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July 2003

Atmodbhava

"Only the process of character-building can be called True Education." NEWSLETTER OF THE SRI SATHYA SAI EDUCARE PROGRAM

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Highlights

Special Request

Since we are mailing our Newsletter free to all those who request a copy, we request you to circulate this Newsletter amongst your friends at your locality, school, building or community so that many may benefit from the messages conveyed therein.

School of the Month

The Editor invites information on innovative ideas, experiments and studies which highlight the values education program in schools. We shall be running a "School of the Month" feature where letters from principals, students and teachers will be published.

Since more than 70 Sathya Sai and 'adopted' schools are there, we can very well publish data about them, one at a time ... hopefully it will be eternal ... with more schools joining.



About ISSE

The Institute was opened in 1999 in Dharmakshetra with the aim of promoting Sathya Sai Educare in India. Some of its current activities are given below.

Teacher Orientation

The Institute conducts 3-day Orientation Courses in Values Education for teachers from local schools; this is followed by regular visits by the Institute staff to assist the schools in adopting the curriculum and parenting programmes. Last three Courses were conducted in February and April 2003. Thirty-eight schools have adopted the Programme in Mumbai. In the nearby city of Pune, the Programme has been introduced in local language in 12 schools. In addition, 18 schools in other States have adopted the Programme where local Resource Persons under guidance of the Institute conduct regular follow up. All teachers from these schools have attended the Orientation Course.

An inter-school Values Festival is organised in Dharmakshetra each year wherein value-based skits, songs and dances are staged by students from these schools.

Sri Sathya Sai Schools

Following the International Conference in 2001, which was attended by 70 heads of Sathya Sai and "adopted" schools in India, an attempt has been made to generate a database of all Sathya Sai Schools in India. The next step will be to set the norms for academic standards, orientation of all teachers and implementation of the Sri Sathya Sai Educare curriculum in these schools.

At present five Sathya Sai Schools are affiliated to the Institute. Four more schools have applied for affiliation to the Institute.

SAI 2002

In a meeting of State Presidents of the Organisation held in February 2003, it was agreed that the Institute would act as the nodal agency in India to coordinate the values education programme of all Sathya Sai School in India. Norms are also being worked out for 'adoption' of schools, run by private Trusts or Government agencies, but are implementing the value-based curriculum developed by this Institute.



This will also necessitate organising Orientation Courses for teachers and Training Faculty throughout India on a massive scale, generation of Training material and publication of texts for teachers.

Diploma Course



Inaugural Function of the Diploma Course in Sathya Sai Educare: (left-to-right) Mr. J.V. Shetty, Member of Sri Sathya Sai Central Trust; Chief Guest Ms. Snehalata Deshmukh, Ex-Vice-Chancellor of Mumbai University and Dr. Pitre, Director of the Institute of Sathya Sai Education, Dharmakshetra.

The Institute received approval for starting its first Diploma Course in Sathya Sai Education, which was launched on 8th June 2003. The Course of 2 months duration includes the Concept, Workshop sessions and Practice Teaching of the principles of Sri Sathya Sai Educare. The intensive course involves special coaching in all techniques such as communication skills, presentation, curriculum content, as well as use of computers in education. The participants receive personal attention and can use the Institute's library and other resources to make a presentation and submit their projects for evaluation at the end of their Course. Each student will then be personally counseled and assessed by the Faculty.

The enrolment for the current Course is 14 from six States in India. It is intended to organise two Courses during the year 2003.

Sri Sathya Sai Educare.

During January-April 2002, the Institute conducted Orientation Courses in Sri Sathya Sai Educare for all District Presidents and Office Bearers of the Sri Sathya Sai Organisations in India. Four 2-day Courses were conducted in Mumbai, Prasanthi Nilayam, Kolkota and Delhi; the total attendance was 897. Follow up of the Programme is also being done.

Other Projects

The Institute has organised Workshops for senior faculty members from Medical

Colleges with a view to introduce a value-oriented curriculum in the Colleges. A follow up Study indicates that the medical students in these Colleges favourably received the new curriculum.

