter, etc.



It is such a fulfilling experience to share the valuable gems of SSEHV with the young children, adding a small stone in the Universal Mosaic of Sathya Sai Educare. Sathya Sai's inner guidance is always felt and very often a serene feeling of Inner Peace and Joy fills my heart when a Human Values lesson is over. Most of the students have been regularly and faithfully attending the programme from a very early age and often until they are beyond 14. Some of them were later trained and have now become SSEHV teachers themselves. Their ethos, conduct, behaviour and character are the very evidence of how the programme has affected their lives, and what an example they can be to the new generation of students. Here is a testimony from an old student, who is now an active SSEHV teacher:

"As I grow older and look back at my student years, I realise that the lessons on Human Values were not just preaching and theory, but a pointer for another way of thinking and living. Since it is not so easy to see the change in myself, the way to ascertain this change is to watch the way of life of my brothers and sisters with whom I was attending the SSEHV lessons. What I can see is that these young men and women have something different; they have noble interests living a life of ethos and sharing with all living beings. Now that I work as an SSEHV teacher myself, my sincere wish is to be able to transmit to my young students the values that shaped my character and the character of my friends. I truly believe that this is the only hope for a better world."

Balance Between Information and Transformation

A few years after my previously mentioned interview, Swami in a personal

communication asked me once again: "What is your job"? When I answered "teacher", He made for a second time the same question: "How many kinds of teachers"? Now I was well prepared and answered immediately: "Three kinds of teachers: Complaining, Explaining and Inspiring". I thought that Swami would be satisfied and stop there, but He continued our dialogue asking: "What kind of teacher are you"?

Now this was a very difficult question to answer. I would like to say, "I am an inspiring teacher", but this might sound egoistic in the presence of Bhagavan. On the other hand, I did not want to answer that I am just an explaining teacher; or that I *try* to be an inspiring teacher, because Swami had warned me in a previous interview: "Try is dry. Don't try, do"! So, after a very quick thought I risked the answer: "Swami, I am an inspiring teacher with Your blessings and guidance". He accepted smilingly this answer, but He added lovingly: "Yes, but explaining is also important"!

In His unique way, Swami showed to me that a balance between Education and Educare, Information and Transformation, Explanation and Inspiration is necessary in order to build an integral education system for spiritual uplift, self-discovery and social service through love and detachment. I humbly pray to Swami for continuous guidance to me and all Sathya Sai educators, so that we can be shining examples of spiritual awareness and its beneficial consequences to the individual and society at large.

– The author, **George Bebedelis** is Director, Institute of Sathya Sai Education (Southern Europe), Sathya Sai International Organisation.



WALKING IN THE FOOTSTEPS OF SAI

Dr. Srinivas Raghavan

Remember that with every step, you are nearing God. And when you take one step towards Him, God takes ten steps towards you. There is no halting place in the pilgrimage! It is one continuous journey, through day and night, through tears and smiles, through death and birth, through tomb and womb. When the road ends and goal is gained, the pilgrim finds that he has travelled from himself to himself, that the journey was long and lonesome. But God that led him unto, was all the while in him, around him, with him and beside him. He himself was always Divine.

– Sathya Sai Speaks Vol 04:10

Worldwide Impact of Bhagavan's Educational Programmes

By Swami's grace, I have been fortunate to visit and experience first-hand impact of Sathya Sai Educational programmes at Sai Centres, Sathya Sai Schools and Institutes of Sathya Sai Education (ISSEs), worldwide. On the basis of this experience, I can say with conviction that Swami's educational programmes have had far reaching impact in all continents. For

WE ARE INDEED FORTUNATE to have experienced the Darshan, Sparshan and Sambhashan of our Beloved Bhagavan Sri Sathya Sai Baba. By His Divine grace, we enjoyed His proximity and learnt from His example – My Life is My Message. We are also blessed to have Sathya Sai Education programmes of Bal Vikas, Sai Spiritual Education (SSE) and Sathya Sai Education in Human Values (SSEHV) developed under Swami's personal guidance and instruction. The students of these programmes continue to study and learn from His life and teachings. Additionally, an important component of their learning is to experience His Divine interaction and share from their own experience.

example, teachers in the Sathya Sai Schools in Brazil create a strong sense of belonging by welcoming all students as they enter the school and by connecting them individually to their parents when they leave. Each week, the students of Sathya Sai Schools in Ecuador gather together at a school assembly to discuss the weekly human value theme through talks, short skits, and music. Students of the Sathya Sai School of Guatemala have created a unique leadership programme "Todos Unidos" (all together) with the mission to "remove differences". Light Meditation and silent sitting are highly impactful elements of the SSEHV programme and are accepted by students of all countries. In the Sathya Sai School of Mexico, the teachers have composed a special song



for Light Meditation. Pre-school children at the Sathya Sai School of New Zealand teach Human Values to their parents. This has had a strong positive impact on the behaviour of their family members. The Sathya Sai Schools in Australia, Fiji and Canada have parent outreach initiatives to include and encourage them to support the practice of human values.

International Summer Conference

This year, the Sathya Sai International Organisation (SSIO) organised its first International Summer Conference at Prasanthi Nilayam right after Guru Purnima in July 2019. Conference delegates came



A section of the delegates to International Summer Conference in Poornachandra Auditorium.

from various overseas countries and enjoyed the weeklong programme at the Poornachandra Auditorium.

The SSE children enjoyed a specially designed experiential programme called "Walking in the Footsteps of Sai" conducted as an integral part of the conference. This programme provided the students with a unique immersive experience of Swami's life by visiting the places where He lived and walked. The children enjoyed each step of the journey and were inspired by stories from Swami's life as narrated by students and faculty of Sri Sathya Sai Institute of Higher Learning and Radio Sai.

