



SRI SATHYA SAI VIDYA JYOTHI

ACTIVITY GUIDELINES

"A [schooling] which does not confer the knowledge of the Spiritual Reality to the students who are engaged in the pursuit of various material studies, is as barren as the sky without the moon, or a heart without peace, or a nation without reference to law." – Sri Sathya Sai Baba



1 OFFERING

We prayerfully offer our idea, effort and result to Bhagawan Sri Sathya Sai Baba. It was HE who inspired in us the idea, it was HE who has empowered us to dream, it was HE who has inspired us to research and pen-down the thoughts. Swami, please do accept our offering of Love, and do energize us so that we may practice what all you have taught us.

Your Children,

SSSVJ Team

Sri Sathya Sai Seva Organisations, India

2 DISCLAIMER

Sairam. We, the authors of this document, are undoubtedly human, and as such, prone to many an error. Please forgive. Essentially, our intent is to collate and organize sufficient and relevant information necessary for SSSSO volunteers to conduct the SSSVJ program. Our intent is not commercial.

We have tried our best to quickly gather all the relevant material and rush it to the reader. In our eagerness to deliver material quickly, we may have done poor job of cleaning up, or organizing the content. We know that much needed information – like the content within a given module of delivery– is still missing.

One major thing we did improperly is that we cut-and-pasted material and pictures from multiple places. We tried our best to give credit where it is due, but we have not succeeded in all the places. We are eternally grateful to the web for readily making available all the important content. We hope that we did not infringe upon any one's copyright. And, in case, it has happened, we pray for forgiveness and ask them to kindly consider it their seva to look the other way.

On web we sometimes used Google images to find relevant pictures. But, most of the time we surfed only on Swami's Org website or on Radio Sai web site for our information. We also relied on the recently published "90 Divine Interactions" for Swami's original content. While we cleaned-up and retrofitted most of it, some portions are yet to be better presented and organized. Again, we hope that the eager volunteer reader is willing to forgive us on that.

Finally, a document like this is never complete. It will continue to live and be used in multiple places. Please note that we wish to continue evolving this document. For this reason, we have given it a version number. While other uses for this document may be inevitable, let it be known that we initially only intended it for SSSVJ program only.

Again, thanks to all for your kind cooperation and understanding. Jai Sai Ram.

3 DOCUMENT HISTORY

SNo.	Version /Date	Changes made	Contact
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4 OVERALL INFORMATION

4.1 SSSVJ Overview

This document provides detailed information on Seva activities designed for Sri Sathya Sai Vidya Jyothi (SSSVJ) program, which has been inspired by the yeomen service of Bhagawan Sri Sathya Sai Baba.

4.1.1 VISION AND AIM OF SSSVJ

The vision is SSSVJ program is to inspire children by empowering schools. The aim of the project is to take up existing semi-operational, makeshift, dilapidated schools, and turn them into reasonably equipped, operational and well-structured temples of learning. Since a school is more than just a brick and mortar structure, the program will take a more holistic view of the entire ecosystem. Multiple stakeholders like the parent, the teacher, the school staff, the student, the villager, the volunteer and even the government department is approached, interviewed, involved and leveraged on a need basis, in constructively shaping the learning environment for the child. Physical activity, cultural programs, value oriented discussions, grama sabhas, sports activities are all leveraged to inspire the child and equip the school. The target of this program is to take up 900 schools, pan-India.

4.1.2 RATIONALE (ORGANISATIONAL GOALS)

The Sri Sathya Sai Seva Organisations (SSSSO) has undertaken this program for two important reasons: One, to increase sadhana-oriented **Engagement** through a common project at national level. And, two, for increasing value-adding **Outreach**, especially of new youth. These are its organizational goals.

1. **Engagement:** The SSSSO has many Sai centers/Samithis spread all over the world, including India. Within these Samithis there are also many vibhags like mahilas, youth, men sevadal, Bal Vikas etc. These various centers and vibhags have all done wonderful work in their own silos. The hope of this SSSVJ program is to use it as a tool to create and also increase the collaboration, interaction and engagement of the existing SSSO members.
2. **Outreach:** The message of Bhagawan is invaluable and priceless. It has helped millions. The intention of this objective is to share these treasures with as many people as possible. Our goal is not “missionary” in that there is no concept of conversion of anyone into some exclusive group or org. Bhagawan’s mission is universal. Instead, our intent is to reach out to as many different segments of society to spread the golden message of Bhagawan. The best way to communicate and share the message of Bhagawan is to provide the world tools and platforms to explore and become aware of the messages. SSSVJ is a tool for existing volunteers to gain deeper insights and for new comers to become aware of the various deep insights Bhagawan has shared with all of us.

The SSSVJ has also got some program related goals. These are different from the above two organizational goals. Our hope is that SSSVJ program will be executed – i.e. the SSSVJ program related goals will be met in keeping with these organizational goals

I am told that this Sai Organisation has 1000s of office bearers. Remember that it took only a few disciples of Sankaracharya to globally proliferate his message and forwarded his impact. Realizing that we have 1000s of members in our organisation, we should now realize our potential and strive for such huge impact. Yes, you may aspire to grow this organization to larger numbers – but do not aspire for quantity, focus instead on quality. I know that lot of you have done good work and in the process derived lot of joy. I bless you to continue to do good work, derive joy, give joy and help others take to this path of engaging in noble work.’

*Excerpt from audio of speech delivered by Bhagawan Sri Sathya Sai Baba,
Sevadal Conference, 25-Jan-1983, Dharmakshetra, Mumbai, India*

4.1.2.1 SSSSO Goals – unity; all vibhags working together

From the Sai Organisational point of view, one of the main objectives of SSSVJ is to ensure that all vibhags (youth, mahila and Bal Vikas) work in absolute unity & achieve the deliverables of SSSVJ. Unity need not mean that both genders need to meet together, discuss work & travel together. Unity more explicitly means that in spirit, in plan, in goals, in focus we are all one. We need not have gender mixing in meetings or in travel or in execution. But, we need unity in goal, focus and delivery. The idea is that all vibhags ought to execute their tasks with uncompromising discipline as one Sai Org across India to achieve the SSSSO national objective.

Ideas to accomplish the above objective

- a) **Vibhag integration for SSSVJ:** We should create a process for integration of all vibhags at samithi level. Please ensure that samithi level vibhag integration happens by setting up samithi level teams. The following samithi level members can form working teams for SSSVJ.
- b) **Formation of Samithi Level Task Teams:** Samithi convener, Youth coordinator gents, Youth coordinator ladies, Bal Vikas coordinator, Samithi level mahila coordinators... These members should strategise, discuss, plan all SSSVJ activities as per the material and guidance offered by the national team.

Also we should try and ensure that interaction if at all with any mahila members should be minimal and if possible restricted to elders like Samithi convener alone. There is no need for others to interact. Let us try and drive these fundamentals laid down by Swami to the best of our abilities.

4.1.2.2 SSSSO GOALS – Engaging new youth

- a) **Monthly One college meet per District** – When we go to colleges, at times the situation may not allow us to give the students explicit spiritual lectures or moral lessons. Also, in some cases, the students themselves may not be showing interest. Therefore, with respect to students, we must first interest them in the cause of nation building that is present in this SSSVJ program. That nation building and nation integration focus is indeed a prime thrust area for us. But, along with that, we must also engage the students in activity – noble activity; the execution part of the SSSVJ seva. It is in these moments of execution that both our Sevadal and also the new youth (students) can begin to grasp the gist of Swami's messages. All this, however, must be done as an undercurrent during execution (and also during subsequent training).

So, the only way to go forward with college students is to do activities that are appealing to them. Students will be interested in (Seva projects, Skill building, Career orientation, Disaster Management etc.)

As part of SSSVJ, we need to ensure at least one monthly district level motivational meeting for students (Intermediate / degree / PG). Every month one student meeting per district is the minimum we are recommending till completion of SSSVJ. We can also try and integrate Disaster Management awareness activities for 2-3 hours for more excitement and SSSVJ presentation for 1 hour in all sessions. We can do more meets per month, if we are desirous.

We are suggesting that we undertake at least one monthly student meeting per district so as to attract hundreds of new youth. We need to inspire them to do seva. We have to be careful in these student meets.

In the design of SSSVJ we have also ensured that within the seva modules we are also planning to have few events catering to the new youth involvement.

We should convey to students that we are inspired by Swami's message of *Love and Service* to humanity. Sai Org is engaging in a nation building cause. We should appeal to students to join hands and be part of this nation building initiative. We should appeal to them to taste this selfless seva so that this will help them in shaping up their careers by improving their value systems, skills and will enhance their persona by developing their empathy, discipline respect, humility, team work, selflessness. These values will help them so much in their personal growth and also careers.

If we succeed in doing this in all districts, we will indeed have hundreds of youth joining our Sai org and will be interested in rendering seva in our activities by the end of SSSVJ.

SSSVJ Mentors can be brought in to hand-hold and help with right content for all these college meets.

- b) **Engagement of children of current devotees-** During his Chennai trip, during His darshan at Abidsbury, Swami once asked a question to office bearers. Swami pointed to the throngs of devotees present at the gathering. He said, *'look so many lakhs of people have come for my darshan. How many of these are in the Sai Org?'* Of course, to this our SSSSO elders had no answer. They clearly understood Swami's perspective. From this we can infer that Swami's message is not the barrier, we are. He definitely attracts with what He is saying. There is no denying of that. It is perhaps us who may not be as competent to deliver the message in a way to bring them to our activities and discussions. Let us be more broadminded to see how we may become a platform to enable the sadhana of the multitudes that He Himself has already attracted.

4.1.2.3 SSSSO GOALS – Engaging Inactive members

It is very important to inspire and activate old members, devotees of Sai org across all samithis and bhajan mandalis.

Many devotees come to Parthi, but only few are part of our Sai Org. We need to improve the ratios and percentages of devotee participation in the Sai Org. The only way to do that is by embracing the devotees, their children & grandchildren and by making them feel wanted, by serving them with love and respect and by giving these devotees small responsibilities.

We should drive home the messages and explain the importance of Rama Kaarya over just Rama Nama (reference to Vibheeshana story). Swami always said that Seva alone has the element of self-sacrifice involved in it, and hence has the potential to earn multifold Divine grace compared to other spiritual practices which can help only a little bit.

We all know that maybe only less than 10% of the swami's devotees are part of Sai Org. We will have to change our strategies and should reach out to our devotees through unconventional channels of communication and not restrict our communication only through formal Sai org channels alone. Only Office Bearer meetings won't help much. We need to focus on conducting special events for devotees, and in those large gatherings Swami's message and inspiration should be celebrated and properly conveyed.

We should insist on Devotees children participation in Bal Vikas and youth activities and especially in SSSVJ.

Challenging projects like SSSVJ will make our office bearers stretch beyond comfort zones and pushes them welcome all people around.

- c) We should also promote more giving of responsibilities to new members. The active existing members who have been with us (sometimes for last 2 decades) can be used as advisors in this process.
- d) We should insist on 90 days bhajans etc. with compulsory requirement that at least 50% of the held bhajans should be in new devotee homes. This will ensure the spread to new members.

4.1.2.4 SSSSO Org – New Skillsets are to be leveraged

When we listed out new resource people for SSSVJ, it was mind blowing. We need eye doctors, dentists, nutritionist, sports trainers, teachers, school-teacher trainers, counselors, musicians, audio / video experts and many more. Every samithi can grow by adding such experts into their membership.

Please encourage every samithi to make their own lists of expertise they would require. Use SSSVJ as an excuse to build that talent and resource pool. We may grow this resource pool by first reaching out to them, energizing them on a project like SSSVJ and then recruiting them for our Seva work. Over time, they may become a more tightly integrated sevak in our Samithi.

Also note that not all experts may be present in one locality of need. Nor, will the need be in only one place. So, it is the duty of our membership to highlight, recognize and leverage our resources. Maybe we should have District level meetings where one expert delivers to a wide range of schools. Or, if the expert or talent is available, then they can travel to various schools. So, with such innovative planning we can tightly couple new expert talent to our Sai Org.

4.1.3 EXPECTED OUTCOMES (PROGRAM GOALS)

Overall, our stipulated goals of the SSSVJ program are:

- 900 schools should be adopted nation-wide which will have cascading results of
 - 1,80,000 children getting benefitted
 - 3,60,000 parents of the adopted-school children value the impact
 - 5000 teachers getting benefitted nation-wide
- Teachings of Bhagawan should be proliferated
- New seva volunteers to be engaged in the activities
- Various vibhags and various Sai Centers should now come together to work on one national level Sai seva program

4.2 Purpose & Scope of this document

This document provides guidance to volunteers and SSSO members on various SSSVJ activities. All together there are approximately 81 Seva activities that have been identified for this SSSVJ project. All the details of these 81 activities are given in this document. Emphasis has been given to purpose and objectives of the seva, frequency, choice of implementation, suggested duration, resources required, method of execution, key values to be communicated, outcome expected, useful strategies, potential calendar, helpful tips and important do's and don'ts, etc.

This document is intended to give detail, focus and uniformity to the execution of these activities in the SSSVJ program. They are grouped under each of the seven beneficiaries. For example, there is a section focused on Child Centric Seva activities (for all the four Engerize, Empower, Equip and Evolve phases). It has both an overview and a detailed description. The overview is usually 3-4 pages of high level intent and summary of all the child centric activities. The second part contains the information on all the various activities and their details. So, a specific activity like “medical checkups” will be given as a chapter in this second part of the Child Centric section. Here the summary,

dos-and-don'ts, who is to be involved, when it should be done, with what intent, where it should be done, how often it has to be repeated, the resources that are needed before / during / after execution etc. are all given. Along with this, the values that are to be taught are also shared. Swami's quotes, china kathas that link to this activity is also provided. Our intent is to help the volunteer and the organizer understand the real intent and expectation of this medical activity within the child centric package of activities.

There are approximately 34 activities that are child centric. All of these have been listed in this Child-Centric section. Thus the overview of all the activities and the details of each of the activities constitutes a section. We have put together 7 such sections relating them to each of our SSSVJ beneficiaries.

Here is a table highlighting where one may find each of the sections within this document.

SNo.	Beneficiary	Segment Overview	Activity Details
1	Child-centric	Pg #: 22	Pg #: 94
2	Teacher-centric	Pg #: 26	Pg #: 131
3	School-centric	Pg #: 28	Pg #: 141
4	Parent-centric	Pg #: 31	Pg #: 149
5	Village-centric	Pg #: 34	Pg #: 154
6	SSSSO-centric	Pg #: 37	Pg #: 159
7	Govt.-centric	Pg #: 39	Pg #: 167

Note: This guidance book has been prepared keeping in mind the rural schools. All the narratives of the Seva are from rural perspective. Many of these may not apply to a town/city based government school. The guidelines may be suitably modified for city-based government schools, by the implementing team.

4.3 Overall Guidelines for executing SSSVJ program

We would like to request the volunteers to keep the following five points in mind while implementing the program.

1. **HAVE VALUE BASED APPROACH:** One aspect that will be very essential and shared across all sevas will be TEACHING VALUES. We will not be carrying out any seva merely as an activity to derive fun or achieve the core objectives. As volunteer, it shall be our responsibility to identify or dig into values that can be taught with each and every seva and ensure the same are conveyed with emphasis. This is one of the prime reason we call the activities as sevas. For example, the purpose of dental camp may be to ensure oral hygiene of the children, but we shall convey the importance of cleansing the speech i.e. speak sweetly, speak the truth and not to talk behind people. In conducting competitions, we shall emphasize on how to deal with failures and success. We have attempted to give few of the values against each sevas; however, the volunteers shall do their research on possible values that can be taught with each seva.
2. **CREATE YOUR CONTENT:** Many of the sevas might need content. For example, in teaching patriotism, we might have to search life histories of some of the important national freedom fighters and leaders. While we as the national team shall arrange to provide content wherever possible in due course, it shall be the responsibility of the volunteers to work on their own for content except Bal Vikas in schools, for which we shall follow uniform content across the country. The Bal Vikas materials and content shall be made available in due course. Some of the teachings of Bhagawan and relevant stories narrated by Him are given in a separate section in this book. However, volunteers are requested to do their homework and identify more content.
3. **SOURCE YOUR AIDS:** You might want to use various aids such as short films, posters, tools, etc. for some of the sevas to effectively communicate the message. For example, before undertaking cleanliness drive in school premises, it would be better to show them short film/documentary, demonstrating the benefits of keeping the premises clean, and this shall make the seva efficient. You shall work on compiling such aids for your use in the adopted school and also keep sharing with all other brothers and sisters involved in implementing the program so that there is no need for everyone to reinvent the wheel. All the volunteers are requested to upload such aids or novel ideas adopted by them for any seva in the SSSVJ blog to be notified soon or on sssnycind@gmail.com, so that other implementing teams can benefit from the same. Kindly ensure you do not upload or use any content which has copyrights registered.
4. **RELY ON BHAGAWAN TEACHINGS:** We request all the volunteers to research on various teachings of Bhagawan connected to each of the sevas and communicate the same to the beneficiaries of the activities in each session. Volunteers are also requested to upload these research work on the blog for use by others. Don't emphasis on Bhagawan's name but focus on the teachings.
5. **SHARE THE EXPERIENCE:** Finally, each of the team implementing the program shall meet periodically and exchange the values learned by them while implementing the program, with each other. Let us not forget one of the purposes of we participating in the organizational seva program is to transform self. Similarly, please keep posting your seva photos and write-ups, unique strategies adopted, challenges faced and how you overcame the same, etc. on the blog and sssnycind@gmail.com. This should not be construed as reporting but inspiring some other team in another remote part of the country benefitting from it. This itself is a type of seva. Let us learn and grow as we implement the program.

National team for implementing SSSVJ can be contacted by this email: sssnycindia@gmail.com

4.4 Role of District office of SSSSO

The district of SSSSO has to play a pivotal role in implementing SSSVJ in the Samithis of their district. Apart from motivating and guiding the Samithi conveners, they shall help them on finances (if not manageable by Samithi) and meeting government officials for any specific permissions. The district office of SSSSO shall also be monitoring the progress of the program in their adopted schools and shall be responsible for organizing many of the district level sevas. There are many sevas listed to be done at the district level or using regional resources (refer list of activities sorted as per Vibhag). Towards this, the district administration shall be creating a regional resource group. Regional resources are those, who are scarce to find at Samithi level or highly qualified / technical in nature. Such resources can be found by reference of active workers (from their acquaintances/friends/relatives), in college meets, through new youth (through their acquaintances) or from existing resource pool. Proper announcements about the need for nomination should be done from time to time in samithi bhajan/ functions and public functions. The purpose creating the regional resource pool is to provide need based support to the implementing Samithis on some special skills for a particular seva, which otherwise not available at Samithi level. Such resource pool shall be used diligently for all the SSSVJ schools in the district, in turns. One of the district level coordinator can be made the point of contact between the Samithis and the resource pool and can allocate the resources diligently. Some of the specialists, part of regional resource pool are;

- Doctors: Dentist, Eye, ENT, Skin, Pediatrics, Gynecologist, paramedical staff
- Gurus: Bal Vikas / Educare trainers, retired School Teachers, Educationists, Trainers, motivational speakers
- Cultural: Dancers, Musicians, Singers, Drama, Special Talents
- Sports: Coaches, Event managers
- Audio / Video: Photographers, Reporters, Videographers
- Counselors / medical: Child counselors, Education counselors, Diagnostic Center Technicians, Referral hospitals for special medical attention
- Civil / Construction: Painters, Engineers, Water specialists

4.5 Next Steps for execution team

1

- **Decide the team (linked to Samithi)**

2

- **Identify the deserving school**

3

- **Create the plan (school's needs based)**

4

- **Identify Resources**

5

- **Assign Responsibilities**

6

- **Monitor progress & deliver**

7

- **Inform, exchange, and share experiences**

8

- **Learn while implementing**

9

- **Offer to Bhagawan**

Following are the methodical steps for implementing SSSVJ project.

1. Decide the team (linked to Samithi):

Each school adopted under SSSVJ program must be adopted through one specific Samithi. More than one Samithis can come together and adopt a school under SSSVJ program. However, one of the Samithis from the group shall play a leading role in implementation of SSSVJ. There cannot be a school without a Samithi being responsible for it. The Samithi convener become the centre point of responsibility. He shall convene a meeting of all the office bearers and constitute a team consisting of himself, service coordinator (or his nominee), Bal Vikas coordinator (or her nominee), mahila coordinator (or her nominees) and the Youth coordinator. These 5 member team shall be responsible for all the decision making process.

2. Identify the deserving school:

The next step in the program is identifying the deserving school. The national team has already circulated a detailed survey process. Get few members from the Samithi especially youth to carry out the Survey of schools in the vicinity/nearby village and chose the deserving school. The survey process has been created keeping in mind the various dimensions; hence follow them sincerely. Complete the formalities of engaging (Energise phase) with the school management and local education offices of the government explaining the program and its benefits and seek the necessary permissions to adopt the school under SSSVJ program. Let us inspire them such that they become part of the program implementation.

3. Create the plan (school's needs based)

Third step is creating a plan for the school. The plan shall be strictly based on needs of the school and available resources. The 5 member team of the Samithi may delegate the work to group of youth to create a plan consisting (a) scope of sevas based on resources available (b) calendar of implementation and (c) estimated budget. Ensure we follow Energise, Empower, Equip and Evolve phases sequentially. At some point Empower and Equip shall overlap each other and go concurrent.

4. Identify resources

Resources for the project consist of manpower resources and monetary resources. Monetary resources shall be handled only by the Samithi convener through samithi/district/state offices. However the primary manpower resources shall be from the Samithi active members, Seva Dal and youth. SSSVJ is a program for all members of the Samithi to participate; however the youth shall play a larger role under the guidance of Samithi office bearers. The youth shall conduct youth outreach program in nearby colleges and neighbourhood to rope in new young volunteers as secondary resources. They need not be members of the organization but have to strictly abide by the discipline of the organization. The third and important manpower resource is specialists such as Doctors, Counselors, Speakers, Educators, Infrastructure specialists, Children specialists etc. The youth shall take the efforts to identify and source these resources under the guidance of Samithi senior members. The beauty of this program is, there is most appropriate role for each and every member matching his/her capabilities. Let us inspire all the above three resources to take part in SSSVJ program. This itself is part of Energise phase of the program.

5. Assign responsibilities

As there are multiple sevas to execute, identified resources may be assigned to smaller groups based on the beneficiary that is being served. For example, children centric sevas, teacher centric sevas, etc. are all

beneficiary focused sevas. It is very important that the sevas are delegated to smaller groups / individuals and responsibilities are clearly stated. Creation of sub-teams and delegation are the key for smooth implementation. Periodically all the team members should meet at Samithi to exchange the progress, challenges and way forward. At the start of the program itself we should strive to create a team of youth from the village to help us in implementing the program. They shall be guided and made part of all the sevas such that within one year they gain experience and become the implementing team for subsequent years.

NOTE: for teams which need more detailed explanation on how to form teams for execution, see Exhibit 2 of Appendix for more details.

6. Monitor progress and delivery

Start the program as per the calendar prepared and guidelines given hereunder. Each of the activity is termed as “seva” as it would not only entail just doing the activity but shall be done with Love and effort to bring out and highlight the values at each step. Smoother implementation of the program needs a great teamwork and His grace. Let us pray for the same.

7. Inform, exchange and share - experiences

We are here to transform self to transform the world. Exchanging and Sharing have to happen at three levels. At first level let us share the experience with fellow team members. After every seva, meet as a team and exchange/share the learning. This will not only internalize the learning for each one of us, but will also motivate others. At second level, let us share the experience with people whom we know but not yet part of the team. This shall motivate them and enhance the team size. At third level, let us inform, exchange and share the experiences with national team through SSSVJ blog. This shall motivate and create the platform for exchange of best practices among various SSSVJ teams across the nation. Each data and seva should be converted into a story and key learning/innovation/new ideas should be highlighted. Make narrative of every transformational success achieved with photographs to be uploaded in the SSSVJ blog for others to read and benefit from them. Who knows- Some team from a remote corner of the country may find a solution from what you did already. Why reinvest the wheel when someone has already done it.

8. Learn while implementing

This program is dynamic and shall evolve at every stage of implementation. There is no preset template for this program. What is given in this document is wishful thinking. Let us apply your own ideas and innovate. But we should ensure we don't cross the organizational discipline and code of conduct. Ours is a spirituality based seva organization and we are here for self-transformation. We are not a substitute for the Government. Let us have the attitude of learning while implementing.

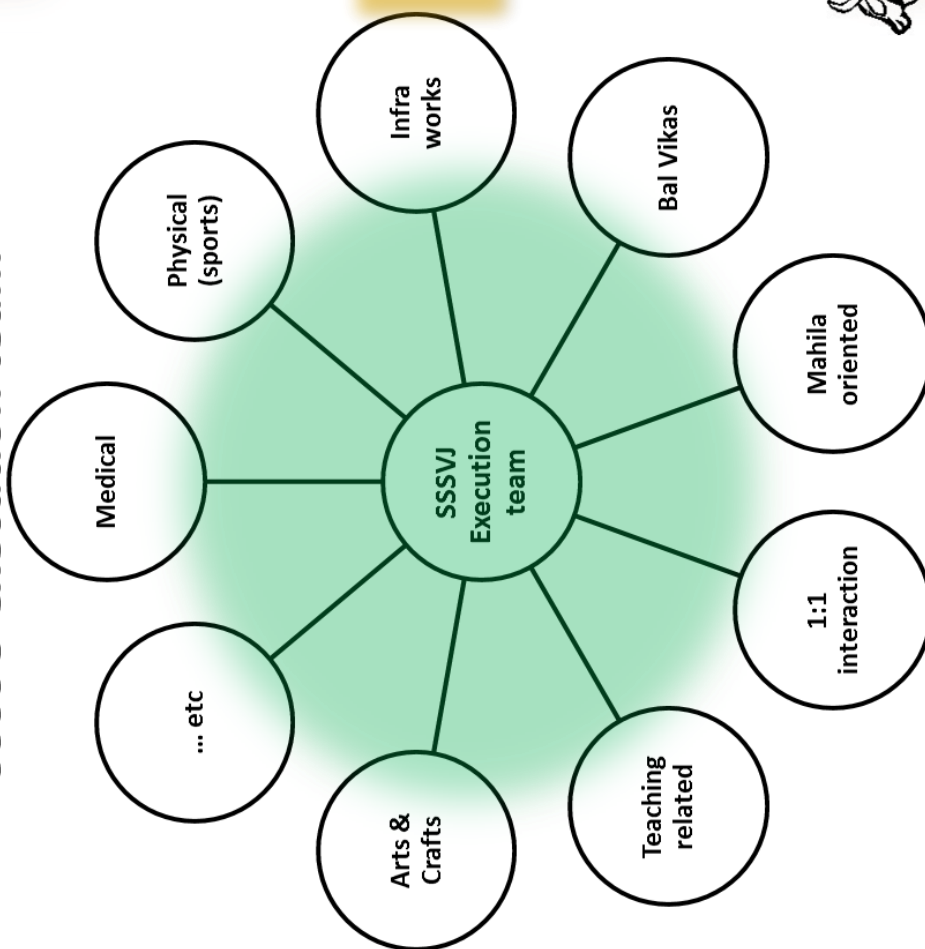
9. Offer to Bhagawan!

He is the one, who sows the thought; He is the one, who makes us think and plan; He is the one, who executes it. Yet He gives us the credit for all good work. As part of self-transformation exercise let us offer every seva, every plan, every detailing at His lotus feet. Let Him guide us, motivate us and inspire us at every step!

Finally, let us always remember the following critical success factors;

- Committed implementing team
- Meticulous planning and detailing
- Creating regional resource groups
- Sub teams for various seva and delegation of responsibility
- Participation by all and team work
- Successful completion of all phases of the project and achieve the deliverables of the national project
- Good reporting and sharing of knowledge and best practices periodically
- Periodical review – Mid Term evaluation and course correction
- Above all, earn the grace of our Bhagawan through our Sincere and committed sadhana.

Talents we need in our SSSO execution team



Stakeholders

Sai Org



student



Teacher



GOVERNMENT



Parents



Villager



Thru activities execution team provides value to all stakeholders

5 HIGH LEVEL OVERVIEW OF ACTIVITIES

5.1 Child centric seva activity overview

5.1.1 WHY ARE WE DOING THIS

In SSSVJ, we are focusing on child student of govt. Primary schools, ashram shalas, and Sri Sathya Sai schools. We aim to inspire them. We strive to make their learning environments better. We work towards wholesome education i.e., the curriculum and value education and extra-curricular activities such that we can positively contribute to the better outcome of a child and his / her future.

5.1.2 CHALLENGES OF A CHILD STUDENT

There are multiple reasons why a child may be ineffective in school. Our understanding shows at least the following reasons:

- 1) Child undergoes infrastructure hardships such as no toilets or drinking water, poor classrooms, etc. making the learning experience unpleasant and demotivating
- 2) The child does not know what is good for them. Nor can they change the situation to make it more beneficial for themselves.
- 3) The child is less exposed to outside world and has limited opportunities to hone their skills.
- 4) The child may not be aware that they are suffering from either health or learning disorders.
- 5) Child may not have support at home and parents are uneducated and do not understand the importance of education
- 6) Child may not have necessary school supplies and aids at school for better learning experience
- 7) The teachers are less motivated due to circumstances beyond their control.

And much more....

5.1.3 OUR STRATEGY FOR HELPING

To help the children of our adopted school, we suggest that our Sai Samithi members form a small sub-team for children-centric sevas and do periodic reviews of their volunteer work. There can be sub team of about 10 members for children centric sevas. This sub-team members for children-centric sevas should focus on the overall relationship with children, planning, and sequencing of sevas and sourcing contents, aids, and teachings . There can be many more members for the execution of the sevas.

The sub team for children-centric sevas should have a personal rapport with the children. They should spend time with each child to understand their own challenges. Through this interaction, they should learn their issues, and should share with them our intent and some examples of caring behavior. Let the child

EXPECTED OUTCOMES:

At the end of SSSVJ program, the child should

- 1) Understand the importance of proper education
- 2) Be aware of good - study skills,
- health & hygiene - ways to develop the personality, character
- socially conscious,
- national feeling,
- service mindset
- spiritual mindset
- 3) Feel adequately supported
- 4) Transform into an ideal child as desired by Bhagawan

feel heard and respected. Let them feel that we are there for them. Let them believe that we will support them (and sometimes their rest of the family) to make this work.

It is better if we put women in the sub team for children-centric activities. Mahilas from the village may also be recruited into this. New youth and new members having experience in handling/teaching children can participate and contribute in the delivery of the sevas.

Sai Youth, college educated non-devotees are good people to recruit into this team. It is best if new people join and if they frequently discuss SSSVJ. It helps in bonding and real planning.

5.1.4 DOS AND DONTs

When working with children, there are some important dos and Don'ts that we must observe.

- 1) Do not become the hero for the child (Paramount). Make the teacher the star. Make the parent the hero. The teacher and the parent continue to be with the child even after completion of SSSVJ project.
- 2) Do inspire the child with your behavior; your action and Love. You should exhibit what you preach.
- 3) During any physical activity, do not risk the safety of either the child or the Seva Dal. No risks.
- 4) Don't engage in any seva with the children without explicit permission/consent of the school staff and the parent.
- 5) Do not get into curriculum related teaching – that is beyond the scope of SSSVJ.
- 6) No male member will interact with girl children in a group or individually. Classroom sessions on Saturdays are permitted.
- 7) Do not share mobile numbers or contact them outside school. Off school interaction should be avoided.
- 8) Use only encouraging and positive words even if the children behavior is bad. Never resort to punishments.
- 9) Never make promises beyond the scope of SSSVJ. Engage with the child positively. Make child the partner in the process. Handle the children as your own carefully.

5.1.5 TYPICAL SEVAS

There are multiple reasons, opportunities, and occasions for us to engage with the child. Here are the list of few sevas we can use as an excuse to interact with them on a formal basis. Of course, informal interactions can be even more.

There are in all 34 sevas that can be performed under children-centric activities. We have attempted to details the process of each one of them, in a straightforward and illustrious manner. These are only guidelines; however, the implementing team is requested to adopt the method suitable to the based on ground situations.

As mentioned, please share your experience, ideas, strategies adopted by you in the SSSVJ blog for other members to pick and choose.

Code	activity
C-M-1	Total medical check-up for children (monthly once at least)
C-M-2	Distribution of Sai Protein (Need Based)
C-M-3	Special check-ups (major diseases and disabilities)
C-M-4	School Bal Vikas
C-M-5	National patriotism classes
C-M-6	Participation in various competitions (Nominations by the school)
C-M-7	Conducting intra school sports competitions and participation in sports meets
C-M-8	Conducting intra school completions such as painting, music, debate, essay, drama etc.

C-M-9	Field day (exposure to new environment)
C-M-10	Providing creative learning tools / Teaching aids
C-M-11	Indoor / Outdoor value/learning based group games
C-M-12	Distribution of uniforms etc. to needy students
C-M-13	Aids to differently abled children
C-M-14	Monthly awards to best children
C-M-15	Maintaining cleanliness in class rooms and corridors
C-M-16	Drill class with yoga and pranayama for children
C-M-17	Health counseling
C-M-18	Providing sports equipment
C-M-19	Display of Value education posters in schools
C-M-20	Showing Value education documentaries (Film Shows)
C-M-21	Children counseling (Weak in studies)
C-M-22	Educational counseling for better performance
C-M-23	Special training for children with special abilities
C-M-24	Provision of computers and exposure to children
C-M-25	Guru-Parental worship
C-M-26	Creating library in Schools
C-M-27	Off School Coaching
C-M-28	Motivation sessions for children
C-M-29	Toy bank
C-M-30	Pen pal program
C-M-31	Simulation activity
C-M-32	Subscribing to child magazines for schools
C-V-33	Creation of village SSSVJ team - for continuation
C-V-34	Scholarship for higher education for the needy and scholarly students

The challenge in implementing the Children centric seva is, the availability of free time of the Children for implementing our sevas without making them feeling over loaded. We cannot interfere with the school calendar as it is meant for the curriculum. So the activities have been carefully planned as those to be implemented on Saturdays post lunch, those to be implemented on Sundays and those to be implemented on Festive/ special days. A sample weekly school schedule integrating the school calendar and SSSVJ calendar is as under;

Weekly calendar overview

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Before Lunch	<div>School Curriculum</div> <div>(typically no SSSVJ activity)</div> <div>For special occasions, prior approval is a must</div>						SSSVJ activities
Lunch							
After Lunch							1.5hr Rural Balavikas + 1 hr Special (group) Activities
After school	1-1.5hr Tuition	1-1.5hr Tuition	1-1.5hr Tuition	1-1.5hr Tuition	1-1.5hr Tuition		

 areas where SSSVJ is not doing activity

 Indicates SSSVJ activity

Let us be conscious of the above in making the detailed planning of the sevas.

5.2 Teacher centric seva activity overview

5.2.1 WHY ARE WE DOING THIS

In SSSVJ, teachers become the second most important stakeholders. They can severely impact the program and also can get immensely benefitted by the program. Our contact with the children shall be through the teachers. They always need to be kept at high pedestal and they should be made the star and hero of the show. Teachers share a very unique relationship with children and any empowerment of the teacher shall directly benefit the children.

5.2.2 CHALLENGES OF A TEACHER

There are multiple reasons why a Teacher may be less empowered in a school. Our understanding shows at least the following reasons:

- 1) Teachers too are human; having families and live in the same society; they too are facing the daily challenges of a common man; yet they need to be highly motivated in the class for effective delivery of lecture
- 2) There are many policy issues in Government schools connected to teachers welfare
- 3) They have to, many a times, carry out administrative work in addition to the teaching work; so they will be initially worried that this program will enhance their load
- 4) They operate in similar poor infrastructure environment like the children
- 5) Many a time they face immense challenges from non-cooperating parents or administration
- 6) Performance of a child is the best motivation for a teacher and this performance is influenced most of the times by factors which are beyond the teachers control
- 7) Need for more leadership skills and training

And much more...

5.2.3 OUR STRATEGY FOR HELPING

As part of the SSSVJ program, we shall energise and empower the teachers with various sevas. They shall stand to be benefitted by the Equip phase meant for the children. There can be a separate sub team for teacher centric sevas. Many of the children centric sevas such as providing teaching aids and tools would directly benefit the teachers as well. The team handling teacher centric seva need to be mature enough to handle them. Empowering the teachers is integral part of inspiring the children.

5.2.4 DOS AND DON'TS

When working with teachers, there are some important dos and don'ts that we must observe.

- 1) Make the teacher the star. There is no one in higher pedestal than the teacher.

EXPECTED OUTCOMES:

We expect the teachers, who are the second most important stakeholder, to understand the program well, support the program and participate actively in implementing SSSVJ. Their active participation is paramount for the success of the program and various sevas under the program. In the process, they too shall have to be energized and empowered adequately.

- 2) Energise them with the program objectives and its benefits. Highlight the fact that inspired children would compound the outcome for their efforts
- 3) Plan all the children centric sevas with the guidance and approval of the teachers
- 4) Discuss with them about requirement of leadership development sessions, counseling etc. These sevas to be performed only at a District Level with their consent and on their request since we can't train 4-5 teachers of one school exclusively.
- 5) Create a connect with all the teachers and ensure they and their families are benefitted by the program (e.g. Medical camps)
- 6) Never ever overrule the teacher or do anything against their wish – So successful completion of the energizing phase is critical

5.2.5 TYPICAL SEVAS

There are multiple sevas that can be planned for teachers empowerment. Here are the list of few sevas we can use as an excuse to interact with them on a formal basis. This has to be coupled with more informal interaction.

There are in all 9 sevas that can be performed under teacher-centric sevas. We have attempted to details the process of each one of them, in a straightforward and illustrious manner. These are only guidelines; however, the implementing team is requested to adopt the method suitable, based on ground situations.

Teachers centric sevas

Code	activity
T-Z-1	Orientation sessions with the teachers of the adopted schools about the project
T-M-2	Computer education for Teachers
T-M-3	Special training on handling difficult children
T-M-4	Subscribing to periodicals (on teaching)
T-M-5	Felicitating the Teachers
T-M-6	Motivation sessions – for teacher
T-M-7	Training on effective teaching to teachers (general, not subject specific)
T-M-8	Counseling sessions for Teachers
T-M-9	Training in soft skill development for Teachers

5.3 School centric seva activity overview

5.3.1 WHY ARE WE DOING THIS

In the process of empowerment, after the Children being the nucleus and the teacher in the first sphere of influence, the school (the place) and the school management is in the second sphere of influence. The school and the school management have direct and indirect influence (through teachers and facilities) on the Children. Hence the school and the school management become one of the important dimension to be attended in SSSVJ program. In this section, we shall dwell upon various sevas focusing on the school facilities and management, as part of SSSVJ program. In broader sense, we shall address the school facilities and school management, as school.

5.3.2 CHALLENGES OF A SCHOOL

There are multiple reasons why a School may be less empowered as a place. Our understanding shows at least the following reasons:

- 1) Many Government school lack adequate infrastructure due to lack of government funding
- 2) Even if infrastructure is created with delay, they are not maintained due to poor funding support
- 3) The teachers-students ratio is poorly skewed against the norm due to delay in resource allocation
- 4) The policy framework at times are not conducive for ideal school environment
- 5) The management at times lack the depth and vision due to internal politics and other reasons
- 6) Lack of leadership at helm

And much more....

5.3.3 OUR STRATEGY FOR HELPING

As part of the SSSVJ program, we shall energise the management and empower the school by addressing the infrastructure / semi-infra gaps during various sevas. They shall stand to be benefitted by the Equip phase meant for the children. There can be a separate sub team for school centric sevas. The teams handling school centric seva need to be skilled enough to handle the infra projects.

There are many sevas connected to school such as providing tools and teaching aids, conducting teacher empowerment programs covered under teacher centric and children centric sevas, which otherwise were supposed to have been done by the school management

EXPECTED OUTCOMES:

We expect the management, who are the third most important yet significantly powerful stakeholder, to understand the program well, support the program and participate actively in implementing SSSVJ. Their active participation is critical for bridging the various infrastructure gaps in the school required for good eco system. Their consent is required at every step of implementation of SSSVJ.

5.3.4 DOS AND DONT'S

When working with school, there are some important dos and don'ts that we must observe.

- 1) The management has its own constraints and limited powers. We will have to work with in the delegated powers; if needed, we should seek the approval from appropriate authorities
- 2) Don't commit on any seva, unless proper evaluation is done and implication (resource requirements) are clearly understood and well within the budgetary constraints of Local Sai Org
- 3) Necessity and comforts would vary as to each individual. One should be careful in providing what is necessary and not venture into comfort territory. We are not substitute for the government. We are here to bridge the gap so that the children have basic amenities and environment for proper and wholesome education
- 4) Involvement of management is critical at every step of implementing SSSVJ program. Infact almost all of the teacher centric and children centric sevas (those need to be implemented in school premises or involve children and teachers) cannot be implemented without explicit permissions of the management. So, they need to be involved at every step of implementation.
- 5) Resistance to change is part of human nature. So any change we propose as part of the system need to be communicated with conviction and the people involved need to be convinced about the purpose and benefits of the change. From that perspective Equip phase becomes very important step in SSSVJ. One of the most important stake holder to be focused during energise phase is school management.
- 6) School curriculum and the resultant timetable if based on educational policies of the government and the school authorities are hard pressed for time. So naturally they would be afraid of implementing any program inspite of the fact that they are hugely beneficial to the children. The program implementation has been hence planned in such a way that we don't interfere with their schedule but take advantage of Saturday post lunch session and holidays. We need to assure them that this program will not become additional load on them.

5.3.5 TYPICAL SEVAS

There are multiple sevas that can be planned for school and the management. There are in all 16 sevas that can be performed under school-centric sevas. We have attempted to detail the process of each one of them, in a straightforward and illustrious manner. These are only guidelines; however, the implementing team is requested to adopt the method suitable to the based on ground situations.

School Management centric sevas

Code	activity
S-Z-1	Meeting with the school management to create awareness on the program
S-M-2	Upholding the pride of the school (Swach Bharat Abhiyan community service)
S-M-3	Visit to other schools
S-M-4	District Level Teachers Symposium/Conclaves/Conference
S-Q-5	Providing black boards (need based)
S-Q-6	Repairing the broken roof
S-Q-7	Repairing or laying flooring in class rooms
S-Q-8	Repairing broken windows and doors of class rooms
S-Q-9	Painting the school
S-Q-10	Fencing the school or repairing the damaged compound wall
S-Q-11	Repairing or provisioning of new toilets for girls and boys separately
S-Q-12	Repairing or provisioning of clean drinking water
S-Q-13	Repairing or cleaning the drainage systems

S-Q-14	Creating proper hygienic kitchen for midday meal
S-Q-15	Provision of additional class rooms
S-V-16	Collaboration with city schools, other adopted schools, including Sathya Sai schools (Twining)

5.4 Parent centric seva activity overview

5.4.1 WHY ARE WE DOING THIS

GOD IS THE MOTHER AND FATHER OF THE WORLD; OUR PARENTS ARE THE MOTHER AND FATHER OF THIS BODY. PARENTING STARTS EVEN BEFORE THE BIRTH OF THE CHILD.

In SSSVJ, parents are one of the most important stakeholders. The spirit of this project can be achieved by the development and empowerment of the parents, which will further enshrine the bright future of the child. For a child, parents are the first and foremost teachers and their very role models. To empower and inspire a child we too should connect to them via their parents.

In many villages, the children are sent to work rather than schools due to the economic conditions of the family. The parents think of short term benefits but do not realize that the permanent solution for their problem is educating the child. In some cases, the children are made to do household chores and do not get time to do homework. The children are not motivated to study. Many of the parents are not educated and do not realize this truth. This leads to the next generation to continue to live in poverty. As part of SSSVJ, we shall carry out many sevas including counseling the parents, providing them basic adult education etc. This empowerment will create a congenial atmosphere in the home for the school going children.

5.4.2 CHALLENGES OF THE PARENTS

There are various collective reasons why parents are less empowered and educated in rural India. Our understanding shows the following reasons:

1. The first and foremost reason appears to be the unawareness as to what exactly education is and what wonders can it create in their child's life, which in rural India can be attributed to illiteracy and lack of awareness. To add to it the economic conditions of parents in rural India makes them incapable of sending their children to school or sending them to work.
2. Parents in rural India are not mentally prepared to send their girl child to school due to various orthodox beliefs and reasons.
3. The deep rooted caste system has shrunk the educational opportunity for a child of less privileged sections.
4. The infrastructure of primary school in the rural areas are in pathetic conditions such as no proper teaching faculty, the buildings are almost ruined, ceilings are leaking, no toilet facilities, no proper ventilation etc. This neither inspires the parents nor the children to attend the school.

EXPECTED OUTCOMES:

Parents are the first teacher to the children. It is very important that the parents create congenial environment for the children at home for studies. Moreover, the parents need to continue the value education at home. This can be achieved by making them undergo parenting session. We should expand the scope by starting education for uneducated parents and many such similar sevas.

5. There are many villages that do not have any school and parents feel it to be unsafe to send their children to far off places, which indeed is a genuine concern.
6. Another challenge we find in parents is their thinking. They believe education is limited to academic grades. They don't know the actual meaning of education i.e. the all-round development of a child including spirituality, character etc.

5.4.3 OUR STRATEGY FOR HELPING

As part of the SSSVJ program, we shall energize and empower the parents with various sevas. There are six parent centric sevas in energize, empower and equip phases. Over and above, there are many sevas on stakeholders which could also benefit the parents directly or indirectly example., Guru Parent worship. Sevas in the form of parenting sessions and education awareness will motivate the children apart from directly benefiting the parents. There shall be a separate team to handle the parent centric sevas and this team needs to be spiritually motivated enough to energize the parents. Energizing and empowering parents is the most important aspect of this project enroute to motivate the child.