A 2-day Workshop for police Officers of Anantpur District on "A Humane Police Administration" was conducted in Prasanthi Nilayam in 2002. Bhagawan Baba Blessed all the Officers and showered His Grace profusely.

Publications

The Institute has so far published :

- a) "Schooling for Excellence" Books 1 to 7. These books are being used in most schools which have adopted the Institute's Values Education programme.
- b) "Sri Sathya Sai Educare" and "Sri Sathya Sai Educare for Devotees." These books have been translated and published in all Indian languages and are being used extensively by members of the Organisation.
- c) "Towards a Humane Police Administration."
- d) "Value Inputs for Medical Education" and "Humanizing Medicare."
- e) Research Reports on the Impact of Sathya Sai Education in schools.

An Audio Cassette on Jyothi Dhyana has also been produced. A number of other texts are in the pipeline. Audio/video cassettes and CDs based upon the talks of the Faculty to various courses are also being made available. Details are available on the Institute's website www.isseindia.org. Orders for publications can also be made via the website (<http://www.isseindia.org/>).

Dynamic Parenting

When children join a school, a new and important factor is added to children's learning resources. The school has certain expectations, a code of behaviour, from the children. Where the effort "of the school fully complements those of the parents, this transition is smooth." Whatever the Teacher does in school, has to be supported and nurtured by the parents at home. Sri Sathya Sai explains this with the example of the child riding a bicycle. It is the rear wheel, which gives movement to the bicycle. The front wheel provides direction to the moving bicycle. This tripartite relationship shared by the student, the teacher and

the parent assumes a lot of significance in the child's life.

We find that parents may be good in their own professions, but they lack parenting skills. Parents do not know how to handle small children, or young adults. They have no deep knowledge of their own culture, they practice no spiritual discipline, and they have no mental peace. How can they be expected to do justice to their onerous responsibility? Hence, parenting skills have to be learnt, and parents need to adapt to the changing environment. This is where the school has to step in establishing and promoting the tripartite relationship by regular interaction with the parents.

Parenting starts right from conception. In olden times, expectant mothers listened to good music and sacred stories. They filled their mind and heart with pure and holy thoughts and feelings. It is now a well-established fact that even the food taken by expectant mothers influences the emotional and intellectual development of the child. Mother is the first teacher of the child. The mother's lap is the first school for every human. The early years of life are the most crucial; hence, the mother and father have to share the responsibility of proper upbringing. Parents play a great role in molding the child's character. The skills, the attitude, the emotions that make or mar the future of the child are all built during these crucial years. The mother and the father are the first examples in social behaviour that children see before them, and learn to imitate them.

Parents play a major role in cultivating competence, social skills, psychological and mental resilience, educational achievement and physical health. Mothers should tell children stories from the scriptures of all religions so that they can realise that the saints and seers of all lands are equally good and great. Let the children realise that Prayer is universal, that it transcends all barriers of language, caste or religion; that it reaches the same God. Children should not see their parents worried, helpless, discontented or distressed. It conveys the impression that they have no God to lean on, no inner resources of strength and courage to fall back upon. When parents exchange words, children exchange blows. Hence parents must be exemplars of the virtues, which they want their children to imbibe.



Divine Quotations on “Sri Sathya Sai Educare”

“The present system of education aims at making you breadwinners and citizens, but it does not give you the secret of a happy life, namely discrimination between the unreal and the real.”

– 2nd February 1958

“Education is not for mere living, it is for live – a fuller, more meaningful, a more worthwhile life. There is no harm if it is for a gainful employment but the education must realise that existence is not all, that gainful employment is not all. What is needed today is that we should live a life of good quality. The fostering of sterling character and good conduct is the need of the world.”

– 12th September 1963

“For the entire Creation, God is the seed. Out of this seed, out of God, qualities have originated. The seed grows into a sapling. The various stages of blossoming – the sapling, the thorns, the leaves, the flowers and fruits – lie in the seed.”

“Life starts with Love. The sweetness of love coming out of life is the great and unique principle that is at the source of everything. You can put this love in any field of work.”