Over 50 children and adult volunteers from 15 international countries made excursions for four days. Each day, they experienced walking in His footsteps at various locations from Puttaparthi to Uravakonda. On the final day of the conference, they shared experiences with all the delegates through a lively programme of narration, pictures, stories and songs.



Children enthusiastically participated in the programme, "Walking in the Footsteps of Sai".

The children overcame differences of language, bonded together, learned about each other, and shared their curiosity and interests. They travelled beyond their own country to come together as Sai sisters and brothers. Inspired by Swami's life, the children set their own personal example of love and service.



At the Samadhi of Mother Easwaramma and Pedda Venkama Raju in Puttaparthi.



They began their journey with the special Samadhi Darshan in Sai Kulwant Hall. Subsequently, they went walking to Swami's birthplace at Sivalayam, where they listened to the miraculous stories surrounding His Divine birth in the then tiny village of Puttaparthi. Subsequently, they walked to the Samadhi of Mother Easwamma and Sri Pedda Venkama Raju listening to stories of their transformation by Swami.

Under the guidance of the Radio Sai team, they travelled by bus to the town of Uravakonda where Swami went as a young boy to study in a school and stay in the house of His elder brother, Sri Seshama Raju. At Uravakonda, they sat around the same rock where Swami sang Manasa Bhajare Guru Charanam and gave His



The children at Uravakonda.

Divine message to mankind. They were inspired by the extraordinary opportunity to sing the song together as a group and pray for His blessings and grace.

The children were struck by the stark and simple nature of the house where Swami stayed in Uravakonda. They expressed their gratitude for everything in their own homes and promised never again to complain about difficulties in their life. Radio Sai recorded the children sharing their experiences throughout the trip and produced a short video titled "Children's Day out at Uravakonda – Walking in the Footsteps of Sai".

The confluence of countries and cultures in the children's background during the Summer Conference served as a melting pot of inclusiveness. As a group, they explored their sense of belonging and discussed how they were all brothers and sisters in the same human family.

The children visited the Hanuman Statue at the top of the Hill View Stadium. Hanuman followed in the footsteps of Lord Rama by living a life of dedication, courage and service. His example inspires children from all cultures. Swami's life teaches how one should live an exemplary life of service. This is Swami's Message for all: "I have declared: My life is My Message. How many people follow the path shown by Me? If you follow in My footsteps, no harm will ever touch you". – Sathya Sai Speaks Vol. 35:09

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Make proper use of your education for the good of society. Be men of good character. That will make you shine before the public. True education will make you divine. Education is not mere knowledge of words. It should broaden the mind. The mere acquisition of degrees is valueless. Character is more important and it can be developed only by taking to the spiritual path.

– Baba



SRI SATHYA SAI EDUCATION IN NEPAL

[Narottam Upadhyay](#)

BHAGAVAN SRI SATHYA SAI Baba descended on earth in human form to perpetuate the reign of Dharma on earth. He used education as a means to bring about this magical transformation by enhancing man's spiritual and moral virtues, that is, by making his character. He has proclaimed:

The end of wisdom is freedom.

The end of culture is perfection.

The end of knowledge is love.

The end of education is character.

Significance of Sathya Sai Education in Modern Times

Sage Parāśara in Viṣṇu Purāṇa has pronounced *Sā Vidyā Yā Vimuktaye* – only that is (real) knowledge, which leads to liberation. Through education, an individual passes from bondage to liberation. While secular education remains mostly information-oriented, Bhagavan Sri Sathya Sai Baba's gift of "Educare" brings about the transformation of a person's whole being into sweetness and light. Educare fulfils the ancient Upanishadic prayer *Tamaso Mā Jyotir Gamaya* – Lead me to enlightenment from ignorance. Only such education can reveal the immortal soul of man.

Education should lead one towards bliss. However, a paradox to note is that in spite of tremendous economic development, technological advancement

and huge investment in human prosperity, the happiness quotient of human beings, in general, is sadly depleting. Increasing incidents of social evils such as homicide, teenage pregnancy, drug addiction, robbery, organised crime, corruption, environmental pollution, and a host of other evils make one ponder how far secular education has been able to foster civilisation. While it imparts skills to individuals to earn a living, it seems to pay less attention towards fostering virtues and visions, such as truth, right conduct, peace, love and non-violence.

Bhagavan Baba has said, "Human values are innate qualities". Sri Sathya Sai Education holds greater significance in the present days, in the context of a general decline in human values. The focus has been towards equipping oneself with skills to earn more and more rather than the blossoming of human personality. It is imperative that the present education system designed to cater for cut-throat competition be changed in favour of an education that cares for the all-round manifestation of the immortal soul of man. We need better human beings than just professional human beings. Education is not a commodity but a value in its right. Education is not an investment for future material success but a deeply meditative act for the promotion of good qualities. It is relevant to mention here that UNESCO's



four pillars of education are “learning to know”, “learning to do”, “learning to live together”, and “learning to be”. While the first and second pillars emphasise on excelling in secular education, the third and fourth pillars emphasise on evolving a better social being and individual transformation. Holistic learning is more pertinent in the present scenario to ensure the all-round development of an individual. Wholeness is holiness.

Sri Sathya Sai Education at Early Age

Sri Sathya Sai Education helps an individual right from early childhood to develop good qualities to become a better human being so that there is order and peace in the world. It helps the child to realise his innate divinity. Swami informally began Sri Sathya Sai Education by instructing a few women to narrate divine stories from scriptures, mythological texts

to their children to inculcate values right from an early age. Later it was formalised in the form of “Bal Vihar” which was further expanded as “Bal Vikas” and Sai Spiritual Education (SSE) outside India. This education was further expanded as Sri Sathya Sai Education in Human Values (SSSEHV) to cater to a larger population. Bhagavan explained the concept of “Educare” in 2000 AD that encompasses all forms of Sri Sathya Sai Education.