5.4.4 DOS AND DONT'S

When working with parents, there are some important dos and don'ts that we must observe.

1. Make parents the role model of the family. The nation starts from society and society starts from family.
2. Motivate and guide them with the program objectives and policies
3. Parents need to be counseled about importance of education of children
4. Parents need to be explained the benefits of SSSVJ program and how the character of the child will undergo transformation for better
5. Parents need to be counseled to free the child from house hold activities during study hour; they should be inspired to advise the children to do homework and practice at home; Parents need to be counseled that sending their children for work will solve today's problem but will kill the future of the children.
6. Parents are also responsible for the mental health condition of the child; they should create a peaceful and congenial environment at home. This has to be explained to them clearly
7. Parents should also have good habits and not have any addictions; the children get influenced by the actions of parents and need role models at home.
8. Volunteers need to be in constant touch with the parents to get the feedback about the improvement in character of the child or any critical feedback. For this we should conduct periodical parent meet at the school.
9. Children centric sevas must be communicated and discussed with parents. Make them also an active participant in the SSSVJ project.
10. Inspire the parents and educate them with the importance of education, spirituality and value based development of child.
11. Create a nexus between parents, teachers, children.
12. Do not embarrass them or feel regretful on their part in any aspect of their life, make them always feel motivated.
13. Do not force them for any task; just make them feel that we need their help and support and with their support only this project can be effectively implemented.

5.4.5 TYPICAL SEVAS

There are in all six sevas that can be performed under parent-centric sevas. We have attempted to details the process of each one of them, in a straightforward and illustrious manner. These are only guidelines; however, the implementing team is requested to adopt the method suitable to the based on ground situations.

Parents centric sevas

Code	activity
P-Z-1	Meeting the parents and creating awareness of the program
P-M-2	Parenting Sessions
P-M-3	Education Awareness Sessions for parents
P-M-4	Adult education
P-V-5	Ensuring old students are pursuing higher education

5.5 Village centric seva activity overview

5.5.1 WHY ARE WE DOING THIS

One might wonder, how the village is important in a school program. Let us not forget villagers are one of the stakeholders, who can impact the program and also get impacted by this program. The idea of SSSVJ revolves around the concept of inspiring the children who are the nucleus. School is the place where this transformation happens. So the school becomes the beacon or the centre of creating ideal children. These children are expected to influence the parents, sibling and the community at large by their conduct and character. So the ultimate beneficiary of the program is the village or villagers. Secondly, the school operates in the village environment and the support and cooperation of the community at large is critical for implementation of SSSVJ program. Unlike other stakeholders, here the community is looked at collectively as one entity. They need to be inspired about the program; their active engagement with us in implementation will make the program successful. The community consists of parents, other adults and youth from the village. So as part of SSSVJ program, we shall energise and empower these villagers and make them integral part of the program.

5.5.2 CHALLENGES WITH THE VILLAGERS

There are multiple reasons why the villagers are stakeholders and why we need to engage with them. There are some typical qualities of the villagers that we need to understand. Following are some of the findings:

1. Village is a large well knit community and has great influence on the parents and children who are part of this community
2. In village set up, opinions are influenced by neighbours and vocal elders; normally no parent or child would want to venture beyond the collective thoughts of the villagers
3. They tend to do things collectively and it is difficult to find people with their own thoughts and action
4. Villagers cooperation is critical in protecting the school premises from misuse
5. Villagers play a huge role implementing infrastructure projects by providing Shramadhan
6. The village youth become part of our SSSVJ team in implementing the program and by this they get trained and be ready for following years; so the continuity of the program can be achieved only by integrating the youth and villagers from the village
7. If one of the family or adult is upset, it becomes the talk of the town and the whole community could become upset. So each and every villager is important for us
8. There have been instances of the villagers being misused or not handled properly by other organisations in the name of service. So they tend to

EXPECTED OUTCOMES:

Villagers play a pivotal role in success of SSSVJ program. The children and the parents belong to the community and the community's opinions have huge impact on the children and the parents. Hence it is important for us to energise and co-opt the villagers and get them to involve and cooperate for the project.

look at every voluntary organization with suspicion. It is very important for us to win the confidence of the people from the village and generate goodwill for the program and the implementing team

9. Villagers some time tend to have inferiority complex in their minds due to their economic status; they tend to look at people from cities differently. We need to bridge the gap in their thoughts to win their hearts. So it is very important that we respect them, treat them equally, speak in their language and bond with them like family. Humility should be the ornament of Sai Org members
10. They lack education, hence there is lack of motivation to do things better
11. They lack awareness, thereby, do not have adequate confidence
12. They normally tend to be lethargic or casual in their attitude, as, that has been their life style mostly
13. They lack Guidance and normally have no aim, goal or vision in life; so need great amount of perseverance in us to motivate them

And much more...

5.5.3 OUR STRATEGY

As part of the SSSVJ program, we shall energise and empower the villagers through various sevas. There shall be an exclusive team to work on village centric seva and also interact with the villagers frequently and create the goodwill. These volunteers should be good in communicating in local language and should know all the people in the village by their name. They should learn the mannerisms of the villagers and behave very much like them. Create separate team for dealing with village women community, as they don't prefer speaking to other men.

The challenge in implementing Village centric seva, is, the availability of free time of the villagers, for implementing the sevas, without making them feel over loaded. We have to respect and value their time and the occupation they are into. The sevas should not be a burden nor should they be imposed upon them. Rather the villagers should look forward to implement it themselves, with our support. The villagers need to be made aware and explained in detail, the benefits they are going to get on implementation of the seva.

The team members should be willing to visit the villagers as per their time of convenience and NOT as per the convenience of the team members. May be at times, as early as 7am the villagers would be free before going for their respective jobs, or, later in the evening, when they are back from work. A fully dedicated, optimistic and highly motivated team only should be recruited. The team members should be willing to cross their comfort zone and take an extra mile wherever required. For example: Multiple visits to the village in a week may be required for certain projects like Water project, Sanitation project and the like. The team members may have to visit the village at odd hours. Willingness to serve whole heartedly with love will yield success and positive output.

5.5.4 DOS AND DONTs

When working with villagers, there are some important dos and Don'ts that we must observe.

1. Treat them equally and with respect & dignity
2. Consider their time and convenience for doing any seva
3. Do not indulge or get involved in village politics
4. Men should interact with men and women should interact with women
5. Don't show off by wearing stylish clothes and costly gadgets; respect the village culture
6. Don't ever talk between volunteers in English or the language they don't know; even a casual talk on some unconnected subject could be misconstrued as we are talking about them
7. Be punctual on time committed to them for any seva; don't make them wait

8. Don't have food, snacks etc. alone in the presence of villagers
9. While seated, make them sit with you or the volunteers to sit as the villagers are seated
10. Don't talk or laugh loudly; don't show anger for non-performance
11. Be patient and loving in your talk; do remember their name; in case of elders call them with relation (or as per the customs in the village). Don't call the elders by their first name and without respect
12. Consult them at every step; include their suggestions
13. Make your expectations very clear to them and make them be aware of what they can expect from us
14. Make clear that we are here for our own self transformation through love & seva and not substitution of any government agency
15. Don't deal in money with any villagers; Avoid any financial help sought by any person
16. While doing any seva, make it respectful and not that we are passing on the junk from city to village
17. Culture, customs and traditions are more valuable for the villagers; learn them and respect them
18. Youth boys should not interact with any girl or women from the village and it should be done only by women or girl volunteers
19. Village elders should be felicitated and respected at every possible opportunities
20. Be friendly with Villagers with a sense of One-ness
21. Maintain a hand holding attitude and not as donors or receivers
22. Always be honest and clear in you approach
23. Be alike to everyone – no preferences and no partiality
24. Abstain from negative remarks/reactions about other villagers and team members; Never order or impose anything on anyone
25. Be inclusive
26. Always wear a smile/Be pleasant
27. Always keep the village Headman and important senior villagers in the loop
28. Be polite, empathetic and encouraging
29. Interact one to one with villagers
30. Do not make any commitments nor promises regarding job, finance, security, relations etc.
31. Do not give false hopes; commit only those we can deliver
32. Never boast and lead by example

And many more...

5.5.5 TYPICAL SEVAS

There are four important sevas under village centric sevas. These are only guidelines; however, the implementing team is requested to adopt the method suitable to the based on ground situations.

Villagers centric sevas

Code	activity
V-Z-1	Meeting village elders & youth to explain the benefits of SSSVJ and seek their support
V-M-2	Motivational talk to villagers by renowned people
V-V-3	Inspiring community through periodical Children- Community interaction
V-V-4	Creating Bal Vikas guru from the village (young married women and teachers)

5.6 SSSSO centric seva activity overview

5.6.1 WHY ARE WE DOING THIS

There are two primary objectives for doing this program. This project aims at reaching out to many new people who are not part of Bhagawan's mission, especially the youth by giving them opportunities to be part of a service activity. Secondly this program provides the platform to collaborate all the wings of our organization through a common national level seva program.

5.6.2 CHALLENGES

There are many reasons why the SSSSO is the critical stakeholder of the program and there are some inherent internal challenges during implementation

1. SSSSO is primarily responsible for its implementation. So the members need to be convinced about SSSVJ and have highest level of conviction
2. Acceptance of the SSSVJ by all the members as a project of national importance.
3. Getting the sevadal for all sevas to be done as part of SSSVJ
4. Continuing the project till the end.
5. Give the due attention to the all other activities and programs at the same time.
6. Financial support
7. Getting adequate new youth
8. Availability of free time that will match with school timings

5.6.3 STRATEGY

To carry out the implementation in the adopted school successfully, the planning need to be done at state level keeping in mind the overall number of adopted school. Each districts needs to be motivated to adopt the tangible number of school as per the capacity in all aspects. Each district president and samithi convener needs to be motivated and supported by the state as and when needed. The thorough understanding of the projects needs to be given to all the members of the respective state. The review of the project in the state needs to be done periodically. The state youth coordinators are the main channel for this work.

Each district and samithi has to appoint the responsible team to implement this project consisting youth coordinator, Bal Vikas gurus, mahila vibhags, service coordinator and most importantly the samithi convener. The district president has to monitor the Samithi. There shall be sub teams for each beneficiary centric sevas and further teams for various sevas.

Periodical meeting shall be conducted between the teams and main samithi team to review the progress of the program. Youth shall be trained by district level officials. This program shall be all inclusive program and each and every member of the samithi shall have a role to play. Moreover, there shall be regional

EXPECTED OUTCOMES:

One of the goals of SSSVJ program is reach out to new people especially youth of this country and provide a platform to them to do seva or participate in national building programs. SSSVJ shall also provide them an insight into spiritual and value based living.

For the organization, this program shall bring in the sense of oneness and provide an opportunity for all vibhags to work together with a common goal.

resources team created at district level consisting specialists and technical experts for various sevas.

5.6.4 DOS AND DONTs

There are some important dos and don'ts that we must observe

1. Do not force any one to join the program unwillingly.
2. Do give the freedom to youth team but within organizational code of conduct
3. Do the reporting of the sevas under SSSVJ project on the SSSVJ portal for other teams to benefit
4. Do involve all the wings and members of the organization in this project.
5. Do create the maximum opportunity for new youth and non-devotee people to take part.

5.6.5 TYPICAL SEVAS TO BE CARRIED OUT

The main purpose of the SSSSO behind this project is to provide opportunities to youth and sevadal to work and render their services for own spiritual upliftment. This project gives the opportunity to attract new devotees and youth to join the organization and swami's fold.

There are certain important sevas the organization has to do in the process to energise and empower the organisation members. Some of them are listed below. The listed activities are just to provide an idea about course of action; there can be many more as per the requirement of the concern state.

SSSSO centric sevas

Code	activity
O-Z-1	District Level Sai Youth meets
O-Z-2	Orientation and motivation sessions for Bal Vikas gurus
O-Z-3	Orientation to all the vibhags, active workers and seva dal and formation of teams
O-Z-4	Reaching out to friends for participation in the project
O-Z-5	Motivational meets in colleges for volunteers for the project
O-Z-6	Leadership development program for Sai youth at district level
O-M-7	Bal Vikas Guru training for youth
O-V-8	Periodical review of the program implementation

5.7 Govt. centric seva activity overview

5.7.1 WHY ARE WE DOING THIS

Government here we mean, the education department (final authority over the school), the collector (highest government authority of the district) and the Panchayat (local reporting authority for the school). While the district collector is not directly connected to the school, but energizing him (making him aware of the project and seeking his goodwill or endorsement to the program) may help in smooth implementation of the Seva. This should be done only in select cases where we have informal reach to the collector. However, energizing the district level education department and the Panchayat is optional and should be done only in case of insistence by the school authorities. Further, for any policy level changes, we need to engage with state government's education department in the state capital through the state office of SSSSO. Since these people are the gatekeepers of government school, as a first step of SSSVJ, we need to interact with them if insisted upon, make them aware of the program and seek their consent for adoption or permission to carry out any specific seva, the case may be (Energise).

Since primary education is the responsibility of the state governments, each state has its own education policy and ways of empowering the government run schools. The requirement of permissions and approvals for SSSVJ program or its seva activities would vary as to each state, district or school. In some instances while the school authorities might take the necessary approval themselves, in some cases they might ask us to get the approval for implementation of the program in their school. Some school authorities might insist for higher officials approval for specific areas such as infra works and in some instances, the school authorities might take their own decision. In view of the above, our engagement with government will be based on what the school authorities insist for. **We shall be engaging with the government in limited way, only to the extent it is required and not seek any permission if not insisted upon.** The decision for approaching the government has to be taken by the district office and state office of the organization only.

5.7.2 CHALLENGES WITH THE GOVERNMENT

There are multiple reasons why the government is a stakeholder and why we need to engage with them. Our understanding shows at least the following reasons:

1. Government schools are administered through Panchayat and district level education department officials
2. The school authorities have limited power and they need to take consent from district level officials of the education department for implementing any program in the school
3. The state government do not easily approve implementing of any program to safeguard the village schools from exploitation by certain unscrupulous organisations

EXPECTED OUTCOMES:

Government is the source of all the policies and allocation of resources to the school. Energising and empowering them is equally critical for success of SSSVJ. As the first step of implementation of SSSVJ, we need their consent to adopt any school under SSSVJ program. They are structurally at multiple layers such as state office, district office and Panchayat etc. and we need to engage with each layer equally.

4. Any problem in implementation of any program will become controversial and the government will be pulled up for the same
5. Anything requiring government approval need time to get the approval and there is a process involved. This can become shorter if we engage with them on day one
6. The teachers are not free to do anything beyond the syllabus
7. Developing infrastructure or even repairing of government schools might need written approvals from the government
8. There is always resistance to change in any government organization.

And much more...

5.7.3 OUR STRATEGY

As part of the SSSVJ program, we shall energise the government authorities on need basis, in step by step manner from senior most official to the local official. This shall be done only in cases where school authorities insist for prior permission and not wanting to take up the responsibility of getting the permission. This will open up the door for us at every stage as we climb down. No government official will give approval unless he is sure that his reporting official has given his consent. We need to take adequate inputs from the SSSVJ school authorities with regard to the power devolvement in management of government schools and personalities of people in the position. It would be ideal if we take help of some influential people from the region, which could open the door for us with the government officials but also can do back door diplomacy to get the necessary approvals.

5.7.4 DOS AND DONTs

When working with Government, there are some important dos and Don'ts that we must observe.

1. Don't question the authority and wisdom of a government official
2. Patience and perseverance are the only tools for successful outcome
3. As said, take help of influential people from the region who can advocate our request and also do back door diplomacy for us
4. Interact with the proposed SSSVJ school management and understand the government hierarchy, persons in the position and their personalities. As much as possible, request the school authorities to seek the permission if required.
5. At every first attempt, there are good chances of the outcome being negative. But one has to sincerely try again
6. In some states, the education department approval and Panchayat approval (this may vary as to each state and each type of school) are critical and must for the adoption of the school. Without this, the school authorities though may be convinced but will be helpless
7. Since there could be many schools in one district or many schools in a state, it would be preferable for the district / state SSSSO administration approach the officials collectively with larger list of schools. Panchayat officials can be handled individually.

5.7.5 TYPICAL SEVAS

There are five important sevas under government centric sevas; the first being energizing the district education officials, district collector and the Panchayat officials and the second being informing back to these officials with updates on the program implementation and our findings, suggestion to the government and finally engaging with the state government for any policy level changes / improvement required to empower the schools more. As said, the

first two sevas will be optional and need based. These are only guidelines; however, the implementing team is requested to adopt the method suitable to the based on ground situations.

Government centric sevas

Code	Activity
G-Z-1	Meeting District education officials (School Inspector etc.)
G-Z-2	Meeting the District collector
G-Z-3	Meeting the Panchayat, /Sarpanch
G-M-4	Sharing data & critical information with government
G-V-5	Initiating change in policy on common issues of all adopted schools (state level)

6 SAI VALUES CONTENT

This content is extracted from Swami's gold mine of valuable messages. They are skimmed out of Swami's discourses, Chinna Kathas (Short Stories) & authentic Swami stories shared in Interviews. These valuable messages may be conveyed impact fully to Children / parents/ teachers/ Sai Org members/ youth suitably at appropriate times.

Some of these Divine value messages, may have more impact if delivered by an impactful speaker / small children enacting these powerful stories / demonstration models etc. Bal Vikas Gurus / youth coordinators/ mahila sevadal should adopt creative methods to package these human values and convey the same during our different types of seva rendered at our SSSVJ schools to the beneficiaries.

This entire experience of engaging and soaking in His message will change the hearts of all involved. These deep insightful messages shared by our Lord are sure to transform the hearts of all the stake holders of SSSVJ. We should encourage all members whether it is children/ teachers/parents/ Sai volunteers/ youth to listen and practice these learnings in their day to day lives. Practice of these values by lakhs of people across the country through our 900 plus adopted schools, will achieve the game changing results targeted by SSSVJ Program.

6.1 Children's module

6.1.1 TOY BANK STORY:

A Toy merchant comes to the durbar of a king. He adulates the ministers present in the durbar saying that he heard a lot about their intelligence. King feels happy. Then the toy merchant requests the king to give him permission to do a small test of intelligence for his ministers. The king approves willingly.

The Toy merchant pulls out 3 identical toys from his bag and places them on the table. He says all the toys are identical, made out of same material, same size, shape and appearance. The challenge he gives to the ministers is to identify the best toy of the three.

The ministers get confused since all the toys are pretty identical. One minister gets the idea.

He takes a small wire and puts it through the ear of the first Toy, the wire comes through the other ear on the other side. He says this is a useless toy.

He takes the second toy in his hand and puts the wire in the ear again. This time the wire comes out from the mouth of the toy. He says even this toy is not useful.

He takes the third toy and puts the wire in the ear. This time the Wire goes into the stomach of the toy and he says this is the best toy.

The merchant feels very happy and king appreciates the intelligence of his minister and amply rewards both the Toy merchant and the minister

The moral of the story is that just like the toys, if we listen from one ear and leave the message from the other ear, our life becomes useless. If we listen from one ear and are able to speak or reproduce the good messages, our life will still be useless since the messages are not getting digested. Only in case of the third toy, the messages were going to

the stomach and hence gets chosen as the best toy. In the same way, we ought to practice what we learn, digest the messages in the stomach and transform ourselves. Only then we will be a useful human being.

6.1.2 THE BANDAGE ON THE NOSE

There was once a *sadhaka* who approached a guru for guidance. The guru gave him an idol of *Vishnu* and also necessary instructions for daily worship. But the *sadhaka* found that, even after some months of meticulous *puja*, he did not get any spiritual reward or elation. So, he reported his dissatisfaction and the guru gave him another idol, this time of *S'iva* and asked him to have another try. The disciple came after another six months demanding another idol, because even *S'iva* had failed him. This time, he got a *Dûrgâ* idol, which he duly installed in his domestic shrine. The two previous idols, were standing, dust ridden and neglected, on the window sill. One day, while *Dûrgâ-puja* was going on, the disciple found that the perfumed smoke from the incense stick was being wafted by the breeze towards the idol of *S'iva* on the window sill. He got wild, that the ungrateful stonehearted God who was deaf to his powerful entreaties should get the perfume intended for his latest idol! So he took a piece of cloth and tied it round the face of *S'iva*, closing up the nostrils that were inhaling the perfume.



Just at that moment, to his immense surprise, *S'iva* appeared in His splendor and glory before the *sadhaka*! The man was dumb-founded. He did not know how the ill-treatment had induced *S'iva* to give him *darsan*. But what had really happened? The *sadhaka* for the first time believed that the *S'iva* idol was alive, conscious, *chaitanya*-full (intelligence, spirit) and it was that belief which forced him to tie the bandage on the nose. The moment he realised that the idol was full of *chith* (consciousness), he got the realisation he was struggling for.

6.1.3 GOD DOES EVERYTHING FOR THE BEST

There was once a Minister to a King who was in the habit of declaring whatever happened was for one's good. One day the King cut his finger while slicing a piece of sugar cane. Seeing the bleeding finger the Minister said as usual "God does everything for the best". The King flew into a rage and said "Here I am suffering with the pain of a bleeding finger and you say God does everything for the best. Enough of your philosophy. Is this the way of consoling me? How can this be for the best when the pain is intense and real? The King immediately committed the Minister to prison. Even then the Minister said calmly "Even this sentence is for my best."

A few days later, the King went alone for hunting in a forest. When the hunting expedition was over the King was resting under a tree. Just then the servants of a certain tribal chief of the forest seized the King, bound his hand and foot. The King questioned them: "Why do you bind me? What are you going to do with me?" The tribesmen replied: "We are going to sacrifice you at the altar of our goddess Kali. It is the custom to offer her a human sacrifice once a year. The time has arrived. We have been looking out for a human being. We are fortunate in having found you." The King remonstrated: "Let me go, I am the King of the realm, you cannot kill me for the sacrifice." The tribesmen laughed and said: "We are glad that this year's sacrifice would be unique and our goddess will be highly pleased because we are going to offer as sacrifice a great personage."

The King was carried and duly placed on a sacrificial altar. Things were ready for the death blow; the priest noticed the bandage on his left hand forefinger. They removed the bandage only to find that a portion of it was cut. The priest said: "This man is not acceptable as a sacrifice to our goddess. A man with a defect in his body is not fit for sacrifice. Set him free."

The King remembered the words of the Minister uttered when his finger was cut "God does everything for the best."^{॥॥} He realised that the injury to his finger alone had saved him from death. He at once hurried home and went straight to the prison to set the Minister free. He said, "I seek your forgiveness for the rash and cruel treatment accorded to

you." The minister said: "Your majesty; you have done no harm. There is nothing to forgive." The king once again questioned: "Why did you say that my sending you to prison is for your good?" The Minister replied: "If I had not been confined in prison, I would have accompanied you when you went for hunting. I would have been in your company. When the tribesmen came to know that you were unfit for sacrifice, they would have chosen me and offered me as a sacrifice. So God does everything for the best."

6.1.4 SHUTTERS TO EYES :

Swami once in an interview to a group of youth narrated this beautiful story.

Swami asked the boys, why God gave shutters to eyes and ears and not to the Nose and mouth. The members were puzzled with this surprise question from Swami. Mercifully Swami narrated this wonderful simple story that narrates the profound deep meaning.

Swami explained that if you smell something bad, the damage it can do to your core being is very little and hence God didn't give shutters to the Nose. Swami said, if you listen to something bad, after few months, one tends to forget the exact words communicated or even the very context of the words communicated. In short, Swami said that nose and ears are weak senses. Since the damage that they can cause to the inner core is very less and hence God felt that there was no need for shutters.

Then Swami spoke about the shutters to eyes . He said if you see something bad, those negative images will remain as a film and get recorded in your mind as permanent images. The moment you remember those instances again, even after decades of occurrence of those events, those negative images from the mind will surface in front of your eyes afresh. Many a times, it might be so that one may not be able to control the environment around and might be forced to see some negative things happening around. Then to give them an aid to insulate themselves, God gave these shutters to the eyes. When you have negative scenes happening in front of you, just shut your eyes, Swami said. Don't allow those scenes to enter you and harm you. Use these shutters effectively to only see all that is good and positive.

Story of Tulasidas - God I don't deserve these eyes. I abused my eyes when I was singing your glory. He uses thorns to blind himself so that he can never do wrong again. In one interview Swami Said, you are all young boys. Don't have these bad looks. It's better that you all pierce your eyes if you're putting them to wrong use. We can imagine how serious Swami was about this aspect. (Watch out that any over adventurous children / youth don't resort to any such thing) Make sure that message is well understood.

Story of Surdas – Krishna offers to give eyesight again. But Surdas says, he just needs the eyesight for one moment to see the beautiful form of lord Krishna. After he sees Lord Krishna once, he insists that the eyesight is taken away so that he can do no wrong with the senses again.

6.1.5 SHUTTERS TO THE MOUTH :

Swami later spoke about the mouth and the importance of the shutters that God gave to the mouth. He said there is a Telugu language proverb "Noru manchidaina, ooru manchidavunu" meaning if your tongue is in control then entire village will be your friends. Swami said tongue survives carefully amidst sharp teeth and will make sure that it is not bitten by sharp teeth all around. Tongue demonstrates to us, how man should lead his life carefully and humbly without getting hurt by the harsh environment around.

The tongue is liable for four big errors: uttering falsehood, scandalising, finding fault with others, and excessive articulation. These have to be avoided if there is to be peace for the individual as well as for society. The bond of brotherhood will be tightened if people speak less and speak sweetly. That is why silence was prescribed as a vow for

spiritual aspirants by the scriptures. You are all spiritual aspirants at various stages of the road, and so this discipline is valuable for you also.

Swami then went on and explained the story of “Shalya” the charioteer of the great warrior “Karna” in Mahabharata. Shalya used wrong words to demoralize the greatest warrior. Karna in fact was more skillful and an agile warrior than Arjuna. He would have emerged victorious but for the influence of the negative words used by Shalya. Karna was deeply affected by these negative words which eventually lead to his death during the war.

Swami said one should always check his words. Words need to be spoken out of compassion and should be sweet. One’s words should give solace and motivation to people listening to them. It should not excite, inflame, insult or hurt people. Lord Said you should always use loving, consoling and truthful words and not deceitful, untruthful, hurtful words. Swami said, because of Shalya’s wrong usage of words, the greatest warrior in Mahabharata had to see an end. Those words demoralized and de-energized the warrior.

Hence Swami said, one should learn “Krishna Sarathyam” positive leadership, the way Lord Krishna motivated Arjuna to fight the war but not resort to “Shalya Sarathyam” demotivating leadership. Swami went on and said, God gave shutters to Eyes and mouth for this reason. He said, to aid man to not over indulge with his words and to keep the mouth shut when silence is best, God gave shutters to mouth. When there is no need to speak, use the shutters to perfection.

In the end Swami said, Maya is created by the tongue. Tongue is the only sense that can portray truth as untruth and untruth as truth. All other senses do their tasks diligently. Tongue does two tasks of tasting the food and speech. Hence one has to be doubly careful. Swami said, Maya (Delusion) dances on the tongue of man like a “Nartaki” (Dancer). If man wishes to take control of Maya then he should do the reversal of the word “NA RTA Kee” which is “Kee Rtha Na” (Singing the Divine name}.

6.1.6 BAD LOOKS ENCOURAGE BAD THOUGHTS

Students — boys and girls! In this phase of life, there are many virtues that you must acquire; later, you must make good and active use of them. Only if you accumulate wealth now, can you spend it later. If there are no “earnings” now, what can you do later? You must therefore firmly resolve to develop right now good intellect, good habits, and good speech.

Buddha repeatedly stressed the need for right vision and never tolerated any violation of this maxim by His disciples. Bad looks encourage bad thoughts, which ultimately lead to ruin. Looks must therefore be strictly controlled.

Summer Showers in Brindavan 2000;

6.1.7 GLORY OF THE TONGUE:

Jihvagre Vartate Lakshmi

Jihvagre Mitra Baandhavaha

Jihvagre Bandhanam Praapti

Jihvagre Maranam Sthiram

Embodiments of Love, through speech one can acquire kingdoms and wealth. With speech you can develop different relationships with friends and relatives. We get bound by speech, become slaves to others and lose our freedom. Death also occurs on account of speech. Speech is the very life for humans. Speech is the backbone of human life. Speech has mighty power.



Jihve Rasagne Madhura Priyevam

Satyam Hitam Tvaam Paramam Vadaami

Aavaranaeta Madhuraaksharaani

Govinda Daamodara Maadhaveti

(My tongue! You are fond of sweet things and have the knowledge of discriminating taste; I tell you the highest truth, which is also the most beneficial. Please, just recite these sweet syllables: Govinda, Damodara, Madhava)

O Tongue! You are the knower of taste, you are so dear, you speak the truth also so pleasingly. O tongue, you should never enter into slandering others, criticizing others, or making fun of others. Remember the divine and sweet name of God. Propagate the name of God to others. Speak good words, sweet words. Do not speak in a manner that causes excitement.

Anudvegakaram Vaakyam

Satyam Preeti Hitam Cha Yat

(Do not speak words that cause distress. Speak the truth in a pleasant and comforting way - Bhagavad Gita – 17.15)

Speak the truth in a pleasant way. Speak moderately. Unfortunately, today, such sacred, sweet, Divine and novel talk is fast disappearing. That is why the society is restless and bereft of peace. The whole society is confused.

Among all the sense organs, the tongue is most dangerous. Each sense organ is equipped with one type of power. But the tongue has two types of powers. One is talking and the other tastes. That is why Jayadeva (a Sanskrit poet circa 1200 AD, most known for his composition, the epic poem Gita Govinda, which depicts the divine love of Krishna and Radha) described the tongue in so many different ways:

Jihve Rasagne Madhura Priyevam

Satyam Hitam Tvaam Paramam Vadaami

Aavaranaeta Madhuraaksharaani

Govinda Daamodara Maadhaveti

(My tongue! You are fond of sweet things and have the knowledge of discriminating taste; I tell you the highest truth, which is also the most beneficial. Please, just recite these sweet syllables: Govinda, Damodara, Madhava)

O tongue which can recognize all the tastes, O tongue which can speak all sweet words, O honourable tongue, I would use this tongue only for uttering the name of God and not for anything else. I do not like to make such ❌

sacred tongue impure. I will use this tongue only for speaking the truth. I will use it only for speaking sweet words. In the same way, the Bhagavad Gita has also laid stress on truth.

*Anudvegakaram Vaakyam
Satyam Preeti Hitam Cha Yat*

(Do not speak words that cause distress. Speak the truth in a pleasant and comforting way - Bhagavad Gita – 17.15)

The truth must also not be distressing (causing excitement) or unpleasant. Thus the tongue has so many sacred qualities. We must make use of the tongue very carefully. It is because of the tongue again that we get bonded or liberated. It is the tongue that bestows on us permanent happiness and joy. Therefore, among all the sense organs, the tongue is most dangerous and also most significant. Therefore, we must use all the sense organs very carefully.

6.1.8 VIRTUES OF THE TONGUE

The tongue is one of sacrifice. When it tastes sweet delicacies, it sends them to the stomach. But if the item is bitter, the tongue at once spits it out. Not merely that, the tongue conducts itself in the most respectful manner. It does not step out of its house (mouth) under any circumstances. It does all its work without crossing its limits. While all other senses do only one work each, the tongue alone has the capacity to do two types of work, namely, to taste and to speak. That is why one has to exercise proper control over the tongue lest it should indulge in sinful activities like talking ill of others. In times of anger, observe silence. Our ancients taught: *Talk less, work more*. The lesser you talk, the purer your heart remains.

6.1.9 TONGUE AMIDST THE SHARP TEETH-VIBHEESHANA AMIDST THE DEMONS-

1996 May 26

Vibheeshana says) When Hanuman stepped into Lanka for the first time, I appealed to him, “Hanuman, I am living just like the tongue amidst the (sharp) teeth. Lanka is full of great demons. I am living like the soft tongue amidst them. How long have I to live like this? When will I receive Sri Rama’s Grace? When will I get the proximity of that great personality? Every minute, I have been waiting for that moment.

Hanuman offered good advice to Vibheeshana. “Vibheeshana, not only for you; in this world for all good people, there are many bad people who keep moving around like sharp teeth. Such evil and wicked people keep roaming around like sharp teeth among great men, ascetics and Avatars. But recognize one thing correctly. What was born with you is this tongue. The teeth come midway. That means; the tongue having qualities like *Satva* (piousness), *Dharma* (righteousness) and *Ahimsa* (non-violence) was born first. Not just that,

*Jihve Rasagne Madhura Priyetvam
Satyam Hitam Tvaam
Paramam Vadaami*

O sacred tongue, you are the most sacred one born along with me. The tongue is associated with great virtues. The tongue is so sweet. The tongue teaches the principle of truth. The tongue stands for eternal truth. It is the tongue that decides. It is born along with you. This is the quality of noble souls. The tongue has assumed the form of a noble soul. Around the tongue, the evil, wicked sharp teeth were born later. The evil and wicked ones are waiting wondering how they can trouble the tongue. The teeth obstruct the tongue from coming forward in any matter. But just because of this, the tongue does not forget its duty. When the lips become dry, the tongue looks out for some appropriate time and comes out softly to wet the dry lips.

For noble souls, whatever dangers may come their way, whatever dangers may be created by the wicked ones, they being equivalent to the tongue, cool the society (bring peace to society), making sure that it (society) does not get heated up, dried, or destroyed. Therefore, the tongue is verily the form of noble ones. The teeth are the forms of the wicked and evil ones. They will always cause pain to others but will never help them.

6.1.10 05-UNITY AMONG ALL SENSE ORGANS-STRIKE AGAINST TONGUE-

1994 January 01 (No English Translation in the audio clip)



Once the sense organs of the body got together and made an effort to go on a strike. (They were deliberating thus) We are acquiring all the food and eatables. The food acquired thus is being offered by us to the tongue. The tongue is experiencing the sweetness and all the tastes. It is not helping us in any way. We earn (all the food) and the tongue experiences (all the joy). This is not correct. The sense organs that knew the inner feelings, took to the wrong path.

(Truly speaking) The tongue does eat but does not experience. It sends the food to the stomach, converts it into blood, takes it to the heart, makes it pure inside the lungs, and then supplies this blood to all the organs of the body. It does not experience anything for itself.

The sense organs, not being able to recognize this daily sacrifice made by the tongue, developed hatred towards the tongue stating that the tongue alone eats everything and it does not give them any joy. The strike commenced. It was decided that no food should be offered to the mouth. “O skin, be careful. O eyes, be careful, O ears, be careful. O nose, be careful”. Normally, any item when seen, the hand moves forward to take it. When the ear hears about any sweet item, the mind desires to acquire that. It was now decided that all the sense organs would stop all their activities.

No food was supplied to the tongue for couple of days. Whose was the loss? All the sense organs became weak. The eyes were not able to see. The ears were not able to hear. No words could be uttered. It was not possible to even inhale the breath. The whole body became weak. Then the sense organs felt, *Che Che Che* (an expression of disgust). Because we supply (food) to the tongue, it in turn supplies all forms of energy to us. Now because we are not offering (food) to the tongue, we all have become so weak. We are causing lot of harm because of our foolishness, selfishness and self-centeredness. They realized that this harm will come back to them in turn.

6.1.11 TONGUE IS MOST IMPORTANT-SPIRITUAL JOURNEY OF TONGUE

1990 May 23

The fundamental among all the sense organs is the power of speech. If one can conquer one's power of speech, it would amount to conquering all the sense organs. Eating and talking are the tasks that take place through the tongue.

These are also called as Aahara (food) and Vyahara (habit). The human being who gains victory over these two, the principle of such a human being merges in the Divine principle of mind. From then on, the (external) speech will come to a standstill and the mind will start speaking. One would have to awaken the Buddhi (intellect) to shut the mouth of the mind. Effort has to be put to gradually advise the intellect and turn it towards the Atma. True Sadhana consists in merging the speech (word) in the mind, the mind in the intellect, and the intellect in the Atma. In spite of having such a good and royal pathway, human beings, falling prey to the worldly comforts and temptations and forgetting this sacred path, are taking to the sorrowful path of the senses.

Silence is the only language of the realized. Practice moderation in speech. That will help you in many ways. It will develop Prema, for most misunderstandings and factions arise out of carelessly spoken words. When the foot slips, the wound can be healed; but when the tongue slips, the wound it causes in the heart of another will fester for life. The tongue is liable to four big errors: uttering falsehood, scandalizing, finding fault with others, and excessive speech. All these have to be avoided if there is to be Shanthi for the individual as well as for society. (Sathya Sai Baba, SSS. Vol.1 p. 62)

The first step in the *Sadhana* is the cleansing of the speech. Talk sweet without anger. Do not boast of your scholarship or attainments. Be humble, eager to serve; conserve your speech. Practice silence. That will save you from squabbles, frittering thoughts and faction. (Sathya Sai Speaks Vol II p.34-36)

I insist on silence. Talk less, talk low when you must talk. Do not thrust your sorrows, your needs, your problems into the ears of those who have come here with their own bundle of such things. They are not interested in adding to their troubles. I am here to listen to you, to console you. Do not by loudness of voice disturb those who are meditating or reading or writing the Name of God. (Sathya Sai Baba, SSS. Vol. 3 p. 9)

The Silent Man Has No Enemies The tongue is the armour of the heart; it guards one's life. Loud talk, long talk, wild talk, talk full of anger and hate – all these affect the health of man. They breed anger and hate in others; they wound, they excite, they enrage, they estrange. Why is silence said to be golden? The silent man has no enemies, though he may not have friends. He has the leisure and the chance to dive within himself and examine his own faults and failings. He has no more inclination to seek them in others. If your foot slips, you suffer a fracture; if your tongue slips, you fracture someone's faith or joy. That fracture can never be set right; that wound will fester forever. Therefore use the tongue with great care. The softer you talk, the less you talk, the more sweetly you talk, the better for you and the world. (Sathya Sai Speaks, Volume V, Chapter 21: The Rare Chance.)

6.1.12 INDIANS TAUGHT ALEXANDER

There is a story of Alexander the Great, which illustrates the glory of Indian culture. It seems Alexander used to go incognito to the villages around his camp, in India, in order to learn the habits and manners of the strange new land into which fate had brought him. One day, he found a man pleading with another to accept a pot of gold, which the other was refusing even to look at! He came to know that the pot of gold was discovered under the soil of the field purchased by the man from the other who refused to accept it. The buyer argued that he had bought only the land and was therefore not entitled to own the pot of gold; the seller said he had no right to anything found on or in the plot that he had



sold. Alexander watched this contest for some time; both did not yield. At last, the village elders were called in to decide the issue. And, even as Alexander watched, the elders found a happy way out; the buyer's son shall marry the seller's daughter, and the pot of gold shall be given to the bride as dowry! Alexander felt elated at the heights to which human virtue could rise; he was also ashamed at his own adventurous ambition to conquer another's property by force of arms. The ideals underlying the ancient culture of India have to be studied and practiced by every Indian at least, so that the world might have the benefit of the great example this can provide.

6.1.13 URGENT LETTER TO LORD NARAYANA

In an obscure village lived a mother and her son. The boy had lost his father when he was just two years old. The mother exerted herself in many ways to earn enough money for bringing up her only son and educating him. The boy too was very smart, obedient and had a great love and regard for his mother. The boy grew up and reached seventh class. He was studying hard for the examination. One day he told his mother, "Ma, I have to pay fees Rs. 20 for the examination within four days. Please somehow get for me the amount."

The mother was panicky, she had no money with her, and it was the last week of the month. She went to the headmaster and explained her inability to pay the fees in time and requested to help her in some way or other. The headmaster replied that nothing was in his hands. The mother returned home, sat under a tree near her hut and was weeping. The boy returned from the school, found his mother weeping. He sat near her and asked: "Why are you weeping mother?" "My son, I cannot find money. You cannot go to school from tomorrow. You better come and work with me. There is no other way." The boy said: "Why don't you ask somebody a loan of Rs. 20. After the examination, I shall work and will be able to pay back the amount." "My dear son," replied the mother, "who will give me the money? Only God if He will." The boy eagerly enquired, "Who is God, Ma? Where is He? What is His address? I shall go and get money from Him." The mother helplessly said: "Yes, there is the Lord of Vaikunta, Narayana, who is the source of all wealth."

Without a moment's hesitation, the boy ran to the post office. He had a few small coins with him. He purchased a card and wrote on it his mother's unfortunate condition, his own need and requested God to send Rs. 20 immediately by return post. He ran to the post box tied to a tree, but he was too short to reach the slit to put in the letter box. The postmaster who had been observing the boy all the while, came out took the card from him and asked: "To whom are you writing the letter?" The Boy said: "Oh Sir! This is a very urgent letter to Lord Narayana in Vaikunta. I have to pay my examination fees within three days. I am writing to him requesting him to send Rs. 20 immediately." The postmaster stared at the address on the post card. He could not find words, tears gathered in his eyes at the innocence of that boy. "My dear boy, who gave you this address?" asked the postmaster. The boy narrated the dialogue between himself and his mother. "Sir, my mother says that God is very kind and He will certainly help the poor like us if only we pray to Him earnestly." The postmaster was very much moved. He patted the boy and said: "My dear boy, I shall see to the express delivery of this post card. You better come day after tomorrow."

The boy ran home in a joyful mode. He told his mother that he would get the money in a day.

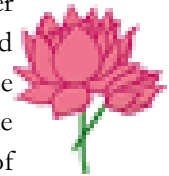
The boy went to the postmaster the day after. The postmaster said: "My dear boy, here is the cover, inside it you will find Rs. 20. Now go and pay the fees." The boy ran home with the cover and placed it in his mother's hands. The mother asked him sternly how he had got the money. The boy narrated the entire discussion with the postmaster. She would not believe him. She hurried to the postmaster and asked him whether what her son had told her was true and how it could have happened. The postmaster told her: "Mother, believe me. I have always been a hard hearted man. When I saw your son with that letter, I could not believe my own eyes. A letter written to God with such faith. It moved me. It must be God who had induced me to come to the rescue of your son. Please take the money. It must be

God's will that I should give this money. Otherwise I would not have chanced to see your boy and your son's faith in God would have been shattered. I consider this an opportunity to help a good boy."

If we pray to God sincerely, God does help us. He would induce someone to act as His agent. Implicit faith in God alone would rescue everyone from all troubles and travails.

6.1.14 HOW TO DEAL WITH A BAD HABIT

One got into the habit of eating opium. It was not possible for him to control this habit. He was always in a kind of coma. A saintly person visited his city and was offering advice and comfort to many. The opium-eater also sought the advice of the saint. The saint said that his health was deteriorating and that he should give up eating opium. At this, the opium addict said that it was not possible for him to give it up. He requested the saint to give him some advice. The saint asked him how much of opium he used to take every day and was shown a certain lump as the quantity being taken every day. The saint got a piece of chalk, equal to the lump of opium and told him that he may continue eating opium but should not take more than the weight of the chalk each day. The opium eater was quite happy but he was also told that every day he should write 'OM' three times on a blackboard with that chalk. In this manner, the chalk was reduced in size every day and so the amount of opium which the person was eating also got reduced gradually and ultimately this habit was removed.



6.1.15 SHUTTING OUT AN ADDICTION COMPLETELY

The actions that we perform are very vital in deciding our habits. And addictions are nothing but habits that have got hardened. Sri Sathya Sai Baba says: "*Sow an action, reap a tendency; Sow a tendency, reap a habit; Sow a habit, reap a character; Sow a character, reap a destiny.*"

That beautifully summarizes the importance of actions and need to cultivate good habits. An addiction always results from a bad habit. And so, it is important to completely eliminate the habit(s) that led to the addiction in the first place. Many times, it so happens that a person who has decided to quit smoking, reaches the verge of quitting it completely and then turns complacent. He feels very confident that having done so much, he will be able to do away with the addiction anytime he wishes. So, he continues to play with those same habits that got him ensnared into the addiction.

In emphasizing on the importance of ridding oneself completely of a bad habit, Swami does a beautiful play on the word - HABIT.

He says that when one decides to give up a habit, one must do so completely. If he gives up only a part of it, say 'H', then 'A BIT' still remains. Now, he gives up the 'A' and a 'BIT' still remains. Giving up the 'B' to kick out the habit, he realizes that 'IT' still remains. He throws out the 'I' now and 'T' (habit of drinking tea) still remains!

I could not help smiling when I heard Swami do this play on the word HABIT in a discourse during my school days. And it has remained embedded in my conscious ever since. The explanation shows that human faults are like garden weeds. They grow without cultivation and soon take over the whole place if they are not thinned out and eliminated completely.

The lessons from that story: Through simple stories, Swami conveys so many messages. Reading the above story, these were the three points that struck me:

1. An addiction cannot be given up in an instant, just like that, based on a decision made in a strong moment. Since it is nursed by the mind and not just the body, it is a tough opponent to combat. That is why the addict, needed months to get over it.

2. Directly telling the addict to give up on something he indulges in will be of no help as it simply shuts him to any further inputs. The giving-up process has to be disguised with something else - some other activity. That is why the holy man assures the addict that he would not have to actually give up opium!

Delving a little deeper into this point, this is the method God always uses. If He were to tell us - All your possessions, relations, careers and wealth are useless. Come unto me and I shall give you the ultimate after taking away the useless things - nobody would have ever sought God!