“The spark that comes out of love is called the Truth. So, man is the form or spark of the divine. This is called conscience. The conscience is always true. The first thing that is to be taught is that everyone is an embodiment of Atma.”

“Based on the foundations of truth, the walls of Righteous Conduct (Dharma) are raised. Thus, the same love when expressed in action is called Dharma. When this love is contemplated upon, mind attains supreme Peace. When we adhere to Truth and Righteous Conduct, we can experience the fullness of Peace.”

“When we enquire from where this love has come, and understand its very Source, they we realise the great principle of Non-Violence. Love, that is present in everyone is verily the Divine Energy

inherent in all. The under-current that flows through Sathya, Dharma, Santhi and Ahimsa, is Prema only.”

– 13th January 1992

“In the vast cosmos, man is like a speck. Essentially, there is no conflict between man and creation. Just as a child is entitled to enjoy the milk from its mother and the bee is entitled to enjoy honey from flowers, there can be no objection to man enjoying the resources of Nature. But, as a result of uncontrollable desires and reckless exploitation of natural resources, Nature is exhibiting frightening disorders. Natural calamities like earthquakes, volcanic eruptions, droughts and floods are the result of disturbances in the balance of Nature caused by reckless exploitation of natural resources. Mankind today appears like a foolish man who is wielding an axe at the branch of the tree on which he is sitting.”

– 13 January 1997

“Divinity resides in Creation in all forms – starting from being more miniscule than the atom to the most colossal ones. It pervades the entire Creation as the eternal witness. The whole cosmos is made up of the five basic elements (Panch Bhootas) – Space, Air, Fire, Water and Earth. Sound, touch, form, taste and smell represent their attributes. All these have emerged from Being-Awareness-Bliss (Sat-Chit-Ananda), the Primal Source.”

– 15th May 2000

“God has given enough avenues of joy in creation. But they have to be shared and enjoyed. You are entitled to just your share of it.”

– 22nd May 2000

“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 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. ‘To bring out’ means to translate them into action.”

– 25th September 2000

“Man is a combination of the body, the mind and the spirit (Atma). To forget his essential divinity and identify himself with a changing and impermanent form (the body) is the cause of bondage and sorrow. It is the mind that is the cause of this wrongful identification, because of its involvement with the external world, and the impressions received through the senses.”

“When you insert the key into the lock and turn it to the right, the lock opens. When you turn it to the left, it gets locked. The heart is the lock; the mind is the key. You get attachment when your mind is turned towards the world. When it is turned towards God, you attain liberation. It is the same lock and the same key that are responsible for bondage and liberation.”

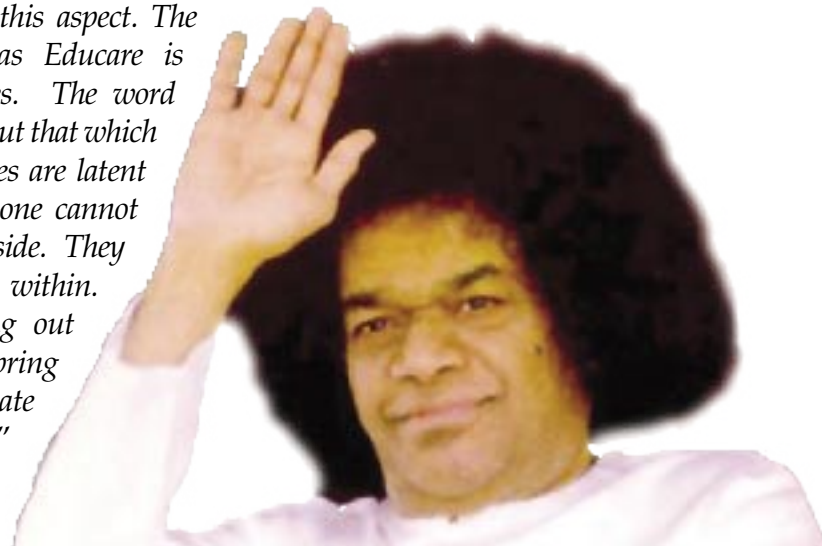
– 26th September 2000

Prayer of the Month



For rest and shelter from the night,
For health, food and sunshine bright;

For the love of friends and every gift,
We thank you Lord for Inner Light.