In Nepal, Sri Sathya Sai Education sprouted with SSE classes in the late 70’s. However, this system of education took momentum in the form of schools, SSE classes on a larger scale, teacher training and collaboration with schools to integrate Sri Sathya Sai Education in Human Values (SSSEHV) only after mid ‘90s. As of August 2019, the details are given in the table:

S.N	Details	Numbers	S.N	Details	Numbers
1	SSE Students	9,194	6	Sri Sathya Sai Institute	1
2	SSE Teachers	1,081	7	EHV Training for Trainers and Resource Persons of Government	4,114
3	Sathya Sai Schools	2	8	EHV Training for Teachers of Public and Private Schools	11,595
4	Students in Schools	645	9	Sathya Sai Parenting Programmes for Parents	3,686
5	Teachers in Schools	53	10	Special EHV Workshop for various professions (Medical, Engineering, Legal, Police, Banking, University Teachers and Students)	2,193
			11	A Weeklong Residential Training for SSE Teachers	298
			12	Nine Days Residential Youth Leadership Development Programmes	39



SSE Classes

SSE classes are conducted once a week for 75 minutes. During such classes, students are divided into groups according to their ages and values-based education appropriate for their age is imparted with different teaching techniques such as silence sitting, prayers, storytelling, group singing and group activities. There are 9,194 students under the care of 1,081 teachers. Students put up programmes on different occasions such as Easwaramma Day, Guru Purnima and during Bhagavan's Birthday celebrations. Apart from this, students across regions meet on a periodic basis to put up joint programmes and showcase their talents in devotional singing, painting, drawing, poetry, essay writing, elocution, debate, dance and drama.

SSSEHV Training

Sri Sathya Sai Education in Human Values training to teachers is another cornerstone to impart values-based education in Nepal. Till date, 11,595



Institute of Sathya Sai Education, Nepal.

private and public school teachers have been given SSSEHV training. Apart from this, Sai Organisation collaborated with the Government of Nepal's training department (National Centre for Education

Development) under the Ministry of Education to further extend the SSSEHV training. An agreement was signed, wherein an SSSEHV package was added in modular design for Teacher Professional Development programme of the government. Altogether 4,114 trainers and resource persons of government were given SSSEHV training through Sai volunteers who visited all 29 centers of the Government across Nepal and conducted the training.

Typically, in the beginning, several government trainees attended the training programme with considerable reluctance and scepticism, a great deal reflected by their sluggish body language and focus on other diversions even during the training. However, as time elapsed and as trainees started to "hear" through the content, they were drawn to what was being disseminated. Not only did they ask the questions for clarity, but by the end of the training, a few were overwhelmed with tears. Some opinion builders were heard praising SSSEHV programme as the essence of all religions. In 2011, when the training department of government reviewed and evaluated the entire teacher professional development module, SSSEHV package was ranked on the top of the list.

Sathya Sai Schools

There are two Sathya Sai Schools in Nepal, one in Kathmandu and the other in Pokhara. Both the schools are providing human values integrated education up to grade 10. The student's routine is designed as per Bhagavan's guidelines to nurture all the three faculties of human personality, namely, body, mind and soul. For the academic year 2019-2020, there





Sathya Sai School, Pokhara.

are altogether 645 students in both the schools facilitated by 53 teachers. Both the schools are in the process of expanding to accommodate more students.

Swami's Blessings are Always with us

When the Principal of the school in Kathmandu reverently brought to Swami's notice that a new school has been established, Swami responded, "You have started the school, but people will try to obstruct what you intend to do". The Principal prayed, "Swami! With Your blessings, nothing will be an obstacle". Swami patted him twice on his head and said, "My blessings are with you". Ever since Swami's blessings are felt at every step, be it an emergency in students' health, problems in school administration, or in the management of stakeholders. He is the Doer. Problems arise now and then, but everything gets sorted out smoothly and effortlessly. Here are a few instances of Swami's grace and love.

Shri Shiksha Sadan to Sathya Sai Shiksha Sadan

The school started as "Shri Shiksha Sadan". A high official from Sathya Sai International Organisation in his casual visit to the school received instruction from Bhagavan's Photo in the office to



Sathya Sai School, Kathmandu.

affiliate the school. As a result, the school was given recognition as an affiliate to the Institute of Sathya Sai Education, and renamed as "Sathya Sai Shiksha Sadan" and for the name change government's approval was obtained. There has never been any dearth of students in the school. There are students from 56 districts out of 77 districts of Nepal. Students who come to seek admission go through entrance examination and interview. Only students who clear the selection process are accepted for admission. The school has been awarded a letter of appreciation by the municipality for imparting quality education and the results in the central examination conducted by the government show very good performance.

Swami's Grace

Swami is the perennial source of inspiration for the school, and the incessant shower of His grace has blessed the school through all times, easy and difficult. We feel ever secure in His presence. Why fear when He is there – always.

Once a teacher joined the school rather half-heartedly; he was not sure whether to join the school was a wise decision on his part. One night while sleeping in the teacher's quarter, he saw Baba in his dream, and miraculously all the cobwebs of his doubt vanished and he knew he had found his calling. Yet another teacher



narrated an incident that happened just the night before he joined the school. He had a dream in which Swami told him that He was giving him a job and that he should take it.