That happens because we are all so addicted to the world. That is why Swami disguises the ultimate gift by offering us trinkets and tinsel in the beginning. As He says, *"I give you what you seek so that one day you will seek what I have come to give."*

3. Prayer and God's grace are vital for giving up addictions as they are for anything else in life. Theoretically, the addict in the story could have written anything on the slate to reduce the size of the chalk pieces. Even words like "train", "buffalo" or "Aurangzeb" should have done the trick right? But these are the subtle nuances we have to grasp while listening to Swami's Chinna Katha. The need to write 'Aum' implies the need for God's help.

6.1.16 GIVING UP A BAD HABIT

An addiction is a habit that has gone beyond control. So, while the 'opium-addict' story of gradually giving up works for an addiction, a 'bad-habit' has a slightly different treatment.

A few teachers from the Brindavan campus of the Institute got the privilege of being called in for an interview with Swami. As always, the first enquiries Swami made were about the students and how they were faring. The teachers told Him that they were all doing well by His grace. Swami was happy. He then began to speak about the importance of inculcating good habits and giving up bad ones.

The professor of Mathematics who was seated in front of Swami asked a doubt, "Swami, how should one give up one's habit - all at once OR little by little?"

Swami looked at Him, almost with pity and asked back, *"Suppose you think you are holding a rope in your hand. Suddenly you look at it and realize that it is a snake! Will you release it little by little or drop it all at once??"*

Everyone laughed, including Swami, at the dramatic example. The message was clear.

But the professor persisted, "Swami, but a bad habit does not go away so easily. What to do?"

There is something magical in going the opposite way when it comes to bad habits.

Suddenly Swami's face changed. It became serious. He almost glared at the professor. Then, He began to search for something. He found an empty envelope on the window sill. He picked it and rolled it into a tube. When the professor was about to ready himself to receive a blow from the rolled envelope, Swami released the envelope. It now lay in His palm, slightly curved.

"How will you straighten this?" He asked. Nobody answered as they awaited Swami to provide it. Swami now turned the envelope around, rolled it in the opposite direction and released it. It now lay flat in His palm.

He then smiled and said, *"to remove a bad habit, counter it in the opposite direction with a new good habit."*

6.1.17 GIVE UP AT LEAST ONE BAD HABIT

A wicked man once went to a Guru for initiation into spiritual life. The Guru asked him to give up at least one of his bad habits; he gave up uttering falsehood. That night, when he went to the Royal Palace to commit theft, he found on the terrace another person, who said, he too was a thief. He too announced that he was a thief and both broke into the treasury and divided among themselves the diamonds found there. The other person was none other than the king; he pretended to be a thief and he knew where the keys of the treasury were. While the diamonds were shared, the honest thief felt pity for the king of the realm who was losing his entire stock; he asked his companion to leave one diamond behind in the safe. And, it was done. Next morning, when it was discovered that the treasury was looted, the Minister was sent by the King (who had acted as thief the previous night) to assess the loss. The Minister found a diamond that had missed the eyes of the thieves. He quietly transferred it to his own pocket and reported at court that all the diamonds were gone! The King had got from the honest thief his address the previous night while they parted company, with their separate bags. So he sent for him and when he stood in court before the King, he confessed that all but one of the diamonds were stolen by him and his unknown associate. The diamond was discovered in the pocket of the Minister and the King dismissed him for the lie. The honest thief was appointed Minister instead, and he gave up his other evil habits too and pleased his Guru, by his fame as a virtuous administrator.



6.1.18 HOW TO DO NISHKAMA KARMA? SELFLESS ACTS

Swami in one interview asked the youth: What is Newton's third Law? The Youth replied that Every action has got an equal and opposite reaction.

Then Swami explained the deeper aspect of this example. Swami said, you take a ball and throw it on the wall. The Ball rebounds and comes back. If you do a faster throw, the ball comes back faster and if you do a slower throw, ball comes back slower.

Good action, Good reaction and Bad action Bad reaction. Swami loving said, children you know that the ball will rebound back to you when you throw it to the wall. Exactly the same way, any action that you do will rebound back to you.

Good action will surely reap Good results and Bad actions are sure to accrue bad results.

Swami said, when you know that the ball is sure to rebound from the wall, are you expecting that the ball should come back to you. You don't expect the ball to come back, since you are very sure that the ball is sure to rebound back to you.

In the same way, when you do actions, you are sure to reap the results. When the results are sure to come back to you, do you have to expect?

Swami said that, you have an important task here. You just discriminate whether you are doing good or bad. Do Good and avoid Bad.

When you do Good, it will reap Good only. Since good results come back naturally when you do good, you don't have to expect anything.

6.1.19 PARENTS ARE YOUR GOD

Bhagawan has always stressed on the importance of respecting our parents and showing our gratitude to them. He puns on the word "parent" and calls it as "pay rent". That is we need to pay our rent in the form of gratitude to our

parents to whom we owe our very existence. In this posting, Bhagawan elaborates on this obligation of every son and daughter.

There are six Discourse excerpts presented in this posting. These are taken from Divine Discourses given by Bhagawan in the years 1995, 1996 and 2004.

Each audio clip has a name that adopts the following code: Serial number, Title appropriate to the key content, Duration of the Clip, Year-Month-Date of the Audio Clip. Below the title is the translation in English of the select excerpt of the Discourse, followed by the audio player. The post ends with a short quiz that would help you evaluate your assimilation of Bhagawan's message.

6.1.20 LOVE YOUR PARENTS-SHOW YOUR GRATITUDE TO THEM

1995 Aug 23

The most sacred teaching of the Vedas in Bharath are three – Matru Devo Bhava, Pitru Devo Bhava, Acharya Devo Bhava. Students, this is one aspect you must always bear in mind in future. Who is God? Mother and Father are God. As soon as you are born, you see your mother. It is the father who nurtures you. Therefore, forgetting these physical God's who are directly in front of you, trying to seek for God elsewhere is of no use. They are the ones who are with us in our difficulties, loss and sorrows, who understand us, and nurture us. Therefore, your blood, food, head and wealth are parents' gift. Therefore, first you should express your gratitude to your parents. You must respect them. This is the ideal set by Sri Ramachandra. He followed the command of his father, he gave up the kingdom over which he had full right. Today, even undeserving people desire for a kingdom to rule. Rama stood for truth and obeyed the command of his father and followed his word. He was never worried that leaving the kingdom he would have to go to the forest and face difficulties. Therefore, first respect your parents and follow their command. Follow in their footsteps and lead an ideal life. Then only can you be a true devotee. On one side bringing tears in the eyes of your parents and on the other side worshipping the Lord, what is the use? No no, you must love the beings and chant the name of God. There is no greater devotion than Love. Love, love and love. Love your parents first. If you do not love your parents, you can never have true love. Parents were there even before you were born. Without loving your parents who existed even before you did, if you love your wife who has come in the middle, can you achieve anything? Wife and children are the ones who come in the middle, like passing clouds. Parents are of primary importance. They were there even before you were born. Therefore, first love your parents. Respect your parents. Please them. When you make them happy, your life will be happy throughout.

6.1.21 GRATITUDE TO PARENTS

1996 July 10

The one who has no inclination to study becomes lazy. He has lot of time, not that he does not have time. He wastes so much time, money and energy and causes so much anxiety to his parents. They get so worried, "what will happen to my child?" You should bring a good name to your parents. Your blood, food, head and money are gifts of parents. Therefore, first you must express gratitude to your parents. You should never be the cause for any anxiety to your parents. Be such ideal students. It is such ideal students whom I often refer to as '*bangaroo*', '*bangaroo*'. All of you should become gold. What type of gold? Not roll gold but pure gold.

6.1.22 PARENTS-RESPECT THEM AND NEVER CHEAT THEM

1996 July 08

Therefore, our hearts should be full of noble feelings that enable us to make our parents happy and express our gratitude to them. If you cheat your parents and let them down, and go on the wrong path, you are the worst fellow. There is no use of any education. Instead of studying like that it is better if you beg going from house to house.

6.1.23 TAKE CARE OF PARENTS-SERVE THEM-DO NOT CLAIM PROPERTY

2004 January 12

The moment we get our degrees, we want to run away to foreign countries like America, Japan, Germany etc. In case our parents visit us there, we ask them to go and dine in the restaurant. The modern education does not cultivate the virtue of even serving food to your own parents. Today children are offering such a gory treatment to their parents. No, no, this is not sacred. This is worst of the sins. You should take care of your parents. You should take them close to you. You must take great care of them as they advance in age. Children start claiming their share of the property once parents come of age. Children are ready to share the property but are not ready to nurture a proper mind. We need a proper mind. That will take us to the Supreme state. Try to attain that Supreme state. The more our education, the more should be the virtues in us.

6.1.24 NEVER FORGET PARENTS-IF YOU DO NOT RESPECT THEM-YOU WILL GET NO RESPECT

2004 January 12

If we do not respect our parents, the dogs too will not respect us. The Bharatiyas are ruining their life like this today. Whichever country you may go, whatever position you may be in, you must never forget your parents. The Vedas say – *Matru Devo Bhava, Pitru Devo Bhava, Acharya Devo Bhava, Athithi Devo Bhava*. They nurtured such noble virtues. Bharath has fostered such noble virtues in all of us. When we travel to other countries, it makes us forget our parents too. What is the use of such education? Whoever it may be, first respect your parents and follow their command. Such children will reach great and noble heights in their life. Embodiments of love, students, whatever may be the difficulties, you must take care of your parents. Facing any type of challenges, even working as a coolie, they take care of you and bring you up. If you do not respect such parents today, how do you expect the world to respect you?

6.1.25 MAKE YOUR PARENTS HAPPY-BE GOOD-NOT NECESSARY TO BE GREAT-

2004 January 12

Children, you have to learn these habits, nurture these traditions, and earn a good name and recognition in the future. Make your parents happy. They should feel happy that their children are listening to them and following their word. If you earn that one repute, it is enough. You cannot earn God's Grace by just worship and ritual. People should say – see how obedient this person is to his parents. The more you study, your ego increases. It does not enhance your humility and faith. Therefore, make an effort to increase your humility and faith. Then only you will be the future leaders of the country. You do not need to be great. If you are good, that is enough.

6.2 Parents module

6.2.1 SAI TIPS TO PARENTS

The home is a temple where each member of the family is a moving temple and is nurtured and nourished. The mother is the high priestess of the House of God. Humility is the incense with which the house is filled. Reverence is the lamp that is lit with love as Oil and Faith as wick.

Home is heaven when there is Love and understanding and the same becomes hell when there is distrust and hostility. The home and the family is the basic social institution everywhere in the world. When the home improves, the whole world will be better. The home where the name of the Lord is not heard is a cave and nothing more. If the home is filled with clean fragrance of contentment and peace, all its occupants will be happy and healthy. The elders have, therefore, a great responsibility towards the generations that is coming up.

That home, where the husband and wife are bound together by holy love, where every day both are engaged in the reading of books that feed the soul where the name of the Lord is sung and His glory is remembered, that home is really the Home of the Lord. The homes in which the Bal Vikas children grow, as indeed all homes, have to be clean, with vibrations free from hatred, envy, greed, spite and hypocrisy.

The food that the child eats must be wholesome and pure. Between the ages of two and five, the child's mind is profoundly affected by the behaviour of those nearest to him, so the parents must take care to set a good example. The family is essential for the blossoming of human personality; how can a helpless baby grow and learn, talk and move forwards without a home?

Home is the dwelling place of Right Conduct. A home is a home if the woman is honoured and respected within it. Such a home is the heaven of prosperity and peace.

6.2.2 PARENTING STARTS EVEN BEFORE THE BIRTH OF THE CHILD?

In former times, the tradition and custom in our homes was, when women were pregnant they used to listen to sacred stories, to fill their minds and hearts with pure and holy thoughts, thereby creating in the fetus "the purest vibrations". In contrast, women of today when they are pregnant prefer to see three films a day and hence, the babies born are inclined to "cinema children" possessing all low and vulgar propensities. The ancient sages knew this truth. No wonder that the children born under such conditions had noble nature and heroic virtues.

6.2.3 PARENTS - OWNERS OR TRUSTEES?

Children do not come to you, but through you. Parents must feel that they are servants appointed by the Lord to tend little souls that are born in their households, as the gardener tends the trees in the garden of the Master.

6.2.4 PARENTS ARE LIVING GODS

First and foremost, you should show gratitude to your parents. Your blood, your food, your head and your money are all the gifts of your parents. You do not receive these gifts directly from God. All that is related to God is indirect experience. It is only the parents whom you can see directly and experience their love. So consider your parents as God. God will be pleased and will manifest before you only when you love and respect your parents. Once when Sita was teaching how to worship God, Rama intervened and said, "Oh simple minded one, who is greater in the world than the mother and the father? They know our difficulties and needs. They are able to understand our feelings. They are able to fulfill our wants. Having such known entities who take interest in your welfare, why should you go after unknown entities?" At all times, the parents are looking after you. You have to worship them. The mother can be compared to the earth and the father to the seed. Unless the seed is sown in the earth the plant will not sprout. You cannot ignore the father and mother who are responsible for your birth and growth.

6.2.5 MOTHER'S GLORY

A mother is God's nursemaid and the duty of a mother to her children is God's Grace and this Grace is God's monthly salary to her. For lakhs of students and children who go to school, the mother is the first teacher. The first Guru is the mother; her example, her advice, her admonition affects man the deepest and the longest. Women should realize that, irrespective of their education or position, their foremost obligation is to protect the home.

Women are the mothers of the coming generation; they are the teachers of that generation, during the first five years of life,...The Dehamatha must reveal to the children the glories of all the other four; so her responsibility is the greatest and the most crucial.

Establish the status of the mother in the home, as the upholder of spiritual ideals and, therefore, the Guru of the children. Every mother must share in the effort-the expansion and steady manifestation of the God-Consciousness latent in every child.

The mother's lap is the school for every man. Only, dedicated mothers can offer to the nation who will strive for a great future for the country. A good mother is a national asset. The mother is the most decisive factor in life. A child's future is moulded by the mother.

Mother is given utmost importance in human life. There may be a wicked son, but not a wicked mother. It is because of the noble feelings of the mothers that sons become virtuous, intelligent, attain exalted positions and earn name and fame.

It is the mother that holds the child with her hands and it is the mother that feeds the child and teaches, it how to eat. It is again the mother that teaches the child to utter meaningful sounds and to speak. Therefore the mother is the foremost teacher. The feminine is the foundation on which a peaceful world is to be raised. When women are true and brave, kind and compassionate, virtuous and pious, the world can have an era of peace. There is nothing in the world sweeter than the love of a mother for the child. It is said that love has no form. But love has a form. The mother who loves her child, expresses the form of love.

6.2.6 BEHIND THE LEADERS...

*Rama's divinity blossomed under Kausalya's loving care;
Lava and Kusa could become powerful and famous,
due to their noble and virtuous mother Sita
the love and care of Jija bai made Shivaji a great warrior,
Fostered with the love of his mother Putlibai,
Gandhi became a Mahatma.*

Is there anyone in this world who can take care of you the way your mother does?

Amma (mother) is the first word that man picks up in life. The first letter of the word 'Amma' also happens to be the first letter of the alphabet.

6.2.7 THREE WISHES OF TWO NOBLE MOTHERS

Ishwar Chandra Vidyasagar was a noble soul. He was born in a poor family. He was living with his aged mother. He used to feel very sad seeing his mother wearing old and torn Saris. After he completed his studies, he took up a job and started earning some money. One day he sat by the side of his mother and said, "Mother, please tell me if you have any desires. Now that I have started earning money, I am in a position to fulfill them." She said, "Son, I don't have any desires. It is enough for me if you lead a noble life." After some time, he got a better job and started earning thousands of rupees. Then again he asked his mother to tell him if she had any desires. She said she had three desires and could not live in peace unless and until they were fulfilled. "Ours is a small village and there are many children who are wasting their time without going to school. So, please construct a small school out of the money you have earned". As per the wish of his mother, Vidyasagar got a school constructed in his village. Then he asked his mother to express her second desire. "Our villagers are suffering for lack of medical facilities. There is nobody to take care of them when they are affected with fever, cough or cold. So, I want you to construct a small hospital." Vidyasagar built a hospital too. Then after some time, he asked his mother, what her third wish was. She said, "The villagers are suffering due to lack of drinking water. They are being affected with various diseases as they are drinking polluted water." Immediately, he got a few wells dug and provided drinking water to the villagers. Ishwar Chandra Vidyasagar spent all his earnings to fulfill the desires of his mother. Easwaramma also had similar desires. Once she told Me, "Swami, our Puttaparthi is a small village. As there is no school in the village, the children are forced to walk long distances to attend schools in the neighbouring villages. I know that You are the ocean of compassion. Please construct a small school in the village." I asked, where she wanted the school to be built. She said she had a piece of land behind her house. She want the school to be constructed there. As desired by her, I got the school constructed. Though it was a small school, the inaugural function was a grand affair, attended by many devotees. The next day Easwaramma expressed the happiness over the inaugural function and said that she had one more desire. She wanted a hospital also to be built in the village. She said, "Swami, I don't want to put You to trouble. If You are troubled, the whole world will be in trouble and if You are happy, the whole world will be happy. So if it gives You happiness, please construct a small hospital." As per her wish, I got the hospital constructed. Bejawada Gopal Reddy, a highly reputed person in those days, was invited to inaugurate the hospital. The inaugural function was a grand one, attended by thousands of people from the neighbouring villages. Easwaramma did not imagine that this would be such a grand affair. Next day, she came up to Me and said, "Swami, it does not matter even if I die now. I have no more worries, you have fulfilled my desires and mitigated the suffering of the villagers to a great extent." I said, if you have any more desires, ask Me now. She replied hesitantly that she had yet another small desire. "You know that the river Chithravathi is in spate during the rainy season. But, in summer it dries to a trickle and people do not have drinking water. So, please see that some wells are dug in this village." I told her

that I would not stop with these small wells and that I would provide drinking water to the entire Rayalseema region. Easwaramma said, "I don't know what Rayalseema is. I am satisfied if our village is provided with drinking water."

6.2.8 FATHER'S SUPREME ROLE

Fathers who allow their sons to go astray are not real fathers at all. Prahlada declared: "He alone is a father who tells his son: Child, realise God. He is a true Guru who leads the disciple to God."

The heart of the father who fosters the child and develops his personality is also sweet. While there is a lack of fathers who can guide their children on the right path and set before them some lofty ideals. Some parents preach high ideals, but they cannot correct their own children at home. Who will listen to their sermons? It is easy to speak, but difficult to practice. The father symbolizes Vishnu as the protector.

6.2.9 MOTHER, FATHER AND THEN THE PRECEPTOR

It is the mother who teaches you the sacred principles like love, compassion, forbearance, tolerance and sacrifice. Mother shows the father, father takes you to the preceptor and preceptor directs you to God. That is why among mother, father, preceptor and God, Mother comes first.

The earlier years of life are the most crucial, and so mother and father have to share the responsibility of proper upbringing. The parents must lay the foundation strong and straight. The child must grow with the mother for the first five years of life. When a boy is five years old, the father has to take up the task of bringing him up. The father must encourage the son by example more than precept.

6.2.10 PARENTS AND TEACHERS WORK HAND IN HAND

The father and mother must supplement at home the training given by the teacher at school. They must acquaint themselves with the lesson the child receives at school and see that their conduct and advice do not conflict with what the child learns from the teacher whom he adores.

Children must be led into good ways of living, into simplicity, humility and discipline. All parents must be persuaded lovingly, through the example of bright, cheerful and co-operating children in Bal Vikas classes, to send their children also to these classes. Teachers should not be content with merely teaching the children. They should contact the parents and ascertain how they are behaving at home. Knowledge can be given by the teacher; however, the discipline, the rigorous control of the senses and behaviour must be administered by parents. Then the children become sacred souls, holy, sanctified individuals.

6.2.11 CHILDREN COPY THE PARENTS

Children have unselfish love; they are innocent onlookers; they observe the actions of the elders and learn their lessons from the home much earlier than from school. So parents have to be very careful in their behaviour with the children and between themselves.

Mother and father are the first examples of social behaviour that the child sees before it learns to imitate.

6.2.12 DEVELOP PURITY AND GOOD QUALITIES

Unfortunately, today because the parents themselves have no purity of character and lack refined qualities, and do not lead regulated lives, evil practices and wickedness are growing all over the world. When the parents get up from their beds abusing each other, their children get up assailing each other. Because of the malefic

effects of the Kali age, parents tend to be quarrelsome. Fathers are behaving like Hiranya Kasyapu. Because of such parents, Bharat is witnessing the spread of unrighteousness and evil practices.

6.2.13 PARENTS! REFORM YOURSELVES

The parents themselves are not competent to guide children; they dote on them and do not know how to correct them, they have reprehensible habits and ways of life. They smoke, play cards, gamble, drink and fight in the home. They utter falsehoods, talk, scandal, boast and slander, in the presence of the children. How then can they lead their children on right lines? You will have to persuade such parents to mend their ways and be inspiring examples, rather than enemies and obstacles. See that the atmosphere of the home is free from hatred, pride, slander and greed; see that Love is the flywheel of the home, that faith in God is the bedrock on which relations between members are built.

6.2.14 PARENTS BEWARE!

I must give the elders-the parents who are in large numbers some advice. Do not set bad examples for these children to follow. If you are truthful, calm under provocation and full of love in all your dealings with others, these children too will grow up in Truth and Righteousness, Peace and Love. If you tell your son when you are actually at home, and someone is calling on the telephone to reply you are not at home, you are sowing a poisonous seed which will become a huge tree. Let me tell you a story to illustrate the danger of such small beginnings. A mother carried her son on her shoulder when she went to the market. A woman with a basket of fruits passed by her; the child lifted a banana from the basket and started eating it. The mother noticed and when she was told that he had cleverly lifted it from the basket of a passing fruit seller, she complemented the son on his smartness. This made the child indulge in petty thieving and picking pockets as he grew into a boy and in actual house breaking and dacoity. Once during a dacoity, he even committed murder and when he was caught and failed, he expressed a wish to see his mother before being hanged. The wailing, weeping, desperate mother was brought before him. She was sobbing at her son's fate. The son asked to come closer to him; suddenly he tried to strangle her and the guards separated them. The son said, "She deserves the punishment; for it was she who brought me to this doom. Had she reprimanded me when I stole a banana when I was a child of two years instead of complimenting me, I would not have fallen into this evil way."

6.2.15 RECOGNISE THE GREAT POTENTIALS OF THE CHILD

In the tender hearts of the children, there is much potentiality of devotion and attachment to higher ideals and objectives; this can be developed and cultivated, by you. Do not think that they do not know anything; that you can direct them any way you wish. This is a mistake.

Recognize the great potentials of the child; adopt such methods as the child himself must suggest or indicate. Help the child to reach Godliness and become aware of its high destiny. Do not presume that the child is some inferior personality or that is incapable of attaining the heights.

6.2.16 FOCUS ON THE CHILD'S CHARACTER

Parents are concerned solely about the material welfare of their children and have no concern for their moral and spiritual well-being. When a child is born, the parents desire that he should be educated, sent abroad, encouraged to make as much money as possible there by whatever means. This is all that they teach their children. This is all that they teach their children.

People today earn money in so many different ways, from begging to dacoity. It is not wealth that is important. Character is primary. Parents do not teach the children to cultivate good qualities. They do not control the children who go astray. They condone the lapses of the children and often encourage them in their bad habits.

6.2.17 CORRECT THE CHILDREN, ENCOURAGE THEM

It is the duty of the parents to set children on the right path from their early years. They should not hesitate to correct them and even punish them when the children take to wrong ways. The best way they can show their love for their children is to do everything necessary to make them follow the right path. It is only when parents show firmness in dealing with their children that they will develop along right lines. It is because parents and teachers fail to enforce discipline that students behave in most irresponsible ways and indulge in disorder and violence.

The father, to teach the child the truth

May chide, reprove or beat.

The mother may pinch the cheek

To make the child drink the milk

Forget not at any time

These marks of paternal Love.

Doing good deeds, One will never reap bad results;

Wickedness will never yield good fruits;

Will the neem seed produce mango fruits

Or the mango seed yield neem fruits?

When you have to reprimand a child for some misdemeanour or delinquency, do not pounce all of a sudden or terrorize by shouting. Instead speak to them: "If another child did the same to you, or took something belonging to you, or hurt you, wouldn't you feel hurt? When you do not like someone else to do harm to you, in turn you should refrain from doing harm to other." Children will quickly understand and will feel sorry. They will resolve not to repeat such an act or word again. They yield to affectionate advice.

6.2.18 THE BEST GIFT FOR THE CHILD

Parents toil to leave their children a pile of riches; but they do not teach them the proper sense of values by which they can know how little the riches are worth, and how best to utilize the riches for their genuine advancement. Take the example of Dhruva. His step mother told him that he can win the favour of the king, his father, only through God's Grace which he had to win through penance! So the five year old boy went into the forest and practiced austerities that were unparalleled in the history! As a result of the penance, his desire was so sublimated that, in the end, he declared, "I do not care for royal favour, or even the worldly throne! I shall attain the Kingdom of God; I shall sit in the lap of God." Thus, he rejected the lordship over humans and preferred the joys of being a child of God, with God.

The child learns to worship money and things which money can buy; he admires cruelty and cunning rather than sympathy and love. So the home, the school and the society-all three have to arouse themselves to take up this challenge to the future of this great land. Children should be taught to live like lotuses in the lake of worldly life, being in water; yet they will not allow water to enter! Be in the world, but see that the world is not in you. That is the secret of successful living which they do not teach to the young.

6.2.19 CATCH THEM YOUNG!

Whenever the children go astray, wittingly or unwittingly, parents should hasten to correct their faults and bring them back to the right path. Condemn the wrong and extol the right as soon as you see either in your children; that will settle on the straight path.

Today the parents give unlimited freedom to their children which is highly disastrous. If children are not controlled at the tender age, they can never be controlled.

6.2.20 THE MOTHER OF THE MAHATMA

If Gandhi, who was an ordinary person, was able to achieve greatness and world renown, it is because of the lessons in the good behaviour which he learned from his mother. The mother used to observe a vow she would take her food only after the cuckoo sang in the morning. Once when Gandhi was a boy, the mother was waiting for a long time to hear the call of the cuckoo. Observing this, Gandhi went out of the house, imitated the call of the cuckoo, and came in and told his mother that the cuckoo had sung and she could take her food.

The mother, who saw through her son's trickery, slapped him on the cheek and said, "You wicked fellow, what sin must I have committed to bear a son like you?" She felt sad that such a child should have been born to her. Her grief touched the hearts of Gandhi. From that moment Gandhi took a firm resolve never to utter a lie again.

6.2.21 LOVE AND LAW

Parents have to combine Love and Law. It is not wrong to love children. But parents should learn how to love them. But parents should learn how to love them. The obligations of parents do not end with providing food, schooling, and knowledge of worldly matters. The children should also be provided with right values. They should be made to think that acquisition of wealth is not the be-all and end-all of life. While teaching with love, there must also be present the aspect of discipline. Discipline must be given to children with their physical, mental and spiritual abilities are developing, so that they can control and reform the mind, desires and senses. It is important for them to develop the ability to control the senses, mind and thoughts and direct them towards God. So, guide the students to learn that the end of wisdom is free

6.2.22 DISCIPLINE-IMPLEMENTATION

The snake-gourd has to be made to grow straight by tying a stone to it from its tender stage. Likewise, the stone of discipline and devotion should be attached to a boy from his infancy.

You must have seen gardens where snake-gourds are grown on raised pandals. When the gourd starts growing, the gardener hangs a small stone at its end, so that the pull may make it grow straight. When it grows larger, a heavier stone is used. So too, according to the age level, the discipline enforced must become harder and harder in order that the child may grow straight forward, steady and strong.

The stone shall not be too heavy. Avoid extremes, at all times, in all cases. Disciplinary rules have to be well thought out and adapted to the age group they wish to correct.

6.2.23 DISCIPLINE THE CHILD

The children should be made to develop the habit of getting up early in the morning; by the time the cock crows they should get up. Then they should say their prayers, finish showering or taking a bath, eat breakfast, do their homework and attend the school. They should be good at studies. The child should be trained to cultivate such healthy and

sound habits. But unfortunately, the situation today is that the parents themselves do not get up before nine O'clock. They have late nights by attending obscene cinemas or wasting time at clubs. Some parents take pride in this because such a life is the concept of civilization. Parents must bear in mind that the years of youth are the most precious years in one's life, and they should not be wasted or misspent. To let the children watch television from 6 PM to 10 PM is to make them forget all they have learned at school and college. I insist on regulated food and play. Regulate the food habits of the children; food determines to a large extent health and intelligence, emotions and impulses. Set limits to the quantity and quality of food, as well as the number of times it is consumed and the timings. Recreation, has also to be moral and elevating and in the company of the righteous and God-Fearing.

Many parents feed and fondle their children and then, in the name of freedom, leave them to their own friends and pleasures. They take them to films regardless of the impressions they create on their tender minds. They entertain the friends of their children, but do not enquire about their background or habits.

Children should not enjoy the infliction of pain or be allowed to suffer physical pain and mental anguish. Teach children not to receive anything for nothing. Let them earn by hard work the things they seek. Indian traditions and Indian modes of living are now being fast cast away; crude manners of dress and speech and personal appearance are replacing them; children should be taught to look upon these with disgust, they should know them for what they are aberrations and vulgarities! How can you tolerate the obscene pictures, these posters publicizing pornographic films, this most objectionable type of dress, this brazen behaviour and appearance? Do everything possible to root out this evil. Train the children and the young to remove this blot from the face of Mother India. Even tenth standard students are taking to drink and drugs. The parents are not restraining them.

6.2.24 DO NOT MISUSE MONEY

Money has to be given its own place of importance. It has to be used in the best way possible. Because you do not make the best use of any given thing, you cannot understand what it is there for. You should, for instance use the power of intelligence to avoid the misuse of money.

Parents are leading children to ruin when they give them all the money they demand, provide them the clothes they fancy, gift them cars or motorcycles to go to places and allow them the license to indulge in every desire. Children should grow up with a sense of amity and brotherly understanding with each other.

Children of rich parents normally have a tendency of lavish and over-spending habits displaying ego and vanity. Their parents pamper them by giving them more money than what is really needed. The children of poor people, will feel an inferiority complex and may nourish feelings of jealousy against their rich class mates.

Children must learn thrift and the proper use of money. When children learn how to use money with care and without waste, the future will be bright.

6.2.25 HOUSE RULES

In every home, a certain length of time must be fixed every day in the morning as well as evening for reading from spiritual books and recital of the Name. Parents and Children must join in singing the glory of God. In fact, all one's time must be dedicated to God; as a first step, a few minutes may be devoted to the adoration of His glory or the gauging of the depth of that Glory. Gradually, when the sweetness of the habit heartens you, you will devote more and more time and feel more and more content. In some houses, parents quarrel in front of their children, which is an unhealthy practice. If there is any difference of opinion among parents, they should resolve it in the absence of their children. Children cannot concentrate on their studies if they are disturbed by family problems. So parents should never discuss problems in front of their children. Consider the life of a house-holder with his wife

and children as a training ground of spiritual life. You wear glasses to correct the vision, to improve the sight. Use the opportunities confronting you for developing detachment and self-sacrifice. If you do not, you are the fool who puts on wrong glasses and spoil the vision. Failures are no boulders that block your way, remember they are stepping stones to victory.

6.2.26 SOME GOLDEN RULES

Parents ought to advise the children: "Be convinced that there is God, guiding and guarding us." To instill in the minds of the young the value of prayer, humility, and loving service to others, the homes have to be the first schools. The parents have to imbued with faith in the basic universal truth of all religions. They must be seen worshipping at the family altar, meditating in silence, forgiving faults in others, and sympathizing with pain and grief. The children should not see them worried, helpless, discontented, and distressed, as if they have no God to lean upon, no inner resource of strength and courage to fall back on.

Every mother must share in the effort-the expansion and steady manifestation of God consciousness latent in the child. Every householder has to uphold the ideals of justice and truth and promote them by his/her actions. Do not get the work done through cooks, servants, ayahs and others in the home; women must not depend on these, for the care of their children or attendance of their husbands. Earning leisure for Dhyana through these servants, is not a spiritual gain. Do all household work as worship of Him. That is more fruitful than hours of Dhyana gained by entrusting this precious work to paid workers. The children should grow with the mother for the first five years of life. Many children do not know what the love of the mother is like. The mother should not hand over the responsibility during these years to someone else and be simply 'Mummy' as if she is some doll with which the child likes to play. Now, the children of the rich and 'educated persons' are severely handicapped. They are deprived of the care and love of the parents. They are handed over to the care of servants and ayahs and they grow up in their company and learn their vocabulary and habits and styles of thought. This is very undesirable. The father and mother become casual strangers. The mother, as teacher, attends school, leaving of her natural role as the teacher of her own children! This is indeed a tragedy!

As far as possible, the mother must herself should do the cooking, taking only the minimal help from others (servants), if required. When the food they eat is not prepared by loving hands and served with affectionate smiles, the savour disappears and the vibrations are often vile. Mothers must assume this responsibility and not throw it on nannies. Of course, nannies are industrious and sincere. I have nothing to say against them. But, the child that is brought up by the nannies loses an essential fertilizer for growth Love. The child is denied the most health-giving vitamin-Love. Parents should not be quarreling before children. When parents exchange words, children exchange blows.

Parents must not find faults with others in the hearing of the children or show their hatred or envy of others before the tender minds.

6.2.27 THE DUTIES OF THE FATHER

A house holder has to uphold the ideals of justice and truth and promote them by his actions. He must feel the innate majesty of mankind and live in accordance with that high status.

Heads of family have to adhere to the schedule of rites and worship prescribed for them. They have to supervise the behaviour and conduct of all members of the household; they have also to equip their sons and daughters with the processes by which they can have mental peace and equanimity under all conditions.

Hold all your property and wealth in trust for the Lord who gave them to you. Even your family, you must treat as a sacred trust, as persons given to you by the Lord to love, foster and guide. Thus you must elevate your attachment into worship, and make it an instrument to spiritual progress.

6.2.28 EMPLOYED MOTHERS

It is not my view that women should not be educated. They should have education. You may also take up jobs. But you should live up to the obligations and duties of motherhood. If women are to go out for jobs, who will take care of the homes? If husband and wife go to offices who will look after the children? Earning money may solve some problems, but how will it solve domestic problems? Truly speaking, working women do not enjoy much happiness.

6.2.29 ENCOURAGE SPIRITUALITY

Many mothers are worried about the future of their sons if they adhere to the righteous path. They fear that such children may not be successful in life. In ancient days, mothers thought otherwise. They would be immensely happy if they found the children devoted to God. They should feel happy with the thought: "My son will be a good man. He will earn a good name." There are parents who are proud when their children join them in card games or even drinking and gambling; there are parents who get angry when their children read religious books, attend temple rites and sit quietly for a few minutes meditating on the awe and wonder the creation evolves in them. How can such parents claim to be well-wishers of their progeny? They are the greatest foes of their progress. They do not equip their children with the armour which will render them safe in the turmoil of life. Parents too must encourage children when they evince any interest in spiritual advance and study.

6.2.30 THE ONRUSH OF MASS-MEDIA

Apart from educational programmes, do not look at television at all, especially while taking food. Concentrate on the work at hand, whether it be eating or anything else.

The younger generation is being ruined by undesirable films and television programmes. Their minds are being poisoned. It is not a sign of parental love to let children be ruined in this manner. Even parents should avoid going to cinemas. All crimes and violence we witness today are largely the result of the evil influence of films in young minds. From the moment television made its appearance the mind of man has been polluted. Before the advent of television, man's minds were not so much polluted. Acts of violence were not so rampant previously. There is not what is called 'Star TV'. It is doing great harm to human life. The temporary satisfaction given by it is followed by lasting damage. It is like a sword coated with honey. As you lick the honey, the sword will cut your tongue. Television or tele poison? Do not see trash or see foul films.

6.2.31 THE CHARACTER OF THE CHILD REVEALS THE QUALITY OF PARENTING

It is a matter of shame for any mother to say: "My son will not heed my words." If the mother had brought up the son as right lines from the beginning, he would not behave like this. Ninety percent of the blame of spoiling the behaviour and character of children, go to parents. They show too unintelligent affection and give to indiscriminate freedom to them. There is nothing great about being a father. No father can rejoice merely when a son is born. Only when the people praise the virtues of the son will the father rejoice over his birth.

6.2.32 THE GUIDING MESSAGE

To earn real respect, you should do what you say. First "Be", Second "Do" and Third "Tell". Without the first "Be" and the second "Do", you cannot merely "Tell". IN A NUTSHELL... Parenting is the step to self-fulfillment

6.2.33 CEILING ON DESIRES

6.2.33.1 How Can You Reduce Desires?

First, food. Eat only what you need to eat. Don't be greedy. Do not take more than you can eat and waste the rest, because wasting food is a great sin. The surplus food can feed another stomach. Do not waste food, because food is God, life is God, and man is born from food. Food is the main source of man's life, body, mind, and character.

The gross part of the food, which is the major portion of the food consumed by the body, is thrown out as waste matter. A minute amount of the food, which is the subtle part, is assimilated by the body and flows as blood. And a minuscule amount, which is the subtlest part of the food, makes up the mind. Therefore the mind is the reflection of the food consumed. The reason for the present beastly and demonic tendencies in our minds is because of the food we consume.

Instead of kindness, compassion, love, and patience, only bad qualities such as hatred and attachment are being perpetrated. Therefore the quality of the food that we eat should be very pure, very clean, very sanctified, and *Satwic*. Man receives real nourishment from such food.

A large part of the water we drink is expelled as urine. A minute part of the water consumed becomes the life force. Therefore the nature of the food and water that we take in decides our character. Only by controlling the quality of our food and water can we attain Divinity. That is why food is said to be God. Hence to waste food is to waste God. Do not waste food. Eat only what you need, and be sure that what you eat is *Satwic*. Give any surplus food to those in need.

Second, money. Indians consider money or wealth as the Goddess Lakshmi. Do not misuse money. By doing so you will only become a slave to bad qualities, bad ideas, and bad habits. Use your money wisely for good deeds. Do not waste money, as misuse of money is evil. It will lead you along the wrong path.

When you wish to purchase something, ask yourself two questions.

1. Do I need this? If your answer is No, then do not buy. If your answer is yes, then ask yourself the second question.
2. Can I survive without buying this thing? If your answer is yes, then do not buy. If your answer is NO, then you buy.

Discriminate clearly between Needs and wants. Wants are limitless and continuous. There is no end to wants. Do not chase wants, satisfy only your needs.

Third, time. The most important, the most needed factor is time. One should not waste time. Time should be spent in a useful manner. Time should be sanctified because everything in this creation is dependent on time. Even our scriptures say that God is referred to as time and as non-time. God is not limited by time. He is beyond time; He is time; He restricts time. Time is the embodiment of God. Everything depends on time.

The main reason for man's birth and death is time. Time is the main factor in our growth. If we waste time, our lives will be wasted. Therefore time is an essential part of our life. Do not degrade time by spending it participating in

unnecessary conversations, or by getting involved in others' personal matters. The truth behind the saying "Don't waste time" is that no time should be wasted in evil thoughts and acts. Instead, make use of time in an efficient way.

Fourth, energy. Our physical, mental, and spiritual energies should never be wasted. You might ask me, "How are we wasting our energies?" If you see bad things, your energy is wasted. Hearing bad things, speaking evil, thinking evil thoughts, and doing evil deeds wastes your energy. Conserve your energy in all these five areas, and make your life more meaningful.

See no evil—see what is good.

Hear no evil—hear what is good.

Speak no evil—speak what is good.

Think no evil—think what is good.

Do no evil—do what is good.

This is the way to God.

The path of Divinity is not seeing, listening, speaking, thinking, or doing anything bad. If we are not following this path, we are wasting our energy. On account of this waste of energy, we are losing our memory power, intelligence, power of discrimination, and power of justice.

Today's man is not capable of discriminating between good and bad. Then how can he enter the path of right action? You might be wondering how this is possible; how are we wasting time? For example, when you turn on the radio to listen to a certain programme, whether you raise or lower the volume of the sound, as long as the radio is on, the current is being used.

Our mind is like the radio. Whether you talk with others or only think within yourself, you are consuming energy. Your mind is working all the time. Since it is always turned on, you are consuming a lot of energy. Instead of wasting that power, energy, or force in mental meandering, isn't it better to spend your time in thinking good thoughts?

The Ceiling on Desires Programme has been proposed so that man does not waste anything in the areas of food, money, time, or energy.

6.2.34 HARM DONE BY TELEVISION

Television sets are installed in every room in the houses of the rich. From the moment television made its appearance, the mind of man has been polluted. Before the advent of TV, men's minds were not as polluted. Acts of violence were not so rampant previously. Today TV is installed in every hut. People watch TV even while eating. The result is that all the foul things seen on TV are being consumed by the viewer. Concentration on TV affects one's view of the world. The scenes, thoughts, and actions displayed on the TV set fill the minds of the viewers. Unknowingly, agitation and ill feelings enter their minds. In due course they take root and grow in their minds. Hence while eating, you should not discuss dreadful incidents. No room should be given to subjects that excite the mind. Silence should prevail during eating. Even sound waves enter into us and affect our minds. Hence people should avoid TV while eating. Sathya Sai Speaks, Television is an important gadget that wastes time of man. Also television induces negative energies in the minds and homes of the viewers. Hence Swami termed Television in Telugu as "Thelu Visham" meaning Scorpion poison. Its sting is slow, painful and poisonous.

Volume XXIX, Chapter 3: Triple Transformation: Sankranti's Call.

6.2.35 LEARN A LESSON FROM NATURE

There are four components in the term “Ceiling on Desires.” They are curb on excessive talk, curb on excessive desires and expenditure, control of consumption of food, and check on waste of energy. Man needs some essential commodities for his sustenance, and he should not aspire for more.

We can learn a lesson in this respect from Nature. Only if air is available in sufficient quantity will it be comfortable and good. If it is excessive and there is a gale, you will feel uncomfortable. When you are thirsty, you can consume only a limited quantity of water. You can't consume the entire water of the River Ganga! We take only as much as is needed for the sustenance of the body.

Doctors know that the body temperature is normally 98.6 degrees. If this goes up to 99 degrees, they say fever has set in due to some disorder in the body. We inhale and exhale at a normal rate. If there is a slight increase or decrease in the rate, it indicates disorder in the body. Changes in the pulse rate or blood pressure also indicate disorder. So you find that if you exceed the limits even to a little extent it is dangerous or harmful to the body.

There is a limit for everything to function in a normal way. When your eyes happen to see a flash of lightning or a flash of light while taking photographs, they automatically close because they can't withstand such high illumination. Eardrums also cannot tolerate hearing beyond a certain volume, and we cover our ears or keep cotton inside the ears. From these we see that our life is a *limited company*!

6.2.36 OUR DESIRES SHOULD BE LIMITED

Similarly our desires also should be limited. Women are usually desirous of adding to their wardrobe any number of *saris* (long traditional dress worn by Indian women) when they go to a shop or an exhibition. You should have a reasonable number of *saris*, but not a huge collection for pomp or show. Misuse of money is a great evil. Even men will have to do their own bit in controlling the expenditure on unwanted and unnecessary things.

Money is the embodiment of Divinity. When you talk of wealth, you should be careful to avoid avaricious accumulation and extravagant expenditure. Even in the preparation of food, you should be careful in avoiding wastage. We are only doing a disservice by consuming more food than what is necessary for the body.

Thirdly, you should be careful about “time,” which is the yardstick of life. Seconds become hours, hours become years, years make ages, and so on. You should not waste this most valuable “time.” Time lost in wasteful pursuits can't be got back by any means. All our activities should be planned for utilising the available time to maximum advantage. So, we should not waste food, money, time, and energy.

Sathya Sai Speaks, Volume 16, Ch 1

6.2.37 TIPS ON CONTROLLING ANGER

You should not become a victim of the feelings of anger, hatred, ego, or pride that may arise in you. When such feelings arise in you, sit silently for a few minutes. Instead of doing so, you must not give vent to your anger by scolding or beating others as you like. How to put this into practice? As soon as you get angry, you should immediately leave that place and go out into the open and quietly walk about 200 metres. Then your anger will disappear. An easier method than this is to stand before a mirror and look into your own angry face. You will dislike your own face and look upon it with disgust or aversion. Then try to laugh heartily and your anger will leave you. ☸

If you find it difficult even to do this, go into your bathroom and turn the water tap on. To the accompaniment of the tune of the sound created by the water flowing from the tap, begin to sing a good song. Then your anger will certainly disappear. Or else, drink a glass of cold water. Like this, you have to seek ways and means of regaining a calm and peaceful mood. Instead of doing so, if you allow your anger to grow, restlessness will also grow along with that anger, depriving you of peace of mind. You should never give tit for tat, or word for word.

The less you talk, the more your mental power will grow. With the increase in your mental capacity, there will be an increase in your power of discrimination too. Consequently, you will give up “individual discrimination” and resort to “fundamental discrimination.” Because of this, you will begin to consider the good of the world at large rather than your own individual welfare. You must cultivate such broad feelings from this young age itself.

Sathya Sai Speaks, Volume XXV, Chapter 15: Rise from Animality to Divinity.

6.2.38 DESTRUCTIVE POWER OF ANGER

Usually the element of anger is found more in men than in women. If you get angry once, the energy gained by you from the food consumed over three months will be destroyed. Not merely that, it also boils your blood, which will take nearly three months to cool down. Such being the case, imagine what would be your fate if you lose your temper time and time again.

The story of Jarasandha bears ample testimony to this. Many times, Krishna challenged him for a battle. However, when Jarasandha would come with fierce anger, Krishna would run away from the battlefield. Seeing this happen time and again, Krishna was asked the reason for His strange behaviour. Then Krishna replied, “Don’t be under the mistaken notion that I am running away from the battlefield out of fear. I can kill him in no time, but this is not the right time to kill him. By arousing his anger time and time again, I am draining out all his strength.” Gradually Jarasandha lost all his strength and ultimately met his doom.