Teacher's Role in Educare Program

Teachers play a very important role in moulding a student character. In today's world, perhaps they spend more time with the students than the parents. The Institute's curriculum focuses mainly on training of Teachers.

Teachers must constantly ponder on the thought "What is expected from us?" Sri Sathya Sai Baba says 'Teachers are like a water tank and students are like taps. As the water in the tank, so will the water be at the tap.' If the water in the tank is impure or polluted, the same will reach the taps. Hence, the first essential condition for teachers is to maintain internal purity. To maintain internal purity we have to practice what we preach.

Water flows from a higher to a lower level; hence, we have to continually

strive to maintain a higher level. It is also essential that a teacher should be a learner for life. Thus, purity and perseverance are essential to prepare for the role. Bhagawan Baba says 'First Be, Then Do, Then Tell.'

Teaching is a process of communication in which not only information and skills but also concepts and attitudes are transferred to the participants. Baba has said: 'Teacher is the positive wire, student is the negative wire.' Current flows when the two are connected; the teaching process has to have a high conductivity for easier flow of current.

Communication of human values is essentially sharing experience rather than knowledge or information. It is not a sermon but an exchange of views. The process is 'heartificial' not artificial, as Baba says. Hence the teacher should be equipped to speak spontaneously from the heart rather than read from notes. Effort should be made to bring out from the topics the inner significance in order to raise the level of consciousness.

Children are the focus of education in schools. Our aim should be to capture not only the mind but also the heart of the students. Students should feel inspired and committed to play their role in a great and grand adventure in pursuit of human excellence. The Education Commission (1964-66) had boldly stated: 'Destiny of the nation is shaped in the classrooms.' All said and done, teacher is the crucial link between a concept and its realisation. Hence, Self-audit for the teacher should find voluntary compliance.

Letter from a Parent to his son's Teacher

Every parent knows what it is like to hand over their dear child into the care of the teacher on their first day at school. The following letter from Abraham Lincoln sums up the heart's desire of every parent. It also highlights the importance of the responsibilities that the teachers carry to play their role in nurturing the child and imparting good values to the child, so that the teacher and the parent work in tandem to bring up good children, thus ensuring a bright future of their country.

"My young son starts school today – it is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents, an adventure that will probably include wars, tragedy and sorrow. To live this life will require Faith, Love and Courage. So, dear teacher, will you please take him by his hand and teach him the things he will have to know? Teach him – but gently, if you can. Teach him that for every enemy, there is a friend. He will have to know that all men are not just, that all men are not true. But teach him also, that for every scoundrel, there is a hero; that for every crooked politician, there is a dedicated leader."

"Teach him if you can that 10 cents earned is of far more value than a

Poem of the Month

The Little Plant

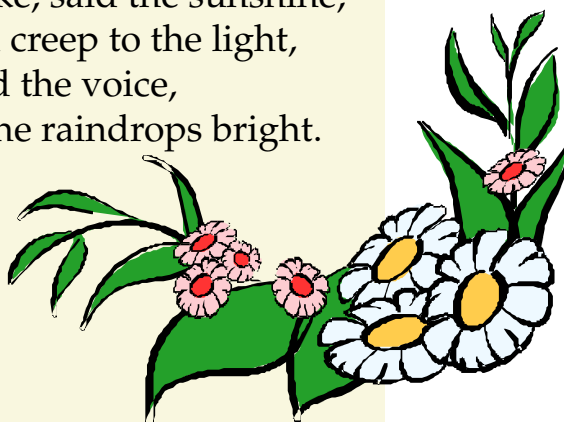
We would appreciate contributions for this section from students and teachers of Sathya Sai and adopted schools in India. Send them over to ISSE Newsletter Editor. The poem selected for this Newsletter on the theme of Creation has come from an anonymous source.

In the heart of a seed,
Buried deep; oh, so deep,
A dear little plant,
Lay fast asleep.