Once a grade 4 boy fell off the third floor of the building and suffered a severe head injury. He was referred to a neurosurgical hospital where surgery was performed the same evening. The boy lay in coma for several days, and his condition deteriorated to such an extent that even his father lost all hopes of his recovery and called the school to ask how to proceed with the boy's last rites. Every day the teachers and students of the school gathered in the prayer hall and prayed to Swami for his speedy recovery. After 28 days, the boy recovered consciousness. Not only did he return home from the hospital, he also continued his studies in the school and completed his 10th grade.

These are just a few instances of Baba's immense love for His devotees. Truly, faith can move mountains, and the nectar drops of Swami's love sustain us all. He is the Lord – Omnipotent, Omniscient and Omnipresent. He is the Light of all lights, beyond all darkness, and is installed in the hearts of all beings. Glory to Him!

Positive Impact on Community

The school is usually referred to by people all over the country as 'Sai Baba School'. In the locality where the school stands, the junction where a diversion is taken for the school from the main road is named as "Sai Baba Chowk" (Sai Baba Square).

The school provides free drinking water to the community through a tap that is placed by the gate of the school, where it is freely accessible to the public. Some

people revere this water as Prasadam and partake of it with much love and devotion.

The school has collaborated with the United Nations Economic and Social Commission for Asia and the Pacific (UN-ESCAP) and developed rainwater harvesting and wastewater treatment systems. Under this project, eco-efficient water infrastructure has been developed to showcase a pilot demonstration, which helps the community to learn about rainwater harvesting, wastewater treatment and recharging underground water level.

Every year on Swami's Birthday, teachers and students of the school visit every household in the community with packets of Prasadam, Vibhuti and Bhagavan's photo which the people receive thankfully with utmost reverence and devotion.

He is the Doer

Swami has been very kind and merciful to us as He constantly gives us these opportunities to be part of His great task. Swami says, "Values are not taught, they are practised". Thus, in the divinely ordained task, self-transformation is the desired output and the rest are all 'spillovers'. Having been associated with Bhagavan, we must realise that everything is unfolding according to His Divine master plan and whatever is happening is according to His Divine Will. We need to develop an attitude of acceptance and offer our best in whatever roles He gives us to play. Let our heart broaden and let our love expand endlessly. *Samasta Lokah Sukhino Bhavantu!*

– The author, Sri Narottam Upadhyay is the Director, Institute of Sathya Sai Education, Nepal, and Sathya Sai Schools, Nepal.



SATHYA SAI EDUCATION IN FIJI

Prof. Narendra Reddy

THE SATHYA SAI INTERNATIONAL Organisation (SSIO) of Fiji is committed to promote Sathya Sai Education through Sathya Sai School and Institute of Sathya Sai Education (ISSE).

Sathya Sai School

In 1998, the Central Council of the SSIO Fiji decided to establish a Sathya Sai Primary School in the country, to become a model for the teaching of human values. The SSIO Fiji succeeded in obtaining the necessary approval from the Ministry of Education after it was agreed between the parties that this was going to be a model school for teaching of human values and that it would be registered as a “private” school. The approval was not only for operating a primary school but also a kindergarten and a secondary school. Swami blessed the school project and the building plans.

The first phase of development included constructing six classrooms, an office, an ablution block and a head teacher's quarters. Bhumi Puja (ground breaking)



Ground breaking ceremony was performed by Dr. Narendranath Reddy, Chairman, SSIO.

and foundation laying ceremony were held on 15th August 1999.

The school started in the year 2000 with the first batch of 25 pupils in kindergarten and grade 1. Two teachers who were sent to Thailand for training took charge of the classes. A new class was progressively



Sathya Sai School, Fiji.

added every year. We now have classes from kindergarten to grade 8. The school has 10 teaching staff, an office assistant and a caretaker.

The school roll currently stands at 130. About 60% of the pupils are i-Taukei while the rest are Indo-Fijians. All the i-Taukei children are Christians while Indo-Fijians are Hindus. One child comes from the Islamic faith. The SSIO and the Sathya Sai School are very well accepted and respected in the community.

In the second phase of development, a separate building was constructed for kindergarten. Then four additional classrooms were built in 2006 followed by six two-bedroom accommodation blocks in 2010.

Academic Performance

The school has been in existence for twenty years. Children attending this model



school are largely from the low socio-economic background. The school has mounted a series of outreach programmes in the community to raise awareness about the importance of education and parental responsibilities. This is gradually improving the academic performance of the students which are reflected in the results of the external examinations. The Education Committee, SSIO issued a certificate of accreditation to the school in 2018 following a comprehensive review of all aspects of the school.

Environment and 3Rs Programmes

In order to reduce carbon footprint, the school installed twenty solar panels for generating electricity. They have an output of 5kV which is sufficient to meet the energy requirements of the school. Furthermore, the school has installed two 5000-litre water tanks to harvest rainwater. The school is also part of the 3R Programme (Reduce, Reuse and Recycle) where plastic bottles are collected for recycling and other organic waste composted for use in the vegetable and flower gardens.

Sports, Cultural and Spiritual Programmes

The school celebrates every festival from the three major religions found in the country and educates the pupils about their inner significance and the human values they teach. Easter, Diwali, Sivarathri, Swami's Birthday, Prophet Mohammed's Birthday and Rama Navami are celebrated with the participation of parents. Teachers familiarise students about human rights, child labour and International Day Against Drug and Illicit Trafficking (IDADAIT).

Institute of Sathya Sai Education

This Institute was established in June 2006. A proposal to the European Union

(EU) provided justification for the need to include a human values curriculum in the education system to train future citizens to be committed to the moral foundations of democracy. Tolerance, equality, peace, human rights, truth, non-violence, respect, freedom of speech and regard for the laws of the country including accepting election results were values needed for true democracy to thrive. The EU accepted the proposal which involved developing resources and training programmes to enable teachers of primary and secondary schools to offer a structured values education programme to their students.