Krishna never considered it an insult to run away from the battlefield because He was acting according to His own master plan. He adopted this method of conquering His enemy to teach an important lesson. All the plans of God are meant only for the welfare of others. He does not do anything for Himself. God always does only good, which may appear to be bad to some people. The mistake lies in their vision, not in God’s creation. Whatever God does, it is always meant to help you and develop your sacredness.

Sathya Sai Speaks, Volume 33, Chapter 11: Women Are the Embodiments of Nobility and Virtue.

6.2.39 HOW TO DEAL WITH A BAD HABIT

One got into the habit of eating opium. It was not possible for him to control this habit. He was always in a kind of coma. A saintly person visited his city and was offering advice and comfort to many. The opium-eater also sought the advice of the saint. The saint said that his health was deteriorating and that he should give up eating opium. At this, the opium addict said that it was not possible for him to give it up. He requested the saint to give him some advice. The saint asked him how much of opium he used to take every day and was shown a certain lump as the quantity being taken every day. The saint got a piece of chalk, equal to the lump of opium and told him that he may continue eating opium but should not take more than the weight of the chalk each day. The opium eater was quite happy but he was also told that every day he should write 'OM' three times on a blackboard with that chalk. In this manner, the chalk was reduced in size every day and so the amount of opium which the person was eating also got reduced gradually and ultimately this habit was removed.



6.2.40 SHUTTING OUT AN ADDICTION COMPLETELY

The actions that we perform are very vital in deciding our habits. And addictions are nothing but habits that have got hardened. Sri Sathya Sai Baba says:

Sow an action, reap a tendency; Sow a tendency, reap a habit; Sow a habit, reap a character; Sow a character, reap a destiny.

That beautifully summarizes the importance of actions and need to cultivate good habits. An addiction always results from a bad habit. And so, it is important to completely eliminate the habit(s) that led to the addiction in the first place. Many times, it so happens that a person who has decided to quit smoking, reaches the verge of quitting it completely and then turns complacent. He feels very confident that having done so much, he will be able to do away with the addiction anytime he wishes. So, he continues to play with those same habits that got him ensnared into the addiction.

In emphasizing on the importance of ridding oneself completely of a bad habit, Swami does a beautiful play on the word - HABIT.

He says that when one decides to give up a habit, one must do so completely. If he gives up only a part of it, say 'H', then 'A BIT' still remains. Now, he gives up the 'A' and a 'BIT' still remains. Giving up the 'B' to kick out the habit, he realizes that 'IT' still remains. He throws out the 'I' now and 'T' (habit of drinking tea) still remains!

I could not help smiling when I heard Swami do this play on the word HABIT in a discourse during my school days. And it has remained embedded in my conscious ever since. The explanation shows that human faults are like garden weeds. They grow without cultivation and soon take over the whole place if they are not thinned out and eliminated completely.

6.2.41 THE LESSONS FROM THAT STORY

Through simple stories, Swami conveys so many messages. Reading the above story, these were the three points that struck me:

1. An addiction cannot be given up in an instant, just like that, based on a decision made in a strong moment. Since it is nursed by the mind and not just the body, it is a tough opponent to combat. That is why the addict needed months to get over it.
2. Directly telling the addict to give up on something he indulges in will be of no help as it simply shuts him to any further inputs. The giving-up process has to be disguised with something else - some other activity. That is why the holy man assures the addict that he would not have to actually give up opium!

Delving a little deeper into this point, this is the method God always uses. If He were to tell us -

All your possessions, relations, careers and wealth are useless. Come unto me and I shall give you the ultimate after taking away the useless things

- nobody would have ever sought God!

That happens because we are all so addicted to the world. That is why Swami disguises the ultimate gift by offering us trinkets and tinsel in the beginning. As He says,

“I give you what you seek so that one day you will seek what I have come to give.”

3. Prayer and God's grace are vital for giving up addictions as they are for anything else in life. Theoretically, the addict in the story could have written anything on the slate to reduce the size of the chalk pieces. Even words

like “train”, “buffalo” or “Aurangzeb” should have done the trick right? But these are the subtle nuances we have to grasp while listening to Swami’s Chinna Katha. The need to write ‘Aum’ implies the need for God’s help.

6.2.42 GIVING UP A BAD HABIT

An addiction is a habit that has gone beyond control. So, while the ‘opium-addict’ story of gradually giving up works for an addiction, a ‘bad-habit’ has a slightly different treatment.

A few teachers from the Brindavan campus of the Institute got the privilege of being called in for an interview with Swami. As always, the first enquiries Swami made were about the students and how they were faring. The teachers told Him that they were all doing well by His grace. Swami was happy. He then began to speak about the importance of inculcating good habits and giving up bad ones.

The professor of Mathematics who was seated in front of Swami asked a doubt, “Swami, how should one give up one's habit - all at once OR little by little?”

Swami looked at Him, almost with pity and asked back, “Suppose you think you are holding a rope in your hand. Suddenly you look at it and realize that it is a snake! Will you release it little by little or drop it all at once?”

Everyone laughed, including Swami, at the dramatic example. The message was clear.

But the professor persisted, “Swami, but a bad habit does not go away so easily. What to do?”

There is something magical in going the opposite way when it comes to bad habits.

Suddenly Swami’s face changed. It became serious. He almost glared at the professor. Then, He began to search for something. He found an empty envelope on the window sill. He picked it and rolled it into a tube. When the professor was about to ready himself to receive a blow from the rolled envelope, Swami released the envelope. It now lay in His palm, slightly curved.

“How will you straighten this?” He asked. Nobody answered as they awaited Swami to provide it. Swami now turned the envelope around, rolled it in the opposite direction and released it. It now lay flat in His palm.

He then smiled and said, “TO REMOVE A BAD HABIT START A NEW (COUNTERING) GOOD HABIT.”

6.2.43 GIVE UP AT LEAST ONE BAD HABIT

A wicked man once went to a Guru for initiation into spiritual life. The Guru asked him to give up at least one of his bad habits; he gave up uttering falsehood. That night, when he went to the Royal Palace to commit theft, he found on the terrace another person, who said, he too was a thief. He too announced that he was a thief and both broke into the treasury and divided among themselves the diamonds found there. The other person was none other than the king; he pretended to be a thief and he knew where the keys of the treasury were. While the diamonds were shared, the honest thief felt pity for the king of the realm who was losing his entire stock; he asked his companion to leave one diamond behind in the safe. And, it was done. Next morning, when it was discovered that the treasury was looted, the Minister was sent by the King (who had acted as thief the previous night) to assess the loss. The Minister found a diamond that had missed the eyes of the thieves. He quietly transferred it to his own pocket and reported at court that all the diamonds were gone! The King had got from the honest thief his address the previous night while they parted company, with their separate bags. So he sent for him and when he stood in court before the King, he confessed that all but one of the diamonds were stolen by him and his unknown associate. The diamond was discovered in the pocket of the Minister and the King



dismissed him for the lie. The honest thief was appointed Minister instead, and he gave up his other evil habits too and pleased his Guru, by his fame as a virtuous administrator.

6.2.44 ONLY GOOD COMES OUT OF GOOD

During one interview, one of the brothers said to Swami, “Swami, sometimes we engage with an intention to do good, but somehow something wrong or incorrect happens. How do we reconcile this?”

Swami explained, “If you claim your intentions to be noble but the outcomes are not so favorable, then you must reflect on your resolve and intentions again. Perhaps they are not as pure and noble as you had originally assumed. So, check and correct them. Good will definitely come out of good.” He assured us.

6.2.45 PARENTS & TEACHERS ARE GOD

During one interview, one of the brothers said to Swami, “Swami you have always equated our parents with God. Is it not?”

Swami said, “yes, bangaru. Your parents are your visible Gods. You must also learn to see Swami in them.”

The boy continued, “Swami, but what if the parents are coming in the way of a noble path that we are aiming to tread??”

Swami said, “Mother points one to his father. Father will point the child towards the teacher. The teacher should point one to God. Mother, father and teacher are but steps towards your God-ward journey. It is for this reason they should be equated to God. But any of these elders do not focus the child's attention towards the transcendental, then they are just failing in their rightful duties.

For example, the child devotee Prahalaada had to seek the divine path only after overcoming the challenges posed by his father. In Ramayana, Bharata had to cross path with his mother to get closer to Rama. Emperor Bali stands as testament of how one who had to even overrule the caution given by his teacher to seek God.

So you see, the ultimate goal and direction given by mother, father and teacher must all be towards the Divine.”

6.3 Teacher's module

6.3.1 BUILDING A SACRED FUTURE THROUGH OUR CHILDREN

When the Lord comes in our midst there are two important aspects to His descent that stand out among others. One is His powerful and enchanting presence, which has the potency to transform and raise all who comes to Him. Everyone who comes to Him benefits, some considerably and few immensely, depending on one's receptiveness. The other aspect is the message that He brings, and this has some unique benefits of its own. Adherence to the message has the power to manifest the Lord in one's life. A tryst with Divinity could be a blessing for good acts of the past, but it is in loyalty to the message that one completely benefits and finds redemption, and also a means to express one's devotion to the Lord. So it is indeed of paramount importance for each of us to dwell on His message.

As part of the 90th Birthday offerings, we will begin every month from with excerpts of a discourse from the Golden Jubilee Birthday Celebrations of Bhagawan. During the grand 50th Birthday celebrations, Baba gave discourses specific to the Seva wing and the Bal Vikas wing, apart from discourses revealing His own message and mission. The excerpts presented below are from the discourse Baba gave on 19 Nov 1975. This is the second part of the article published last month, with more clips from the same discourse. Let us listen and re-listen, read and re-read even as we imbibe the essence contained.

In the previous part of this series we heard clips from a discourse delivered on 18 Nov 1975. In this part we bring you few more excerpts from the same discourse. The theme of the article last week was more to do with what true education is and how secular education must inspire inquiry in the student. Swami explained, even spiritual education, at best can call your attention to the ultimate Truth but cannot lead to the merger with it. Bhagawan explained that only Tapas can confer that final consummation. He then went on to define beautifully the true meaning of Tapas, which is, the unity and purity of thoughts, words and actions. Completing the topic Bhagawan declared that such purity is easy for one who develops selfless love. In an age where an attempt is being made to keep education and excellence in profession far apart from values such as love and selflessness, this indeed is an insightful message to the gathered Bal Vikas gurus (the discourse was delivered as part of the Bal Vikas Gurus' conference). In the excerpts we shall go through in this article, Swami goes to the root of the problem – the reason for the education today not serving the holy purpose it is meant to.

What does it take to make education so sacred and holy? In what sort of an environment can the exchange of spiritual education take place? Bhagawan explains that for such a sacred exchange, both the receiver and the giver must be elevated. Especially a lot depends on the teacher. Swami tells us what should be the nature of a Guru, for the Guru to be an imparter of true education.

Gurus should be such that, they win over the minds and the hearts, they should not be such that, they win over the wealth (of the students). To the extent possible we must try to follow the description of the relationship between a Guru and a disciple as given in the Vibhuti yoga of Bhagavad Gita. Krishna and Arjuna are both ideal individuals. In this, Guru (Krishna) is an Avatar. Arjuna (disciple) on the other hand, is a man of great strengths that were acquired through tapas. Here the disciple is Narottama, the best among men, and the teacher is Purushottama (God). When such a teacher and disciple come together, naturally it would be possible for you to comprehend and acquire spiritual education. But today it is neither possible to have such Gurus, nor it is possible to have such disciples. Guru's orders are not being followed by the disciples. Instead, as a result of the Kali age the disciple wants the Guru to accept the orders that emanate from him. When the Guru is not ready to accept the injunctions given by the disciple, then the disciple plans to have a 'no-confidence motion' against the teacher. In such a situation, how can we enjoy and appreciate the great tradition of our country Bharath?

The first and foremost problem of our education system is the commercialisation of it. As Swami said in the previous clip, it is difficult for a teacher to impart to the students the true ideals when the teacher has an eye on the remuneration or the exchange of knowledge becomes a business deal. When that happens, there are two commodities being exchanged, one is education and the other money. And as more importance is given to money, now in the student-teacher relationship, the student becomes the giver and the teacher the receiver. In such a scenario, the student chooses and demands what he wants. Interestingly, this was precisely the point Bhagawan made when He announced that His colleges and schools will charge no fees. He said while talking to the staff one day in the portico of the mandir in Prasanthi Nilayam, “If we take money from the students, we have to give them what they ask for. When we give education free, we can give them what has to be given!” Bhagawan goes on to describe, why an education system based on money cannot impart sacred learning.

In the old days the only connection which bound the disciple and the teacher was love. Today however, the relationship between a Guru and a disciple is based on money. Only when the disciple pays money, the teacher gives education. The month the student fails to pay the fees, that month the teacher does not teach him. How can education which is so intimately connected with money be permanent? We should regard education as related to good qualities. The education that comes and goes with money is not permanent. When money itself is not permanent, how can education which comes with that money be permanent? It is only when we pursue the ways relating to making a living through love, money too would be easily attainable.

Though a significant part of the onus for this deterioration in the education system lies in commercialisation, the problem could be traced to a deeper cause. This can be recognised through a close observation of the change in our attitude itself. Why would any society wish for a system that is injurious to the progress of the society? The only cause for a system’s failure could be wrong prioritisation of the individuals in the society. But in this scenario, whose error of judgment is it? Bhagawan explains in the clip to follow.

Teachers and gurus! It can be said that the elders are responsible for this most unfortunate situation today. Mothers today don’t care for their own child, they don’t make any effort to foster them, and instead hand over the babies to servant-maids and go about freely looking after their own interests. When the child becomes two or three year old, and has barely even seen the face of the mother, the child would be put in a convent. From the convent, they go into high school and college, in the process they are in the unfortunate predicament of never experiencing the mother’s love in their whole life. They are unfortunate as they do not know what mother’s love and affection is. Such a child is ready to weep when the Aaya (caretaker) dies, but not when the mother dies. In such scenario, is there any relevance for the maxim: Matru devo bhava, Pitru devo bhava? (Revere your mother as God; revere your father as God).

If we turn our attention now to the educational institutions, we find that the teachers are descending to even lower levels. It is from the teacher that many bad qualities, ideas and practices are being handed over to the student. It is because the teachers are not ready to conduct themselves in an exemplary manner in the presence of the students, the students are also taking the bad path. They are indulging in such practices, which have no connection whatsoever between the Guru and the disciple. They make no attempt to give noble ideas to the minds of these young people. If teachers become ideal, be it students or children in general, they are sure to become worthy citizens of Bharath in the future. There is a need for parents too to assist teachers to an extent. But these days, even if the teacher tries to inculcate some sacred feelings in the students, the parents go and discourage the teacher. In such a scenario, since the teacher too wants to make a living, he changes his own ideas and ideals taking the path prescribed by the parents. On the whole, we can state that the mother, father and teachers are the reason for the young children to go astray.

It is said that the mother is the first teacher, no wonder Swami refers to the lack of care from mothers today as an important cause for problems in the society. It cannot be said that mothers don't care for their children at all, and one could say with confidence that that is not what Swami said in that clip. We increasingly give more importance to providing amenities, luxuries and comforts to the children, that most of the time is spent in acquiring the resources for the same. In the process, parents tend to spend lesser time with the children. The home is the first school of a child and no school, convent or nursery can replace that.

In the clip that follows, Swami draws our attention to an inherent flaw in our education system. It is indeed an interesting observation.

Teachers, how much ever we may praise the glory of the teachers and the system of the past, it would not be sufficient. In the rishikulas of yore, various subjects were imparted and one was considered learned only after a 100/100 was secured. But in the system today, one is declared as pass if 30/100 is secured. In other words, the authorities are giving you the permission to do 30 good acts out of every 100, and 70 of them can be bad acts. In such a situation, there is no scope for the nation, student or individual to progress. Even while a student if one is allowed to make 70 mistakes out of 100 attempts, then when they reach positions of authority, they will have no hesitation to do 150 mistakes for every 100 attempts. The elders are responsible for such bad situations. It is only when these bad qualities are removed from the elders, the children will have sacred feelings in their heart. We must impart such education that aids the expansion of the heart in children, in the worldly, moral and spiritual matters.

There is much debate on the examination system and the processes used for evaluation these days, but the point Swami is making is quite significant. In an academic system a lot of information is imparted and it is considered sufficient if a student gathers 35% to 40% of that knowledge. That is, we convey through this system that it would be best if you could learn all that is imparted, but it is good enough to progress to the next level even if you have learnt much lesser. Though this could be considered a good system for academics, it is not quite so for values and spirituality. A student needs to be taught that he or she has to make efforts to perform righteous action every single time. Though one must not give in to low confidence on facing failures or slips in the path, one's vision must be focused on perfect idealism. One of the important lessons taught to Bal Vikas children on Bhagawan's instructions is a fact that a wrong cannot be undone by a good act. Swami would say, you have to reap the fruits of each act you perform, be it good or bad. This message infuses a sense of responsibility in us for every act we perform. Bhagawan probably exhorts that this sense of responsibility must be inculcated in students. Let us now see what Swami has to say in conclusion. Following is the last part of the discourse.

Embodiments of the sacred Soul,

Teachers, though we are unable to attain that supreme peace (Prasanthi) today, at least if we now impart to the hearts of children the sacred education, we can ensure such bliss in the future, and we must consider this as a Sadhana and make efforts. Today's children are the future citizens of this country. Their hearts have to be considered as a sacred foundation for the future. By this we can certainly achieve this sacredness and purity in future. Teachers should take the efforts to transform the children's hearts into ones filled with love. Having been born as humans, we must do the necessary sacrifice to perform this one pure act at least. So first and foremost we must be prepared for sacrifice (tyaga) and thus give the necessary discipline (yoga) to the children. It is only when there is yoga we will be able to enjoy the bliss in our lifetime. We do not have the yoga but we aspire merely for a job (udyoga). Yoga is of primary importance, udyoga is secondary. We must seek the means to understand and practice the culture of our country. If we impart to the children the history and traditions of our country through good words and pure love, then they will have the

enthusiasm and be ready to accept and experience it. Hence it is My desire that you teachers must try henceforth with all the necessary earnestness, without the feeling that they are other's children, to impart the sacred and supreme Truth.

Bhagawan concludes the discourse with almost a plea to teachers and parents to do all it takes to mould students into worthy and noble citizens. This was a discourse Swami delivered in 1975. Ever since Bhagawan's educational mission has expanded multifold. The Bal Vikas programme has spread to every part of the country and has taken the form of Sai Spiritual Education (SSE) in other countries. What were two colleges, one for women and the other for men has taken the form of an internationally recognised University and we haven't mentioned the over hundred Sai schools run with love by His devotees. This is nothing short of a revolution and looking back we can say that thousands have heard, been inspired and responded to the plea Swami made 40 years ago. But it is for each one of us, especially those playing the role of parents and teachers to sanctify our life by responding to this plea.

We will bring for you in the beginning of the next month, another discourse from the same series.

6.3.2 SERVE THE CHILD

Men are proficient in various skills. They manufacture and operate diverse machines and master many fields of knowledge. However, they have not acquired the peace that is their due. They are carried along by the torrential flood of worldly life. Though endowed with human capabilities exercisable through a human body, men do not choose the straight path of truth. They wander about in false and fleeting pleasures and fritter their years, forgetting their innate Divine Reality. This is far from the fulfillment they should aspire to.

Mere skill, mere designing and manipulation of machines, hollow pomp, boasting and assertions about being a *jnani* (liberated person) – these do not reveal the secret of human nature. Has man solved this mystery that includes all mysteries? Has he found the answer that is the key to all problems? Has he earned the knowledge that can make him know all that he has to know?

The solution, the answer and the knowledge is one, and only one. Why pluck the leaves, break the branches and hew the trunk in order to destroy the tree? Cut the root and it is done! The *Vedic* seers and the sages who followed concentrated on the discovery of this key knowledge, the *Atma vidya* (knowledge of *Atma*). Seekers from overseas also became aware of this *vidya* and the modes of *sadhana* (spiritual discipline) it lays down and have acclaimed it enthusiastically the world over.

6.3.3 OUR FOREFATHERS REVERED THE SACRED TEXTS

But though this *vidya* permeated its native home and illumined it for ages, Indians were huddled within the dark circle of the lamp's shadow. This has been their miserable fate. Our fathers and great-grandfathers perused the pages of books depicting the sacred culture of our land, assimilated their message, practiced the *sadhana* and taught and remembered their teachings with gratitude. And, as a result, they enjoyed unruffled peace.

They studied the great classics – the *Mahabharata*, the *Ramayana* and the *Bhagavad Gita* – and the moral maxims propounded therein were imprinted indelibly on their hearts. They were guided throughout their lives by these sacred texts, which they placed in their shrines, offering them reverential adoration. Their hearts were purified and sanctified by these acts of worship and work, and they were prompted to render service to society as a consequence.

By some stroke of evil fortune, times changed. The “modern age” dawned and our people bowed slavishly before it. These holy books were neglected and even cast aside as containing “primitive” ideals. Western scholars and seekers¹ on the other hand, retrieved them, studied them scrupulously and analysed their precepts on subjects as diverse as

medicine, armaments, mathematics and astronomy, and they in turn spoke of them to the very people who had pioneered in those fields! We welcome them with glee, as a man prefers stale food in another's house to fresh dishes in his own!

6.3.4 CULTIVATE VIRTUE IN THE HEARTS OF PUPILS

In blind admiration of Western ways of life, students in India belittle virtue and extol dry scholarship. They forget they are human beings engaged in the pilgrimage to God. Instead, they engross themselves in attempts to squeeze joy out of the material world. Therefore, the first task of teachers is the cultivation of virtue in the hearts of the pupils. This is much more vital than the promotion of learning.

The education system today does not recognise or encourage moral or spiritual values. Therefore, the student community has degenerated into a socially dangerous element. The students do not pay the least attention to promotion of the welfare of society, nor do they have any understanding of their social obligations. Unless the desire to do service is earnest and the skill to do service is cultivated, students will remain a burden on the community, behaving as parasites and exploiters.

A generous heart helps spread peace and joy. Little knowledge narrows the mind and limits one's concern for others. It bloats the ego and feeds selfishness. It makes man forget the delight derivable from virtue. Such students are unable to develop the prosperity of the nation or the progress of society. The thick veil of egoism blinds their sight and renders them callous to their own dignity and destiny.

Students should try their best to realise their heritage. A mind free from either extreme attachment or detachment, a speech uncontaminated by falsehood and a body unpolluted by sin – these are what every student must strive to possess. Teachers must be vigilant to help and encourage them to avoid any trace of dishonesty in their actions and statements.

6.3.5 GURUS MUST PRACTISE WHAT THEY PREACH

Selfishness, envy and egoistic pride are the three tendencies and attitudes that should not take root in tender hearts. Therefore, prompt the children in your care to engage themselves in acts of service to others. What a shame it is for man to behave selfishly, while his life itself depends on the unselfish behaviour of the rest of creation. Whatever information, instruction or inspiration man has gained, or whatever wealth, riches or material possessions he has earned, he should share them with others in an unselfish manner. This is his primary duty. Teachers must be on the watch for chances to instill this ideal in the hearts of their pupils.

India has no shortage of rich persons, nor a shortage of great philosophers, academicians and scholars. In spite of this, the land has no peace and the people are afflicted by anxiety and fear. What is the reason? The chief reason is the greed for self-aggrandisement and the absence of virtues like service and renunciation. The rich, the great, the learned and even the monastic heads of religious sects are caught in the coils of selfishness and are unable to manifest the Divine virtues latent in them.

The hearts of the young pupils have to be filled by you with noble yearning, so that they may be shaped into strong and sturdy instruments for raising the India of the future to the glory that is her right.

Gurus (teachers/preceptors) have to be examples who can inspire the pupils. They must practice what they preach. As the teacher, so is the pupil. When the tap is turned, water flows down from the overhead tank. The quality of the tap water is the same as that of the water in the tank. When the heart of the *guru* is full of goodness, selflessness and love, the pupils will express these virtues in every act of theirs.

6.3.6 TEACHERS SHOULD NOT FORM RIVAL GROUPS

There are, it is said, more than 5,000 *Bal Vikas gurus* in the land. If each one corrects and improves a hundred children, the nation would indeed be transformed. You must examine what exactly has been attained during the four years that have elapsed since the *Bal Vikas* came into being. This analytical study has to be made constantly. When the *gurus* cultivate *asatwic* (pure) nature, students too will grow into embodiments of that nature. The *gurus* should be alert so that the weeds of hatred, envy and similar vices do not take root in their own hearts. These weeds are rampant in the political field and they creep into other fields too.

Teachers should not form rival groups – some proud of their achievements, some envious of the praise others earn – that engage themselves in recrimination. See others as your own brothers and sisters, for all are One when viewed as *Atman*.

Somehow, somewhere and at intervals, you may be confronted by wrong traits. But remember that you have entered the circle of Sathya Sai *Bal Vikas gurus*. It may not be serious if these traits enslave teachers in other circles, but your mission is much more fundamental and the hope that you arouse much more heartening. These traits will hamper and pollute your efforts.

Be conscious of the sacred significance of the name, *guru*, by which you are known. “Gu” means “darkness” and “ru” means “removal.” So the *guru* has to illumine the intelligence of the child and remove the ignorance that is obstructing its full development. Diving deeper, we find that *guru* also has another meaning. “Gu” means “not limited by attributes” and “ru” means “not affected by appearances.” That is to say, the *guru* must be free from prejudice and must treat all pupils with equal love.

6.3.7 REMOVE THE PRIMEVAL IGNORANCE

Pour out all your love on the children around you and instruct them gladly and sincerely. This attitude alone can justify association with the Sathya Sai *Bal Vikas*. Of course, Sai is not unaware that the *Bal Vikas gurus* are now heartily engaged in their sacred task and are contributing their best to the progress of the movement. But just as a battery has to be charged occasionally, I am now pointing out certain defects and dangers that might tarnish.

It is imperative that you should discover the right path and pursue it steadily with faith. Take, for example, the petromax lamp. It requires some quantity of kerosene and also pumping now and then. A pin has to be used sometimes to clear obstructions. The kerosene is faith, the pin is the love that urges you to do your duty, and pumping is the will that sustains you in your task. Besides these, the lamp needs a wick. The name of the Lord, which is your constant inspiration, is the wick. Endeavour, in the light of the *Atmic* unity of all, to remove the primeval ignorance from yourselves and from your pupils.

6.3.8 A BAD TEACHER CAN RUIN THOUSANDS OF LIVES

Discuss and discover during this conference how far you have succeeded in this holy mission and, as a result of that discovery, lay down before yourselves the ways and means by which greater success can be achieved. Communicate your experience to others and also your ideas on improving the curriculum, the method of teaching and the means of assessing the progress made. I would advise you to pay special attention to the activities and methods by which you can contribute, through the *Bal Vikas*, to the blossoming of talents latent in the children, the expansion of prosperity of the nation and the security and welfare of society.

A bad pupil causes harm only to himself but a bad teacher can ruin thousands of lives. Be steady and stable in your efforts. A guidepost that changes direction with every gust of wind only adds confusion for the confounded traveller. You have also to cultivate *prema* and expand your desire to do *seva*.

Most of all, fill your mind with God and transmit God to the children. Look forward to no remuneration or reward, except the joy on the faces of the children. Nowadays, teachers are more attached to their salaries than to their duties. They are centered more on their own lives than on their sacred task. Give up the mad rush in pursuit of degrees.

Pursue, rather, chances to serve others and to promote the prosperity of the nation. Indian culture has declined so far and so much because teachers, who are its guardians and promoters, are content merely to feed themselves and their families and to cultivate their own fame and fortune.

The *Vedas* tell us: *Na karmāna* (not by acts), *na prajāya* (not by progeny), *na dhanena* (nor by riches), *thyāgena ekēna* (only by renunciation) *amritatvam anasubh* (can immortality be attained). So renounce, renounce! Serve and give your knowledge, your delight and your love gladly to the children. Serve thus the society and the people.

The Sathya Sai *Bal Vikas gurus* are doing this service wholeheartedly. I believe they will continue their efforts even more sincerely and gladly. The resolutions you will arrive at in this conference should not only be inscribed on paper, but also must be followed and practiced in actual day-to-day teaching in the classes. I am sure each one of you is determined to do your best in the service of the children, the society, and the precious heritage of Indian culture.
Tuesday, November 20, 1979

6.3.9 ONLY GOOD COMES OUT OF GOOD

During one interview, one of the brothers said to Swami, “Swami, sometimes we engage with an intention to do good, but somehow something wrong or incorrect happens. How do we reconcile this?”

Swami explained, “If you claim your intentions to be noble but the outcomes are not so favorable, then you must reflect on your resolve and intentions again. Perhaps they are not as pure and noble as you had originally assumed. So, check and correct them. Good will definitely come out of good.” He assured us.

90. During one interview, one of the brothers said to Swami, “Swami you have always equated our parents with God. Is it not?”

Swami said, “yes, bangaru. Your parents are your visible Gods. You must also learn to see Swami in them.”

The boy continued, “Swami, but what if the parents are coming in the way of a noble path that we are aiming to tread?”

Swami said, “Mother points one to his father. Father will point the child towards the teacher. The teacher should point one to God. Mother, father and teacher are but steps towards your God-ward journey. It is for this reason they should be equated to God. But any of these elders do not focus the child's attention towards the transcendental, then they are just failing in their rightful duties.

For example, the child devotee Prahalaada had to seek the divine path only after overcoming the challenges posed by his father. In Ramayana, Bharata had to cross path with his mother to get closer to Rama. Emperor Bali stands as testament of how one who had to even overrule the caution given by his teacher to seek God.

So you see, the ultimate goal and direction given by mother, father and teacher must all be towards the Divine.”

6.4 SSSO module

6.4.1 CALF STORY: ATTITUDE BEHIND SEVA

Swami once narrated an inspiring calf story in an interview.

A Calf gets stuck in wet soil and was struggling to come out of it. Few children were observing this from outside and were having fun and were observing how the calf would come out. A priest going by the same road, observes the plight of the calf and immediately takes away his shirt and gets into the wet soil himself. He holds the calf carefully and takes the calf on his shoulders and brings it out.

The young children watched this have an argument with the priest. They tell him that they were enjoying and were observing how the calf would come out. They question the priest, are you God or what? Why did you do this?

The priest humbly replies, I am not God. I saw the plight and agony of the calf. Seeing the calf, I experienced agony in my heart. So, to put an end to my agony I rendered this minor help but not to put aside the agony of the calf.

Moral of the story is that Swami always emphasized that in seva empathy is the main thing. One should not render seva with pride and ego. One should not feel that one's hand is higher than the beneficiary. Infact Swami said that the highest sadhana is to feel that God in you is serving the God in the beneficiary. Also Swami emphasized that one should experience the agony of the beneficiary. Only with empathy the great human values like compassion, love, servitude, humility etc. can be experienced while rendering seva.

6.4.2 HOW TO DO NISHKAMA KARMA? SELFLESS ACTS

Swami in one interview asked the youth

What is Newton's third Law? The Youth replied that Every action has got an equal and opposite reaction.

Then Swami explained the deeper aspect of this example. Swami said, you take a ball and throw it on the wall. The Ball rebounds and comes back. If you do a faster throw, the ball comes back faster and if you do a slower throw, ball comes back slower.

Good action, Good reaction and Bad action Bad reaction. Swami loving said, children you know that the ball will rebound back to you when you throw it to the wall. Exactly the same way, any action that you do will rebound back to you.

Good action will surely reap Good results and Bad actions are sure to accrue bad results.

Swami said, when you know that the ball is sure to rebound from the wall, are you expecting that the ball should come back to you. You don't expect the ball to come back, since you are very sure that the ball is sure to rebound back to you.

In the same way, when you do actions, you are sure to reap the results. When the results are sure to come back to you, do you have to expect?

Swami said that, you have an important task here. You just discriminate whether you are doing good or bad. Do Good and avoid Bad.

When you do Good, it will reap Good only. Since good results come back naturally when you do good, you don't have to expect anything.

6.4.3 HOW TO CONTROL EGO?

Swami in an interview asked what is Ego? The boys replied Swami the "I" feeling. Swami said one is the "I" for India and the second one is the inner "I"

Boys said, Swami we can't understand such subtle messages. Can you explain us practically how to get over our Ego.

Swami lovingly explained

"The Universe is so big, The earth is so small compared to universe. India is much smaller than earth. Your state is much smaller than the country and Your city is much smaller than the state. Your Home is much smaller than the city. You as a person is much smaller than your home. Man's real stature in the cosmos is really small. Infact Swami said that there is no reason for Man to experience ego because of his small stature in this grand creation. This is a nice practical way Swami explained how to keep one's ego in check.

6.4.4 WHY DO WE HAVE TO GO TO PLACES OF WORSHIP?

Swami once lovingly narrated this story in an interview.

Swami asked did u see a Cow? The boys said yes. Cow milk comes from the blood of the cow through the Udder. There is blood all over the body of the cow, but cow milk comes only from the Udder of the animal and not from the tail or horns. In the same way, God is omnipresent in the universe. Just like the blood of the cow is all over its body. God is all over the universe. But just like the milk coming from Udder alone, God can be perceived in places of worship since there is an eco-system for devotion there. God can't be experienced in noisy places like play grounds or theaters. One needs to internalize the experience in places of worship to get connected to the source.

6.4.5 BE IN SATSANG TO MAINTAIN YOURSELF

Once, one of the brothers present in a group-interview asked Swami, "Swami, so long as we are here with You and in this Prashanti Nilayam we are fine. However, as we return back to our homes, we often slip back to our old friends, old habits and old ways. Swami, how do we avoid regressing like this?"

Swami replied, "You are like empty clay pots. When you come to me, I pour the water of Love into it. But, as you return home, don't let this pot evaporate the water under the heat of bad company. Instead, immerse the water filled pot in the water tank of Satsanga². This will insure that the pot is always full! Therefore, listen to all that I share with you, take it to your homes and recall them there; reflect on them; be in Satsanga and share these memories with others; dwell on their purport and live in that bliss."

Thank You Swami, for not only giving us pearls of wisdom, but also for revealing the secrets of how to preserve this treasure!

6.4.6 THE POWER IN HIS DIVINE HAND

During one of the group interviews, Swami suddenly became serious and said "Do you know how much power is in this hand? With just one turn I am able to turn this earth to sky! With just a flip I am able to turn the sky to earth with the same ease!" Take a moment to reflect on this extraordinary power. How casually we may have been about his physical existence. How simply we may have underestimated the magnitude of the power that walked amidst us. Truly He and His power are incomprehensible. Thank You Swami for having allowed us to be contemporaries to You² extraordinary phenomena.

6.4.7 DIFFERENCE BETWEEN GOD AND MAN

Swami once asked the group, “What is the difference between God and Man?” All of us answered many different things. Finally Swami said, “though God knows everything, He pretends not to know anything. And, though man does not know much, he poses to know everything! That Bangaru3 is the difference between God and Man.” In this manner Swami enlightened us on how ignorant and perhaps even how arrogant we mortals are in thinking that we know something, when in fact, what man thinks he knows, in aggregate, is not even the tip of the iceberg!

6.4.8 GOOD MAN VS A BAD MAN

During one of our group interviews, Swami asked for the difference between a good man and a bad man. Not being satisfied with the replies He got, Swami revealed: “A good man is one who is saddened by the troubles of the other person, and is joyous at the happiness of the others. Whereas, a bad man is one who is saddened by other’s joy and is happy when others are in misery!”

6.4.9 DIVERT, DON’T CONTROL THE MIND

Once one of our brothers asked Swami, “Swami, how to control our minds?” Swami replied, “Mind control is impossible for you bangaru. Besides, I never told you to control it. Instead, it is easier to divert the mind. Let it be consumed by good ideas, good thoughts and good work. That is enough for you.”

6.4.10 SWAMI - AN EMBODIMENT OF PURITY

Swami once called one of our brothers for a personal interview. In the same room, also called in for their interview, was a group of Italian ladies. Our brother was silently watching Swami's interactions and observing how carefully Swami was handling His interactions with the ladies. After Swami finished talking to them, He called this brother for a personal audience. Our all-knowing Swami obviously read our brother's mind and asked him, “what have you been observing?”

Brother was shocked and slightly brushed it off by saying “nothing, nothing, Swami.” But Swami persisted and insisted him to reveal the very thought that Swami knew the brother had. The brother replied, “Swami, I was observing How carefully you were dealing with them.”

Referring to Himself by holding His robe with His thumb and pointing finger, in a gesture of confidence and command, Swami immediately replied, “Purest form in the universe - Sathya Sai!” Swami then revealed how He never called in lady devotees for a personal interview. He said, “If I were to talk to a lady, then I will always call them along with other members. This is the discipline I maintain for this body

6.4.11 AVOID BAD LOOKS

During one of the group interviews Swami asked us if we heard the story of Bilvamangala. We replied in the negative. Swami began to narrate the story.

“Some time ago, there used to be a cowherd named Bilvamangala. He was not a Cowboy as you are imagining. He was a cattle herder. Bilwangala was good singer. One day he was singing by the banks of river Yamuna. There he saw a beautiful girl. As he is of your age, having seen a beautiful girl, the hysteria began. He started following the girl. He followed her all the way to her house. There, her husband was seated outside and threading something. Seeing the fixated Bilvamangala, the husband started beating him with a stick. Hearing the commotion, the beautiful wife came outside to enquire. She then chastised Bilvamangala – ‘do you know why you have been granted eyes? Is it to see this and that flimsy trash? No, No. Eyes have been granted to you to have the darshan of God. Do you know why you

have been given a mouth? Is it to gossip or engage in loose conversations? No, No. Mouth has been gifted to you to chant the holy name of God.’

Hearing the comments, Bilvamangala came to his senses and felt sorry for what happened. Filled with remorse and dejection he picked two thorns from a nearby bush and damaged his own eyes by piercing through them. He was instantly blinded.

This Bilvamangala is none other than the famous poet saint Soordas. Henceforth he started composing and singing the praises of Krishna. Finally, despite his blindness, he could even secure the darshan of the Lord!

Notice how Soordas pierced his own eyes out for having had one bad look. You, on the other hand are seeing so many things!”

Hearing Swami’s words, all of us in the interview hung our heads in shame.

6.4.12 FOCUS ON SETTLING DOWN, AS WELL AS SEVA

After the 75th Birthday celebrations, Swami had graciously instructed our group to gather for the sought after Padnamaskar⁷. Later in the evening, our joy knew no bounds when Swami sent a second message instructing us to be yet again be seated in a special spot for the next day’s darshan. During the second darshan, our brothers were blessed to receive watches from Bhagawan. During the course of this distribution, Swami said boys are not studying well. Bangaru, Swami does not like that.

Some of you have compromised your jobs and come for Seva. Bangaru, that is not good. Look at our boys here... all are studying well.” He paused, pointed to the boy who was assisting Him and said, “This boy here has done three Post Graduate degrees!! Did you know that? See... you too should study well. And at the same time participate in Seva as well..”

This is where devotees prayerfully touch the feet of Swami as a sign of respect and blessing. Wow, what an important point to grasp. Seva is good but not at the expense of personal settlement. For students study is important. For employees, their jobs and settlement are important. We learnt through this interaction that Seva, though good, does not absolve us from doing our social dharma⁸.

Later, when we were reflecting on this point, we felt that we must be stable at personal, financial, family, social and corporate levels. In fact, we should excel in all of them. Having won good praise and words from our society we should engage in Seva. Moreover, we should earn a good name in Seva as well. We surmised that a well-rounded personality is what Swami likes.

Bhagawan blessed us in the end by saying “Swami is very happy, very happy!!”

7 SCHEDULE & CALENDAR

7.1 General notes on Activities List

There are approximately 81 activities that we have gathered here for ver 1.0 of this booklet for SSSVJ program. These 81 have been described in detail in their respective sections (sorted by Beneficiaries); which are given at the end of this document. For convenience we have presented the same 81 activities in various filtered and sorted order. For example, we filtered the 81 activities into categories reflecting the beneficiaries. That is, we have several activities each for Child, Teacher, Parent, School, Villager, SSSSO and Govt. etc. Though the activities are all same, they are shown under the Child-centric section and also under the general activity list. Same list of 81 has also been sorted on frequency (section # 7.2.8) and vibhag (section # 7.2.9).

7.1.1 ENCODING/ LEGEND USED IN ACTIVITIES LIST

All 81 activities have a code associated with them. This is like their Activity ID code. The coding is not just a serial number. It has more information like which beneficiary it is associated with, which phase of SSSVJ it is associated with, and which sequence number it has. For instance a code like C-Z-1 indicates that it is a Child centric activity (first letter is C), and that it is a Energize phase activity (because the second letter is Z) and that it is the first activity because the third letter is number 1. In a similar manner, we can identify P-M-3 as Parenting centric, eMpower phased, 3rd activity.

Here is the list of legend for the 1st letter: **C**- Children, **G**-Government, **P**-Parents, **S**- School Management, **O**-SSSSO, **T**- Teachers, **V**-Villagers.

Here is the list of legend for the 2nd letter : **Z**-Energise, **M**-Empower, **Q**-Equip, **V**-Evolve

Each of the 81 activities can be: *** Highly recommended, ** Suggested, * Optional. We did this categorization because some of the activities may be cost intensive for smaller samithis. And, because some of the activities may not be needed by some of the SSSVJ adopted schools.

The location field in the table of 81 activities specifies where the activity is to be held. We have identified the following locations as important: At samithi level, At state level, At district level, At village, Field activity, At home, At school. This information can be used in planning out the SSSVJ projects.