The little plant heard,
And it rose to see,
Just how wonderful,
The world might be.

Wake, wake, said the sunshine,
And creep to the light,
Wake, said the voice,
Of the raindrops bright.





dollar found; in school, teacher, it is far more honourable to fail than to cheat. Teach him to learn how to gracefully lose, and enjoy winning when he does win. Teach him to be gentle with gentle people and tough with tough people."

"Steer him away from envy, if you can, and teach him the secret of quiet laughter. Teach him -if you can -how to laugh when he is sad, teach him there is no shame in tears, teach him there can be glory in failure and despair in success. Teach him to scoff at cynics."

"Teach him if you can, the wonder of books but also give him time to ponder the eternal mystery of birds in the sky, bees in the sun and the flowers on a green hill. Teach him to have faith in his own ideas, even if everyone tells him they are wrong. Try to give my son the strength not to follow the crowd when everyone else is doing it. Teach him to listen to everyone, but teach him also to filter all that he hears on a screen of truth and take only the good that comes through. 'Teach him to sell his talents and brains to the highest bidders, but never to put a price tag on his heart and soul. Let him have the courage to be impatient, let him have the patience to be brave. Teach him always to have sublime faith in himself, because then he will always have sublime faith in mankind and God. 'This is a big order; teacher; but see what best you can do. He is such a nice little boy, and he is my son."

Values are For Ever

Landmark Judgement by Supreme Court

The Supreme Court of India, vide its writ petition no. 98 of 2002, dated 12th September 2002, has emphasized the importance of "social values aimed at friendliness, co-operation, compassion, self-discipline, courage, **Truth, Righteous Conduct, Peace, Love, and Non-Violence** as the core universal values that are the foundations for building a Value Based Education system." Some of the views are extremely thought provoking; hence

we quote below extensively from the judgement :

2. Education should aim at multi-faced development of a human being - his intellectual, physical, spiritual and ethical development. Youth is the mirror in which future of a nation is fully reflected. In order to preserve, maintain and advance the position of our country in the world, it is imperative that there should be a comprehensive programme of value-education starting from the pre-primary level, embracing the entire spectrum of educational process. The minds, hearts and hands of children are to be engaged in forming their own character to know what is 'good', 'love good' and 'do good'.

1.4.7. Education for Value Development.

The past five decades after independence have witnessed constant erosion of the essential social, moral and spiritual values and an increase in cynicism at all levels. Although schools are not isolated islands untouched by the prevailing mood of indifference and even disregard for the entire value system, their potential for and role in the task of guiding the national psyche cannot be underestimated. Schools can and must strive to restore and sustain the universal and eternal values oriented towards the unity and integration of the people, their moral and spiritual growth enabling them to realise the treasure within. People must realise who they are and what is the ultimate purpose of human life. Self-recognition would come to them through proper value education that would facilitate their spiritual march from the level of sub-consciousness to

that of super consciousness through the different intermediary stages. Value-based education would help the nation fight against all kinds of fanaticism, ill will, violence, fatalism, dishonesty, avarice, corruption, exploitation and drug abuse.

59. An educator is not merely a giver of information; he is one who points the way to wisdom, to truth, is far more important than the teacher. The search for truth is religion, and truth is of no country, of no creed, it is not to be found in any temple, church or mosque. Without a search for truth, society soon decays. [Source : 'Education and the Significance of Life' by J. Krishnamurti]