The ISSE worked closely with the Ministry of Education to provide teachers with materials and guidelines on Human Values to help them. The Institute developed eight handbooks for teachers consisting of lesson plans for each of the eight classes in primary school. It also developed activity books, a teacher's guide, a parenting manual as well as a handbook for secondary schools for teaching values.

While the Institute was developing resources for the programme, awareness programmes as well as six-hour workshops were being conducted to enable them to deliver human value lessons in schools.

As the SSEHV programme was being implemented, two external reviews were carried out to assess the impact of the programme on children. Their recommendations have been implemented.

There is an ongoing training of teachers and supervision of the programmes in the schools. It is pleasing to note that teachers from all religious denominations are keen to attend these training programmes.

– **The author is the Chairman, Institute of Sathya Sai Education, Fiji.**



SATHYA SAI EDUCATION IN Human Values (SSEHV) began in 1983 as offspring of Indian programme of spiritual education, (Bal Vikas) modified for the children of non-devotees in the countries outside India. This is a mere 36 years ago! Now SSEHV is propagating teachings of Bhagavan Sri Sathya Sai Baba both to Sai devotees and non-devotees regardless of their age, nationality, ethnicity, culture or religion. Implementation of SSEHV programmes requires dedicated volunteers to complete

Bhagavan continue to shower His choicest blessings on them all! They are playing a vital role in His Mission of ushering in the Golden Age.

Collection of Global Data on SSEHV Programmes

In 2017, a Sathya Sai Education in Human Values (SSEHV) Questionnaire was circulated worldwide to gather data on the variety of existing SSEHV Community Projects/Programmes and SSEHV Specialised Workshops between the periods of 2011 through 2017 or any

Doris Hampton

AN EVALUATION OF THE CURRENT STATUS AND IMPACT OF WORLDWIDE SATHYA SAI EDUCATION IN HUMAN VALUES PROGRAMMES

Human values do not depend on education alone. They depend more on culture. What do you mean by culture? Culture means giving up one's bad conduct, bad behaviour and bad deeds, and cultivating good thinking and fostering good sentiments that lead to good actions. The state of the whole world depends on human activity. When the actions of the people are noble, the country is equally noble. The people's behaviour and conduct depend on their thoughts. Thoughts depend on the mind. Good thoughts are the basis of human values.

– Sathya Sai Baba

their training through SSEHV Courses and embody the high principles of the programme. They plan their programmes extensively, ensure good community collaboration and personally meet with the costs of securing appropriate venues as well as of supplies and materials required for the programme. The SSEHV facilitators and trainers are to be commended for their outstanding dedicated volunteer work. May

significant programmes that took place prior to this timeline. The Education Committee of SSIO was eager to begin building a global database on the expanse of Swami's community programmes, not only to gather information but also to begin documenting the programmes for the wider audience through publications and research papers. An equally important objective was to connect the various SSEHV workers as





a global team of dedicated teachers of SSEHV who will inspire others to join in this noble task.

SSIO Zone Chairs, Country Presidents, Institutes of Sathya Sai Education and Sai devotees across the globe supported the efforts of the Education Committee with their overwhelming response and support. Their loving and dedicated assistance was critical for data collection and is a testament to the power of Sathya Sai's "well oiled" loving and cooperative organisation! We were aware from the start that we may not reach everyone involved with SSEHV projects as some launch SSEHV programmes without the required training, independent of an Institute of Sathya Sai Education (ISSE)(s) or SSIO while others simply fail to report their SSEHV work. In remote areas in some countries, language barrier was another challenge.

Criteria for Inclusion in the Data

Sathya Sai Schools were specifically excluded in this data collection as the SSIO separately tracks the growth and development of Sathya Sai Schools and publishes their progress in its Annual Reports. The Education Committee's main intent was to bring greater awareness and highlight the progress of SSEHV programmes/projects beyond Sathya Sai Schools.

SSEHV Community Programmes for the youth, teens or adults in any community/ neighbourhood by trained SSEHV teachers. SSEHV programmes located in a school but as an ongoing after-school or weekend programme were included.

SSEHV in Individual School Classroom(s): An individual school teacher appropriately trained implementing SSEHV in his/her school classroom, and trained volunteers implementing SSEHV in one or more classrooms or levels (but not the entire school) were included in this data collection.

SSEHV Partnership / Complementary School (adopted public, private or religious school or anything similar): An entire (public, government, private or religious, etc.) school implementing SSEHV in which some or all staff members have been trained in SSEHV was included with the proviso of a signed "Memorandum of Understanding" as a partnership agreement between the school and the Institute of Sathya Sai Education (ISSE). In countries with no ISSE, the school partnership agreement with the SSEHV Coordinator in the country of Zone was required for inclusion.

SSEHV Specialised Workshop: SSEHV workshop presented to an audience by trained persons, for example, Leadership Skills; Workplace, Dynamics; Parenting, Health Issues; Healthy Eating; Peer Pressure; Substance Abuse; Cyber Bullying; Teen Pregnancy; and others.

Comments on SSEHV Data

In early 2000s, collection of data by the Education Committee showed only seven SSEHV programmes worldwide! In contrast the present data shows a definite steady increase in SSEHV programmes/projects. This is in keeping with Swami's



caution: Slow and steady! but good quality!! As of 2017, there are over 314 projects, over 2,281 SSEHV teachers and 72,200 persons who have had exposure to SSEHV community programmes of various types: Complementary/Partnership Schools, Individual Classrooms and Specialised Workshops. Several members of the Education Committee are in the process of analysing the data to write a summary report of the impacts, achievements and challenges and how they have been met in different countries of this unique programme.