7.2 Listing of 81 activities

7.2.1 CHILD CENTRIC ACTIVITY LIST

Children centric sevas							
Code	activity	Phase	Imp.	Day	location	Frequency	vibhags
C-M-1	Total medical check-up for children (monthly once at least)	Empower	***	Sunday	At school	Monthly	Sevadal incl youth
C-M-2	Distribution of Sai Protein (Need Based)	Empower	***	Sunday	At school	Monthly	Mahila
C-M-3	Special check-ups (major diseases and disabilities)	Empower	***	Sunday	At school	Once	Regional resource grp
C-M-4	School Bal Vikas	Empower	***	Saturday	At school	Weekly	BV gurus
C-M-5	National patriotism classes	Empower	***	Festive day	At school	Half yearly	BV gurus
C-M-6	Participation in various competitions (Nominations by the school)	Empower	***	Festive day	Field activity	Half yearly	Youth & New comers
C-M-7	Conducting intra school sports competitions and participation in sports meets	Empower	***	Festive day	Field activity	Half yearly	Youth & New comers
C-M-8	Conducting intra school completions such as painting, music, debate, essay, drama etc.	Empower	***	Festive day	Field activity	Half yearly	Youth & New comers
C-M-9	Field day (exposure to new environment)	Empower	**	Saturday	Field activity	Quarterly	Youth & New comers
C-M-10	Providing creative learning tools / Teaching aids	Empower	**	Weekday	At school	Once	Sevadal incl youth
C-M-11	Indoor / Outdoor value/learning based group games	Empower	***	Saturday	At school	Monthly	BV gurus
C-M-12	Distribution of uniforms etc. to needy students	Empower	**	Festive day	At school	Once	Sevadal incl youth
C-M-13	Aids to differently abled children	Empower	***	Weekday	At school	Once	Sevadal incl youth
C-M-14	Monthly awards to best children	Empower	***	Saturday	At school	Monthly	BV gurus
C-M-15	Maintaining cleanliness in class rooms and corridors	Empower	***	Weekday	At school	Monthly	Mahila
C-M-16	Drill class with yoga and pranayam for children	Empower	***	Sunday	At school	Monthly	BV gurus
C-M-17	Health counseling	Empower	***	Saturday	At school	Monthly	Mahila
C-M-18	Providing sports equipment	Empower	***	Festive day	At school	Once	Sevadal incl youth
C-M-19	Display of Value education posters in schools	Empower	***	Festive day	At school	Quarterly	Youth & New comers
C-M-20	Showing Value education documentaries (Film Shows)	Empower	***	Saturday	At school	Bi-monthly	Regional resource grp
C-M-21	Children counseling (Weak in studies)	Empower	***	Saturday	At school	Monthly	Youth & New comers
C-M-22	Educational counseling for better performance	Empower	***	Saturday	At school	Quarterly	Youth & New comers
C-M-23	Special training for children with special abilities	Empower	***	Sunday	At village	Bi-monthly	Youth & New comers
C-M-24	Provision of computers and exposure to children	Empower	***	Saturday	At school	Monthly	Youth & New comers
C-M-25	Guru-Parental worship	Empower	***	Festive day	At school	Half yearly	BV gurus
C-M-26	Creating library in Schools	Empower	***	Festive day	At school	Once	Youth & New comers
C-M-27	Off School Coaching	Empower	**	Weekday	At home	Daily	Villager
C-M-28	Motivation sessions for children	Empower	***	Saturday	At school	Monthly	BV gurus
C-M-29	Toy bank	Empower	***	Saturday	At school	Monthly	BV gurus
C-M-30	Pen pal program	Empower	***	Saturday	At school	Monthly	BV gurus
C-M-31	Simulation activity	Empower	**	Saturday	At school	Quarterly	Youth & New comers
C-M-32	Subscribing to child magazines for schools	Empower	**	Festive day	At school	Once	Sevadal incl youth
C-V-33	Creation of village SSSVJ team - for continuation	Evolve	***	Sunday	At village	Once	Youth & New comers
C-V-34	Scholarship for higher education for the needy and scholarly students	Evolve	*	Sunday	At village	Once	Sevadal incl youth

7.2.2 TEACHER CENTRIC ACTIVITY LIST

Teachers centric sevas							
Code	activity	Phase	Imp.	Day	location	Frequency	vibhags
T-Z-1	Orientation sessions with the teachers of the adopted schools about the project	Energize	***	Saturday	At school	Once	Sevadal incl youth
T-M-2	Computer education for Teachers	Empower	***	Saturday	At school	Monthly	Youth & New comers
T-M-3	Special training on handling difficult children	Empower	*	Sunday	At district le	Half yearly	Regional resource grp
T-M-4	Subscribing to periodicals (on teaching)	Empower	*	Festive day	At school	Once	Sevadal incl youth
T-M-5	Felicitating the Teachers	Empower	*	Festive day	At school	Once	Sevadal incl youth
T-M-6	Motivation sessions – for teacher	Empower	**	Saturday	At school	Quarterly	Regional resource grp
T-M-7	Training on effective teaching to teachers (general, not subject specific)	Empower	*	Sunday	At district le	Half yearly	Regional resource grp
T-M-8	Counseling sessions for Teachers	Empower	*	Sunday	At school	Quarterly	Regional resource grp
T-M-9	Training in soft skill development for Teachers	Empower	**	Sunday	At district le	Quarterly	Regional resource grp

7.2.3 PARENT CENTRIC ACTIVITY LIST

Parents centric sevas							
Code	activity	Phase	Imp.	Day	location	Frequency	vibhags
P-Z-1	Meeting the parents and creating awareness of the program	Energise	***	Sunday	At village	Once	Sevadal incl youth
P-M-2	Parenting Sessions	Empower	***	Sunday	At village	Monthly	BV gurus
P-M-3	Education Awareness Sessions for parents	Empower	***	Sunday	At village	Quarterly	Youth & New comers
P-M-4	Adult education	Empower	**	Sunday	At school	Weekly	Youth & New comers
P-V-5	Ensuring old students are pursuing higher education	Evolve	***	Sunday	At village	Half yearly	Youth & New comers

7.2.4 SCHOOL MANAGEMENT CENTRIC ACTIVITY LIST

School Management centric sevas							
Code	activity	Phase	Imp.	Day	location	Frequency	vibhags
S-Z-1	Meeting with the school management to create awareness on the program	Energize	***	Weekday	At school	Once	Sevadal incl youth
S-M-2	Upholding the pride of the school (Swach Bharat Abhiyan community service)	Empower	***	Sunday	At school	Quarterly	Youth & New comers
S-M-3	Visit to other schools	Empower	*	Weekday	At school	Half yearly	Sevadal incl youth
S-M-4	District Level Teachers Symposium/ Conclaves/ Conference	Empower	*	Sunday	At district le	Once	Regional resource grp
S-Q-5	Providing black boards (need based)	Equip	***	Festive day	At school	Once	Sevadal incl youth
S-Q-6	Repairing the broken roof	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-7	Repairing or laying flooring in class rooms	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-8	Repairing broken windows and doors of class rooms	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-9	Painting the school	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-10	Fencing the school or repairing the damaged compound wall	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-11	Repairing or provisioning of new toilets for girls and boys separately	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-12	Repairing or provisioning of clean drinking water	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-13	Repairing or cleaning the drainage systems	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-14	Creating proper hygienic kitchen for midday meal	Equip	***	Sunday	At school	Once	Sevadal incl youth
S-Q-15	Provision of additional class rooms	Equip	*	Sunday	At school	Once	Sevadal incl youth
S-V-16	Collaboration with city schools, other adopted schools, including Sathya Sai schools (Twining)	Evolve	**	Weekday	Field activity	Half yearly	Sevadal incl youth

7.2.5 VILLAGER CENTRIC ACTIVITY LIST

Villagers centric sevas							
Code	activity	Phase	Imp.	Day	location	Frequency	vibhags
V-Z-1	Meeting village elders & youth to explain the benefits of SSSVJ and seek their support	Energize	***	Sunday	At village	Once	Sevadal incl youth
V-M-2	Motivational talk to villagers by renowned people	Empower	**	Sunday	At village	Quarterly	Sevadal incl youth
V-V-3	Inspiring community through periodical Children-Community interaction	Evolve	***	Sunday	At village	Quarterly	Youth & New comers
V-V-4	Creating Bal vikas guru from the village (young married women and teachers)	Evolve	***	Sunday	At village	Monthly	BV gurus

7.2.6 SSSSO CENTRIC ACTIVITY LIST

SSSSO centric sevas							
Code	activity	Phase	Imp.	Day	location	Frequency	vibhags
O-Z-1	District Level Sai Youth meets	Energize	***	Sunday	At district le	Once	Regional resource grp
O-Z-2	Orientation and motivation sessions for Bal Vikas gurus	Energize	***	Sunday	At district le	Once	Regional resource grp
O-Z-3	Orientation to all the vibhags, active workers and seva dal and formation of teams	Energize	***	Sunday	At samithi le	Once	Regional resource grp
O-Z-4	Reaching out to friends for participation in the project	Energize	***	Sunday	Field activity	Weekly	Sevadal incl youth
O-Z-5	Motivational meets in colleges for volunteers for the project	Energize	***	Weekday	Field activity	Quarterly	Youth & New comers
O-Z-6	Leadership development program for Sai youth at district level	Energize	***	Sunday	At district le	Quarterly	Regional resource grp
O-M-7	Bal Vikas Guru training for youth	Empower	***	Sunday	At district le	Half yearly	BV gurus
O-V-8	Periodical review of the program implementation	Evolve	***	Sunday	At samithi le	Monthly	Sevadal incl youth

7.2.7 GOVT. CENTRIC ACTIVITY LIST

Government centric sevas							
Code	activity	Phase	Imp.	Day	location	Frequency	vibhags
G-Z-1	Meeting District education officials (School Inspector etc.)	Energize	*	Weekday	At district le	Once	Regional resource grp
G-Z-2	Meeting the District collector	Energize	*	Weekday	At district le	Once	Regional resource grp
G-Z-3	Meeting the Panchayat, /Sarpanch	Energize	*	Sunday	At village	Once	Sevadal incl youth
G-M-4	Sharing data & critical information with government	Empower	**	Weekday	At district le	Half yearly	Sevadal incl youth
G-V-5	Initiating change in policy on common issues of all adopted schools (state level)	Evolve	*	Weekday	At state level	Quarterly	Regional resource grp

7.2.8 SEVA ACTIVITY AND THEIR FREQUENCY

7.2.8.1 Daily Seva

C-M-27	Off School Coaching
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7.2.8.2 Weekly Seva

C-M-4	School Bal Vikas
P-M-4	Adult education

O-Z-4	Reaching out to friends for participation in the project
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7.2.8.3 Bi-monthly Seva (twice a month)

C-M-20	Showing Value education documentaries (Film Shows)
C-M-23	Special training for children with special abilities

7.2.8.4 Monthly Seva

C-M-1	Total medical check-up for children (monthly once at least)
C-M-2	Distribution of Sai Protein (Need Based)
C-M-11	Indoor / Outdoor value/learning based group games
C-M-14	Monthly awards to best children
C-M-15	Maintaining cleanliness in class rooms and corridors
C-M-16	Drill class with yoga and pranayama for children
C-M-17	Health counseling
C-M-21	Children counseling (Weak in studies)
C-M-24	Provision of computers and exposure to children
C-M-28	Motivation sessions for children
C-M-29	Toy bank
C-M-30	Pen pal program
P-M-2	Parenting Sessions
O-V-8	Periodical review of the program implementation
T-M-2	Computer education for Teachers
V-V-4	Creating Bal Vikas guru from the village (young married women and teachers)

7.2.8.5 Quarterly Seva

C-M-9	Field day (exposure to new environment)
C-M-19	Display of Value education posters in schools
C-M-22	Educational counseling for better performance
C-M-31	Simulation activity
G-V-5	Initiating change in policy on common issues of all adopted schools (state level)
P-M-3	Education Awareness Sessions for parents
S-M-2	Upholding the pride of the school (Swach Bharat Abhiyan community service)
O-Z-5	Motivational meets in colleges for volunteers for the project
O-Z-6	Leadership development program for Sai youth at district level
T-M-6	Motivation sessions – for teacher
T-M-8	Counseling sessions for Teachers
T-M-9	Training in soft skill development for Teachers
V-M-2	Motivational talk to villagers by renowned people
V-V-3	Inspiring community through periodical Children- Community interaction

7.2.8.6 Half-yearly Seva

C-M-5	National patriotism classes
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C-M-6	Participation in various competitions (Nominations by the school)
C-M-7	Conducting intra school sports competitions and participation in sports meets
C-M-8	Conducting intra school completions such as painting, music, debate, essay, drama etc.
C-M-25	Guru-Parental worship
G-M-4	Sharing data & critical information with government
P-V-5	Ensuring old students are pursuing higher education
S-M-3	Visit to other schools
S-V-16	Collaboration with city schools, other adopted schools, including Sathya Sai schools (Twining)
O-M-7	Bal Vikas Guru training for youth
T-M-3	Special training on handling difficult children
T-M-7	Training on effective teaching to teachers (general, not subject specific)

7.2.8.7 Seva done only once

C-M-3	Special check-ups (major diseases and disabilities)
C-M-10	Providing creative learning tools / Teaching aids
C-M-12	Distribution of uniforms etc. to needy students
C-M-13	Aids to differently abled children
C-M-18	Providing sports equipment
C-M-26	Creating library in Schools
C-M-32	Subscribing to child magazines for schools
C-V-33	Creation of village SSSVJ team - for continuation
C-V-34	Scholarship for higher education for the needy and scholarly students
G-Z-1	Meeting District education officials (School Inspector etc.)
G-Z-2	Meeting the District collector
G-Z-3	Meeting the Panchayat, /Sarpanch
P-Z-1	Meeting the parents and creating awareness of the program
S-M-4	District Level Teachers Symposium/Conclaves/Conference
S-Z-1	Meeting with the school management to create awareness on the program
S-Q-5	Providing black boards (need based)
S-Q-6	Repairing the broken roof
S-Q-7	Repairing or laying flooring in class rooms
S-Q-8	Repairing broken windows and doors of class rooms
S-Q-9	Painting the school
S-Q-10	Fencing the school or repairing the damaged compound wall
S-Q-11	Repairing or provisioning of new toilets for girls and boys separately
S-Q-12	Repairing or provisioning of clean drinking water
S-Q-13	Repairing or cleaning the drainage systems
S-Q-14	Creating proper hygienic kitchen for midday meal
S-Q-15	Provision of additional class rooms
O-Z-1	District Level Sai Youth meets
O-Z-2	Orientation and motivation sessions for Bal Vikas gurus
O-Z-3	Orientation to all the vibhags, active workers and seva dal and formation of teams
T-M-4	Subscribing to periodicals (on teaching)
T-M-5	Felicitating the Teachers
T-Z-1	Orientation sessions with the teachers of the adopted schools about the project

V-Z-1	Meeting village elders & youth to explain the benefits of SSSVJ and seek their support
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7.2.9 ACTIVITY SORTED PER VIBHAG

7.2.9.1 List of activities for Bal Vikas Gurus to undertake

Code	activity
C-M-5	National patriotism classes
C-M-25	Guru-Parental worship
O-M-7	Bal Vikas Guru training for youth
C-M-11	Indoor / Outdoor value/learning based group games
C-M-14	Monthly awards to best children
C-M-16	Drill class with yoga and pranayama for children
C-M-28	Motivation sessions for children
C-M-29	Toy bank
C-M-30	Pen pal program
P-M-2	Parenting Sessions
V-V-4	Creating Bal Vikas guru from the village (young married women and teachers)
C-M-4	School Bal Vikas

7.2.9.2 List of activities for Mahilas to undertake

Code	activity
C-M-2	Distribution of Sai Protein (Need Based)
C-M-15	Maintaining cleanliness in class rooms and corridors
C-M-17	Health counseling

7.2.9.3 List of activities for Sevadal (including Youth) to undertake

Code	activity
G-M-4	Sharing data & critical information with government
S-M-3	Visit to other schools
S-V-16	Collaboration with city schools, other adopted schools, including Sathya Sai schools (Twining)
C-M-1	Total medical check-up for children (monthly once at least)
O-V-8	Periodical review of the program implementation
C-M-10	Providing creative learning tools / Teaching aids
C-M-12	Distribution of uniforms etc. to needy students
C-M-13	Aids to differently abled children
C-M-18	Providing sports equipment
C-M-32	Subscribing to child magazines for schools
C-V-34	Scholarship for higher education for the needy and scholarly students
G-Z-3	Meeting the Panchayat, /Sarpanch
P-Z-1	Meeting the parents and creating awareness of the program
S-Z-1	Meeting with the school management to create awareness on the program
S-Q-5	Providing black boards (need based)
S-Q-6	Repairing the broken roof

S-Q-7	Repairing or laying flooring in class rooms
S-Q-8	Repairing broken windows and doors of class rooms
S-Q-9	Painting the school
S-Q-10	Fencing the school or repairing the damaged compound wall
S-Q-11	Repairing or provisioning of new toilets for girls and boys separately
S-Q-12	Repairing or provisioning of clean drinking water
S-Q-13	Repairing or cleaning the drainage systems
S-Q-14	Creating proper hygienic kitchen for midday meal
S-Q-15	Provision of additional class rooms
T-M-4	Subscribing to periodicals (on teaching)
T-M-5	Felicitating the Teachers
T-Z-1	Orientation sessions with the teachers of the adopted schools about the project
V-Z-1	Meeting village elders & youth to explain the benefits of SSSVJ and seek their support
V-M-2	Motivational talk to villagers by renowned people

7.2.9.4 List of activities for Villagers to undertake

Code	activity
C-M-27	Off School Coaching

7.2.9.5 List of activities for Youth (and newcomers) to undertake

Code	activity
C-M-23	Special training for children with special abilities
C-M-6	Participation in various competitions (Nominations by the school)
C-M-7	Conducting intra school sports competitions and participation in sports meets
C-M-8	Conducting intra school completions such as painting, music, debate, essay, drama etc.
P-V-5	Ensuring old students are pursuing higher education
C-M-21	Children counseling (Weak in studies)
C-M-24	Provision of computers and exposure to children
T-M-2	Computer education for Teachers
C-M-26	Creating library in Schools
C-V-33	Creation of village SSSVJ team - for continuation
C-M-9	Field day (exposure to new environment)
C-M-19	Display of Value education posters in schools
C-M-22	Educational counseling for better performance
C-M-31	Simulation activity
P-M-3	Education Awareness Sessions for parents
S-M-2	Upholding the pride of the school (Swach Bharat Abhiyan community service)
O-Z-5	Motivational meets in colleges for volunteers for the project
V-V-3	Inspiring community through periodical Children- Community interaction

7.2.9.6 List of activities needing support of regional resource group

Code	activity
C-M-20	Showing Value education documentaries (Film Shows)
T-M-3	Special training on handling difficult children
T-M-7	Training on effective teaching to teachers (general, not subject specific)
C-M-3	Special check-ups (major diseases and disabilities)

G-Z-1	Meeting District education officials (School Inspector etc.)
G-Z-2	Meeting the District collector
S-M-4	District Level Teachers Symposium/Conclaves/Conference
O-Z-1	District Level Sai Youth meets
O-Z-2	Orientation and motivation sessions for Bal Vikas gurus
O-Z-3	Orientation to all the vibhags, active workers and seva dal and formation of teams
G-V-5	Initiating change in policy on common issues of all adopted schools (state level)
O-Z-6	Leadership development program for Sai youth at district level
T-M-6	Motivation sessions – for teacher
T-M-8	Counseling sessions for Teachers
T-M-9	Training in soft skill development for Teachers

7.2.10 SAMPLE CALENDAR

		Week 1	Week 2	Week 3	Week 4	Quarterly	Half Yearly	Once
Month 1	Daily	CM27 X 7	CM27 X 7	CM27 X 7	CM27 X 7			
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 2	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7	CM9, CM19, CM22, CM31, GV5, PM3, SM2, OZ5, OZ6, TM6, TM8, TM9, VM2, VV3	CM5, CM6, CM7, CM8, CM25, GM4, PV5, SM3, SV16, OM7, TM3, TM7	CM3, CM10, CM12, CM13, CM18, CM26, CM32, CV33, CV34, GZ1, GZ2, GZ3, PZ1, SM4, SZ1, SQ5, SQ6, SQ7, SQ8, SQ9, SQ10, SQ11, SQ12, SQ13, SQ14, SQ15, OZ1, OZ2, OZ3, TM4, TM5, TZ1, VZ1
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 3	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7			
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 4	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7			
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 5	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7	CM9, CM19, CM22, CM31, GV5, PM3, SM2, OZ5, OZ6, TM6, TM8, TM9, VM2, VV3		
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 6	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7			
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 7	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7			
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 8	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7	CM9, CM19, CM22, CM31, GV5, PM3, SM2, OZ5, OZ6, TM6, TM8, TM9, VM2, VV3	CM5, CM6, CM7, CM8, CM25, GM4, PV5, SM3, SV16, OM7, TM3, TM7	
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 9	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7			
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						
Month 10	Daily	Week 1 CM27 X 7	Week 2 CM27 X 7	Week 3 CM27 X 7	Week 4 CM27 X 7			
	Weekly	CM4, PM4, OZ4	CM4, PM4, OZ5	CM4, PM4, OZ6	CM4, PM4, OZ7			
	Fortnightly	CM20, CM23		CM20, CM23				
	Monthly	M1, CM2, CM11, CM14, CM15, CM16, Cm17, CM21, CM24, CM28, CM29, CM30, PM2, OV8, TM2, VV						

Incase of Monthly, Quarterly, Half yearly and once in project lifetime sevas, distribute the seva on various days such that work load is equally distributed

8 DETAILS OF VARIOUS ACTIVITIES

8.1 Child centric activity details

Description of various sevas that can be implemented under Children centric sevas are as under;

8.1.1 C-M-1: MEDICAL CAMPS (PHASE: EMPOWER)

Medical camps are expected to be a regular monthly seva at the school. We need to have a general physician visit on a monthly basis and checkup the students and their progress. This can be conducted at the school premises on Sundays.

When working with a child, be sure to maintain a child-card for each child. This child-card should be regularly updated. Ensure there are vaccines. A sample child card is given as Exhibit 1 of Appendix.



Medical seva should be done as a volunteer seva, i.e., children should not be given any medication or treatment without explicit involvement of the parent. Check up or medication should be done in the presence of parents.

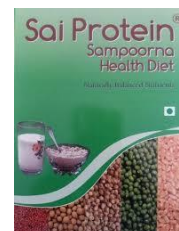
In the first camp, take the complete medical profiling of the student and fill in the child card and file it correctly, which should be maintained with the school authorities, to be used in emergencies. Update the card with the progress of the child in the monthly check-up. In the case of chronic diseases, advise the parents with the proper prescription to consult the specialists in the government hospital. If resources permit, we can volunteer to accompany the children and their parents to the general hospital. If resources permit, we can also undertake pathological tests of select needy cases.

Seva outline	Suggestions
Objectives of the seva	100% medical fitness of children
Frequency	Once in a month
Implementation	Highly recommended
Suggested day and duration	Sundays 2-3 hours depending upon number of children
Resources required (including special talents)	<ul style="list-style-type: none"> 6 Sevadal [Child card management, Q discipline, assistant to Doctor (Gents and Ladies), Medicine distribution, value education class]. Preferably one of the Seva dal can be a medical nurse. One MBBS doctor Medical checkup kits such as stethoscope, BP machines, weighing scale, measurement tapes, first aid kits, standard GP OTC medicines (emphasis on medications related to body injuries, stomach worms, skin diseases, anemic, ENT medicines, flu & fever, dental problems)
Method of execution, tools & aids	<ul style="list-style-type: none"> Approach the school authorities for suitable day and location for conducting medical camp Ensure all the required infra support such as ventilation, light point, table chairs etc. are available Announce about the medical camp one day in advance in the school Invite teachers and non-teaching staff and their families for the camp

	<ul style="list-style-type: none"> On the day of the camp, arrive early, pray to Bhawagan and set up things Conduct the camp Use posters for display of good healthy habits and disease prevention tips and conduct value education for the waiting children
Key values to be communicated	<ul style="list-style-type: none"> Body is a temple; so take care of it Cleanliness is next to Godliness Prevention is better than cure Washing hands before eating, praying before eating, eating healthy food, eating in time, keeping house environment clean, etc.
Outcome expected	100% good health condition of all children
Useful strategies & tips	Use the waiting time of children to conduct value education on health, in groups
Important Do's and Don'ts	<ul style="list-style-type: none"> Include teachers & school staff and his/her family as beneficiaries of the medical camp Maintain child-card for each child. This child-card should be updated on every visit. No checkup or medication should be given without the parent being present. In a case of chronic diseases, advise the parents with a proper prescription to consult the specialists in the government hospital. Dietary prescriptions can be given in the event of child needing special health care Teach healthy habits such as washing hands before eating, not letting water accumulate, clean environment, daily bathing, etc. to the parents Make the mother as guiding force for healthy environment and habits; if needed conduct group discussion with mothers Carry out vaccination drive in coordination with government health department
Preparatory to-dos	<ul style="list-style-type: none"> Make sure the camp details are announced in the school one day before Make sure the school authorities are informed and invited to the camp Make sure that the child card file is made available for the camp Make sure the camp area is visited one day before, and all facilities are set up Ensure the team reaches the location one hour before for the set up including putting up the posters

8.1.2 C-M-2: DISTRIBUTION OF SAI PROTEIN (PHASE: EMPOWER)

Sai Protein is one the health supplement prepared by the Mahila vibhag at homes in line with the recipe approved by the Sai organization. It contains high fiber and protein cereals and made in a Divine environment. This food supplement is very nutritious for children who are anemic and



malnourished. Continues consumption of Sai protein can bring the child out of malnourishment over a period. The recipe is enclosed herewith as Exhibit 3 of Appendix.

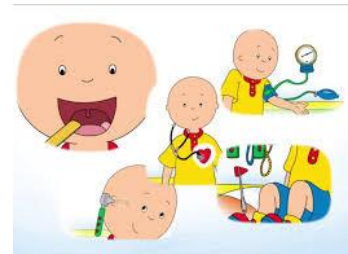
The broad outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	Treatment of malnourished children and bring them to reasonable health standards
Frequency	Once in a month
Implementation	Highly recommended
Suggested day and duration	Sundays along with medical camp
Resources required (incl. special talents)	<ul style="list-style-type: none"> No special resources required. The doctor can be requested to prescribe the same based on health condition of children and can be distributed along with medicines Sai Protein packets of one-month usage with different measures for different category of mal-nourishment (example- One tablespoon per day, two tablespoons per day, etc.)
Method of execution, tools & aids	<ul style="list-style-type: none"> To be carried out along with medical checkup seva
Key values to be communicated	<ul style="list-style-type: none"> Body is a temple; so take care of it Prevention is better than cure Explain the ingredient used, each one of them to one human value and when they come together how it becomes a wonder medicine similar to becoming good human being. The recipe can be explained in a fun-filled way; example one fist of love, one fist of truth, one fist of non-violence mixed and heated in the vessel called body and powdered becomes wonderful human being.
Outcome expected	Zero children being malnourished category
Useful strategies & tips	<ul style="list-style-type: none"> Explain the dosage to the mother Use weatherproof containers Educate on the effort that has gone into preparation so that they are not wasted Use the service of Mahila sevadal members for preparation of Sai protein who otherwise cannot travel to villages Distribute only to needy children as medicinal product
Important Do's and Don'ts	<ul style="list-style-type: none"> Make sure Sai protein is prepared with Namasmaraan to add Divine energy Make sure the content can last for a month – Do trial testing in different climate conditions Make sure one sample from each batch is kept at the centre at room temperature and checked on daily basis to ensure quality is not deteriorating due to change in climate or moisture; and it happens forewarn the villagers not to use that batch

	<ul style="list-style-type: none"> • Use good quality cereals and don't compromise on quality • As much as possible make sure same recipes are used and entire quantity made in different homes are mixed well, offered to Bhagawan with prayers and invoke blessings to cure the illness • Ensure proper packing materials are used to ensure they don't get spoiled in village condition or change in climate
Preparatory to-dos	<ul style="list-style-type: none"> • Make sure quantity required (no of beneficiaries) are known in advance so that adequate supply can be made • Make sure the doctor is informed about the availability of Sai protein and prescribed to needy child

8.1.3 C-M-3: SPECIALTY MEDICAL CAMPS FOR MAJOR DISEASES AND DISABILITIES (PHASE: EMPOWER)

Many times it is noticed that children suffer from some major diseases and the same come to know only when things go out of control, which in many cases become too late. There are also instances children live with such disabilities without even realizing them. One such example is the poor vision which makes the child unable to read the blackboard, and over period perform poorly in studies. Recently Dyslexia (learning disability) has emerged out as a common disease among select children. These abnormalities are not known to the parents in the ordinary course.



So as part of SSSVJ empowerment, we shall be conducting specialist camps in the schools and make the children undergo certain tests. The ailment to be covered in special medical camps includes Heart disease, Cancer, Skin, Eye, Dental, Ear, Gynec, Polio, Depression, and Dyslexia, etc. Since such resources may not be available in each of the Samithi, the district authorities of SSSO shall create a specialist team and make them visit each of the school to carry out the necessary checking for these diseases. This will be one-time seva.

If any cases are found (other than Dyslexia), the parents should be counseled to take the child to specialists in the government hospital. If the resources permit, the Samithi responsible for the school may make arrangements and guide the parents with the treatment under government welfare scheme.

Dyslexia can be handled by way of special coaching with the permission of the school authorities. Depending upon the resources available to the Samithi, either the school authorities are informed about it, or personal trainers can be organized to coach the students.

The broad outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	100% medical fitness of children
Frequency	Once in a year for each of the major diseases such as Heart ailment, Cancer, Skin, Eye, Dental, Ear, Gynec, Polio, Depression, and Dyslexia, etc. It can be done in one camp with specialties doctors available or multiple camps with combination of doctors
Implementation	Highly recommended
Suggested day and	Sundays

duration	2-5 hours depending on number of children and number of diseases to be covered
Resources required (including special talents)	<ul style="list-style-type: none"> • 4 Sevadals [Child card management, Q discipline, assistant to Doctor (Gents and Ladies)] with specialty Doctor • The number of assistants required will increase if more than one specialty disease are planned to be covered in one camp. • The district administration of SSSO shall create a team of doctors covering all specialists to be sent to all the SSSVJ schools in the district.
Method of execution, tools & aids	<ul style="list-style-type: none"> • To be preferably conducted in school premises • Medical checkup kits required for the specialty doctors planning to visit (to be coordinated with specialist physicians) • Use posters for display of good healthy habits and disease prevention tips for that illness. These posters are available in district health department of the government.
Key values to be communicated	<ul style="list-style-type: none"> • Body is a temple; so take care of it • Prevention is better than cure
Outcome expected	100% good health condition of all children
Useful strategies & tips	<ul style="list-style-type: none"> • Use the waiting time of children to conduct value education on health, in groups • It would be a good idea to tie up with the district government hospital for carrying out such camps in villages, and the Doctors can be sent from the government hospital
Important Do's and Don'ts	<ul style="list-style-type: none"> • Include teachers & school staff and his/her family as beneficiaries of the medical camp • Ensure each and every child undergoes the check up • No, checkup or medication should be given without the parent being present. • In a case of the finding of any diseases, advise the parents with a proper prescription to consult the specialists in the government hospital.
Preparatory to-dos	<ul style="list-style-type: none"> • Make sure the camp details are announced in the school one day before • Make sure the school authorities are informed and invited to the camp • Make sure that the child card file is made available for the camp • Make sure the camp area is visited one day before, and all facilities are set up • Make sure the team liaison with the Doctors concerned at least a week before the camp and all the requirements for the camp are understood and arranged ahead of time • Make sure the team reaches the location one hour before for the set up including putting up the posters

8.1.4 C-M-4: SCHOOL BAL VIKAS (PHASE: EMPOWER)

The rural Bal Vikas program should be held every week for 1.5 hours as per the calendar i.e. preferably on every Saturday post lunch. A rural Bal Vikas document with lesson plans



prepared by SSSSO National Bal Vikas team shall be made available in due course. The topics should be in keeping with the National Bal Vikas agenda. The SSSVJ team should have a dedicated team of Bal Vikas gurus for each of the adopted school, and new youth/devotees willing to assist can be made available to Gurus in conducting the classes. The Bal Vikas team shall internally plan the lesson plans delivery such that the classes are held as per the document seamlessly in continuation irrespective of change in Gurus every week. One of the team members should keep track of lessons taken up in each of the classes so that any new guru coming the next week knows exactly where to start. It would be preferable to maintain a Bal Vikas class register in the school with the update of a portion covered are mentioned by Bal Vikas teachers post the class. The Bal Vikas class can be conducted in one group if the school is small and in the case of larger schools, in multiple simultaneous classes with similar age group students. In such a situation, the number of Bal Vikas Gurus and assistants required would increase.

8.1.5 C-M-5: NATIONAL PATRIOTISM (PHASE: EMPOWER)

One of the significant seva to be undertaken as part of the SSSVJ implementation is celebrating national patriotism on important occasions such as Gandhi Jayanthi, Republic Day and Independence Day. We can use these days to conduct special classes in the schools to showcase life histories and achievements of some of the national heroes such as Mahatma Gandhi, Jawaharlal Nehru, Vallabhai Patel, Swami Vivekanand, Subhash Chandra Bose, etc. The broad outline of the seva is as under;



Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Inculcating Patriotism in the children. Making the children aware of the greatness of our Country. Inspiring them to become responsible citizens.
Frequency	Half yearly (National holidays)
Implementation	Highly recommended
Suggested day and duration	National Holidays such as Independence day, Republic Day, Gandhi Jayanthi, etc. 2 hours after flag hoisting
Resources required (including special talents)	<ul style="list-style-type: none"> Bal Vikas Gurus
Method of execution, tools & aids	<ul style="list-style-type: none"> To be conducted in school premises Short videos of national heroes can be shown through projectors Photos and pictures can be displayed Small skits can be performed Groups discussion by the children and asking them to present the main points Essay competition can be conducted for higher-class children
Key values to be communicated	<ul style="list-style-type: none"> Explaining the golden era of India and how the country thrived pre-British rule Stories of great leaders of the country like Mahatma Gandhi, Dr. Ambedkar and the role played by them despite their poor economic back ground Stories of greatest rulers of Indian History such as Asoka, Akbar, Shivaji, etc.

	<ul style="list-style-type: none"> • The role played by India today in world scene – IT, Space, etc. • The role of Indians in the global arena- NRIs, Doctors community, Global CEOs • Teaching unity of faith and diversities in country and how yet we are undivided
Outcome expected	Change in the attitude of children towards the country and becoming responsible
Useful strategies & tips	<ul style="list-style-type: none"> • Volunteers carrying out this seva shall do their own research on various points to be focused upon and shall develop interesting contents/materials to promote better understanding by the children. • The sessions need to be lively and interactive such that the children should feel engaged • Message can be better conveyed through short films, skits, debates, essay competitions than just lecture
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Make the session lively- don't make it only a talking session • Make the children perform small skits in classrooms • Keep the session simple and easy to understand • After every story emphasize on the sacrifice part • Make the children display the love for their country openly and boldly. Others in the family will follow them. <p>Don'ts</p> <ul style="list-style-type: none"> • Don't get into the maze of history- this is not a history class • Don't dwell too much on one topic. Important is for them to understand the sacrifice by great leaders and values and what our country stands for • Don't make the sessions too frequent
Preparatory to-dos	<ul style="list-style-type: none"> • Speak to school authorities much before the chosen day for conducting this class • Involve the teachers in preparation • Do homework on select leaders, their contribution and life histories • If Skits or competitions, inform the students in advance and help them prepare • One can even plan to make some printed write up on few leaders and distributed in the class ahead of time and get them prepare the notes and conduct essay competitions on the chosen day on any one of the leaders of their choice.

8.1.6 C-M-6, C-M-8: PARTICIPATION AND CONDUCTING SKILL BASED COMPETITIONS (PHASE: EMPOWER)

Exposure to essay, painting, debate, music, drama competitions conducted within the school (intra-school) and between the schools from the same locality/district/state (inter-school) prepare the child to become competitive and connected to the world. In the



normal course, such opportunities are not made aware and even if the same is made aware, there is no mentoring of the children, or the children are shy to take the initiatives. So as part of this seva, our role will be fivefold.

- Conduct intra-school competition on essay, painting, debate, music and drama, etc., if not done by the school already
- Look out for opportunity for the children to participate in inter-school competition
- Encourage and motivate the children to take part in such competitions
- Mentoring and guiding the children in preparation for intra-school and inter-school competitions
- If resources available, assist the school authorities for safe transportation and logistic support to the children for participation

The brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Creating opportunities for the child to participate in competitive environment Exposure to the child to outside world through participation in competitions Enhance the thinking and creative abilities of the children
Frequency	Half yearly
Implementation	Highly recommended
Suggested day and duration	National Holidays and festive days so that the regular school days are not affected
Resources required (including special talents)	<ul style="list-style-type: none"> 4-5 Sai Youth and new youth to be inducted in SSSVJ team Instrument players in case of music competition such as singing Senior members of the organization / school authorities as judges (in case of intra-school) Drawings papers, drawing colors, papers to write essays, musical instruments, etc. depending upon the type of competition
Method of execution, tools & aids	<ul style="list-style-type: none"> To be conducted in school premises (for intra-school) and at the official venue (if inter-school) Explain the children about the advantage of participating in such competitions based on their skill level (carry out quick check on their core abilities and guide them which one or more of the above competitions they should choose) Mentor them on the topics selected by the children and guide them with live sessions Enhance their confidence level through one on one counseling (talks) Give them samples of good work done by other successful children
Key values to be communicated	<ul style="list-style-type: none"> Competitions are inevitable; the form and manner may vary; one should be ready to face it One should make sincere efforts and be honest in their attempts; short cuts are dangerous and in the long term will lead to failure

	<ul style="list-style-type: none"> • There is no substitution for hard work and preparation • Be bold; courage comes from the quantum of effort that you put in • Be expressive with your thoughts; don't worry about whether what is being said is correct • Focus on effort and not result
Outcome expected	Courageous, informed and extrovert children
Useful strategies & tips	<ul style="list-style-type: none"> • Motivation is the key factor, and it is hard to come by in village children • They tend to follow in groups so pick up some child to say yes and others will follow • Take help of class teacher to do the convincing and also identify who is good in what • Keep the teachers in high pedestal in such program
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Pick and choose easy topics • Give them time to prepare; mentor them adequately • Showcase some of the good works of other children as examples • If possible interact with the children one on one or small groups <p>Don'ts</p> <ul style="list-style-type: none"> • Don't force any child to participate; children take time to draw the comfort • Don't make any decision without consulting the school authorities; in fact, the idea should be shared with school authorities and go by their guidance • In the case of inter-school competitions, our role should be to create the awareness. Participation in such competitions should be only with the consent of the school authorities and parents as it's a field activity
Preparatory to-dos	<ul style="list-style-type: none"> • Firstly speak to school authorities for holding intra-school competition and take their consent • Involve the teachers in preparation/inputs /design of the program • Make sure all the materials required for the competitions are made available at least a day or two before the competitions • In case of intra-school competitions ensure the forms are submitted in time, and the parents' consent are taken

8.1.7 C-M-7: PARTICIPATION AND CONDUCTING SPORTS COMPETITION (PHASE: EMPOWER)

Sport is an important part of children development. Bhagawan had always attributed highest level of important for sports and even today sports day is conducted in Sri Sathya Sai University in the month of January every year. Bhagawan had even built an indoor and outdoor stadium for promoting sports. On the other side, rural children are very active and keen in sports. Their endurance levels are very high and always are interested in participating in sports. Given the conditions are rural schools, it is possible that many of the schools may not be conducting sports competitions within the school. Also, it is quite



possible that there are many talented budding children needing training and opportunities to exhibit their skills. So it shall be out endeavor to promote sports as one of the aspects of SSSVJ program implementation. Participation in sports promotes good health, competitive spirit and in some cases as a career. Let us look at the outline of the seva.

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Promoting active lifestyle and good health Promote competitive spirit Creating opportunities for the children with special abilities Exposure to the child to outside world through participation in competitions
Frequency	Half yearly (But it is a month long seva with weekly training culminating in the final competition day)
Implementation	Highly recommended
Suggested day and duration	Festive days so that the regular school days are not affected
Resources required (incl. special talents)	<ul style="list-style-type: none"> 10-12 Sai Youth and new youth to be inducted in SSSVJ team Senior members of the organization / school authorities as judges (in case of intra-school) Sports tools such as cricket, volley ball, white chalk powder, rope, lemon spoon, sacks, etc. depending upon type of sports to be conducted Specialists in sports training for children with special abilities / participants in regional sports meet
Method of execution, tools & aids	<ul style="list-style-type: none"> To be conducted in school premises (for intra-school) and at the official venue (if inter-school) Explain the children about the benefits of participating in such competitions Train them on the sports they chose to participate for 3-4 weeks In case of children with special abilities, give them special training through specialists
Key values to be communicated	<ul style="list-style-type: none"> Competitions are inevitable; the form and manner may vary; one should be ready to face it There is no substitution for hard work and preparation Be bold; courage comes from the quantum of effort that you put in Focus on effort and not result Preparation and practice are keys key to success
Outcome expected	Healthy, competitive and bold children
Useful strategies & tips	<ul style="list-style-type: none"> Keep the teachers in high pedestal in such program Ensure each and every child participates In case of intra-school competitions keeps simple and fun filled sports Ensure adequate sports activities for girl child Use the youth and elders from village for help; they too will enjoy Make it a village festival like atmosphere

Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Conduct intra-school sports meet only with the permission and time suitable for the school management • Make it a big event by creating awareness among children; provoke them to participate • Give them time to prepare; guide/train them adequately • In case of children participating in regional sports meets, if resources permit, train them adequately through specialists • Encourage the children to practice every day evening for a month • Over period make sports as daily activity <p>Don'ts</p> <ul style="list-style-type: none"> • Do not suggest sports which could be dangerous or cause serious injury • Don't force any child to participate if unwell or uncomfortable with strenuous activities especially girl children • In the case of inter-school competitions, our role should be to create the awareness. Participation in such competitions should be only with the consent of the school authorities and parents as it's a field activity
Preparatory to-dos	<ul style="list-style-type: none"> • Firstly speak to school authorities for holding intra-school competition and take their consent • Involve the teachers in preparation/inputs/design of the program • Make sure all the resources required for the competitions are made available at least a day or two before the competitions • In case of intra-school competitions ensures the forms are submitted in time, and the parents consent are taken • Provide training and support- Remember it's a month long activity

8.1.8 C-M-9: FIELD TRIPS (PHASE: EMPOWER)

One of the important dimension which the children miss in rural schools are exposure to outside world. Seeing real life situations or monuments helps to improve their understanding of the subject and intelligence. Our Samithis can recruit new college-educated students and elders to take the students on a field trip. The trips can be to local historic places of interest or small learning centers like a library, museum, rice mill, bank, dairy production facility, govt. Hospital etc. We need to use this to increase the child's curiosity.

The seva requires elders because due precautions are needed. In fact, even permission /consent forms need to be signed before having the trip. This event will involve the cost of transportation of children and also entry tickets. This seva should be taken up only if the Samithi is willing to spend money towards the same.

Youth can do the groundwork, research and explain the process and details to the school authorities. The youth can prepare posters to illustrate complex subjects. They can use examples to link the school/subject theory to the reality.



in the field. Also, the youth can help in organizing and working with the children. The brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Exposure to the child of outside world and improve their GK • Real life examples of what is being taught in the school • Fun and teamwork
Frequency	Quarterly
Implementation	Suggested
Suggested day and duration	Saturdays
Resources required (including special talents)	<ul style="list-style-type: none"> • A team of 2 youths for every 15-20 children. Sai Youth and new youth to be inducted in SSSVJ team for the same • Senior members of the organization/school authorities to accompany • Transportation, lunch, caps and water bottles for children • First aid box and essential medicines
Method of execution, tools & aids	<ul style="list-style-type: none"> • This is a field trip and risky seva. So check with the school authorities for their permission which in turn might involve parents permission • List out possible options of places of interest in the vicinity and chose the most relevant places which can be connected with their studies • Book an excellent condition vehicle for transportation and arrange for lunch, snacks, water, etc. for the children • The team to visit the place well in advance and take all permissions and make all arrangements for the visit • Ensure you start early, drive slowly and reach back well before sunset safely • Children safety is must- so more the Seva Dal; it is better • Brief write on the place of the tour for pre-visit briefing should be made; even short documentary will be a great support.
Key values to be communicated	<ul style="list-style-type: none"> • Being in a team and how to take care of other team members • Being obedient (best obedient children should be identified and felicitated) • Observe carefully for better understanding • Respecting our culture and history • Not to litter in public places • Always comply with the rules and laws of the place you visit
Outcome expected	Informed and inquisitive children; creation of awareness
Useful strategies & tips	<ul style="list-style-type: none"> • Select the place which is famous • Before the visit, explain to the children what they shall be seeing, what they should expect, what should look out for and follow up with a session of what they learned • Make one Seva Dal in charge for a group of 8-10 children (separate Mahila Seva Dal for girls). Form them into a group and ask the members of each

	<p>group to take care of other members of their group</p> <ul style="list-style-type: none"> • Involve the school authorities in every smallest of the decision. • Select the right day. If required, make it smaller groups of different ages to be done on various dates to different location- Smaller the team, better will be the control • Children needing special attention or having medical condition should be avoided
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • The place of visit should be not too far- maximum of 100-150 km from the school • No overnight trips and it shall be day trip • One should plan to reach back the school much before sunset • Ensure the Children parents' permission are taken • Ensure girls and boys are separate • Ensure Mahila Seva Dal for managing girl children • Keep constant watch over the children • Do this seva only with prior authorization and approval of the school with choice of place and whole plan being approved by the school <p>Don'ts</p> <ul style="list-style-type: none"> • Avoid risky locations; locations which are remote and require physical efforts or climbing, mountain, water, etc. • Don't force children if their parents are not comfortable • Don't announce about the plan/program to children till school authorities approve this formally; don't make the school authorities villain in the process by announcing ahead of permission
Preparatory to-dos	<ul style="list-style-type: none"> • The team to visit the place well in advance and take all permits and make all arrangements for the visit • The team should reach the school in advance and ensure all the materials are loaded • Book the bus/transportation well in advance

8.1.9 C-M-10: PROVIDING CREATIVE LEARNING TOOLS AND AIDS (PHASE: EMPOWER)

Learning is an experience than an activity or a duty to be done every day. It is in the hands of the teacher and the management of the school to make the learning experience a pleasant one. Children are always curious to know more by nature and their thirst for knowing more should be encouraged. However, given the financial conditions of the schools, the school authorities may not have enough resource to provide the necessary tools which will make the learning an experience than an activity. These tools and aids could be posters, charts, miniature models, actual items etc. Children can understand the subject better with the use of tools and aids. The Samithi should explore the



possibility of identifying cost-effective tools and aids and provide the same to the school to aid the learning process. Towards this, they can have a discussion with the teachers and management and list out possible useful tools and aids. One can think innovatively and make such tools and aids with the help of college students who want to participate in SSSVJ. Innovation can save lots of money for the Samithi. Since this seva would involve money, it is a suggested seva.

Some of the possible tools and aids could be;

- Miniature toy model of animals
- Miniature toy model of solar system
- Miniature toy model of all fruits
- Toy model of globe
- World Map
- World Atlas
- Picture book of Indian forts
- Picture book of Indian leaders and world leaders
- Picture book of all flowers, fruits and vegetables
- Miniature toy of science objects
- Toy model of various physics (science) concepts (for primary school level)
- Miniature toy model environmental concepts
- Miniature toy model of human body
- Samples of all metals
- Laboratory kits (for primary school level)
- .. and more

This seva can be done once in a year at the beginning of the Empowerment phase.

8.1.10 C-M-11: INDOOR / OUTDOOR VALUE/LEARNING BASED GROUP GAMES (PHASE: EMPOWER)

Games and Play always need not be focused only recreation. There are many games which can be taught through games and group plays. Similarly, all value imparting activities need not be lectures and classroom based talks but also can be part of games. As part of this seva, the volunteers periodically shall conduct group games with fixed theme and value behind the same. While the children enjoy playing together, they shall also learn. These games are conventional, do not always need equipment and doesn't involve spending.



The brief outline of this seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Learning values through fun filled activities
Frequency	Monthly
Implementation	Highly recommended
Suggested day and duration	Saturdays

Resources required (including special talents)	<ul style="list-style-type: none"> A team of 2 youths (one male and one female) for each class so that all children get a chance to play. Sai Youth and new young people to be inducted in SSSVJ team for the same Any objects or sports tools as may be required depending on the game to be played
Method of execution, tools & aids	<ul style="list-style-type: none"> Each of the classroom will play separately so that all children get to participate The value to be taught by the games may be displayed by way of a poster
Key values to be communicated	<ul style="list-style-type: none"> Many values can be taught through group games
Outcome expected	Learning of values while having fun
Useful strategies & tips	<ul style="list-style-type: none"> Pick and choose simple games which children can understand Pick and choose simple values to be communicated Create excitement for few days before the day on which game is to be played One of the strategies could be to find out games the children usually play and bring the value that can be taught by playing the game Encourage the children to play the games on weekends and more often
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> Do proper homework of favorite games and values that can be taught Be considerate to girl children who can't play all type of games Ensure boys and girls play separately Before the start of the game, explain the inbuilt values. In the middle of the game do not interfere with values but once the match is over refresh them with values that can be learned Ensure all the tools required to play the game are easily available and not money intensive Ensure games involve all the children playing in safe zone and not away from the eyesight (e.g., avoid hide & seek type games) <p>Don'ts</p> <ul style="list-style-type: none"> Don't pick and choose highly skill-oriented game Don't use games that involve speculation and gamble/ taking chance etc. Beware of safety of the children
Preparatory to-dos	<ul style="list-style-type: none"> List of games to be played and rules List of values to be communicated Posters for display of values

8.1.11 C-M-12: DISTRIBUTION OF UNIFORMS ETC. TO NEEDY STUDENTS (PHASE: EMPOWER)

Many of the states have the policy of providing free uniform to children from rural areas. However, there could be some states where the same is not implemented, as there is no policy or no funding. So



the volunteers of SSSVJ, if the resources permit, can plan to provide uniforms, books, water bottle, tiffin box, pencil box, note books, text books, etc. to children once a year. It could be done on a festive day.