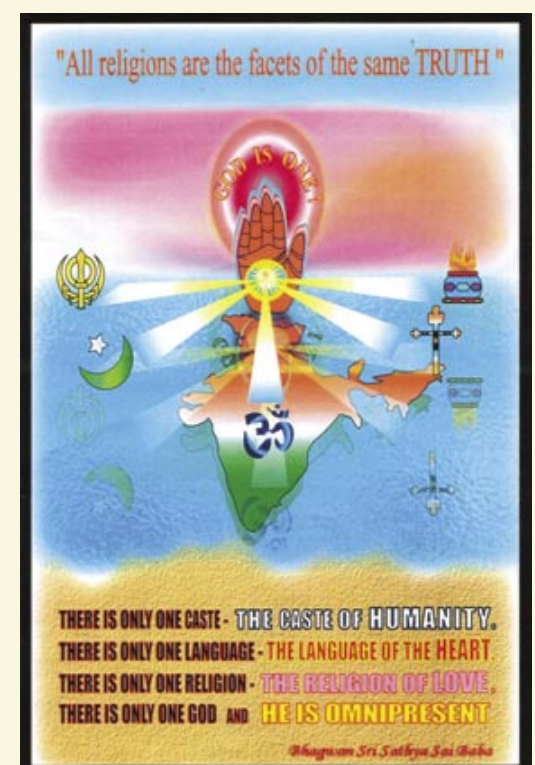
60. A great philosopher, social reformer and religious man of our times, Vinoba Bhave who studied all the religions of India and some of other countries has suggested a balanced approach in the matter of imparting religious education in pluralistic society wedded to secularism. He finds the best co-ordinating formula on study of religions in 'Vedas'. He quotes the following lines of Rig Vedas - 'Ekam Sat Vipra Bahuda Vadanti'. Truth everywhere is same; the devotees worship it in different forms. The other meaning of this Sanskrit couplet is "the thought of truth everywhere is the same, we have understood only a part of it, others have understood the other part of it". Therefore, according to him, different religious thoughts can be assimilated and be synthesised for creating religious harmony.

In the world, different thoughts on relationship of man with God and nature are to be found in various religions like

Poster of the Month

Current month's poster has been prepared by Seva Dal youth, Srikant Yadav.

Readers can participate in our Posters Contest. Posters can either be drawn or made on computer. They must convey a powerful Values message. Selected ones will be published in the Newsletter. Mail your entries to the Editor of the Newsletter.



Hindus, Buddhists, Parsis, Jains, Yahudies, Islams, Christians and many others. These different thoughts influenced crores of people who are following them. The common factor of all these thoughts should be understood as the ultimate truth. If we delve deep into these various thoughts we get this knowledge. These words should inspire the educationists and the people of India in creating a real secular society in which 'religion' in its wider sense in imbibed and a heart felt respect develops in people of one religious faith towards people of another religious faith.

61. The lives of Indian people have been enriched by integration of various religions and that is the strength of this nation. Whatever kind of people came to India either for shelter or as aggressors, India has tried to accept the best part of their religions. As a result, composite culture gradually developed in India and enriched the lives of Indians. This happened in India because of capacity of Indians to assimilate thoughts of different religions. This process should continue for betterment of multi-religious society, which is India.

68. Education in India, which is to be governed by secular ethos contained in its Constitution, and where 'religious instructions' in institutions of the State are forbidden by Article 28(1), the 'religious education' which can be permitted, would be education based on 'religious pluralism'. The experiment is delicate and difficult but, if undertaken sincerely and in good faith for creating peace and harmony in the society, is not to be thwarted on the ground that it is against the concept of 'secularism' as narrowly understood to mean neutrality of State towards all religions and bereft of positive approach towards all religions.

85. Article 28(1), therefore, does not prohibit introduction of study of religions in the State educational institutions including those wholly or partly aided by the States. As a matter of fact, study of religions has been considered necessary for the unity and integrity of India. Indian society is composed of people of various religions and faiths. They are expected not only to live together and tolerate each other, but also to live a harmonious life in peace and love.

86. Democracy cannot survive and Constitution cannot work unless Indian citizens are not only learned and intelligent, but they are also of moral character and imbibe the inherent virtues of human-being such as truth, love and compassion. Thinkers and philosophers strongly recommend introduction of teaching of religions in education. There may be some difference of opinion between them as to at what stage of education it should be introduced. Whether it should be introduced right from the primary stage,

may be a subject of debate and it is not for the Courts but for the educationists and academicians, to assist the Government in formulation a sound Educational Policy for primary education. India is mostly composed of people, who are followers of one or the other religions or faiths.

Game of the Month (no. 1)

Self-Confidence and Contentment

Objective :

- To develop Self-Confidence in a Child.
- To realise that *all* children are born *special*.
- To build Contentment in a child.
- To appreciate the Good qualities in themselves.