From previous experience, it is known that a number of SSEHV programmes and projects were not sustained after their initial success in the eighties and nineties. There are many reasons for non-sustainability: lack of long-term planning; low SSEHV teachers to student ratio; discontinuity from poorly embedded SSEHV programme in face of changing upper level administration; loss of venue for SSEHV programme; loss of participant interest and various other reasons. It is the intention of the Education

Committee to analyse the data to identify factors that make for sustainability of SSEHV programmes.

SSEHV Programmes are Gathering Global Momentum

In the 1980's SSEHV programmes were initiated in public schools in a few countries, for example Australia, England, and United States of America. Sai devotees developed culturally appropriate training courses for SSEHV teachers in their own countries. Delivery of SSEHV programmes was on a limited scale and the focus was predominantly on public school systems. Therefore, the early SSEHV programmes had an academic focus. Development of SSEHV Programmes for the general public in community venues was a later development and their growth was mainly through word of mouth. An additional impetus was the change of direction following the SSEHV and Education Conferences in Prasanthi Nilayam. From their early beginnings, SSEHV programmes which were centred primarily in schools have evolved over a course of less than 30

Data on Global SSEHV Programmes

Fifty-seven countries responded to the Questionnaire with the following cumulative totals.

SSEHV Programmes	Approximate Average Number of Programmes Per Year	Approximate Average Number SSEHV Teachers Per Year	Approximate Average Number of SSEHV Students Per Year
Community Programmes	109	575	20344
Complementary or Partnership Schools	44	1233	29244
Individual Classrooms	44	205	6641
Specialised Workshops	117	268	15971
Total	314	2281	72200



years into many programmes in community venue settings. This expansion required adjustments to the SSEHV materials, with a changed focus on meeting the needs of the community, focused less on the integration of SSEHV into school curricula but more on how the principles of Sathya Sai's teachings may be applied through SSEHV programmes for practical daily life and daily situations. At present, SSEHV programmes are being implemented at orphanages, in afterschool programmes, juvenile justice systems, complementary and/or partnership schools, workplace, higher education, prisons, individual classrooms settings, family violence, homeless and abused women and children; youth community organisations, government instrumentalities and more. The details of such projects are given in the Sathya Sai Education in Human Values Compendium.

Pedagogy of SSEHV Programmes

The pedagogy and the methodology for SSEHV are lesson plans that enhance learning experiences intentionally through constructively built lessons utilising the universal five Human Values. The lesson plans are designed to enhance the ability to listen to one's inner conscience and to develop the latent values that lie within the hearts of all people and are part of the basic human condition. Actually, the essence of SSEHV is 3HV! 3HV is conscientious and deliberate harmony among head, heart and hands. What the head thinks should be assessed and evaluated by the heart. If the heart – the seat of human conscience and the place where critical thinking and human values connect – gives approval, then the hands (or any other organ of action) can carry out the deed. This refers to gaining inner harmony, which leads to greater self-confidence, self-acceptance,

and self-discipline. These attributes are pre-requisites to all forms of positive behaviour. To sum it up, SSEHV has within it the ability for one to connect with one's inner divinity.

As of September 2019, there are 7.7 billion human beings on the planet earth! The current state of education and the challenges for this huge population of young people and adults and what they face in a complex and rapidly changing world may appear at times insurmountable. The spiritual principles that underlie and the methodology of SSEHV has proven to be the answer to the myriad of conditions humankind face daily. SSEHV uses five universal human values Truth, Right Conduct, Peace, Love and Non-violence and their sub-values in Direct and Constant Integrated Awareness approaches to achieve practical, holistic human development. Using these human values themes, the programme focuses on the development of self-confidence, self-esteem and self-discipline; critical thinking, written and oral communication skills – the entire range of social skills; physical, intellectual, emotional and moral balance; positive regard for the rights, life, and dignity of all people; harmonious living at home, at school and in the community; respect for the interdependence and unity of all life.

Unique Nature of SSEHV

SSEHV programmes are unique! The methodology of SSEHV is given by the Avatar, Bhagavan Sri Sathya Sai Baba Himself! Sathya Sai Education has been called most appropriately as the Vedas of the 21st Century! No programme for holistic human development of its kind or calibre has ever existed on this planet before! While it is to be acknowledged that there are a whole range of spiritual,



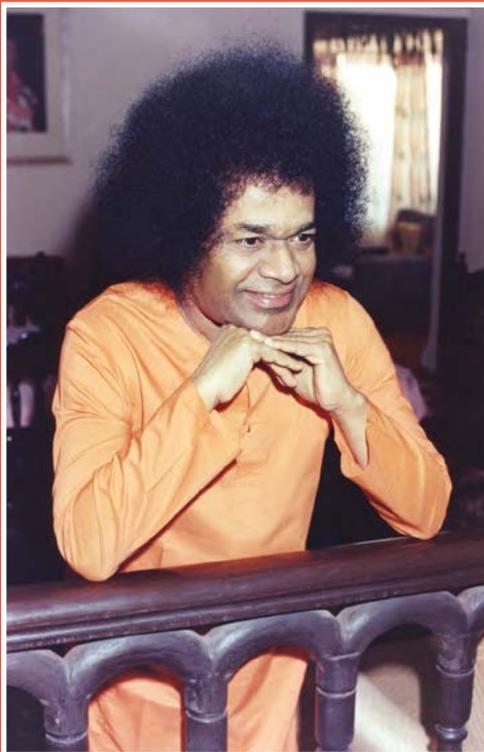
social and emotional school programmes worldwide, none of them contain all the multifaceted holistic aspects of spiritual, moral, academic, intellectual, emotional and physical development. Nor do they have the amazing pedagogy and practices that are directly applicable to practical life. Nor for that matter do they carry the name Sathya Sai!