Not much of elaboration is required for this seva. However, prior permission of the school and real neediness need to be established. Also since this involves money, this seva is only a suggested seva.

Some of the values that can be communicated while doing this seva are, the importance of taking care of things such as note books, text books, values connected to wearing a uniform dress by all, the importance of wearing washed clothes, etc.

8.1.12 C-M-13: AIDS TO DIFFERENTLY ABLED CHILDREN (PHASE: EMPOWER)

Differently abled children are those who have physical challenges (by birth or due to accidents or illness) to do day to day activities like any other kids. This could be children with polio, deformity in limbs, deaf, blind, dumb, etc. While they might have deformity physically, you may notice some of their senses work better than normal children. It shall be our endeavor to reduce their misery by providing aids which can reduce their challenges. Some of the aids could be Jaipur foot, walking aids, wheelchairs, hearing aids etc. In some of the borderline cases, if resources permit, one can conduct special medical camps for such children and see they can be cured with minor procedures. However such initiative should be only with written consent of the parents and under medical specialist's advice. Volunteers should also explore possible government schemes or medical treatment schemes for treatment of such children and facilitate the same.



8.1.13 C-M-14: MONTHLY AWARDS TO BEST CHILDREN (PHASE: EMPOWER)

Recognition is the best form of motivation. Children undergoing value education and character building would surely exhibit their learning over a period of time. Under this seva, we shall recognize children who exhibit a change in behavior in the presence of his/her parents and the school. We suggest evaluating the children under five categories such Efforts taken to keep self and surrounding clean, attendance in school, discipline in studies, helping others, showing respect to elders. The teachers should be motivated to judge the children as they are always present in the school. Off-school behavior can be assessed by interacting with the shortlisted children's parents by asking few questions. The outline of the seva is as under;



Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Motivating children for implementing the value lessons in real life
Frequency	Monthly
Implementation	Highly recommended
Suggested day and duration	Saturdays
Resources required (including special talents)	<ul style="list-style-type: none"> Bal Vikas Gurus Small mementos for the winning children
Method of execution, tools & aids	<ul style="list-style-type: none"> The rules for selection should be made in consultation with school authorities and children should be made aware of the same

	<ul style="list-style-type: none"> • The teachers should be briefed about the award and requested to keep track of children showing improvement under the above criteria • Children should be motivated and reminded of this every week at the end of Bal Vikas classes. • Once in a month on a fixed day (say 4th Saturday) the award ceremony (very brief) should be done in front of all children and the winning children parents • There can be winner and runner-up awards or separate awards under each category • Along with the winning child, his/her parents and his/her classroom teacher should also be felicitated. Without teacher's guidance and parent support, change in children cannot be achieved.
Key values to be communicated	<ul style="list-style-type: none"> • One will achieve success by imbibing good values • Discipline bring success, name, and fame
Outcome expected	Yearning to implement values learned in real life
Useful strategies & tips	<ul style="list-style-type: none"> • Involvement of parents and recognizing their efforts in helping the children to imbibe values, will motivate the parents as well. • Have a notice board in which the winning children photos with award can be displayed for a month till next award function • Try to involve other parents as well for the ceremony so that they too get motivated • Help them with tips which will earn them the award • We can also make a diary for the children so that they can note down initiatives taken by them on daily basis under each of the categories • You may ask the winning children to share their experience in front of other children • The role of the teacher should also be recognized along with winning children and their parents. It's a child-parent-teacher partnership which will bring in the change
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Make clear, simple and measurable rules for the award and make the children aware of the same • Add/ delete more categories as you may deem fit • Make sure the award function is conducted on fixed day every month without fail • Keep interacting with the teacher and remind them about the selection. In case of more than one teacher, group of teachers should be made in charge for selection • Keep the function simple and short <p>Don'ts</p> <ul style="list-style-type: none"> • However, this is mere a way of recognition and not the goal itself should be

	<p>made aware</p> <ul style="list-style-type: none"> • Don't pick and choose highly skill-oriented game • Don't give costly awards. Cash should be strictly avoided
Preparatory to-dos	<ul style="list-style-type: none"> • Ensure 2-3 days before the award day, selection is made, and parents are informed • Motivate the children, to get their parents to the function

8.1.14 C-M-15: MAINTAINING CLEANLINESS IN CLASSROOM AND CORRIDOR (PHASE: EMPOWER)

Cleanliness is next to Godliness. Our Hon. Prime Minister understanding the importance of the cleanliness in the country has launched Swach Bharat Abhiyaan. Under this seva, the children from all the classes shall participate in cleanliness drive in the school by undertaking cleaning of their classroom, the corridors and school premises and open areas within the school. Mass drive with participation by all children could be a fun-filled exercise and indirectly will create a consciousness in the children to keep the premise clean by habit. This seva can be done once in a month on working day of the school under the supervision of the teachers and assisted by Mahila Seva Dals from Samithi. Brief outline of the seva is as under;

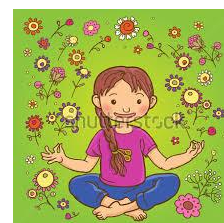


Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Learning the values of cleanliness • Keeping the school premises clean • Participation in PM's Swach Bharat Abhiyan
Frequency	Monthly
Implementation	Highly recommended
Suggested day and duration	Working days
Resources required (including special talents)	<ul style="list-style-type: none"> • Teachers from the school • 2-3 Mahila from the Samithi to assist the teachers • Brooms and other cleaning material may be provided if not available in the school
Method of execution, tools & aids	<ul style="list-style-type: none"> • A fixed day in the month and time may be fixed for this seva • All the children should first be asked to clean their respective classrooms • Teams may be made and areas assigned for each team to clean the corridor and other premises of the school
Key values to be communicated	<ul style="list-style-type: none"> • Cleanliness of next to Godliness • Schools are equivalent to place of worship • Cleanliness of the surrounding is everyone responsibility • One should not litter
Outcome expected	<p>Learning of values connected to cleanliness</p> <p>Being responsible for cleaner surrounding</p>
Useful strategies & tips	<ul style="list-style-type: none"> • Children should be motivated to sing national patriotism songs in groups while undertaking cleaning activities

	<ul style="list-style-type: none"> Children should be motivated to share their experience and importance of cleanliness to their parents
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> Fix a day and time for this seva Carry out this seva in consultation with the school Don't bother even if the school is cleaned every day but participation in such seva brings in behavioral change in off school <p>Don'ts</p> <ul style="list-style-type: none"> Don't give hard tasks of cleaning (bushes, scraps) to children Don't make children clean toilets etc.
Preparatory to-dos	<ul style="list-style-type: none"> Ensure adequate cleaning tools are available one day before the event Ensure all children are made to wash their hands with Dettol after cleaning exercise

8.1.15 C-M-16: DRILL CLASS WITH YOGA AND PRANAYAM FOR CHILDREN (PHASE: EMPOWER)

In the recent years, yoga has been recognized as a universal medium to achieve holistic health for children and elders. In fact, June 21st every year is celebrated as International Yoga day across the world. It's a very ancient form of exercise bringing tremendous health benefits to a human being. Is it paramount that the children are taught this at a young age for a healthy life ahead. This can be coupled with drill class and pranayama session for children. Children should be encouraged to carry out basic yogas at home after initial minimum no of sessions of training. Brief outline of the seva is as under;



Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Learning yoga and pranayama Physical exercise for children Healthy children
Frequency	Monthly
Implementation	Highly recommended
Suggested day and duration	Sunday
Resources required (including special talents)	<ul style="list-style-type: none"> Special trainers in yoga and group drill 2-3 Sai youth and new youth from colleges to assist Water for drinking and first aid kit
Method of execution, tools & aids	<ul style="list-style-type: none"> A fixed Sunday in the month and time may be fixed for this seva All the children should be asked to assemble at a prefixed morning time Girl children should be advised to wear full dress
Key values to be communicated	<ul style="list-style-type: none"> Body is similar to a place of worship, and it is important to keep it healthy Health is more valuable than everything Good health is foundation of success in life

Outcome expected	Healthy children
Useful strategies & tips	<ul style="list-style-type: none"> • Invite the parents to participate in the sessions • Keep simple yogas which can be repeated at home without any supervision • Motivate them to practice Pranayama and drill exercise every day at home
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Fix a day and time for this seva • Carry out this seva in consultation with the school • Teach only simple yogas • Be careful of medical condition of children • Do yoga only under the guidance of trained yoga gurus • Combine the session with Pranayama and drills <p>Don'ts</p> <ul style="list-style-type: none"> • Avoid complicated yoga exercises • Do not allow children having medical conditions • Don't allow children to practice yoga at home till they learn it properly (trainers may approve children to practice at home on case to case basis based on their perfection)
Preparatory to-dos	<ul style="list-style-type: none"> • Not much of preparations are required except for proper announcement in school 2-3 day before the fixed day

8.1.16 C-M-17: HEALTH COUNSELING (PHASE: EMPOWER)

Every child is not blessed with good health. While some get affected by seasonal illness such as cold and fever, there are many who regularly fall ill. The reasons could be poor living conditions, unhealthy food habits, poor resistance in the body, mental health conditions or even imagination. In many cases, the same are due to ignorance of the parents to recognize the problem at an early stage. There are instances of wrong habits or addictions amongst children such as chewing tobacco / zarda or smoking at young age. There are many misconceptions about girl child health especially those get into puberty stage at a young age. They are not in a position to cope up with physical and psychological changes in their bodies. These above categories of children need constant counseling by medical professionals or medical practitioners or even elderly Mahilas having experience. If medical practitioners are not available, one can tie up with local medical colleges in the nearby region and get the final year students to come for village visit. A brief outline of the Seva is as under.



Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Healthy physical and mental conditions of children • Quitting wrong habits and from addictions
Frequency	Monthly
Implementation	Highly recommended
Suggested day and duration	Saturdays
Resources required	<ul style="list-style-type: none"> • Women doctors or medical practitioners or final year students

(including special talents)	<ul style="list-style-type: none"> • 2-3 Mahilas from the Samithi to assist the counselors
Method of execution, tools & aids	<ul style="list-style-type: none"> • A fixed Saturday day in the month and time may be set for this seva • Children needing counseling should be identified by the teachers or with the help of parents • Child Card should be used to mention the case history and advice given • Identity of the children should be avoided, so the sessions have to happen in closed door • Follow up is key and ensure children follow the advice; in chronic cases of health direct them to the monthly medical camp with a particular mention of the case or direct them to hospitals • In abnormal cases, the parents counseling is recommended
Key values to be communicated	<ul style="list-style-type: none"> • Health is wealth • Mental health is equally important • Taking care of the body is one of the prime duty of human • Bad habits and addictions are bad
Outcome expected	Healthy children with healthy habits
Useful strategies & tips	<ul style="list-style-type: none"> • Teachers and parents help should be taken to identify children who have constant health issues or addictions • As children are shy to talk their problems, counselors should be someone who can talk nicely and make the child comfortable • It is not a one-time seva and needs periodical intervention. So don't change the counselor assigned to a child. Rather use only those counselors who can commit one day in a month for next one year. • Making the child speak openly is an art. In case of use of medical students or Mahilas for the seva, train them through an experienced counselors
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Only Mahila counselors should be used for this seva • Keeping track of the cases by recording in the child card is critical • Follow up must be done and counselor should ensure the child follows the advice • Cases which need intervention or help from parents for betterment of the child, counsel the parents as well • Caution, the teacher, and school management, in case of children needing special care in classroom • The parents must be made aware once a child is identified as having medical issues <p>Don'ts</p> <ul style="list-style-type: none"> • Make sure the counseling is merely limited to advices • Don't suggest any medicines unless you are qualified doctor; take help of a doctor if counselor is not qualified

	<ul style="list-style-type: none"> • Don't suggest rituals or religious practices as cure • Don't scold the child or parents; convince them what is good for them • Don't reveal the identity of the child or his/her problems to any one especially other children
Preparatory to-dos	<ul style="list-style-type: none"> • Child cards should be made available • All the counselors should be informed about forthcoming session a week before to make them available • The child and his/her parent should be made aware of the forthcoming session • Separate room for the counseling

8.1.17 C-M-18: PROVIDING SPORTS EQUIPMENT (PHASE: EMPOWER)

Sports for children is an important dimension in children health and growth. Sports can also be used to teach many values such as teamwork, the importance of concentration, importance of practice and preparation, etc. Every government school is not provided with all sports equipment. So children generally resort to basic sports such as running around, ko-ko, Kabaddi, etc. These games remain merely a fun factor rather than a formal sports activity. So as part of SSSVJ program, the implementing teams should plan to procure few basic indoor and outdoor sports equipment such as carom, chess, etc. and volleyball, basketball, cricket, badminton equipment. Not only they should provide these but also make the court and teach the children how to play. Also, additional precautionary measures and guards should be provided with the kit. The implementing team can tie up with sports teacher if available in the school or speak to management and make them assign one class a week at least for such sports activities. Based on equipment provided and interest of the children, the children may be made into multiple groups. On the assigned day and time, the volunteers (preferably only volunteer for each sport) should be present to help the children with the rule of the game and also as a referee. Make the children play this game during other days, at after school hours, on their own. Make these sports part of the annual sports competition in the school. Some of the children who perform exceptionally well in any sport, encourage and coach them to participate in inter-school and regional competitions. Motivate the parents to support the children who have special sports abilities.



8.1.18 C-M-19: DISPLAY OF VALUE EDUCATION POSTERS IN SCHOOL (PHASE: EMPOWER)

A constant reminder of values is critical for the children to absorb the teachings of Bal Vikas quickly. Towards this, the volunteers shall prepare nice pictorial, colorful posters with simple value messages and arrange to display the same at the school in prominent places where children keep moving. This seva can be carried out on a festive day and at least once in a quarter (however, if posters get damaged, can be replaced even before as well). Use the Bal Vikas Gurus for messages and use the new youth volunteers for the seva.



Ensure that simple messages (not sentences) are taken up for display and should be supported by representative pictures. Remember a picture is worth 1000 words. Especially children of small age should also be able to see and understand the message. Simple the message and the picture, better will be the understanding and absorption by the children. Avoid religious or messages of spirituality. Focus on messages of character building.

Prior permission needs to be taken from the school authorities for the display and the location of displays. Ensure proper materials are used for durability, and they are out of reach of the children. Avoid hand written messages unless the handwriting is very good. More than style and rich look opt for a simple and colorful look.

8.1.19 C-M-20: SHOWING VALUE EDUCATION DOCUMENTARIES (PHASE: EMPOWER)

Similar to posters, the Bal Vikas team should also explore the possibility of having video shows connected to (a) value education based plays, plays on prominent personalities, movies depicting values and (b) small Audio Visuals of 3-5 minutes depicting values. The advantage of this seva is the film will have a greater impact on the children as it brings novelty and entertainment dimension along with it. The brief outline of this seva is as under;



Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Better understanding of values
Frequency	Bi-Monthly
Implementation	Highly recommended
Suggested day and duration	Saturdays
Resources required (including special talents)	<ul style="list-style-type: none"> Bal Vikas Guru 1-2 Volunteer for set-up and operation of computer/projector
Method of execution, tools & aids	<ul style="list-style-type: none"> Good copyright free Audio Visual (AVs) depicting values should be collected; Also arrange to collect good copyright movies or recorded plays on some value themes or personalities or events Use the AVs in Bal Vikas classes to emphasize the value Play the movies / recorded plays once a month on a prefixed day Use computer or projector depending upon the resources available Ensure the AVs/Movies are in local language or at least Hindi; Adopt live translation if needed Have Q&A session after the show to drive the message
Key values to be communicated	<ul style="list-style-type: none"> All simple values taught as part of Bal Vikas curriculum
Outcome expected	Better understanding of values and transformation in character
Useful strategies & tips	<ul style="list-style-type: none"> Use of projector is advisable (if resources permit) It's better to collect such AVs / Videos at regional level so that all schools under SSSVJ in the district can use it If possible once can use the recorded plays of college boys / other artists at Prasanthi Nilayam on various occasions/festivals Fix the day and time based on general power availability in the school
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> Ensure the AVs/Movies are not under copyright As much as possible Use local language AVs or movies/documentaries

	<ul style="list-style-type: none"> • Post show Q&A session is a must <p>Don'ts</p> <ul style="list-style-type: none"> • No cinemas or borderline movies; it has to be documentary or highly value content film such as "chiller party." • Be careful of making movie show as an addition; However more short AVs are recommended • If copyright is doubtful, avoid it; use clear copyright free AVs • No shows after school hours
Preparatory to-dos	<ul style="list-style-type: none"> • Power connection & power • Shades to cover windows • Projector / monitor and laptop

8.1.20 C-M-21: CHILDREN COUNSELING (WEAK IN STUDIES) (PHASE: EMPOWER)

Every child who is not doing well in studies are not necessary due to poor intelligence or lack of interest. Circumstances play a greater role in many cases. Many times we come across children, despite their sincerity, are not able to perform well in studies. The problem areas could be very wide ranging from family background, peace in the family to medical conditions. There are cases where the child can't see the blackboard due to poor eyesight, and the child is not even aware that he/she has an eyesight problem. Dyslexia is one of the recently invested medical conditions of the child. Efforts should be taken by the volunteers of SSSVJ to source a school counselor to identify the type of challenges faced by the child. In case resolvable issues, an attempt should be made to rectify the situation which could include counseling of the parents or constant monitoring and one and one mentoring of the child. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Better performance in education
Frequency	Monthly
Implementation	Highly recommended
Suggested day and duration	Saturdays
Resources required (including special talents)	<ul style="list-style-type: none"> • Child counselors or retired teachers or elderly Mahila Sevalal • 2-3 Mahilas from the Samithi to assist the counselors
Method of execution, tools & aids	<ul style="list-style-type: none"> • A fixed Saturday day in the month and time may be fixed for this seva • Child Card should be used to mention the case history and advice given • Identity of the children should be avoided, so the sessions have to happen in closed door • Follow up is key and ensure children follow the advice; • In abnormal cases counsel, the parents as well post counseling of the children
Key values to be	<ul style="list-style-type: none"> • Mental health is equally important

communicated	<ul style="list-style-type: none"> • Meditation and discipline • Courage
Outcome expected	Better performance in studies
Useful strategies & tips	<ul style="list-style-type: none"> • Teachers help should be taken to identify children who are poor in studies • As children are shy to talk their problems, counselors should be someone who can talk nicely and make the child comfortable • It is not a one-time seva and needs periodical continuous intervention. So don't change the counselor assigned to a child. Rather use only those counselors who can commit one day in a month for next one year. • Making the child speak openly is an art. In case of use of Mahila for the seva, train them through an experienced counselors
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Only Mahila counselors should be used for this seva • Keeping track of the cases by recording in the child card is critical • Follow up must be done and counselor should ensure the child follows the advice • Cases which need intervention or help from parents for betterment of the child, counsel the parents as well • Caution, the teacher and school management, lifestyles of children needing special care in classroom • The parents must be made aware once a child is identified as having medical (depression) issues <p>Don'ts</p> <ul style="list-style-type: none"> • Make sure the counseling is merely limited to advices • Don't suggest any medicines unless you are a qualified doctor; take help of a doctor if counselor is not qualified to prescribe • Don't suggest rituals or religious practices as cure • Don't scold the child or parents; convince them what is right for them • Don't reveal the identity of the child or his/her problems to anyone especially other children
Preparatory to-dos	<ul style="list-style-type: none"> • Child cards should be made available • All the counselors should be informed about forthcoming session a week before to make them available • The child and his/her parent should be told in person about the forthcoming session • Separate room for the counseling

8.1.21 C-M-22: EDUCATIONAL COUNSELING FOR BETTER PERFORMANCE (PHASE: EMPOWER)

Educational counseling for better performance in studies is more of a motivational session to be held once in ^{an} quarter, and the children should be taught basic disciplines and techniques to be followed to improve their

performance. These could include how to improve concentration, how to improve memory, how to improve hand writing, how to study, making notes, how to memorize, etc. While ideally specialists are advisable for this seva, the Sai youth or new young people from colleges can be encouraged to carry out in research of the techniques from widely available information in net and books. However one should be careful not to cross and suggest unconventional methods, and this is a group activity. Rope in the teachers for these sessions and if need be, make the teachers speak about the same. Remember to uphold the teachers are the greatest or on a high pedestal and don't portray the volunteers as better. Never speak against current teaching techniques of the teachers or the methods used by teachers.

8.1.22 C-M-23: SPECIAL TRAINING FOR CHILDREN WITH SPECIAL ABILITIES (PHASE: EMPOWER)

In any school, you shall always find some children who exhibit special talents such as singing, instruments, acting, painting, in sports etc. Such children neither get right opportunities to exhibit their talents nor opportunities to enhance their skills. They end up doing a profession lesser than their abilities and liking due to circumstances. One of the objectives of the program is to identify such children and horn their abilities. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Creating opportunities for the child to develop their talent • Exposure to the child to outside world through participation in competitions • Enhance the creative abilities of the children
Frequency	Bi-monthly (However to be decided depending upon availability of resources)
Implementation	Highly recommended
Suggested day and duration	Saturdays
Resources required (including special talents)	<ul style="list-style-type: none"> • Musicians, Singers, Instrument players, Sports specialists • Musical instruments, Sports equipment
Method of execution, tools & aids	<ul style="list-style-type: none"> • Take help of teachers and parents to identify the children with special abilities • Speak to the children about the special coaching and how this benefit them and the practice they have to do daily basis • Mentor them on techniques and nuisances of the ability • Enhance their confidence level through one on one counseling (talks) • Encourage them to perform in school functions, village functions and participate in competitions
Key values to be communicated	<ul style="list-style-type: none"> • There is no substitution for hard work and practice • Be bold; courage comes from the quantum of effort that you put in • Focus on effort and not result
Outcome expected	Development of talent in children
Useful strategies & tips	<ul style="list-style-type: none"> • Motivation is the key factor, and it is hard to come by in village children • Take help of class teacher to do the convincing and also identify who is good in what • Keep the teachers in high pedestal in such program

Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Start from basics; Basics must be good • Only take up this seva if you have right resources • Regular and uninterrupted training is essential; so need committed mentors and coaches <p>Don'ts</p> <ul style="list-style-type: none"> • Don't force any child to participate; children take time to draw the comfort • Don't take any decision without consulting the school authorities; in fact, the idea should be shared with school authorities and go by their guidance • In the case of inter-school competitions; our role should be to create the awareness. Participation in such competitions should be only with the consent of the school authorities and parents
Preparatory to-dos	<ul style="list-style-type: none"> • Firstly speak to school authorities for this seva; ensure they take parents' consent • Make sure all the equipment / resources are made available in school • Inform the mentors/coaches about the schedule well in advance

8.1.23 C-M-24: PROVISION OF COMPUTERS AND EXPOSURE TO CHILDREN (PHASE: EMPOWER)

Knowledge of computers is inevitable for children in the current competitive world. In fact the society at some point will be divided on those who know computers and those who don't know. Having computer knowledge make the children prepared for the competition outside. In today's mechanized world, having knowledge of computer will be considered a plus point and having them develop the connection at an early age will propel them far ahead at their adulthood. However, this seva may be limited to children about ten years old. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Creating awareness about computer and its basic operations • Providing opportunity to learn computers by providing computers
Frequency	Monthly
Implementation	Highly recommended
Suggested day and duration	Saturdays
Resources required (incl. special talents)	<ul style="list-style-type: none"> • 1-2 computer systems • Youth aware of computer operations
Method of execution, tools & aids	<ul style="list-style-type: none"> • Arrange to get 1-2 old computers (available at throw away prices) • Teach them basic parts of computers • Show them how to start, enter into windows and other essential operations • Make them in small groups and ask them to do small group projects • Recognize the best performers and encourage others to learn • Provide them with some pictorial books on computer operation
Key values to be	<ul style="list-style-type: none"> • Computers can never replace humans

communicated	<ul style="list-style-type: none"> One should use intellect and consciousness to differentiate good and bad which is not there with computer Emotion is paramount attribute
Outcome expected	Awareness to computers and increase in confidence levels
Useful strategies & tips	<ul style="list-style-type: none"> Interact with the children about benefits of knowing computers Make them aware that computer is not rocket science and one should not get afraid of them
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> Keep watch on the programs loaded and ensure no games have been loaded by students in the computer They may slow learners; so go slowly Keep the control of computers under school teachers; encourage them to use it when they are free <p>Don'ts</p> <ul style="list-style-type: none"> Don't load any games Don't get into technicalities of how the computer works except basic outline Don't start teaching them high-tech operations; they might get afraid and avoid coming for classes
Preparatory to-dos	<ul style="list-style-type: none"> Ensure there is separate place for computers with proper power connection Have the classes when there is electricity Have power back up and stabilizer system Keep the computers locked when not used for classes

8.1.24 C-M-25: GURU PARENTAL WORSHIP (PHASE: EMPOWER)

Guru plays a unique role in Children life. In the school context, the teachers are the Gurus. Bhagawan had always emphasized worship of Gurus and Parents. As part of the Bal Vikas program, the children shall do Guru worship on Teachers day and Parental worship on Mother's day. The Bal Vikas team shall ensure adequate preparation for the celebrations and explain the children about the meaning behind the celebrations and emphasize the role played by parents and teachers. The above celebrations can be done in a group at school. The children should be encouraged to prepare Thanksgiving cards or small hand-made gifts for the parents and teachers. For parental worship, the children should be encouraged to wash their feet and offer flowers at their feet. Moreover, the children should also be encouraged to offer their salutations to parents and teachers on a daily basis. More details of the program can be found in Bal Vikas curriculum document.

8.1.25 C-M-26: CREATING LIBRARIES IN SCHOOLS (PHASE: EMPOWER)

Libraries are the oldest form of cooperative movement in education. It provides an opportunity for collective learning at least of the cost. Children from cities have the habit of buying books and throwing it in the trash after use. These books are weighed in kilos as against the content of these books. We the devotees can take this up as a seva to collect all used children books from cities and towns and bring them to village schools and create a library for the children. You shall find a great opportunity for the rural children to read these books. However, we should ensure only select books having value content, and basic level entertainment and life stories of leaders should be brought and not novels and film books etc. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Opportunity to acquire more information and knowledge • Instill the habit of reading
Frequency	Once at the beginning of the project on a festive day it should be inaugurated
Implementation	Highly recommended
Suggested day and duration	Not applicable
Resources required (including special talents)	<ul style="list-style-type: none"> • A library shelf • Books on values, life histories of great personalities, comics, fine arts, etc.
Method of execution, tools & aids	<ul style="list-style-type: none"> • Announce about this seva in Samithis and colleges where volunteers are sourced from • Arrange to collect all the children based books • Segregate them into those which can be kept in school library (others can be returned or discarded) • Create the locked shelf in the school for storage • Make one of the senior most students as in charge –fix a library time for students • Make library register for issue of books and return, by the in charge • Label all the books and note them in the register • Encourage students to use the library • Make them aware to take care of the books • Once in a quarter have a workshop with some select senior students to stitch the torn books, putting cover, sticking the torn pages, etc.
Key values to be communicated	<ul style="list-style-type: none"> • Knowledge is paramount • Reading is a good habit for children • How to preserve others' things and how to take care of things • Cooperative approach behind library- how it can benefit mankind • Sharing with others
Outcome expected	Increase in awareness of the children
Useful strategies & tips	<ul style="list-style-type: none"> • Encourage the teachers to participate in this seva also benefit from it for their children • If the collections are good, even the villagers too can be allowed to use it(subject to the school approving the same) • Make the library a fun thing than an activity • Once in a quarter have a library day where children can sit and read in the school for 1-2 hours • One can keep the textbooks of the curriculum as well • SSSVJ schools between themselves can keep exchanging books; introduction of new books periodically is essential
Important Do's and	Dos

Don'ts	<ul style="list-style-type: none"> • Keep taking stock of movement of books and nonmoving items to be followed up • Interact with children stopped using library and find out reasons for drop in usage • Ensure the books are replaced periodically or more books are added • Ensure a senior student take the responsibility and train him how to operate and keep track <p>Don'ts</p> <ul style="list-style-type: none"> • Don't force any child to participate; children take time to draw the comfort • Don't make any decision without consulting the school authorities; in fact, the idea should be shared with school authorities and go by their guidance • Ensure no books other than which add knowledge and awareness to a child and values are kept • Don't scold or punish a child for losing any book or spoiling its condition; rather take that as an opportunity to teach them values behind taking care of other's things • Avoid buying new books unless they are important and not available despite announcements in Samithis and colleges
Preparatory to-dos	<ul style="list-style-type: none"> • Firstly speak to school authorities for this seva • Make a library shelf for the books and label all the books • Create a library register and appoint a student as in charge • Collect and bring the used books from Samithi/ college students

8.1.26 C-M-27: OFF SCHOOL COACHING (PHASE: EMPOWER)

While the teachers do their best to teach the concepts in class, there is always a possibility that a student fail to ask his/her doubts in the class feeling shy or the teachers are under time pressure to complete the portion hence not able to deal with each child separately. Also, the children, if let after school, will wander and waste their time till late evening till the parents return from the field. It would be a good idea to involve the educated women from the village as a group and request them to start coaching classes at a common place in the village at a fixed time in the evening (anyone's house veranda or public places) or even on Sundays to make the children sit and do homework, solve their doubts, etc. Even if there are no enough educated women to answer the doubts of children, merely making the children sit together and study together will encourage them to study well, and they shall amongst themselves solve each other's doubts. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Develop the habit of practice and revision • Solving the doubts of the children in curriculum
Frequency	Daily
Implementation	Suggested (Not highly recommended as availability of resource is a challenge)
Suggested day and duration	Every day

Resources required (including special talents)	<ul style="list-style-type: none"> Educated women from the villages (preferably daughter in laws who have got married and come to the village)
Method of execution, tools & aids	<ul style="list-style-type: none"> The Mahila Vibagh should call for meeting of all the women in the village Identify young women who are educated (even 12th pass would do) and willing to commit at least 1.5 hours-2 hours in a day in the evening Identify a common place for children to sit Chose the time appropriately such that it doesn't clash with their household work; allow them to suggest a time. Provide the women taking the responsibility with support and help they may need
Key values to be communicated	<ul style="list-style-type: none"> Practice make the person perfect One has to be very disciplined in studies Start early, drive slowly and reach safely (Don't accumulate or postpone)
Outcome expected	Better performance in education
Useful strategies & tips	<ul style="list-style-type: none"> Make use of daughter in laws as they are here to stay Speak to their husbands and in-laws about the greatness of the seva Ensure children safety No male teachers for girl children
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> Encourage the children to participate Periodically have discussion with the coaching team for help and guidance Counsel the husbands and in-laws to allow the women to participate Ensure there is long term commitment from women team If needed, provide important notes and books, etc. coaching team Make an woman as in charge if there are many volunteers and ensure proper time share is made between them If need be, provide a blackboard <p>Don'ts</p> <ul style="list-style-type: none"> Avoid male teachers; especially for girl children coaching Avoid late night studies
Preparatory to-dos	<ul style="list-style-type: none"> Place of coaching and related infrastructure such as power connection, light, blackboard, etc.

8.1.27 C-M-28: MOTIVATIONAL SESSION FOR CHILDREN (PHASE: EMPOWER)

Being motivated is the key to success and inspires a child to transform faster and better. Especially when the same is done by someone who has achieved success in life and are role models in the society. These sessions are typically done by specialists (special invitees) who are good orators and can connect with children easily. As volunteers, we need to ensure we invite successful people from different walks of life and make them speak to children on any select topics. These invitees could be senior government officers, sports personalities, a young adult who have achieved success, police officers, village heads, local industrialists, retired school head masters, etc.

These sessions are generally fun filled and bring in a new level of enthusiasm among children. The motivation sessions typically last for 60-90 minutes and can be an extension of Bal Vikas class. It should preferably be done once in a month and the topics to be covered could be values based having relevance to day to day life such as *how to be a good child, why education is important, role of parents in life, power of truth, why it is important to communicate softly, power of love, how to manage friendships, good company-bad company, serving the nation, Swachh Bharat Abhiyaan* etc. Some of the topics could be selected based on interaction with children and their level of interest. Ideally, speaker should be finalized at least a month before and we the volunteers should have interaction with the speaker on the topics to be spoken about so that they come well prepared. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> General motivation of the children Value lessons through successful people
Frequency	Once in a month
Implementation	Highly recommended
Suggested day and duration	Saturday after Bal Vikas classes
Resources required (including special talents)	<ul style="list-style-type: none"> Successful people from different walks of life 2-3 youth for coordination
Method of execution, tools & aids	<ul style="list-style-type: none"> Shortlist few names such as senior government officers, sports personalities, a young adult who have achieved success, police officers, village heads, local industrialists, retired school head masters, etc. Get the names cleared from the school head master Meet the shortlisted invitees at least a month before and decide the topic On the day of the event, ensure all children are present Give brief introduction of the speaker and his/her achievements Delivery of speech by the speaker
Key values to be communicated	<ul style="list-style-type: none"> Values having relevance to day to day life
Outcome expected	Motivated children
Useful strategies & tips	<ul style="list-style-type: none"> Make sure the speakers are good orators The speakers preferably should be someone famous in the locality or well respected for his/her post One can plan to invite even professional motivational gurus
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> Name clearance should be taken from school head master before approaching the invitee Ensure the sessions are not too long Topics should be simple and easy to understand and connect with all age groups of the children present Give proper introduction of the speaker and the topic to be covered that day

	<ul style="list-style-type: none"> Finalise the speaker and the topic at least month before Don'ts Avoid politicians and religious gurus as speakers Avoid controversial persons No paid speakers
Preparatory to-dos	<ul style="list-style-type: none"> Place in the school to accommodate the children in one place Mike and speaker if possible Flowers for the speaker Be in touch with the speaker at least one week before and coordinate his arrival time etc. Remind all the children about the session one day before

8.1.28 C-M-29: TOY BANK (PHASE: EMPOWER)

Toys are very dear to children and the children in the villages are less privileged to enjoy the childhood with many toys unlike their counterparts from cities. Toys while can impart fun, can also be used to convey many meaningful messages. Under toy bank seva, we can have the whole samithi and the children of devotees participate in a big way. Children grow up and usually go for newer toys. The old toys either are discarded as trash or dumped in a storage yard. If the children from Samithi are motivated to donate their toys, they learn the lesson of sharing and caring for others. This can be done as a collective sadhana at Samithi. These collected toys can be brought to the village and made into a toy bank for the village children to use. There are some value based toys which could be used by Bal Vikas teachers to communicate some useful values to children. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Opportunity to play with more toys Instill the habit of sharing
Frequency	Once at the beginning of the project on a festive day it should be inaugurated and operated on monthly basis
Implementation	Highly recommended
Suggested day and duration	Saturday as part of Bal Vikas
Resources required (including special talents)	<ul style="list-style-type: none"> A toy shelf Used toys in reasonably good conditions
Method of execution, tools & aids	<ul style="list-style-type: none"> Announce about this seva in Samithis and colleges where volunteers are sourced from Arrange to collect all the used toys in good condition Segregate them into those which can be kept in toy bank (others can be returned or discarded) Create the locked shelf in the school for storage Make the Bal Vikas Gurus as in charge –fix a toy bank time for students to exchange their toys

	<ul style="list-style-type: none"> • Make numbering on the toys with permanent marker • Make toy bank register for issue of toys and return, by the in charge • Encourage students to use the toy bank • Make them aware to take care of the toys • Once in a quarter have a workshop with some select senior students to take stock of the toys and any repair to be done etc.
Key values to be communicated	<ul style="list-style-type: none"> • Cooperative approach behind toy bank • Sharing with others • Values that can be associated with any particular toys
Outcome expected	Motivated children and willingness to come to school
Useful strategies & tips	<ul style="list-style-type: none"> • Encourage the teachers to participate in this seva also benefit from it for their children • Make the toy bank a fun thing than an activity • Encourage playing in groups • SSSVJ schools between themselves can keep exchanging toys; introduction of new toys over period is important
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Keep taking stock of movement of toys and nonmoving items to be followed up • Interact with children stopped using toy bank and find out reasons for drop in usage • Ensure the toys are replaced periodically or more toys are added <p>Don'ts</p> <ul style="list-style-type: none"> • Don't force any child to participate; children take time to draw the comfort • Don't make any decision without consulting the school authorities; in fact, the idea should be shared with school authorities and go by their guidance • Ensure there are no risky, toys which can choke or battery operated toys • Don't scold or punish a child for losing any toy or damaging it; rather take that as an opportunity to teach them values behind taking care of other's things • Avoid buying new toys
Preparatory to-dos	<ul style="list-style-type: none"> • Firstly speak to school authorities for this seva; • Make a toy shelf • Make a toy bank register and number the toys • Collect and bring the used toys in good condition from Samithi/ college students

8.1.29 C-M-30: PEN-PAL PROGRAM (PHASE: EMPOWER)

In the modern days of technology, people are losing the personal connect and relationships are driven by purposes and goals. Pen pals are people who regularly write to each other, particularly via postal mail. A pen-pal relationship is often used to practice reading and writing in a foreign language, to improve literacy, to learn more about other

countries and life-styles, and to make friendships. As with any friendships in life, some people remain pen-pals for only a short time, while others continue to exchange letters and presents for life. Some pen-pals eventually arrange to meet face to face.

As part of SSSVJ, we intend to make the children from rural areas connect with children from Bal Vikas of the Samithis or youth from colleges. This will give an opportunity for the children from schools, apart from improving their writing capability, also share their life experiences, thoughts, etc. with their counterpart in cities. Communication from city/town based children will make the children from rural background inclusive and wanted.

This is least cost seva and can do wonders in children behavior and confidence levels. This can be taken up as part of Bal Vikas as once in a month seva, and all children must be encouraged to take part in it. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Improving the writing skills and ability to express Building up the confidence and psychological state of the child
Frequency	Once in a month
Implementation	Highly recommended
Suggested day and duration	Saturday as part of Bal Vikas
Resources required (incl. special talents)	<ul style="list-style-type: none"> Papers and pens to write Envelope to post 2-3 dedicated youth (including new youth) to collect letters from cities and deliver it in village and also conduct the writing sessions in the village (free courier service)
Method of execution, tools & aids	<ul style="list-style-type: none"> Announce about this seva in Samithis and colleges where volunteers are sourced from Make a list of volunteers for the pen-pal seva- They need to receive letters and write letters to their new friends in village (no requirement to visit the villages) Announce about the program in the adopted school Make pairs on random basis; Ensure only same gender writes another same gender Let the first letter be written by the volunteers and delivered to respective child Give some time for the child to think and respond; at least a gap of 2 weeks. So if on zero days, the letter is delivered to the child, on the 15th day the child will write a letter. On 31st day the child will receive a letter and on 45th day the child will write a letter and so on In this case, there is no need to post the letter; it can be physically collected by the volunteers and delivered (Don't open the envelop and read) On the writing day, if the children have not written already, make them sit in a place for 30-45 minutes and ask them to write letter

Key values to be communicated	<ul style="list-style-type: none"> • Sharing and caring • Love is stronger than any force • Relationship based on love and mutual respect are far more lasting
Outcome expected	Motivated and self-confident children with better writing skills
Useful strategies & tips	<ul style="list-style-type: none"> • The child in a village should know the background of his / her friend in the city. So the first letter from pen-pal volunteers should have the information about them • Similarly encourage the child to write his/her background, about his/her family, etc. • In case child can't write ask them to draw, make some handmade gift for their friends • Festival days should be celebrated with small gifts (no costly and bought gifts) from pen-pal volunteers; gifts should showcase the effort taken to make something for them rather than gifts bought by money
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Ensure same gender pen pals • Ensure that the pen pal volunteers are committed for long term and ensure they write letters <u>without fail</u> since children will be expecting letter on the designated day • In fact, the seva volunteers shall have to follow up each pen pal volunteers and arrange to collect their letters well in time before the seva day. Even one child not getting the letter will feel neglected, and the whole seva will be counter productive • Sincerity and discipline in not missing the schedule are critical • Make sure the pen pal volunteers write to their friends in simple language; more about the children than them; try to connect with them and not write hi-fi things; write motivating words; praise the children; motivate them to do good things and follow up; make sure you treat them at par or above certainly not as downtrodden • From above point of view; one can take a decision to collect unsealed covers from pen pal volunteers to ensure parameters of what is written to children is checked, and improper letters are rewritten (this can be adopted with the consent of volunteers for initial period till meeting the parameters are assured) <p>Don'ts</p> <ul style="list-style-type: none"> • Don't force any child to participate; children take time to draw the comfort • Don't make any decision without consulting the school authorities; in fact, the idea should be shared with school authorities and go by their guidance • Avoid gifts from pen pal volunteers bought from outside • Make sure volunteers do not get too personal or try to portray they are great • Don't entertain any financial help or request for money from children; such instances should be notified to seva volunteers and the children need to be

	<p>counseled through teachers or parents</p> <ul style="list-style-type: none"> • Don't promise anything to children; in situations of some request, ask the pen pal volunteers to be diplomatic
Preparatory to-dos	<ul style="list-style-type: none"> • Speak to school authorities for this seva; • Arrange committed pen pal volunteers • Arrange to deliver the letters to both sides in time and also arrange to collect in time • Ensure no child is missed getting replies from the pen pal volunteers

8.1.30 C-M-31: SIMULATION ACTIVITY (PHASE: EMPOWER)

The purpose of this exercise is to showcase common worldly processes that we have in society. For example, the process of

- 1) Ideal home
- 2) Functioning of Bank
- 3) Functioning of Courts
- 4) Functioning of post offices
- 5) Functioning of railway station terminus

All these can be demonstrated through a simulation exercise conducted with minimum preparation and expenses. The idea of how to experientially teach these lessons to the child is to be designed and carried out by youth. We suggest that we recruit college youth for this seva. This is an intellectual exercise, and it is also a physical activity. Through this process, young people of the college will be drawn into SSSVJ.

8.1.31 C-M-32: SUBSCRIBING TO CHILDREN MAGAZINE (PHASE: EMPOWER)

The volunteers of SSSVJ can plan to subscribe to few regional periodical magazines for children teaching values such as Amar Chitra Katha, other cartoon books and special children oriented books, etc. for the school. This can be clubbed with library seva if done. These magazines are usually not very costly and can be bought in bulk especially when next issue is due. Since this seva involves money, it is a suggested seva and can be taken up if resources permit. Consult the school authorities before taking up this seva. If there is no library seva, ensure proper register is maintained for the issue of these magazines to children and ask them to return within two days so that all can get benefitted by sharing. Buy the adequate number of magazines so that all get the opportunity to read.

8.1.32 C-V-33: CREATION OF SSSSVJ TEAM AT THE VILLAGE (PHASE: EVOLVE)

One of the critical elements of the program is ensuring its continuity after one year. Eventually we would like to have the program run in the school for many years such that the school becomes the centre of value education in the village. Effort must be taken by the implementing to rope in committed youth, women married into the village (young daughter in laws) as part of our implementing team. They should be carefully trained and given responsibilities such that they become fully empowered to implement the program in the next year with our limited support. Eventually, the village should become self-reliant in making ideal children. The dependency of the village on the Samithi should be slowly reduced. However the spiritual and heart to heart connection between the village and the Samithi should be maintained for ever. One day, the village may turn out to be another Sai centre supporting its neighbouring villages.

8.1.33 C-V-34: PROVISION OF SCHOLARSHIP FOR HIGHER STUDIES FOR THE NEEDY AND SCHOLARLY STUDENTS (PHASE: EVOLVE)

While the SSSVJ program scope is limited to the school, the volunteers of the program can optionally, subject to availability of resources, encourage the passing out students from the school, to pursue higher education by providing scholarships / payment of college fees etc. Most of the situations, the children don't pursue higher education due to lack of financial support to them. Care must be taken to provide the assistance to the needy children who otherwise would not have pursued. No payment should be done to the students or the parents but effort should be taken to pay the fees directly on behalf of the student, at the college. We should be ready to fund his full education else he may drop out after one year for lack of fees. Some of the volunteer should be in constant touch with the student to evaluate the progress and to ensure continuity. This seva is optional.

8.2 Teacher centric activity details

8.2.1 T-Z-1: ORIENTATION SESSION OF THE PROGRAM WITH TEACHERS (PHASE: ENERGISE)

As said, teachers are the integral part of the SSSVJ program and play a very crucial role in its successful implementation. Their understanding of the program and its benefits is very critical. More than that we need their support and guidance at every stage of implementing the children centric sevas. Since children are in the custody of the teachers at Schools, no children centric seva can be implemented with active co-operation of teachers. To get their co-operation, they need to be having the same passion and conviction on the program, as much as we have. To achieve this we need to engage with them from day one. As part of energise phase, we shall be conducting an orientation session for the all the teachers in the very beginning of the program. All their concerns must be addressed. All their apprehensions must be removed. All their guidance must be incorporated. We should never strive to push our format on them without considering their inputs. Brief outline of the Seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Making the teachers aware of the program, its objectives, the sevas and the benefits
Frequency	Once, at the very beginning of the program
Implementation	Highly recommended
Suggested day and duration	Saturday
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Meeting room • Chairs for seating • Flowers • Light refreshments • Power point presentation • 3-4 senior office bearers and youth
Method of execution, tools & aids	<ul style="list-style-type: none"> • Take prior appointment with all teachers for the session • Arrive at the venue ahead of time and receive the teachers with flowers • Give genuine compliment for their contribution in educating the children • Present the SSSVJ and its objectives, sevas, benefits to the children, benefits to the school, benefits to the society etc.