Materials Required :



The teacher prepares a small box with a mirror concealed in it.

Instructions :

The children are made to sit in a circle and asked to pass the box round. The teacher then asks each child turn by turn to carefully look inside the box at the very special Person hiding in there. When all the children have seen themselves in the mirror hidden in the box, the teacher explains the meaning of the game to them. All the children then sing the song, 'I am the way I am. I love the way I am.'

Conclusion :

The teacher should encourage each child to narrate one good quality and one good habit in them to the rest of the children. They should also be told to accept each person as they are because "Every Child is Special."

This game is taken from the upcoming Institute publication, "Life is a Game... Play it!" The book makes learning Human Values fun by using enjoyable games as the mode of education. Please contact us if you would like to have further details about this publication.

Accreditation Procedure

For Sathya Sai and Accredited Schools

All around the world there is a growing interest in the philosophy and practice of Sathya Sai Educare. From Argentina and Australia to Zambia, Institutes of Sathya Sai Education have been established to assist schools in the implementation of the Values curriculum and in starting Sathya Sai schools. In India, over seventy schools with the sacred name of Sri Sathya Sai are functioning. In addition, a very large number of schools under private and government management are implementing the Sathya Sai Human Values curriculum in one form or other.

There is an urgent need to coordinate and consolidate the efforts. The Institute of Sathya Sai Education based in Dharmakshetra, Mumbai, is now working in this direction. A book, "Sri Sathya Sai Educare: Part II – A Handbook for Schools and Teachers," has been published by the Institute, which provides detailed guidelines for this purpose. All Sathya Sai and 'adopted' schools have to go through the accreditation process in a planned and systematic manner.

The steps are outlined in brief below:

Step 1. Principal of a school interested in introducing the Sathya Sai Educare curriculum may write to the Institute enclosing a brief School Profile. The letter must have endorsement of the school management.

Step 2. The Institute will nominate a team of Resource Persons to interact with the school leadership. They will visit the school, suggest what the Institute can offer and discuss what steps need to be taken to prepare for accreditation.

Step 3. When the school feels that they are now ready, the Institute will conduct a 3-day (18 hours) Orientation Course for all the teachers of the school on days convenient to the school. The Philosophy of Sathya Sai Educare in theory and Practice, the methodology and procedures



for introduction of the curriculum will be discussed during the Course.

Step 4. After the Course, the nominated Resource Persons of the Institute will maintain a regular contact with the school providing assistance to implement the curriculum. When the management feels that they are now ready for accreditation, the Institute will invite from the school a 'Self Study Report' (SSR). For this exercise, the school will have to analyse themselves – what are their strengths, what are their weaknesses, what is their achievement, especially with regard to the Values Education programme.

Step 5. After study of the SSR, the Institute will nominate a full Inspection Team. The team will visit the school, will spend adequate time to observe all facilities and the working, meet the members and students. The purpose of Inspection is that the Inspectors go and help the school management to come up to the right standards. The role of Inspectors is to help, to serve, and to motivate. They are not there to criticise. The time spent may vary depending upon the size and nature of school – 'adopted' or Sathya Sai School, day or residential, etc.

Step 6. The Team will submit its Report to the Institute. The Institute may grant full accreditation, conditional accreditation or recommend remedial measures. The Institute hopes that within a period of three to six years all Sathya Sai Schools will seek, qualify and be fully accredited under the SAI 2002 programme.

BalVikas Magazine

Subscription Details

Annual Subscription Rate

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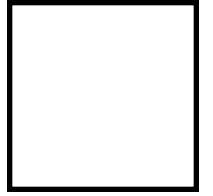
Note:

Magazine is posted on the 28th of the current month. Non-receipt of the magazine may be intimated within one month. Postage will be charged for sending more than one previous magazine.

Photo Finish

The bookshop at Dharmakshetra, Mumbai, where the Institute's publications, including Games, Cassettes, Compact Discs and Videos are available. If you would like to submit a photo to appear here, please contact us.





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Submissions :

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