Sri Sathya Sai Baba, in His infinite love and compassion has gifted the programme of Sathya Sai Education in Human Values (SSEHV) to all humanity. His message of love transcends all barriers of nationality, religion, ethnicity, culture, time and space. The quintessence of Sathya Sai Baba's teachings is contained in these five fundamental human values which are innate in every human being – Truth, Right Conduct, Peace, Love and Non-violence. The underlying current of all these values

is Love. Love in word and thought is truth, love in action is right conduct, love in feeling is peace, and love in understanding is non-violence. Love is the greatest power that gives solace to all human beings and even animals. The practice of these five human values allows us to live in harmony as one global family, to see unity amidst diversity and live in joy and peace – wherever we are.

We shall continue moving Sathya Sai Education in Human Values Programme forward across the globe for it will undoubtedly play a major role in ushering in the Golden Age!

– The author is Education Committee Member of Sathya Sai International Organisation. She is also a faculty Member and National Coordinator of SSEHV Community Programmes, Institute of Sathya Sai Education, USA.



Education is not put into practice. What is the use of such education? All the ideals were practised by students of ancient times. There is no objection to your learning the secular education. But you should not neglect the fundamental knowledge. You should expand your love. It should not be narrowed down to yourself when it becomes 'contraction' love. We have forgotten the ancient knowledge of our reality and taken to the pursuit of worthless mundane knowledge. You must bring out your inner feelings. Whatever you have learnt from the books is not so valuable as that which you learn from within yourself.

– Baba



CELEBRATIONS AT PRASANTHI NILAYAM

PILGRIMAGE OF DEVOTEES FROM BIHAR

OVER 1,000 DEVOTEES CAME from the State of Bihar to participate in the annual Parthi Yatra (pilgrimage to Puttparthi) organised



The drama "Bhagavan Ki Gawahi" showed that God always protects His devotee.

by Sri Sathya Sai Seva Organisation of Bihar. As part of this pilgrimage, Bal Vikas children of this State presented a dance drama entitled "Bhagavan Ki Gawahi" (God as witness) on 28th September 2019. Interspersed with beautiful dances of children, the drama depicted how God presented Himself in the form of an old man and gave witness in a court of law when a dishonest and cunning money lender foisted a false case against the protagonist Bhola, an ardent devotee of God. Simple story, excellent acting of the children and good make-up made the drama a sterling presentation.

64TH ANNIVERSARY OF GENERAL HOSPITAL

Sri Sathya Sai General Hospital, Prasanthi Nilayam covered a significant milestone when it celebrated its 64th

Anniversary on 29th September 2019. The theme of this year's celebration was "Unity in Seva, Divinity in Action".

The programme began with Veda chanting by the General Hospital staff followed by an insightful talk by its Medical Superintendent, Dr. K. Narasimhan. Stating that the opportunity of Seva in the Divine Mission of Bhagavan was nothing but supreme bliss conferred on the hospital staff by Bhagavan, Dr. Narasimhan reminded them that the anniversary celebration was a form of annual report to assess how much each had improved in the last one year. Dwelling on the theme of this year's celebration, the distinguished speaker observed that the hospital was a shining example where staff in all the departments worked with complete unity and provided the best quality healthcare to patients with love.

This talk was followed by a cultural programme consisting of two items presented by the children of the hospital staff. The first item was a scintillating dance performed by two tiny tots, Kumari Jandyala Sai Shree Mohana Hansika and Kumari Jagruti and the second item was a superb carnatic music concert by Sarvepalli Sisters, Kumari Navamallika Shreya and Kumari Honey Rajalakshmi.

Bhagavan's Divine Discourse followed next, in which He stressed the importance of observing unity of head, heart and hand to attain balance and equal-mindedness so as to become free from diseases. Regretting that man today had lost social



consciousness, Bhagavan emphasised that man should leave selfishness and serve society selflessly.

SRI KRISHNA KRIPASAGARAM: A DRAMA

A mythological drama entitled “Sri Krishna Kripasagaram” (Krishna, the ocean of compassion) was presented as part of Devi Navaratri celebrations



A mythological drama performed by the students of Sri Sathya Sai Gurukulam English Medium School, Rajamahendravaram.

on 30th September 2019. Enacted by the students of Sri Sathya Sai Gurukulam English Medium School, Rajamahendravaram, the drama depicted how Lord Krishna and Balarama brought back alive the son of their Guru Sandipani from the nether world as part of their Guru Dakshina (offerings to the Guru) after finishing their education under his tutelage. Interspersed with beautiful dances of the students, the drama showcased the Divine glory of Lord Krishna and His omnipotence as described in the mythological texts.

PILGRIMAGE OF DEVOTEES FROM NAMAKKAL DISTRICT

A large contingent of devotees from Namakkal district of Tamil Nadu came to participate in the pilgrimage to Prasanthi Nilayam organised by Sri Sathya Sai Seva

Organisation of this State on 11th and 12th October 2019. Celebrating the sacred occasion, renowned Carnatic music vocalist Dr. Sirkazhi Sivachidambaram presented a devotional music programme on 11th October 2019. The compositions rendered by the talented singer included “Om Namah Sivaya, Sivaya Namah Om”, “Panduranga Vitthale, Vitthale Bhajo”, which also included a few soul-stirring Kirtans.