	<ul style="list-style-type: none"> • Seek their inputs and suggestions and take notes for incorporating them later in the plan • Seek their co-operation and support • Ask them the sevas we have planned for teachers and any additional needs • Share the implementation schedule and commencement date • Thank them for the time and support
Outcome expected	Supportive teachers
Useful strategies & tips	<ul style="list-style-type: none"> • Have initial informal discussions on one on one basis ahead of the scheduled meet • Understand their nature as much • Understand (in subtle ways) inter teachers relationship dynamics
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Ensure all teachers are invited; in case of absenteeism meet them separately and do the presentation again • Hear them when they speak; listening to their thoughts is critical; genuinely care for their suggestions • Ensure the teachers are encouraged to speak; their speaking at the event is initial sign of their consent • Talk less; listen more • Respect that everyone has a right to have their point of view • In case of any disagreement, ask for personal time to meet and discuss • Make your expectation from them clear to them; seek their expectations from us <p>Don'ts</p> <ul style="list-style-type: none"> • Don't make the session as information download; make it more interactive • Don't argue or counter any proposition by any teacher beyond a point; they know better or the setting is not apt for clearing misconception
Preparatory to-dos	<ul style="list-style-type: none"> • Place for conducting this session • Prior intimation, appointment and reminder

8.2.2 T-M-2: COMPUTER EDUCATION FOR TEACHERS (PHASE: EMPOWER)

Many of the teachers in rural schools are not fully exposed to computer either due to lack of opportunities or lack of infrastructure. Their day to do job do not involve work connected to Computer. They continue to be on the wrong side of the digital divide. This aspect have huge impact on their self confidence level. As part of this seva, the volunteers shall talk to the teachers to check whether they are keen in computer training as an additional skill. Along with children, we shall arrange for some special training for the teacher on computers. Give them basic tips on how to browse the internet. How they can send and receive emails. How they can have a facebook page, download a video. Show them how to get to educational websites. Ask them about their interest areas and have the training be focused on that. He/She should also be personally trained till she/he is well versed with using the system by herself. This seva can be done by the Sai youth and new youth from Colleges. The training can continue till he/she gets comfortable. Timings can be arranged between the tutor and the teacher.

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Creating awareness about computer and its basic operations
Frequency	Monthly
Implementation	Highly recommended

Suggested day and duration	Saturdays
Resources required (incl. special talents)	<ul style="list-style-type: none"> • 1-2 computer systems • Youth aware of computer operations
Method of execution, tools & aids	<ul style="list-style-type: none"> • Arrange to get 1-2 old computers (available at throw away prices) • Teach them basic parts of computers • Show them how to start, enter into windows and other essential operations • Teach them on <ul style="list-style-type: none"> ○ how to browse the internet ○ How they can send and receive emails ○ How they can have a facebook page, ○ How they can download a video ○ Show them how to get to educational websites.
Outcome expected	Awareness of computer operations and increase in their confidence levels
Useful strategies & tips	<ul style="list-style-type: none"> • Interact with the children about benefits of knowing computers • Make them aware that computer is not rocket science and one should not get afraid of them
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> ▪ They may be slow learners; so go slowly ▪ Encourage them to use it when they are free ▪ Encourage them to take up professional training / certificate course from recognized computer centres <p>Don'ts</p> <ul style="list-style-type: none"> • Don't load any games • Don't get into technicalities of how the computer works except basic outline • Don't start teaching them high-tech operations unless they are keen to know
Preparatory to-dos	<ul style="list-style-type: none"> • Ensure there is separate place for computers with proper power connection • Have the teaching session when there is electricity • Have power back up and stabilizer system

8.2.3 T-M-3: SPECIAL TRAINING ON HANDLING DIFFICULT CHILDREN (PHASE: EMPOWER)

In any school, rather in any class, there would always be few children who are very difficult to be handled by any one. Children are very different in their nature; while some are very naïve and obedient, some are very naughty. Some times these naughty kids create big ruckus disturbing the whole class and the environment. Such children become a big head ache for the teachers and drain their energy levels. Many a times the teachers find themselves helpless in controlling this children. While counselling shall be done for such children under Children centric sevas, the teacher too need to be trained for handling such children. The teachers need to be empowered with the knowledge and tactics of handling this children. These knowlesge and tactics can be taught by Specilists / trainers in this field. Brief outline of the Seva is as under;

Seva outline	Suggestions
Objectives of the seva	Training on handling difficult children in the classroom

Frequency	Once in a 6 months at District level
Implementation	Optional, as this training can be done only on availability of resources
Suggested day and duration	Saturday
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Specialist trainer for the training • Venue for the training • 4-5 volunteers to assist in organizing the training • Projectors, mike system and other requirements of the trainers • Copies of printed materials if any, to be distributed • Writing pads, pens etc. • Proper seating arrangement and ventilation • Food and refreshment arrangements and dining, water bottles etc. • Toilet facility at the venue
Method of execution, tools & aids	<ul style="list-style-type: none"> • Since this is a common activity across many adopted schools, all the SSSVJ team should be informed of such training with date and venue • Each of the SSSVJ team shall contact their respective schools and seek participation of the teachers. It is not necessary that at that moment there have to be difficult children in the class. It is a skill which is useful for any teacher • The list of teachers willing to undergo the training need to be sent to the trainer • On the appointed day, all the teachers so volunteered for the training shall be received at the venue by the volunteers • Adequate care should be taken for their food and refreshments (in some cases even transportation subject to availability of resources)
Outcome expected	Empowered teachers
Useful strategies & tips	<ul style="list-style-type: none"> • Along with training, counseling of the difficult children as part of Children centric seva and counseling of the parents are equally important • The training should be in local language • Make it an interactive sessions with sharing of experiences
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Ensure you have the permission of school authorities to invite the teachers • As much as possible, keep the training in local language • Ensure the trainer is well experienced in the subject • Keep it simple and understandable; neither technical jargons are important nor the medical terminologies • It should be free of cost • Make it a day program <p>Don'ts</p> <ul style="list-style-type: none"> • Don't make the session as information download; make it more interactive • Don't question the wisdom of teachers or their capability to handle
Preparatory to-dos	<ul style="list-style-type: none"> • Place for conducting this session • Training infrastructure • Place for cooking food and dining • One week advance reminder about the session to teachers and training

8.2.4 T-M-4: SUBSCRIBING TO PERIODICALS AND BOOKS ON TEACHING (PHASE: EMPOWER)

The volunteers of SSSVJ can plan to subscribe to few regional periodicals/ magazines or buy some books on teaching for the use of the teachers in the school. This can be clubbed with library seva if done. Since this seva involves money, it is an optional seva and can be taken up if resources permit. Consult the school authorities and teachers for names of the periodicals / books. Buy the adequate number of magazines so that all get the opportunity to read.

8.2.5 T-M-5: FELICITATING THE TEACHERS (PHASE: EMPOWER)

Teachers are the most influential people in Children's life apart from the parents. Hence, they need to be in highly motivated state. Teachers efforts towards the children are humongous. That's how in Indian culture, Guru has been placed in higher pedestal than God. However, teachers are not adequately recognised or felicitated for the efforts they put in year after year. So as part of empowerment of teachers under SSSVJ, we shall, atleast once a year recognised the efforts of the teachers by felicitating them in front of the Children, parents and the villagers. This can be part of Teachers day celebration or any suitable school festival or village festival. As part of the felicitation, we can gift any high utility items which could be very helpful to the teacher such as bi-cycle for travelling, one time premium paid insurance policies etc. The gift should be impactful and thoughtful or novel. Brief outline of the Seva is as under;

Seva outline	Suggestions
Objectives of the seva	Recognizing the efforts of Teachers in shaping the children
Frequency	Once in a year
Implementation	Optional, as this involves resources
Suggested day and duration	Any festive day
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Suitable gifts for each of the teachers • Public function related infrastructure such as dais, mike, tables, chairs etc. • Flowers for all the teachers • Invitation to all the parents and villagers • 4-5 youth to organize the event • All the active volunteers of SSSVJ in the school to be present for this event • Seating arrangement for parents and villages
Method of execution, tools & aids	<ul style="list-style-type: none"> • Chose an appropriate day for the event; ideally should be part of village festival; if not days such as teachers day, Guru poornima etc. We must ensure it is well attended • Inform the school management, teachers, parents, villagers well in advance about the event • If possible, invite a well-respected public figure for the function as chief guest • Have a write up on each of the teacher and list of teachers sorted by age • As part of the function, ensure each teacher is introduced, given flowers/ shawl and a gift • Make the people aware about the role of teachers, hardship they go through and how they are important in the life of the children • This shall be followed by cultural program by children for which select volunteers shall prepare the children well in advance
Outcome expected	Empowered teachers
Useful strategies & tips	<ul style="list-style-type: none"> • If this event can be organize in the early part of the program, may generate goodwill for SSSVJ

Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Have cultural program by children • Try to felicitate the support staff and non-teaching staff • Invite teachers family for the function <p>Don'ts</p> <ul style="list-style-type: none"> • Price of the gift is not important and don't waste money; focus on functionality of the gift. It should be symbolic and cheap yet very useful to the teachers • Unless resources permit, no need to organise refreshments etc.
Preparatory to-dos	<ul style="list-style-type: none"> • Place for conducting this event • Cultural program by children • Event management and infrastructure required for the event • Invitation to Chief guest, parents, school authorities, villages and teachers family

8.2.6 T-M-6: MOTIVATION SESSION FOR TEACHERS

High level of motivation is the key to success and inspires all human being to excel better. Especially when someone who has achieved success in life and are role models in the society does the motivation. These sessions are typically done by specialists (special invitees) who are good orators and can connect with audience easily. As volunteers, we need to ensure we invite successful people from different walks of life and make them speak to the teachers on any select topics. These invitees could be senior government officers, sports personalities, local industrialists, retired school head masters, etc.

Some of the topics that can be selected for these sessions are;

- Why teachers are greater than God
- Why teaching is the oldest and most noblest profession in the world
- The place of teacher, in the Indian culture
- The ideal teacher
- Relationship of Teacher-Student and its dynamics
- Why teaching is beyond a mere "job"
- Why teachers are the role model for the children
- Role of teachers in children's character building
- Role of teachers in the society beyond the children
- Importance of financial planning at early age
- ...and many more

The topics to be selected for this Seva should be something, which the teachers can connect with easily, or challenges connected with teaching as profession. The topics could also be on societal issues, which these teachers face as a common man. Ideally, speaker should be finalized at least a month before and we the volunteers should have interaction with the speaker on the topics to be spoken about so that they come well prepared. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • General motivation of the teachers

Frequency	Once in a Quarter
Implementation	Suggested, as resources are difficult to find and teachers are some times less enthusiastic
Suggested day and duration	Saturday
Resources required (including special talents)	<ul style="list-style-type: none"> • Successful people from different walks of life • 2-3 youth for coordination of the event
Method of execution, tools & aids	<ul style="list-style-type: none"> • Shortlist few names such as senior government officers, sports personalities, local industrialists, retired school head masters, Bank managers etc. • Get the names cleared from the school head master • Meet the shortlisted invitees at least a month before and decide the topic • On the day of the event, ensure all teachers are present • Give brief introduction of the speaker and his/her achievements • Delivery of speech by the speaker; it should be more interactive sessions
Outcome expected	Motivated Teachers
Useful strategies & tips	<ul style="list-style-type: none"> • Make sure the speakers are good orators • The speakers preferably should be someone famous in the locality or well respected for his/her post • One can plan to invite even professional motivational gurus
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> ▪ Name clearance should be taken from school head master before approaching the invitee ▪ Ensure the sessions are more interactive; The session should be more of experience sharing than preaching ▪ Topics should be something connected to teacher ▪ Give proper introduction of the speaker and the topic to be covered that day ▪ Finalise the speaker and the topic at least month before <p>Don'ts</p> <ul style="list-style-type: none"> • Avoid politicians and religious gurus as speakers • Avoid controversial persons • No paid speakers • Ensure the sessions are not too long • Don't get into teaching or preaching mode
Preparatory to-dos	<ul style="list-style-type: none"> • Place in the school to accommodate the teachers in one place • Flowers for the speaker • Be in touch with the speaker at least one week before and coordinate his arrival time etc. • Remind all the teachers about the session one day before

8.2.7 T-M-7: TRAINING ON EFFECTIVE TEACHING TO TEACHERS –GENERAL; NOT SUBJECT SPECIFIC (PHASE: EMPOWER)

Teaching is an art and the art can be learnt and improved. More than being a good teacher, one has to be effective teacher. The teaching should inspire the children and should be made as an experience and not a formality for the children. While most of the teachers are well versed in the subject content (which is not our focus), the delivery is critically important and there is scope for making it effective. As part of SSSVJ program, we shall organise special

training camps for teachers from SSSVJ schools in the district, at a common place in the district. This could be one day or two days session. These sessions will be conducted by specialists in children psychology and specialists in teaching. SSSSO district administration shall source the resources for training from the state and ensure the training is conducted through these specialists. There shall be two such training sessions in a year. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	Orientation on effective teaching
Frequency	Once in a 6 months at District level
Implementation	Optional, as this training can be done only on availability of resources
Suggested day and duration	Sunday
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Specialist trainer on the subject matter for the training • Venue for the training • 4-5 youth volunteers to assist in organizing the training • Projectors, mike system and other requirements of the trainers • Copies of printed materials if any, to be distributed • Writing pads, pens etc. • Proper seating arrangement and ventilation • Stay arrangements if it is 2 days program • Food and refreshment arrangements and dining, water bottles etc. • Toilet facility at the venue
Method of execution, tools & aids	<ul style="list-style-type: none"> • Since this is a common activity across many adopted schools, all the SSSVJ team should be informed of such training with date and venue • Each of the SSSVJ team shall contact their respective schools and seek participation of the teachers. It is a skill which is useful for any teacher • The list of teachers willing to undergo the training need to be sent to the trainer • On the appointed day, all the teachers so volunteered for the training shall be received at the venue by the volunteers • Adequate care should be taken for their food and refreshments (in some cases even transportation subject to availability of resources)
Outcome expected	Empowered teachers
Useful strategies & tips	<ul style="list-style-type: none"> • The training should be in local language • Ensure that trainers are well qualified in the subject matter; involvement of child psychologist could be useful • If possible keep it a day program; however if need be, to be done over two days
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Ensure you have the permission of school authorities to invite the teachers • As much as possible, keep the training in local language • Ensure the trainer is well qualified in the subject • Keep it simple and understandable • It should be free of cost • In case of stay, ensure organizational discipline of separate stay for men and women are followed <p>Don'ts</p> <ul style="list-style-type: none"> • Don't make the session as information download; make it more interactive

	<ul style="list-style-type: none"> • Don't question the wisdom of teachers or their capability to deliver
Preparatory to-dos	<ul style="list-style-type: none"> • Place for conducting this session • Training infrastructure • Place for stay, food preparation and dining • One week advance reminder about the session to teachers and training

8.2.8 T-M-8: COUNSELING FOR TEACHERS (PHASE: EMPOWER)

Teachers spend most of the time and career with children and their exposure to outside world and interaction with adults are limited. They are generally naïve and the profession is still not a highly paid job. They too face huge challenges in life like other common men, and this has bearing on their performance in the school. There are teachers who have challenges in personal life, personality issues, issues in professional life etc and these issues become constraints in they delivering quality teaching to Children. As part of the SSSVJ program , we shall empower the teachers by introducing them to counseling sessions by specialist counselors. These sessions would help teachers to share their personal issues/challenges and get suitable counselling. Kindly note that this seva shall be performed only by specialist certified counselors and not by any one else. Infact, this seva is optional since this can be organised only if certified counselors are available in the district and willing to travel to the village school for free counseling sessions. Effort should be taken by district administration of SSSSO, to form a regional resource group to source such talents and direct them to needy SSSVJ schools in their district. Teachers needing medical help should be directed to district hospitals for teartement. These sessions should be held in closed rooms, on individual basis and in absolute secrecy. This seva can be organised once in a quarter with adequate follow up. List of teachers needing the counselling should be made ahead of the seva day and sent to the counselor for suitable preparation by him.

8.2.9 T-M-9: TRAINING IN SOFT SKILL DEVELOPMENT FOR TEACHERS

Soft skills are those which make a person complete and ready to face the competition. These skills are leadership oriented such as public speaking, communication skills, team building and management, effective leadership, skills of listening, how to do net working, etc.

While one must think that Teachers are required to be aware of the teaching content and teaching skills, these soft skills make them highly effective and bring in a great sense of confidence in them. After they are worshipped as hero by the students and the teachers actions and behaviour have great impact on the Children. We wish to make the teacher fully empowered and succesful in professional and personal life which will directly and indirectly benefit the Children in a great manner. The training on soft skill development can be provided in house through specilist trainers to be sourced by the SSSVJ team and the teachers can be sponsored to undergo professional training through recognised institues in the nearby town. Brief outline of the Seva is as under;

Seva outline	Suggestions
Objectives of the seva	Orientation on effective teaching
Frequency	Once in a 3 months
Implementation	Optional, as this training can be done only on availability of resources
Suggested day and duration	Sunday at school premises
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Specialist trainer(s) on soft skill development for the training- Could be more than one trainer on topic wise • 2-3 youth volunteers to assist in organizing the training • Projectors, mike system and other requirements of the trainers

	<ul style="list-style-type: none"> • Copies of printed materials if any, to be distributed • Writing pads, pens etc. • Proper seating arrangement and ventilation • Food and refreshment arrangements and dining, water bottles etc.
Method of execution, tools & aids	<ul style="list-style-type: none"> • Since this is a common activity across many adopted schools, regional resource group may arrange for the trainers on various topics • Select the day and topics to be covered in consultation with the trainers • The list of teachers willing to undergo the training need to be sent to the trainer • Adequate care should be taken for their food and refreshments
Outcome expected	Empowered teachers
Useful strategies & tips	<ul style="list-style-type: none"> • The training should be in local language
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Ensure you have the permission of school authorities to conduct the training • As much as possible, keep the training in local language • Ensure the trainer is well qualified in the subject • Keep it simple and understandable <p>Don'ts</p> <ul style="list-style-type: none"> • Don't make the session as information download; make it more interactive • Don't question the wisdom of teachers or their capability
Preparatory to-dos	<ul style="list-style-type: none"> • Place for conducting this session • Training infrastructure such as projectors, seating etc. • One week advance reminder about the session to teachers and training

8.3 School centric activity details

8.3.1 S-Z-1: MEETING WITH SCHOOL MANAGEMENT TO CREATE AWARENESS OF THE PROGRAM (PHASE: ENERGISE)

As said, school management is one of the most important and influential stakeholder. In fact they are the starting point of the SSSVJ program. Their approval is required for adoption of the school. Hence this seva need to be carried out at the very early stage, soon after the survey process and short listing is completed. Brief outline of the Seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Making the school management aware of the program, its objectives, the sevas and the benefits
Frequency	Once, at the very beginning of the program
Implementation	Highly recommended
Suggested day and duration	Preferably Saturday in a relaxed environment
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Meeting room • Chairs for seating • Flowers • Light refreshments • Power point presentation • 3-4 senior office bearers and youth
Method of execution, tools & aids	<ul style="list-style-type: none"> • Take prior appointment with all the management members for the session • Arrive at the venue ahead of time and receive the members with flowers • Give genuine compliment for the functioning of the school • Present the SSSVJ and its objectives, sevas, benefits to the children, benefits to the school, benefits to the teachers, etc., and how in overall it will benefit the school • Seek their inputs and suggestions and take notes for incorporating them later in the plan • Seek their consent and approval • Ask them the sevas we have planned for the children, the school and the teachers and any additional needs • Share the implementation schedule and commencement date • Thank them for the time and support
Outcome expected	Supportive management
Useful strategies & tips	<ul style="list-style-type: none"> • Identify and source a common contact who can vouch for us and introduce us to the management • Ask them to guide and make it clear that only with their active support, this program can be implemented
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Ensure all management members are invited; Speak to the head master ahead of the meeting date and understand who are to be invited for the presentation • Hear them when they speak; listening to their thoughts is critical; genuinely care for their suggestions • Ensure the members are encouraged to speak; their speaking at the event is initial sign of their consent

	<ul style="list-style-type: none"> • Talk less; listen more • Respect that everyone has a right to have their point of view • In case of any disagreement, ask for personal time to meet and discuss • Make your expectation from them clear to them; seek their expectations from us <p>Don'ts</p> <ul style="list-style-type: none"> • Don't make the session as information download; make it more interactive • Don't argue or counter any proposition by any member beyond a point; they know better or the setting is not apt for clearing misconception
Preparatory to-dos	<ul style="list-style-type: none"> • Place for conducting this session • Prior intimation, appointment and reminder

8.3.2 S-M-2: UPHOLDING THE PRIDE OF THE SCHOOL (SWACH BHARAT ABHIYAN COMMUNITY SERVICE)

Traditionally, Schools have been considered next if not equal to place of worship. Like any place of worship, they need to be kept clean and tidy. Like place of worships, it is a collective responsibility of the villagers / community at large. Today, we see many schools are in dilapidated conditions from inside as well as the surrounding. There are instances of the school premises being used for illegal purposes such as drinking and playing in after school hours. As part of the SSSVJ program, we shall undertake the noble task of bringing back the lost pride of the school by educating the villagers about the importance of the school premises and they being equal to place of worship and also undertaking Swach Bharat Abhiyaan cleaning up community service once in a quarter. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	Upholding the lost pride of the school being equal to place of worship through series of seva measures
Frequency	Once in a quarter
Implementation	Highly recommended
Suggested day and duration	Sundays
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Tools to clean up the school premises, • Consumables for cleaning toilets and water tanks • Tools for cutting bushes and removal of trash • Tools to clean up the cobwebs, gutters etc. • Team of youth from SSSVJ team (male and female) to manage the session • Good orator to speak about importance of school and why we need to keep it clean, to general public assembled • Elders, youth from the village
Method of execution, tools & aids	<ul style="list-style-type: none"> • Announce about the community service, the date and time to all the villagers especially youth from the village • Ask them to assemble at school premises • Make the orator speak about the program, why we are doing it, the importance of school and why they are equal to place of worship • Make the participants to take an oath that they will keep the school away from illegal activities and keep it clean • Make small teams of people and assign areas and scope of work e.g. Team for cleaning class rooms, team for cleaning corridors, team for cleaning toilets, team for cleaning water tank, team for cleaning open ground, team for cleaning the

	boundary (bushes etc.), team for repairing small things (civil), team to dispose off garbage environmental safe way <ul style="list-style-type: none"> • The session should be for maximum of 3 hours. So ensure adequate manpower is made available and ensure everyone gets the job • Post session, assemble again, thank everyone, cheer the people and announce the next session date
Outcome expected	Clean school environment and change in thinking of villagers about the school
Useful strategies & tips	<ul style="list-style-type: none"> • Ensure men and women participate equally • Make it as a fun-filled activity; like playing / singing national patriotic songs on the back ground • Give importance to youth from the village • Oath taking is critical
Important Do's and Don'ts	<ul style="list-style-type: none"> • Dos <ul style="list-style-type: none"> • Take approval of the management • Make sure the school admin staff are available for the activity so that the rooms can be kept open • Make sure every nook and corner of the school is covered • Make it a periodical program • Ensure that the villagers are well informed about the day and time; if need be, carry out door to door campaign • SSSVJ volunteers to be present in all the team as workers • Make sure male and female are made in separate groups • Make sure right people (health, height and age) are assigned for right type of jobs • Don'ts <ul style="list-style-type: none"> • Don't stand and start giving instructions; Don't just be a spectator; be part of the team and soil your hands • Don't become leader of any team; rather be the member and let one of the villager become team leader • No male youth to interact with village women; only female volunteers to interact with women
Preparatory to-dos	<ul style="list-style-type: none"> • All the tools mentioned in resources should be made available one day before • Make sure proper door to door announcements about the program is made at least one week before the session • Make sure we reach ahead of time on the designated day and keep things ready • Make sure drinking water is made available for the villagers participating in the seva

8.3.3 S-M-3: VISIT TO OTHER SCHOOLS

Under this seva, we shall arrange for the visit of the teaching and non-teaching staff of one school to other nearly SSSVJ schools for them to understand and adopt best practices. This seva will help the teachers and management of the visiting school to know how other schools are operating, challenges faced by them, strategies adopted by them innovative ideas used by them, etc. Similarly, the teachers and management of the school being visited shall also get an opportunity to learn from the visiting school authorities interaction. This seva shall be typically physical visit of the school and group interaction between teachers and management of both the schools. This process is expected to empower the management to adopt new ideas in their school. This seva may be taken up once in six months.

Transportation of teachers may have to arrange by SSSVJ team. Since this seva involves resources and availability of schools nearby for the visit, it is an optional seva.

8.3.4 S-M-4: DISTRICT LEVEL TEACHERS SYMPOSIUM/CONCLAVES/CONFERENCE

Under this seva, we shall empower the teachers and management by organizing a teacher's symposium inviting all the teachers from the government schools. This symposium shall be organized only with the permission of education department. SSSVJ adopted schools can be the host schools. The topics to be chosen should be generic in nature and not controversial from government point of view such as role of teachers in shaping the children character, stress free living, balancing the work and life, life management skills, planning for the future, etc. The focus of the symposium shall also be to interact with other teachers (networking and making new friends) and exchange knowledge/wisdom/information on topics of special interest to teachers. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	Empowering the teachers and management by making them interact with other similar schools
Frequency	Once
Implementation	Optional as it involves huge resources for arranging the symposium
Suggested day and duration	Sundays
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Venue for the symposium or conference • Food, refreshment, dining area and toilet facilities • Speakers (from the teachers community) for the conference • Sound systems, dais, projectors, screen etc. • About 10 SSSVJ volunteers for organizing the conference
Method of execution, tools & aids	<ul style="list-style-type: none"> • Speak to the management of the adopted school for their willingness to host this conference (no monetary contribution by the school) • Speak to education department and take their informal consent • Make the list of all invitee schools and possible number of invitees • Identify and finalise date and venue • Make a team of 3-4 teachers to select topics, send in invitation from the school and identify the speakers for the selected topics • Ensure speakers are well briefed about the topics • Identify volunteers for debates, round table, quiz type formats • Writing pads, pens etc.
Outcome expected	Energised and motivated school teachers and management of hosting school
Useful strategies & tips	<ul style="list-style-type: none"> • Select interesting and realistic topics • Make sure you invite a chief guest who should be a non-controversial, non-religious and non-political leader • Make it more interesting by introducing debates, round table, quiz etc. • If possible, have an cultural event by children in the evening • Use the opportunity to make 15 minutes presentation on SSSVJ
Important Do's and Don'ts	<ul style="list-style-type: none"> • Dos <ul style="list-style-type: none"> • Ensure the dates are not festival days or long week ends • Ensure the topics are relevant and interesting and teachers can connect easily • Ensure the venue is booked well in advance

	<ul style="list-style-type: none"> • Ensure invitation is sent to all the government schools • Follow up for participation • Ensure adequate food and dining arrangements are done at the venue • The invited schools need not be SSSVJ schools but have to be government schools • Don'ts <ul style="list-style-type: none"> • Don't pick up any debate topic on issues connected to government or policy • Don't hold the conference unless reasonable number of teachers commit to participate
Preparatory to-dos	<ul style="list-style-type: none"> • Preparation of venue • Preparation of topics and people for talks and debates • Children program • Adequate numbers of seating arrangements and food

8.3.5 S-Q-5, S-Q-6, S-Q-7, S-Q-8, S-Q-9, S-Q-10, S-Q-11, S-Q-12, S-Q-13, S-Q-14, S-Q-15,: BRIDGING THE INFRASTRUCTURE GAP IN THE SCHOOLS (PHASE: EQUIP)

Creating a good eco system involves creation of congenial environment in the school for the children. Many of the government schools lack adequate or minimum infrastructure such as drinking water, toilets etc. or even if they are existing they are in dilapidated conditions. As part of SSSVJ, the volunteers will be carrying out a detailed evaluation of the availability and conditions of the facilities available at the site. The broad facilities to be evaluated are;

Need for ...

- repairing school roof
- repairing or laying flooring in class rooms
- repairing broken windows and doors of class rooms
- painting the school
- fencing the school or repairing the damaged compound wall
- repairing or provisioning of new toilets for girls and boys separately
- repairing or provisioning of clean drinking water
- repairing or cleaning the drainage systems
- creating proper hygienic kitchen for midday meal
- provision of additional class rooms
- replacing or provisioning of black boards

While repairing works are relatively less costlier, provisioning of new facilities would have a huge cost impact on the Samithi, so the office bearers of the samithi need to get involved. This seva shall be done after launch of empowerment phase. The reason being, the school authorities should value the empowerment program more than the provision of infrastructure. Infrastructure creates only the eco system but empowerment phase brings the transformation. It is similar to having a meal in a steel plate and the meal is more important than the plate. Brief outline of the seva is as under;

Step 1: Formation of a Volunteer School Team

A group of seva dal lead by experienced technical people can come together to form the school up gradation team. This team will be responsible for

- 1) investigating the physical structure of the school
- 2) identifying areas of improvement
- 3) getting appropriate permissions for conducting the civil works
- 4) taking pre-and-post photographs and recording the change
- 5) working with contractors and our own sevadal to make the change
- 6) finally handing off the updated structure to the school authorities

Step 2: Survey areas

When investigating the school be sure to check in the following areas

- 1) Infrastructure
 - a. Are there enough class rooms?
 - b. Are they ventilated properly? Is there proper lighting?
 - c. Are the toilets functional? Are they sufficient?
 - d. What is the state of flooring, roofing?
 - e. What are the major complaints from school staff and children?
 - f. Is there an adequate play area?
- 2) Utilities
 - a. Is there proper electrical wiring and earthing in the school?
 - b. Are there enough fans / heater to take care of extreme weather conditions?
 - c. Are there enough plug points for teachers to use during presentations?
 - d. Is the water supply proper? Is there enough drinking water?
 - e. Is the drain water properly connected?
 - f. Are the toilets getting proper water supply? Is there enough lighting & privacy in the toilet?
- 3) Safety
 - a. Does the school require a fence?
 - b. Are there proper cupboards in the school for locking up valuables?
 - c. What is the state of the leaky roof and improper floor? Are they likely to cause any unwanted accidents?
 - d. What are the complaints from the teachers, school staff, parents and children?
- 4) Functionality
 - a. How are the paints on the wall?
 - b. Are there any posters, key messages, maps, school info (painted) on the wall?

- c. Does the school have good blackboards?
- d. Does the school have good garbage dump?
- e. Does the school have proper message boards?
- f. Does the school have a proper assembly area

Step 3: Checking off the list

Once the survey is complete and list is prepared, the team should look for means and ways to finish off the items on the checklist. While the checklist may be long, we may only be able to adequately address few items in the list. Do not allow this to discourage us. Let us mention the needs to the community and see if others are willing to participate. Do not solicit funds but it may be OK to discretely talk about the project and the benefit the villagers may get by getting the school improved.

We expect the funding for these projects to come from local Samithi or District budgets. However, for some extreme cases state level or central funding can be considered. When such large funding is required, ask your district team members to see if there is any availability. Please note that such requests for big projects should be accompanied by a good case – that is the need should compel the spending. So, expect many of the requests to be turned down on these grounds.

4. Scheduling the projects

Be sure to schedule the project work during non-school hours. The work we do should not interfere with the school work.

Try to involve our youth and our sevadal in the labor work. Give the professional work to a proper contractor. Ensure that quality is checked by village elders as well as school staff. Let people note what we have done. This is to protect the volunteers and Sai Org from future liability – i.e. in case of any future accidents, we should not be improperly blamed.

Keep safety and quality as the primary concern. Reduce the number of items being taken up but do not compromise on safety and quality of the work.

Reporting and handing off completed projects

Be sure to take pre and post pictures. Be sure to show and highlight the change before you engage in the activity. Always get adequate permissions from school and any related govt. staff. Also, be sure to involve some village elders in this process. Let many know what we are upto and what we have done. This will reduce our liability.

When completed, make sure we get signoff from all these credible 3rd parties. Make sure that we do not improperly put Swami's name or Puttaparthi information in unnecessary places (like on the wall paintings) etc. Try to respect the secular nature of the school. We may paint the school Swami colors, but putting Swami material on the wall may not be too respectful to our lord.

Remember, the infra work is the most tangible part of the project. The more pictures we take, the more people we involve, the larger the effort, the more visible the impact. So, do record the process well. Do take lot of pictures and do send those pictures & reports of the completed project to govt. officials as well as State SSSVJ team members.

Do proper detailed pre project evaluation through experts and do not do any work without professional guidance. Tap the district level resource pool for technical expertise. Also explore cost effective means to solve the problem.

Where ever permission or approval of the project is required from local body (such as building approval), do not violate laws and follow all the procedures sincerely. Never ever resort to corrupt practices.

Step 5. Handling of finances

Do not solicit finances publicly. While funding for these projects is to be done locally, it is not expected that funding issues are raised in public. Fund raising rules of Sai Org must be followed. Swami expects us to follow certain discipline when it comes to raising or handling money. So, consult your Sai Org elders to understand how Swami wants us to deal with this money aspect.

When spending the money, be sure to keep all receipts. Prepare a report and show how each paisa was spent. Be open for auditing. Report the expenditure to team and share the details. We should never be blamed for hiding financial matters or for not being transparent with our spending. No money should be spent on administrative work or for entertainment of any individual.

8.3.6 S-V-16: COLLABORATION WITH CITY SCHOOLS, OTHER ADOPTED SCHOOLS, INCLUDING SATHYA SAI SCHOOLS (TWINING) (PHASE: EVOLVE)

While SSSVJ program has been made as a national project of Sri Sathya Sai Seva Organisation only in the current year, we need to create sustainability of the program in adopted school year after year. This may be achieved in two ways. The first being creating a village level teams for delivering SSSVJ program for subsequent year which means training certain youth members from the village in various SSSVJ tasks such as Bal Vikas, etc. backed by periodical visit by the Samithi. The second strategy would be to interlink or collaborate the SSSVJ adopted school with other SSSVJ schools in the nearby villages or towns. If there are Sri Sathya Sai school in the vicinity, SSSVJ adopted school can collaborate with Sathya Sai School. So what do we mean by interlinking or collaboration? This would be achieved at four levels. At first level, the school authorities will interact & share with each other the ideas, strategies etc. connected to SSSVJ sevas and some of the sevas involving money can be jointly done (resource sharing). At second level, the teachers of the both the collaborating schools will interact with each other periodically such that some of the teacher centric sevas can be combined together and also new ideas, strategies and learning can be shared. At third level, the students of both the schools will interact with each other such that many of the children centric sevas can be done together (e.g. sports meet) or some of the facilities & cost can be shared (e.g. library books, counseling). Finally, at fourth level, the volunteers of SSSVJ schools (village level volunteers) can interact and share the ideas, strategies, seva, resources etc.

This seva is a critical element of SSSVJ and shall be done at the end of the calendar as part of Evolve phase. As a seva, the volunteers shall facilitate each of the above stakeholders to meet their counter part of the collaborating school and create an opportunity and also set the agenda for discussion and further interaction. The Samithi members shall periodically follow up with both the collaborating schools to ensure the process is carried on smoothly. If required, the samithi shall engage with both the schools periodically and ensure they interact and share regularly.

8.4 Parent centric activity details

8.4.1 P-Z-1: MEETING WITH ALL PARENTS AND CREATING AWARENESS OF THE PROGRAM (PHASE: ENERGISE):

This phase basically focuses on arrangement of meetings with all the parents of the village to foremost explain to them what exactly is SSSVJ and the benefits of SSSVJ and to seek support from them. Since children are influenced by their parents, their development and empowerment will work as an inspiration for children that will lead towards the development of the child. No children centric seva can be better implemented without the healthy support of the parents. We should make them aware how their empowerment is essential for the empowerment of children. More than this we need their active support and participation for the successful implementation of the children centric seva.

Brief outline of the Seva is as under;

Seva outline	Suggestions
Objectives of the seva	Making the parents aware of the program, its objective, policies, sevas and benefits of seva
Frequency	At the very beginning of the program
Implementation	Highly recommended
Suggested day and duration	At the day and time convenient to the parents; preferably in the evening on a Sunday
Resources required (incl. special talents)	<ul style="list-style-type: none"> • A meeting area or clean open area • Chairs for seating • Flowers • Light refreshment • Youth volunteers for organising the meet • Bal Vikas/ Mahila Vibhag members • 3-4 seniors office bearers and head of village • Projector and screen if we intend to show them some video or photos
Method of execution, tools & aids	<ul style="list-style-type: none"> • Make prior invitations to all parents for the meeting. • Arrive at venue before the mentioned time and welcome the parents with flowers (may be a rose) • Give genuine compliment for their contribution in raising their children and realizing their responsibility towards them • Present the SSSVJ and its objectives, sevas, benefits to the children, benefit to the society, benefit to the family. • Seek their input and suggestions • Seek their co-operation and support the plan • Share the implementation schedule and commencement date • Thank them for the time and support
Outcome expected	Supportive and motivated parents
Useful strategies & tips	<ul style="list-style-type: none"> • After formal communication there shall be informal discussion to become more familiar with them. • We can show them the video and photos of SSSVJ implementation in other places • Understand the inter parent relationship and parent children relationship from the parents • Make them speak and express their general concerns about the children, as parents
Important Do's and	Dos

Don'ts	<ul style="list-style-type: none"> • Ensure the invitation of all parents; in case of absenteeism meet them in person and communicate our plans. • Hear them when they speak. • Respect every point of view of theirs. • Communicate in a manner that everyone can participate • Make them realize that they are parents to the future heroes • Assure them that their child is in the safest hands • State what we expect from them and what they can expect from us
	<p>Don'ts</p> <ul style="list-style-type: none"> • Don't make the meeting theoretical or speech/lecture oriented; make it more communicative and interactive. • Do not resort to any argument with any parent • Do not suppress any ones view
Preparatory to-dos	<ul style="list-style-type: none"> • Place for meeting • Prior permission • Strong content

8.4.2 P-M-2: PARENTING SESSIONS (PHASE: EMPOWER)

A mother is born when the child takes birth. A mother knows to take care of the child's food, water requirements and physical cares needed. A father knows to earn money and feed the children. But is the parenting limited to mere taking care of child's physical needs and cares. Certainly not. It is the parent who has to counsel the children at every step. A child's character needs to be moulded from a very young age. But there is huge gap in awareness among the parents about ideal parenting. As part of this seva, our Bal Vikas gurus shall conduct parenting sessions once in a month on Sunday. In this seva, we shall invite all the parents and explain them what is ideal parenting mean, what they should do and what they should not do to ensure the child grows with right values. The parenting have traditionally been done by the grandparents by way of bed time stories. In the modern nucleus family structure, this aspect is missing. The responsibility of moulding the child now rest on the parents alone. Our organization's Bal Vikas wing have enough materials on parenting which can be used for this seva. The benefit of imparting knowledge on parenting will ensure continuity to the value education imparted in the school through Bal Vikas.

Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Creating awareness of ideal parenting to the parents of the school children • Continuity of value education at home
Frequency	Once in a month
Implementation	Highly recommended
Suggested day and duration	Sundays
Resources required (including special talents)	<ul style="list-style-type: none"> • 2-3 Bal Vikas gurus
Method of execution, tools & aids	<ul style="list-style-type: none"> • Discuss with state / national Bal Vikas coordinator and get the parenting material • Create a team for execution of this seva • Decide a fixed Sunday of every month • One day before the seva, remind all the parents about the session

	<ul style="list-style-type: none"> On the day of the seva, arrive at the venue ahead of time and set up things Conduct the session; make it interactive
Outcome expected	Motivated parents imparting value education to children at home
Useful strategies & tips	<ul style="list-style-type: none"> Encourage both men and women to attend Speak in the local language Use charts, photos and videos to explain the concept Initial 15-20 minutes should be dedicated for feedback asking the parents to share the experience from previous session's teachings implementation at home
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> Keep the message simple and easy to understand Demonstrate the concept if possible Make sure adequate parenting materials are available with the team Make a calendar of activities and share it with the team Make the parents speak and share their experience Seek ideas and make the parents find answers through our help <p>Don'ts</p> <ul style="list-style-type: none"> Don't make into a lecture mode
Preparatory to-dos	<ul style="list-style-type: none"> Place in the village to accommodate the parents in one place Screen, projector and short listed videos (if needed) Remind all the parents about the session one day before

8.4.3 P-M-3: EDUCATION AWARENESS SESSIONS FOR PARENTS (PHASE: EMPOWER)

Many a times parents having school going age children in villages are not aware of how they can assist their children who have dropped out or do not take interest in studies. This situation may occur due to various reasons. One of the most prominent reasons is that children don't like formal studies or economic compulsions or social compulsions such as educating girl child.

A survey has to be conducted to identify the number of school going age children having dropped out from schools and special session need to be conducted with the parents and the children to motivate them to send them back to school. This session should be limited only to school dropout cases only. Proper follow up should be done to ensure they join back.

In case of children having crossed the age for going to school, we should guide them and motivate them to appear for exams privately and if need be arrange caching sessions and materials. Constant interaction with these children should be done to ensure they follow our advices in time.

In case of children weak in studies and showing lack of interest, we need make sure they undergo counseling sessions described in children centric seva.

8.4.4 P-M-4: ADULT EDUCATION OR EDUCATION FOR ADULTS

There are many parents who are not educated due to the circumstances prevailing during the childhood. The lack of education become a huge handicap for the parents in their businesses or work they do. There are many parents who can't even read or write. They cannot even sign. They don't know to do basic math. Their dependency become very high on others and they get easily cheated by many.

Empowered parent would be a great asset to a child under SSSVJ program. As part of education for adults or adult education, we shall conduct classes of basic education for adults through retired teachers from the village, samithi or nearby places. These classes shall be conducted once in a week on a Sunday at a time convenient to all.

Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> Providing basic education to the parents
Frequency	Once in a week
Implementation	Highly recommended
Suggested day and duration	Sundays
Resources required (including special talents)	<ul style="list-style-type: none"> A retired teacher (even working teacher will do) 1-2 volunteers for coordination and arrangement black board and chalks seating arrangement
Method of execution, tools & aids	<ul style="list-style-type: none"> Identify number of parents who have not pursued basic level of education Speak to them and motivate them to join the adult education classes Identify 1 or 2 retired teachers willing to commit time every Sunday. They can come alternative Sundays Discuss with these teachers and work out a syllabus Conduct the classes regularly Ensure there are no absenteeism and explain them the benefits undergoing the sessions
Outcome expected	Informed and educated parents willing to support the children education
Useful strategies & tips	<ul style="list-style-type: none"> If few people agree, rest will follow. Make sure you convince 3-4 people in the beginning Explain them the difference between what they can do now and what they can do post these classes; how much it will empower them Make sure women also participate; it would be ideal to convince the wives first and insist upon them to get their husbands for the classes
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> Keep the curriculum simple and relevant Make it interesting and not boring Treat them as adult and not as a child or kid in school Respect their age and not ridicule their lack of knowledge Only use positive and motivating words <p>Felicitate and recognize the improvement and small successes</p> <p>Don'ts</p> <ul style="list-style-type: none"> Give them basic home work to do
Preparatory to-dos	<ul style="list-style-type: none"> Place in the village to accommodate the parents in one place Attendance and personal follow up for absenteeism

8.4.5 P-V-5: ENSURING OLD STUDENTS ARE PURSUING HIGHER EDUCATION

In most cases, students passing out from the schools don't pursue higher education as there is no school in the village or economic conditions making them work or lack of awareness or inability to pay the fees. As part of SSSVJ

program, we shall collect the data of such children and have one on one counseling sessions with them. In case of lack of motivation, we should explain the benefits of pursuing higher education. We should follow up with such children and ensure they take all the steps to pursue the education. In case of students opting out due to lack of fees etc., we can think of sponsoring them by providing scholarships if resources permit. These sessions should be conducted twice a year by the youth but follow up should be done after every session till each of the child take necessary and adequate steps. If required meet the parents or use professional counselors for advising the children. Under no circumstances, we should leave any effort not being taken to convince the children to pursue higher education.

8.5 Village centric activity details

8.5.1 V-Z-1: MEETING VILLAGE ELDERS & YOUTH TO EXPLAIN THE BENEFITS AND SEEK THEIR SUPPORT (PHASE: ENERGISE)

Energising the villagers and creating awareness about the program and its benefits is an important step in launching the SSSVJ program in any village school. They need to be aware about what the program is all about, what we intend to do, what they can expect from us, what we expect from them etc. Their cooperation will become inevitable at the later part of the program, hence we need to ensure they are aligned with our thoughts and strategy.

Brief outline of the Seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Making the villagers including youth and women aware about the program and seek their cooperation and support for adoption of the village school
Frequency	At the very beginning of the program
Implementation	Highly recommended
Suggested day and duration	At the day and time convenient to the villagers; preferably in the evening on a Sunday
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Preferably the whole team and senior office bearers • A reputed personality from the region who knows the villagers • Sound system (if required) • Lighting arrangement • Projector to show photos and videos of SSSVJ implementation in other schools
Method of execution, tools & aids	<ul style="list-style-type: none"> • Take prior appointment with the villagers about convenient time and venue for the meeting; as much possible do it in the evening on a Sunday • Arrive at the venue ahead of time and set up everything • If possible show them photographs of the implementation done in other villages through projector – no ppt with texts. If there are no photos or videos, show the gram seva photos • Explain local language SSSVJ and its objectives, sevas, benefits to the children, benefits to the school, benefits to the teachers, etc., and how in overall it will benefit the village • Seek their inputs and suggestions and take notes for incorporating them later in the plan • Seek their cooperation and what we expect from them; state what they can expect from us • Share the implementation schedule and commencement date • Thank them for the time and support
Outcome expected	Motivated and supportive villagers
Useful strategies & tips	<ul style="list-style-type: none"> • Take help of a known and famous personality from the region; but ensure he is not a political person but has good rapport with villagers. He should vouch for our background and intention • One can even plan to take few villagers from already on going SSSVJ village and make them speak about their experience in their village, as one villager tend to believe other villager. • We can also take help of school head master or teachers to speak about the project as they are well respected in the village community
Important Do's and	<ul style="list-style-type: none"> • Dos

Don'ts	<ul style="list-style-type: none"> • Keep the talk simple short and clear; don't make the session too long • Speak slowly and to the point • Hear them when they speak; listening to their thoughts is critical; genuinely care for their suggestions • Talk less; listen more • Respect that everyone has a right to have their point of view • Make your expectation from them clear to them; seek their expectations from us • Use photos and videos to drive the program features • Don'ts <ul style="list-style-type: none"> • Don't make the session as information download; make it more interactive
Preparatory to-dos	<ul style="list-style-type: none"> • Place for conducting this session • Projector, screen, sound system etc.

8.5.2 V-M-2: MOTIVATIONAL TALK TO VILLAGERS BY RENOWNED PEOPLE (PHASE: EMPOWER)

Villagers have huge challenges in life due to their economic conditions and lack of adequate education. They always feel less empowered; despite that they live happily. Motivation can play a great role in improving their mental state and take initiatives in their life to improve their condition. It is not about providing opportunities but guiding them and motivating them to explore opportunities is a great step. So, one of the seva we propose as part of SSSVJ is motivational talks to villagers. Their highly motivated state would help the program indirectly. For example, they shall ensure the children are sent to school, they shall help us in infra projects, they may take initiatives in keeping the village clean and reduce illness etc. These sessions are typically done by specialists (special invitees) who are good orators and can connect with villagers easily. As volunteers, we need to ensure we invite successful people from different walks of life and make them speak to villagers on any select topics. These invitees could be senior government officers, sports personalities, police officers, village heads, local industrialists, retired school head masters, etc.

These sessions are generally on an informal setting with a clear theme every time. The motivation sessions typically last for 60-90 minutes. It should preferably be done once in a quarter and the topics to be covered could be practical tips for joyful living such as *what is happiness, power of love, better community living, being helpful to others, power of speech, ideal living, meeting the ends of means and needs, bad side of desires, ill effects of addictions, why children should study and not work at young age, cleanliness is next to godliness, adult education etc.* . Some of the topics could be selected based on interaction with villagers and their level of interest. Ideally, speaker should be finalized at least a month before and we the volunteers should have interaction with the speaker on the topics to be spoken about so that they come well prepared. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • General motivation of the villagers • Value lessons such as cleanliness, importance of education through successful people
Frequency	Once in a quarter
Implementation	Highly recommended
Suggested day and duration	Sunday evenings

Resources required (including special talents)	<ul style="list-style-type: none"> • Successful people from different walks of life • 2-3 youth for coordination
Method of execution, tools & aids	<ul style="list-style-type: none"> • Shortlist few names such as senior government officers, sports personalities, police officers, village heads, local industrialists, retired school head masters, etc. • Get the names cleared from the school head master • Meet the shortlisted invitees at least a month before and decide the topic • On the day of the event, ensure all villagers are present • Give brief introduction of the speaker and his/her achievements • Delivery of speech by the speaker • Have film shows / video shows connected to the topic of the day post the speech
Outcome expected	Motivated Villagers and becoming responsible citizens
Useful strategies & tips	<ul style="list-style-type: none"> • Make sure the speakers are good orators • The speakers preferably should be someone famous in the locality or well respected for his/her post • One can plan to invite even professional motivational gurus • Villagers love to be entertained. Show them more videos or movies (not filmy but patriotic or value based like lagan, swadesh etc.), recorded good plays etc. post the speech
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> ▪ Ensure the sessions are not too long ▪ Topics should be simple and easy to understand and connect with all age groups of the villagers present ▪ Give proper introduction of the speaker and the topic to be covered that day ▪ Finalise the speaker and the topic at least month before ▪ If possible, after the speech have a value based film/video show connected to the topic of the day <p>Don'ts</p> <ul style="list-style-type: none"> • Avoid politicians and religious gurus as speakers • Avoid controversial persons • No paid speakers
Preparatory to-dos	<ul style="list-style-type: none"> • Place in the village to accommodate the villagers in one place • Mike and speaker if possible • Screen, projector and short listed videos/movies • Flowers for the speaker • Be in touch with the speaker at least one week before and coordinate his arrival time etc. • Remind all the villagers about the session one day before

8.5.3 V-V-3: INSPIRING COMMUNITY THROUGH PERIODICAL CHILDREN- COMMUNITY INTERACTION (PHASE: EMPOWER)

Under this seva, we shall organize community gathering in the village to showcase the talents of the children. This could be singing or instrument playing or showcasing other skills. Ideally it should be some skit based on some values performed by the children. We shall achieve two objectives with this seva. One being, motivating the children by making them part of a play and educating the villagers with values through children alongside entertainment. The parents will also feel proud to see the progress in the children and will be motivated to send the children in the school. This is one seva where the benefit of SSSVJ will be seen by the parents. Pick and choose simple but powerful play.

Create a separate youth team dedicated for this seva and they can visit the village on every Sunday and rehearse the children for the play. Since this seva will be done once in a quarter, moment one play is completed, preparations and rehearsals can start for the next play scheduled for next quarter. Have the play with rented appropriate costumes and properties for every character. Make it look big and eventful. Make sure every child to get to participate in rotation. Include more characters so that all children get to participate.

Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Showcasing the talent of the children to villagers • Motivating the children and teaching them values by participating in plays and exhibiting their talent • Teaching values to the villagers
Frequency	Once in a quarter
Implementation	Highly recommended
Suggested day and duration	Sunday evenings
Resources required (including special talents)	<ul style="list-style-type: none"> • Instruments for singing and playing instruments by children • Sound system, mikes etc. for the play • Costumes and properties for the play • Dedicated youth team (girls and boys separately) to train the children on special skills and also training them on the play
Method of execution, tools & aids	<ul style="list-style-type: none"> • Identify children with special abilities and train them • Select a good value and source the script of a play for that value, from Bal Vikas gurus • Select the children for the play; selection should not be based on merely ability but with focus on giving opportunity to all; so keep it balanced • Ensure many characters are introduced to give opportunities to all the children • Start rehearsals on Sundays at a common place in the village • Announce the program in the village at least a month before the scheduled date • Carry out a full dress rehearsal one day before the program • On the day of the program, ensure proper seating arrangements and sound system arrangements are made • Conduct the program
Outcome expected	Motivated villagers, motivated parents and motivated children
Useful strategies & tips	<ul style="list-style-type: none"> • Select simple stories and those which the villagers are generally aware about so that they can connect with the story • One can even think of making some children speak on any topic
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Keep the dialogues simple and short so that children can remember • In turn given chance to every child from the school even if it is small role • Encourage children with special abilities to perform • Give more importance to the value, message to be delivered than the showcasing effects <p>Don'ts</p> <ul style="list-style-type: none"> • Do not spend unnecessarily; doing a play with all seriousness is more

	<p>important</p> <ul style="list-style-type: none"> • Don't leave giving opportunity to any child; give them role, even smaller, based on their capability to deliver
Preparatory to-dos	<ul style="list-style-type: none"> • Place in the village to accommodate the villagers in one place • Sound systems, instruments for the performance and the play • Booking and renting the consumes and properties for the play in time • Remind all the villagers about the session one day before

8.5.4 V-V-4: CREATING BAL VIKAS GURU FROM THE VILLAGE (YOUNG MARRIED WOMEN AND TEACHERS)

Sustenance of SSSVJ can only be ensured if we create a village level team and train the team on various sevas alongside us. One such seva, also an important element of the SSSVJ program is, Bal Vikas. As part of SSSVJ implementation, Bal Vikas gurus from samithi shall visit the schools and conduct Bal-Vikas classes every Saturday. To ensure continuity, the Bal Vikas team need to identify few young married women and teachers from the school, willing to be become Bal-Vikas gurus voluntarily, in the very beginning of the program. Unmarried young women have been excluded from this specifically as they might get married and move to some other village. This identified village level team will be given Bal-Vikas guru training by the Bal-Vikas team and shall be made part of the weekly routine at the school. They shall be slowly permitted to take the classes on their own but well within the Bal Vikas syllabus to be circulated. By the time we wind up the SSSVJ year 1, these village level gurus should be fully empowered to take the Bal Vikas classes on their own. This shall ensure continuity of the SSSVJ program in subsequent years when we will not be visiting the village frequently. Such training should be conducted on monthly basis, on a Sunday, at the village common place. Detailed guidance for the training shall be provided by the Bal Vikas coordinator of the Samithi.

8.6 SSSSO centric activity details

The main purpose of the SSSSO behind this project is to provide opportunities to youth and sevadal to work and render their services for own spiritual upliftment. This project gives the opportunity to attract new devotees and youth to join the organization and swami's fold.

There are certain important sevas the organization has to do in the process to energise and empower the oragnisation members. Some of them are listed below. The listed activities are just to provide an idea about course of action; there can be many more as per the requirement of the concern state.

8.6.1 O-Z-1: DISTRICT LEVEL SAI YOUTH MEETS

Sai youth have larger role to play in this program. Giving them proper training is very important for the successful implementation and completion of SSSVJ program. It's a duty of the State President, District Presidents and State Youth Coordinators to train the grass route youth sevadals. The training program to work for SSSVJ project needs to be organized in all districts. Even the National team and respective state mentors can be approached in case of need. This can be organized once in a year.

Seva outline	Suggestions
Objectives of the training program	Energising the Sai youth and creating awareness about the program, its objectives, the process, dos and don'ts etc.
Frequency	Once prior to implementation
Implementation	Highly recommended
Suggested day and duration	Sunday
Resources required (including special talents)	<ul style="list-style-type: none"> Place to conduct the youth meet Computer / Laptop and projection system, sound system Trainer who are thorough with SSSVJ program (These could be SYC, Mentors of the state, DPs etc.) Motivational speakers Hand outs Food and refreshment arrangements Toilet facilities Youth volunteers for organizing this meet
Method of execution, tools & aids	<ul style="list-style-type: none"> All the active youth of the district need to be identified and listed samithiwise by DYC The adopting samithis need to ensure all their youth participate in the meet Need to identify the venue, date and the speakers The topics should, apart from SSSVJ, should also cover motivational talks, talk on subjects important to youth such as time management, Bhagawan's message for youth etc. Plan to show discourses of Bhagawan for youth The session should be made interesting with different methods of imparting training, such as PPTs, group discussion, Q – A session, videos etc.
Outcome expected	Motivated youth willing to take up the responsibility
Useful strategies & tips	<ul style="list-style-type: none"> Make sure both youth boys and girls are motivated to attend this meet Keep it very interactive and participative rather than information download Involve active seva dal, Bal Vikas gurus and mahilas in the meet if possible; don't

Important Do's and Don'ts	<p>go by the name that it's a youth meet</p> <ul style="list-style-type: none"> • Make clear that maintaining the decorum and discipline of the organization is paramount in any seva project • Do consult the senior members and office bearers as and when needed; involve them in the youth meet • Motivate them to think and not instruct them what to do • As much as possible don't involve new youth in the youth meet as it organizational program and should not be construed as if we are trying to bring them in the organization mainstream
Preparatory to-dos	<ul style="list-style-type: none"> • Make sure proper announcements are done at samithis about the meet • Ensure the venue and other meet related materials and preparations are done a day before

8.6.2 O-Z-2: ORIENTATION AND MOTIVATION SESSIONS FOR BAL VIKAS GURUS

Sri Sathya Sai Bal Vikas plays an important role in the expansion of the organization. It is a blessed program given by Bhagawan himself for spiritual upliftment. Bal Vikas is an important dimension in SSSVJ and this shall be delivered by our trained gurus in each samithi. So the Bal Vikas gurus need to be oriented towards this project. They need to be motivated to conduct Bal Vikas classes in an adopted school on a regular basis. This meet shall be done at district level for all the samithis adopting SSSVJ schools in the district. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the training program	To give orientation and awareness about the SSSVJ program to samithi Bal Vikas gurus
Frequency	Once prior to implementation at district level
Implementation	Highly recommended
Suggested day and duration	Sunday
Resources required (including special talents)	<ul style="list-style-type: none"> • Assembly hall • Computer / Laptop and projection system • Youth team for organizing the event • Speakers/ trainers from district level resource team including DYC, SYC, Mentors, DPs, district Bal Vikas gurus etc. • Lunch and refreshments • Toilet facilities
Method of execution, tools & aids	<ul style="list-style-type: none"> • List of all the Bal Vikas gurus need to be made by the district office • Decide the date, venue and speakers in consultation with the DPs (DP to coordinate this even with district Bal Vikas coordinator)
Outcome expected	Well informed and motivated Bal Vikas gurus willing to take up the responsibility of SSSVJ
Useful strategies & tips	Impress upon the samithi convenor and samithi Bal Vikas coordinator to send all the gurus in their samithi
Important Do's and Don'ts	<ul style="list-style-type: none"> • Ensure adequate information goes to all the samithis and announced in bhajans regularly about the meet • Make it more interactive with QA session, group discussion • Share with them the rural Bal Vikas curriculum

	<ul style="list-style-type: none"> • Speakers should include apart from SSSVJ coordinators, district and state level Bal Vikas coordinators
Preparatory to-dos	<ul style="list-style-type: none"> • Announcements in samithi functions and bhajans • Preparation at the venue one day before the event • Preparation by the speakers about the content

8.6.3 O-Z-3: ORIENTATION TO ALL THE VIBHAGS, ACTIVE WORKERS AND SEVA DAL AND FORMATION OF TEAMS

All the members of SSSSO are the part of this project. Therefore, it becomes a necessity to orient and energise all active members towards this project. This orientation program shall be organized at Samithi level. All the active members should be made to attend the event to under the program and made to voluntarily express their desire to undertake the responsibility. At the end of the program, suitable teams need to be formed for execution purpose. This meet shall have to be organized post shortlisting and selection of the school and before commencement of the program in the school.

Seva outline	Suggestions
Objectives of the training program	<ul style="list-style-type: none"> • To create awareness of the program amongst all the vibhags members • To get volunteers from all the vibhags for implementation • Formation of sub teams for each stakeholder centric sevas and smaller teams for various sevas
Frequency	Once prior to implementation
Implementation	Highly recommended
Suggested day and duration	Sunday
Resources required (including special talents)	<ul style="list-style-type: none"> • Assembly hall • Computer / Laptop and projection system • Other arrangements like, breakfast, lunch, tea etc. • Speakers for the event (preferably samithi youth coordinator or DYC who can explain SSSVJ in detail)
Method of execution, tools & aids	<ul style="list-style-type: none"> • Samithi convener to decide the date and venue of the meet in consultation with vibhags in charges • Samithi convener to announce the meet in bhajans and meetings • Presenter to present SSSVJ and hold group discussions. The members need to be given maximum chances of interaction • Address all the queries and doubts • Announce the sub teams to be formed and ask the members present to choose the team they want to be in (the team formation should be based on type of seva (refer modules in the excel sheet) like Bal Vikas, medical, counseling, infrastructure etc.) • Explain each team the scope of sevas under their purview • Ask them to distribute the responsibilities for each recurring seva and one time seva • Decide the day and time for monthly meet of SSSVJ
Outcome expected	Members well informed about SSSVJ and formation of teams with specific responsibilities

Useful strategies & tips	Participation by all is the key. Those who are not present may not know the true value of the program and may miss out a great opportunity. We as coordinators may miss out a great resource.
Important Do's and Don'ts	<ul style="list-style-type: none"> • Do look in to the convenience of maximum seva dal to ensure large amount of participation • Do the proper scheduling of the orientation program • Don't discourage any one's feeling or opinion. Hear every one • Customise the program to the needs of the school and resources available • Each and every bhajan mandalis need to be informed • The orientation program should interactive and fruitful • Ensure the maximum participation of the members.
Preparatory to-dos	<ul style="list-style-type: none"> • Announcement of the orientation program needs to be done well in advance • This announcement should be done regularly in Thursday or other bhajans

8.6.4 O-Z-4: REACHING OUT TO FRIENDS FOR PARTICIPATION IN THE PROJECT

One of the important purposes of this program is outreach to new people who are willing to do seva. The best strategy for this is to mouth publicity. This means that each active workers from the Samithi to talk to their friends, relatives and other social and professional circles about SSSVJ and activities under it. If someone wants to check it out, encourage them to participate at least once. Don't force or thrust any work on them till they are ready. Once they decide, give them responsibility. Encourage them to come again and again. Don't force upon them about Bhagawan or organization. Let them come and experience first. However make sure they follow organizational code of conduct. Make them inclusive in all team meetings. Ask them their inputs and opinions. Don't neglect any one as newcomer or lacks experience in SSSSO. Ask them what they like to do and accordingly assign responsibility. Make clear to them what we expect from them and understand what they expect from us. Be truthful and genuine in your approach to them. The sevadal/Sai youth who is interacting with the new person should handhold the person till he is assigned to any sub-group.

8.6.5 O-Z-5: MOTIVATIONAL MEETS IN COLLEGES FOR VOLUNTEERS FOR THE PROJECT

As said, one of the purposes of this program is reaching out to new people especially youth to undertake seva. The youth have ample energy which otherwise they waste in mundane and non-constructive things. It's our foremost duty to create an opportunity or platform for them to render seva. As part of SSSVJ, we shall conduct motivational meets in nearby colleges and create awareness about SSSVJ project and invite them to participate in the program. Brief outline of the program is as given here under;

Seva outline	Suggestions
Objectives of the training program	Creating awareness about SSSVJ in colleges and getting additional resources for SSSVJ program implementation
Frequency	Quarterly
Implementation	Highly recommended
Suggested day and duration	Weekday – 2 hrs.
Resources required (including special talents)	<ul style="list-style-type: none"> • Sai youth to conduct a meet in colleges • Good team of speakers • Registration • AV room with seating capacity of 100 people

Method of execution, tools & aids	<ul style="list-style-type: none"> • Select the target college and meet the principal about the meet • Once permission is granted, decide the date, time and venue for the meet with the help of Principal • Take permission to display posters about the meet and display adequate number of posters in prominent places in the college • Try to send messages to students through known students • Speak to students council, NSS and other such groups in the college for participation in the event • On the scheduled day and time, be there ahead of time with all preparation ready • Conduct the event and conclude with national anthem (No Bhagawan related prayers over the mike) • After the session, ask the students to register for first-hand experience in the village • AV aids, note pad and pen, register, mike system and light refreshment (optional) • Conduct follow up with students who expressed interest to visit the village <p>Note: If there are group of people willing to join, decide a day and take them as a group to the village school, explain them the project in detail and scope for participation. Make sure suitable transportation is organized.</p>
Outcome expected	New youth resources
Useful strategies & tips	<ul style="list-style-type: none"> • Conduct it for all the programs and classes of a college / university in different batches • Involve the faculty member in this program if possible • Ideally few students who are known to us to be motivated to help us get inroad into the college • Alternatively speak to some known/influential common link between us and the college to get us the permission to conduct the event
Important Do's and Don'ts	<ul style="list-style-type: none"> • Don't indulge into unnecessary talks related to any part of the organization • Encourage students to ask questions • Keep it simple and crisp; may at best 20-30 minutes presentation followed by 1 hour interaction
Preparatory to-dos	<ul style="list-style-type: none"> • Make proper planning and arrangements before conducting a program in college • Prepare a register to take the contact details of the college students • Give personal invitation to the faculty

Once a youth is showing interest in participating in the program, following do's and don'ts must be kept in mind;

1. The youth will be scared to take bold step as he /she might think that we are trying to convert them to devotees; so give them time and space; assure them that the motive is national building project and nothing else
2. Invite them to be a spectator in one or two seva visits. Let them come, experience and then decide; don't force from the word go.
3. On the appointed day of visit to village, arrange to pick them up and drop. Explain them ahead of visit how much time it will take, what preparations are required and when they can be back
4. Don't force them to wear organizational uniform ever; however ask them to wear covered clothes but sober and simple; explain them that we should not show off in front of village people about our wealth
5. Once you sense that they are convinced, walk them through various seva projects we have as part of SSSVJ; Understand his/her level of interest, availability of time and how much they can commit as time

6. Evaluate whether the person has any special skill and can be part of regional resource team; if so, introduce the person to district president to be part of regional resources
7. The person who is interacting with the new person should handhold the person till he is assigned to any sub-group
8. Once the new person expresses his/her interest on any particular type of seva (it should be his/her choice) than introduce the person to the sub group of that seva
9. At every opportunity seek their opinion and inputs on various decisions
10. Make them true and integral part of the team
11. Unless they express their desire, don't force them to attend Bhajan or take part in organizational activities. They wanting to take part should come from them voluntarily having been impressed with Bhagawan's mission.
12. Since they are new, guide them very nicely in case of any breach of any organizational code of conduct; don't make it look like a crime. They need to know the reasons for no. Simple NO won't do
13. Ask them to communicate to the team well in advance incase if they can't make it on any day. Again, it is not a crime to be absent
14. Introduce them to other team members and encourage them to know more people
15. Never get into argument or political talks about others; stick to SSSVJ and its sevas
16. Ensure men and women work separately
17. Don't ever seek any financial support of any sort
18. Ask them to nominate / introduce skilled resources for regional resource team

8.6.6 O-Z-6: LEADERSHIP DEVELOPMENT PROGRAM FOR SAI YOUTH AT DISTRICT LEVEL

Youth are the future leaders of the organization. Youth have huge responsibility on them. Many youth face challenges in their life on professional front. While they may be technically highly qualified, at times they lack the soft skills which are important for their own growth in their profession. These soft skills will also help them to grow the organization in future. In the short run, these soft skills will help them in to implement SSSVJ program successfully. Hence it is very important for us to impart them leadership skills such as planning, time management, crisis management, team building, effective communication, public speaking, peer relationships etc. Leadership program will build their confidence to carry out all types of activities. This program should also focus on the moral. This has to be conducted at district level on a quarterly basis. The main focus of this program is imparting leadership skills in them. The office bearers can have close observation on the youth coming to the samithis and they can be motivated for the development of leadership skills. Professional trainers or experienced organizational members such as retired qualified professionals, directors of companies, bank managers, experienced professionals such as CAs Doctors or Engineers should be invited in such meets and asked to share their experience. Make sure maximum youth get to participate and get benefitted. Brief outline of the seva is as under;

Seva outline	Suggestions
Objectives of the training program	To train the youth and make them the future leaders
Frequency	Quarterly
Implementation	Highly recommended
Suggested day and duration	Sunday – full day program
Resources required (including special talents)	<ul style="list-style-type: none"> • Professional trainer • Experience organizational members from high position • Assembly hall • AV aids • Arrangement for small group activities • Morning tea, breakfast, lunch and evening refreshment • Flowers / mementos for the trainer

	<ul style="list-style-type: none"> • Seating arrangements • Toilet facility • Few youth members for coordination of the event
Method of execution, tools & aids	<ul style="list-style-type: none"> • DP and DYC to decide the date and venue • Ask samithi convenors to nominate maximum youth including new college youth for the event • In case of professional speakers, fix the appointment for that day • Decide the topics to be covered in consultation with professional speakers. • Make sure samithi convener announces the event in bhajans and meetings • Conduct the event; make it participative • Use PPTs, GDs, debates as mode of participation •
Outcome expected	Skilled leaders with a sync between 3 Hs (Head, Heart and Hands)
Useful strategies & tips	<ul style="list-style-type: none"> • Conduct it more sincerely • Check with the youth on what skills they would want to have • Trainer should be preferably swami devotee or a person who know SSSSO • Include experience sharing session with senior professionals
Important Do's and Don'ts	<ul style="list-style-type: none"> • It should be conducted professionally and not casually • Do plan the program well in advance with inputs from samithi and state officials • Do focus on the leadership skill development • Make it more interactive with Q&A session • Don't neglect mahila youth in this program
Preparatory to-dos	<ul style="list-style-type: none"> • Make regular announcements at bhajan centers for better participation • A day before the event, ensure all arrangements are done

8.6.7 O-M-7: BAL VIKAS GURU TRAINING FOR YOUTH

Every samithi has Bal Vikas gurus and they are generally tied up with their classes. While they would certainly take up the responsibility of SSSVJ in the adopted schools, we should encourage the youth to undergo the training and become Bal Vikas gurus. This will not only help to get additional resources but also provide an opportunity to achieve self-transformation by the youth in quickest possible time. The male youth should be equally motivated to undergo BV guru training. This will help in some of the remote schools getting adequate resources. This will even give a very good support to the mahilas to conduct classes regularly in their absence. Since BV guru training is an established process, please speak to the BV coordinator of your samithi for the guidelines and organizing the training. The syllabus shall be the rural Bal Vikas materials to be shares with everyone as part of SSSVJ content. The training may be conducted at district level twice in a year (in the beginning stages) by the Bal Vikas coordinators.

8.6.8 O-V-8: PERIODICAL REVIEW OF THE PROGRAM IMPLEMENTATION

This is a compulsory seva to be carried out at samithi level once in a month. Under this seva, all the volunteers including new youth shall meet once a week at a common place to share the progress and experiences. All the sevadals working in a field for SSSVJ project have some or the other experiences to share. This sharing will give insight into challenges faced by a team, how they overcame the challenge, lesson for others and any need for important change in scope /modification in the action plans. This has to be done under the observation and presence of samithi convener and the five-member team created for implementation of SSSVJ. This session will provide practical inputs to the national team also. For that the important suggestions and experiences of this session has to be shared with the SPⁿ

and State youth coordinator via DP. The state youth coordinator than will communicate to the national team through the mentors of their state. Where more than one samithis are involved; this meet has to be jointly organized.

The meeting has to be done on an informal setting and has to be interactive. No one person should get all the time to speak and make others to listen. Encourage to speak in turn and to the point. Stories having emotional content and Bhagawan's presence should be made as an article and sent to national team or uploaded in the blog.

Summary of important inputs, observations and learning should be noted by one designated member and shared with all by way of email for future reference. The same should be shared with the office bearers and uploaded in the blog for others to benefit.

The team should collectively decide the protocol for information sharing and care should be taken not to make it a social information-sharing tool. Discipline should be maintained to share information pertaining to SSSVJ only.

Such meet should also be used as a platform to introduce new members and also review the course of implementation. Each sub team should be asked to present their look ahead schedule / calendar for the next two months (role over) and what organizational support is required. In case of sevas requiring regional resource group support, the samithi convener should take it up with DP well ahead of time to block the resources.

Make sure the meeting is conducted on a fixed Sunday in a month so that people can plan their day well in advance. This will help reduce the absenteeism.

8.7 Govt. centric activity details

8.7.1 G-Z-1, G-Z-2, G-Z-3: MEETING WITH DISTRICT EDUCATION OFFICIALS, DISTRICT COLLECTOR AND PANCHAYAT OFFICIALS TO CREATE AWARENESS OF THE PROGRAM (PHASE: ENERGISE)

Firstly, we shall meet the senior most authority directly connected to school education, which could be district education officials (this may change from state to state). In case of more than one schools in the district under SSSVJ, the district office of SSSO should meet the officials for the necessary permission on behalf of all the SSSVJ schools in the district. In case of many schools in the state, it may be worthwhile for the state organization to take it up with the Chief Ministers office or state education minister for necessary recommendation, which can be shared with the district officials education department. **As mentioned in the initial section, this seva should be done only in case it is required, on need basis, at the insistence of school authorities.** As much as possible, request the school authorities to deal with the Government. Only in unavoidable circumstances, we should interact with required government official and only for the specific permission of any task. Meeting the District Collector is more of a goodwill effort and his/her explicit support would help in getting resources and conducting district level sevas. Again, it should be done only if needed and possibly through a well-known common acquaintance. Incase if we manage to get any approval or endorsement from state chief minister office or education minister's office, do not neglect the officials in the lower hierarchy as each one is important for us.

Brief outline of the Seva is as under;

Seva outline	Suggestions
Objectives of the seva	<ul style="list-style-type: none"> • Making the district education officials, District Collector and Panchayat aware about the program and seek their explicit consent for adoption any school
Frequency	At the very beginning of the program
Implementation	Highly recommended
Suggested day and duration	At the day and time convenient to the officials
Resources required (incl. special talents)	<ul style="list-style-type: none"> • Power point presentation • Projector as standby • Extension box • Laptop as back up incase projector is not used • 3-4 senior office bearers and youth • A reputed personality from the region who knows the officials and also the organization people to do the back door diplomacy
Method of execution, tools & aids	<ul style="list-style-type: none"> • Take prior appointment with all the officials for the session and inform them that we intend to make presentation • Understand the protocol of the office to be visited • Arrive at the venue ahead of time and set up the facility for presentation. In case of no projector based presentation, carry a lap top • Present the SSSVJ and its objectives, sevas, benefits to the children, benefits to the school, benefits to the teachers, etc., and how in overall it will benefit the village • Seek their inputs and suggestions and take notes for incorporating them later in the plan • Seek their formal consent and approval (in case of District Collector seek the endorsement / recommendation) – Kindly note that the approval authority may vary to each state, so follow the protocol

	<ul style="list-style-type: none"> • Share the implementation schedule and commencement date • Promise to revert back periodically to given them update • Thank them for the time and support
Outcome expected	Permission to launch SSSVJ in the short listed school
Useful strategies & tips	<ul style="list-style-type: none"> • Identify and source a common contact who can vouch for us and introduce us to the government officials • Don't neglect any one; each and every official is important • More endorsement from state government officials would help make the way for us
Important Do's and Don'ts	<p>Dos</p> <ul style="list-style-type: none"> • Do this seva, only if needed and unavoidable and if insisted by the school authorities • Keep the presentation simple short and clear • Speak slowly and to the point • Hear them when they speak; listening to their thoughts is critical; genuinely care for their suggestions • Talk less; listen more • Respect that everyone has a right to have their point of view • In case of any disagreement, seek time again to meet and discuss with changes as suggested by them; don't give up • Make your expectation from them clear to them; seek their expectations from us <p>Don'ts</p> <ul style="list-style-type: none"> • Focus and emphasise on permission specifically for a seva activity as advised by the school authorities; don't ask for blanket permission for the whole project as it is not desired to seek permission voluntarily when not needed • Don't make the session as information download; make it more interactive • Don't argue or counter any proposition by any official beyond a point; they know better or the setting is not apt for clearing misconception • Don't bring political parties or leader into the discussion; at every level, the officials or Panchayat may belong to different political parties
Preparatory to-dos	<ul style="list-style-type: none"> • Place for conducting this session • Prior intimation, appointment and reminder

8.7.2 G-Z-4: SHARING DATA AND CRITICAL INFORMATION WITH GOVERNMENT (PHASE: EMPOWER)

It is typical human tendency to seek permission and once obtained not to bother to report back on updates if there is no formal obligation to do so. Voluntary information sharing would enhance the goodwill for the organization and at times we could also get some critical inputs, as these officials are well experienced. So part of SSSVJ, we shall periodically make a brief summary report with pictures, data, analysis, etc., and share it with all the government officials. However following must be remembered and strictly followed;

Any findings or suggestions (Such as teacher student ratio is not proper, school food is poor in quality etc.) should be made only to those officials concerned and not everyone else sharing such report with higher authorities would mean complaining of the lower rung officials. So to be safe, one can only share the update on implementation with photos and forward the findings, recommendations and suggestions to the district office of SSSO. District office of SSSO can

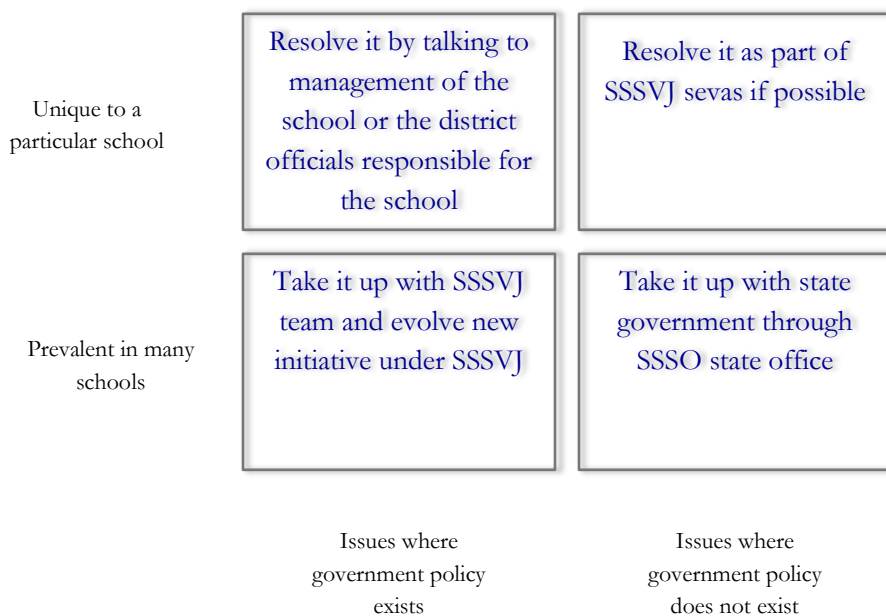
collect such findings and take it up nicely with proper protocol. Don't spoil the relationship with any official by including data or findings, which could go against him, if presented to his higher authorities.

Such updates on progress should ideally be given by meeting these officials one on one and not just by email or written communications. More than so, please seek their inputs and suggestions to make the program effective.

8.7.3 G-V-5: INITIATING CHANGE IN POLICY ON COMMON ISSUES OF ALL ADOPTED SCHOOLS (STATE LEVEL)

While primary education has been one of the important areas of focus for any state government, there are always some gaps due to budgetary constraints or awareness at the top level. One of the finest examples of this issue is Dyslexia or learning disability issue emerged few years ago. Actually learning disability (where children cannot identify the numbers or letters in the way we see), has been existing with some children for many decades and only recently it was recognized as medical condition. These children have difficulty in learning like others and need special coaching and exam methodology. Now some of the state governments have accepted this condition and provided for specialized coaching and exams for them. So, while doing SSSVJ we may come across certain issues, which may have patterns or have been existing since ages. Some are recurring and some are onetime systemic issues. While some can be resolved at our level, some might require policy level changes or initiation by the government. As part of this seva, we shall identify those issues which require the attention of the government and also those require new policy initiatives and forward the same to district office of SSSO who in turn will send the same to state office of SSSO. All the compiled information shall be segregated by state office of the SSSO into (a) Schools needs specific support on areas where policy is existing but not implemented; example, inadequate teachers in school despite there being a pupil teacher ratio in force as a policy (b) issues which are like pattern (seen in other schools also) and there is no policy in existence (example Dyslexia as medical condition few years back when there was no policy to handle such students). The state of SSSO shall take up these compiled information with the education department through a proper protocol.

Following model may be adopted for resolving the issues / challenges faced by the school;



9 APPENDIX

9.1 EXHIBIT 1: Sample Child Care Card

Sai Shishu Card									
Name of the Child:						Name of the School:			
Age of the Child :						Name of the Village, Mandal:			
Class:						Remarks :			
Height :			Weight:						
OBSERVATIONS ON THE CHILD						Follow up & Remarks if any:			
General Health condition:									
Hygiene Conditon:									
Eye Sight:		SPHERE	CYLINDER	AXIS	PRISM	BASE			
Distance:	OD								
ADD:	OS								
	OD								
	OS								
Additional Information about Eyes:									
Oral Hygiene				Cavities:				Follow up actions & Remarks	
Nails									
Grooming									
Skin Condition		Scabies							
Observe Discipline (Only by Observation and not to overwhelm or the child)						Follow up actions & Remarks			
Habits									
Speech									
words									
Manners									
Eating Habits									
General Skills						Follow up actions & Remarks			
Confidence									
Hand Writing									
Punctuality									
cultural skills									

2nd Side of the Card

Sl. No	Type of Activities	Medical Well being		Remarks:
				Activity Ideas:
1	Eye Care	Camp	Spectacles	Spectacle Follow up
2	Dental	Camp	Oral Hygiene	Dyslexia management - if any
3	De-worming	Camp	De-worming	Hand washing, Nail cutting demonstration
3	Personal Hygiene	Awareness	Hand Washing	Oral Hygiene demo, distribute Tooth brushes and Tooth paste
4	Slippers	Awareness	Distribution	Awareness on usage of slippers and distribution
5	School dress	Needle & thread	Distribution	Train on needle and thread to help children maintain their clothes
Sl. No	Type of Activities	Emotional Well being		Remarks:
				Activity Ideas:
1	Confidence Building	Training, public speaking etc		Teaching the child how to handle drunk father, crisis like calling 108
2	Self Esteem	Training, fact finding		Parental counselling and fact finding on why child has low esteem
3	Good habits	Training		Impact of parents drinking habits at home on the child
4	Kiddy Bank	Habit of thrift		impact of non-vegetarian food on the child
5	Skills	Public speaking		Calligraphy training, public speaking, memory exercises
Sl. No	Type of Activities	Spiritual Well being		Remarks:
				Activity Ideas:
1	Balvikas	Skits		Guru Vandana : Conducting the teachers day, offer respects to guru's
2		Drama		Respect Parents :
3		Music		Daily prayers : Gayatri, morning prayers, food prayer etc
4		Spiritual Videos		Teaching human values : Sathya, Dharma, Shanti, Prema, Ahimsa
5		Cartoons and Comics		Create book reading habit, create small libraries of good child books
6		Plantation activities in the school		Toy Bank , Pen Pal activities with Sathya Sai school children

9.2 EXHIBIT 2: Ideas for Team Formation

This section is a continuation of step 5 of section 4.5.

In organizing the execution of the sevas shortlisted under step 3 for a school, we shall have two sets of teams at the Samithi level called A teams and B Teams.

A Teams: A Teams shall consist of small teams of 2-3 people for each stakeholders i.e., in all seven A teams. Their job will be to plan the sevas for the stakeholder they are responsible for, coordinate with Seva Teams or B Teams, work closely with the stakeholders, on ground arrangements at the time of seva etc. They shall also be known as “Stakeholders team”.

B Teams: All the 81 sevas have been grouped under various Modules based on nature of activities and requirement of people with similar skills attributable to that group of sevas. These teams shall focus on delivery of the seva activities. Their efforts would be required in almost all the phases and for all the stakeholders related sevas. For example, Counseling and engagement related sevas would be required for children, parents, teachers etc. They shall also be known as “Seva Teams”. These teams shall be potentially large with number of members and would be focusing on delivery of the seva. The people in the team would have similar or related abilities for that particular module/ group of sevas. They shall not be responsible for planning on ground and coordination. These teams are;

Team B1: Counseling/Engagement related sevas
Team B2: Technical Skill Development related sevas
Team B3: Special Events related sevas
Team B4: Infra works related sevas

Team B5: Medical / nutrition / H&H related sevas
Team B6: Extra-curricular related sevas
Team B7: BV module related sevas

It is very important that the seva activities under each seva module are further delegated to smaller sub-groups / individuals and responsibilities are clearly stated. For example, counseling and engagement team might have smaller group of people responsible for education counseling, energizing the parents etc.

Creation of sub-teams and delegation are the key for smooth implementation. Periodically all the team members should meet at Samithi to exchange the progress, challenges and way forward. At the start of the program itself we should strive to create a team of youth from the village to help us in implementing the program. This village level team shall be guided and made part of all the sevas such that within one year they gain experience and become the implementing team for subsequent years.

The A Teams (Stakeholder Teams) and B Teams (Seva Teams) shall work in tandem in delivering seva. For example, Children centric stakeholder team (A Team) shall plan when to conduct medical check-up, organize on ground arrangements, inform children etc. The responsibility of the Medical /nutrition/H&H seva team (B Team) shall be, to get the doctors, medicines, child card etc. on the date decided and deliver the seva. In the next week, the Children centric stakeholder team (A Team) might be working with BV module seva team (B Team) for the Bal-Vikas classes. In some other instances, the parent centric stakeholder team (A Team) may work with Bal Vikas team (B Team) in organizing parenting and so on.

9.3 EXHIBIT 3: Sai Protein

Sourced from: <http://saisociety.org.sg/society/2011/06/25/sai-protein-service-project/>

A Community Service Project

The ‘Sai Protein Service Project’ is a community service project undertaken by the Ladies’ Wing of Sri Sathya Sai Society. Sai Protein is a powder rich in protein that can be dissolved in either hot milk or hot water to prepare a health drink which may be served to anyone be it children, adults or the aged and elderly. The Sai Protein powder was introduced by Bhagawan Sri Sathya Sai Baba and plays a significant role in many community service projects in India.

The idea came to us through a sister from Mumbai during a brainstorming session at Sai Society’s monthly Ladies’ Wing Meet. The Ladies’ Wing has undertaken this simple yet fulfilling service project for the transient migrant workers on Serangoon Road from Jan 2011 with due permissions for distribution from the NEA.

The transient migrant workers, served by the Cuff Road Project run by TWC2, are workers without a job and earnings, primarily due to work-site injury or other reasons. With no earnings, they have limited access to food and nutrition, especially sources of protein. The Sai Protein project fills this gap and offers healthy plant-based protein to these unfortunate people. Currently, nearly 80% of these unfortunate people come from Bangladesh. This project therefore serves very needy people.

The protein drink is lovingly prepared and served once a week to the Transient Migrant Workers at a restaurant on Cuff Road. With more volunteers joining this programme, there is scope for expanding the service. While the Ladies’

Wing is primarily involved in the preparation of the powder, it encourages youth participation in preparing and serving the drink at the site. Interested youth may please contact saiprotein@saisociety.org.sg by email.

Procedure:

The preparation of Sai Protein Powder involves

- Procuring of raw materials
Procure all ingredients from local retailers.
- Cleaning and Dry Roasting
Thoroughly clean ingredients by checking for insects, stones etc. Dry-roast all ingredients separately in a thick –bottomed pan on low flame. All ingredients, except cardamom and sugar, are to be dry-roasted.
- Grinding
Mix all the dry-roasted ingredients and send to a mill for grinding. Sugar and cardamom are to be ground separately.
- Packaging
Mix all ingredients well and pack into 1Kg packets for distribution or storage.
- Preparing the drink

Take 3 heaped teaspoons (45gms) of powder in a cup and add hot water little by little and stir well until all the powder mixes in. Serve hot. Hot water may be replaced with hot milk.

9.3.1.1 Sai Protein Powder – Recipe

This recipe makes about 25Kg of powder. Serving size: 3 teaspoons (45gms) per cup

S. No.	Ingredient	Quantity
1.	Wheat	6kg
2.	Boiled Rice	1.5kg
3.	Ragi (Millet)	1.5kg
4.	Green Gram (green chickpeas)	1.5kg
5.	Green Moong (green lentil)	1.5kg
6.	Soft Channa Dal (roasted split chickpeas)	1.5kg
7.	Soya	0.5kg
8.	Peanut	0.5kg
9.	Jowar (Great Millet/Kaffir Corn/ Guinea Corn)	0.5kg
10.	Sago	100gm
11.	Barley	50gm
12.	Cardamom	30gm
13.	Sugar	10kg
	Total Weight	25kg 180gms

Bhagawan categorically emphasizes that what *seva* does to you is far more important than what *seva* you do.

What do we need in order to do *seva*? Money, material and man power are required but Bhagawan says these are not as important; instead what is required is a pure heart. A pure heart full of love is the highest qualification we need to do *seva*. He summarizes it by saying, to live is to love; you live so that you may learn to love and you love so that you may learn to live. *Seva* is not a compulsory duty or an uncomfortable obligation. Swami says it should happen naturally and

spontaneously. It should occur naturally to us to serve others. He gives a Vedantic stamp to it and says *Paropakaaarardham idam sariram* – this body is meant to help others. It is the very purpose of this body. Hence *seva* should become a natural thing for us. *Excerpt from 'The Significant Synthesis of Seva and Sadhana' By Dr. Shiv Shankar Sai, H2H Journal*

Quotes by Bhagawan Sri Sathya Sai Baba on Selfless Service

“Seva eppudu kashtapadi cheya vaddu, ishtapadi cheyali”, meaning ‘Never render service as an exertion, but do it with liking.’

There is a famous saying that Swami often quotes: “Na thapamsi na theerthani,” – Not by penance, nor by pilgrimage – “na shastram japa nabi” – not by the study of scriptures, nor by continuous chanting – “samsara sagarothare sajjanam, sevanam bina” – if you have the aspiration to cross the ocean of worldly existence, if you are a mumukshu – seeker of liberation – then you must serve.

For the progress of humanity, work alone is not adequate, but the work should be associated with love, compassion, right conduct, truthfulness and sympathy. Without the above qualities, selfless service cannot be performed.

Service broadens your vision, widens your awareness and deepens your compassion.

A person should strive to use every talent and skill they have, not only for their own benefit, but for the benefit of the whole world. Understand that society is the source of whatever pleasure one derives and whatever wealth one achieves in life. We owe everything to society and should be grateful to society for all that we receive from it. We have to repay this debt by helping at least as many people as we can. With a genuine keenness or readiness to serve others, one can attain happiness in any group or community, and the very eagerness to serve others will endow you with the power and skill necessary for the required service.