PILGRIMAGE OF SAI YOUTH FROM KARNATAKA

About 2,000 Sai Youth came on a two-day pilgrimage from 11th to 12th October 2019, to Prasanthi Nilayam on motorbikes from 33 out of 36 districts of Karnataka covering a distance of nearly 450 km. More than 1,000 Sai Youth (girls) also came from Karnataka to participate in this pilgrimage.

In celebration of this unique pilgrimage, a programme was held in Sai Kulwant Hall on 12th October 2019, which began with the entry of the grand procession of these Sai Youth in Sai Kulwant Hall. An inspiring talk by Sri Nagesh G. Dhakappa, State President of Sri Sathya Sai Organisation, Karnataka followed this. Narrating an incident when Bhagavan gave Padanamaskar to about 5,000 devotees, the distinguished speaker stated that Bhagavan had so much compassion and love, specially for youth that He said, “This body is meant for My devotees”. This was followed by another talk by State Youth Co-ordinator of Karnataka, Sri Rajasekhara Reddy who stated that the best means of transformation was selfless service and self-sacrifice. He advised the youth to imbibe these virtues and serve the Divine Mission of Bhagavan.



Devotional music presentation by Sai Youth of Karnataka.

After this, Sai Youth of Karnataka presented a soulful devotional music programme entitled “Hum Tere Hain Sai”. Beginning with a prayer song to Lord Ganesh, “Sharanu Siddhi Vinayaka” (I take refuge in Lord Ganesh, the giver of boons), they sang a number of songs which included “Humko Tumhare Pyaar Ne Jeena Sikha Diya” (Your love taught us to live a true life), “Bho Shambho Siva Shambho Swayambho” (Siva, the self-born). They concluded their presentation with the theme song “Hum Tere Hain Sai” (Sai, we are Yours).

AVATAR DECLARATION DAY

Avatar Declaration Day when Kali Yuga Avatar Bhagavan Sri Sathya Sai Baba declared His Avatarhood at Uravokonda on 20th October 1940 is a memorable day for the entire mankind.

More than 450 women alumnae of Sri Sathya Sai Institute of Higher Learning came to celebrate this important day at Prasanthi Nilayam and offer their gratitude to their Mother Sai who showered His love and care on them during their days of study in His educational institutions.

The programme on the morning of 20th October 2019 began with chanting of Vedic hymns by the alumnae at 8 o'clock. A grand procession of alumnae then came in Sai Kulwant Hall led by Nadaswaram and brass band groups

and followed by a group of alumnae carrying a portrait of Bhagavan with Poornakumbham. Group recitation of Sri Sathya Sai Navaratnamala (Jai Jai Hey Sathya Sai Maheswara...) and Ashtottarashata Namavali of Bhagavan followed this. A video clip of Bhagavan’s Discourse was thereafter played, in which Bhagavan narrated the story of His visit to Hampi where He removed the doubt of His brother Seshama Raju by appearing in the sanctum sanctorum of the temple as well as outside.

The evening programme began with a magnificent band music display by the band group of alumnae. This was followed by the screening of a documentary film which highlighted Bhagavan’s love, compassion and Divine Glory. The last item of the programme was a devotional music presentation interspersed with the narration of experiences and interactions of the alumnae with Bhagavan, which showcased their love and gratitude for Him. Some of the songs rendered by the alumnae were: “Prema Ku



Devotional music presentation by the alumnae.

Rupai Nilachina Sai Ki Swagatam Su Swagatam” (welcome to the One, who is love personified), “O Nestama Priyamaina Bandhama” (O my dearest friend), “Bhajore Sai Naam Bhajore” (sing the Name of Sai).



About Sri Sathya Sai Sadhana Trust Publications Division (SSSSTPD)

On 1st January, 2009, Sri Sathya Sai Sadhana Trust (SSSST) commenced operations with four divisions; the Bhakta Sahayak divisions (one in Prasanthi Nilayam, Puttaparthi and another in Brindavan, Bangalore), the Publications division, and the Media division.

The Publications Division (SSSSTPD) caters to:

- 1) The publication and distribution of spiritual, religious, and educational Sai Literature and the production and distribution of audio and visual multimedia, photographs, calendars, and diaries for the benefit of visiting pilgrims and devotees all over the world. All the literature and publications are based on the teachings, philosophy, message, and values of Bhagawan Sri Sathya Sai Baba.
- 2) The publication and distribution of Bhagawan Baba's monthly spiritual journal - Sanathana Sarathi - in English and Telugu languages. Since 2011, e-version of the magazine is also released simultaneously and is available in the popular Interactive PDF format on www.sanathanasarathi.org.
- 3) Maintaining a reporting channel www.theprasanthireporter.org, which covers all the major activities taking place in Prasanthi Nilayam, and publishing an e-newsletter 'Sai Spiritual Showers' - for free distribution.
- 4) Providing library and Reading room for visiting devotees, with a very large collection of books written by Bhagawan Sri Sathya Sai Baba and books on

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8. Life Is Love, Enjoy It!
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13. My Dear Ones
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Devotional music presentation by Sri Ashwath Narayanan and his team of fellow musicians.



Carnatic music concert by Sarvepalli Sisters.



Devotional music concert by Dr. Sirkazhi Sivachidambaram.

Education should Benefit Society

If education is not used for the welfare of society, it is no education at all. Man can be called truly educated only when his education benefits people at large and he becomes recipient of their love. It is not enough if one merely acquires bookish knowledge; one should cultivate all virtues and attain supreme wisdom. True education is that which bestows on man the wealth of morality, spirituality and character. The purpose of education is not merely to sustain the body; it should broaden the mind and make the human being ideal and virtuous.

– Baba

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