



BIRLA BALIKA VIDYAPEETH, PILANI-333031(RAJ.)



SESSION: 2018 - 2019 FACULTY DEVELOPMENT PROGRAM



REPORT OF ORIENTATION COURSE ON VALUE EDUCATION FOR SCHOOLS FROM BIRLA EDUCATION TRUST, PILANI DHARMAKSHETRA, MUMBAI 21st June to 4th July 2018

Attended by: Mrs. Savitri Dhayal (Secondary Academic Coordinator), Mrs. Seema Sinha (Bursar), Mrs. Manju Sharma (TGT English), Ms. Mandira Kar (TGT English), Mr. Pushpendra Rana (PGT Economics), Mrs. Divya Shekhawat (TGT Physical Education), Mrs. Santosh Bisht (Matron) and Ms. Priti Sharma (Matron)

Date: 21.06.2018

Venue: Institute of Sathya Sai Education, Dharamakshetra, Andheri(E), Mumbai

Duration: 21st to 4th June 2018

Sessions	Name of Resource Persons	Topic
Inaugural Session	Mr. Nimish Pandya (All India President(AIP) of Sri Sathya Sai Seva Organisation)	Inaugural address

LEARNING OUTCOMES

- Why teachers are in for the program?
- What happens to the relations when some controversies interfere life?
- The problem of the day is pointing fingers at others and not analysing yourself.
- Education is for life and not for living.
- There is no crises of food, money & energy in India but only crises in India is of good character.
- Solution lies in the root cause of the problem.
- All human beings belong to the Kingdom of God and not the Kingdom of animals.
- Change of society values in time frame and it is not in anybody's hands.
- Five values of life – Satya, Dharma, Shanti, Ahimsa and Love.
- Who am I? is the most important question – It's a combination of knowledge, skill, balance and insight, which becomes a source for happiness & contentment.
- Life is a confusion- Happiness & success takes its own time.
- Mastering a mind is everything in life.
- Intellect along with intuition must be developed in the best teacher.
- Get trained to take right decision at the right time.
- Love is that what energises the soul.
- God is inside us only, outside are symbols of inspiration.
- Everyone prays with closed eyes to look within.
- Work to bring breadth to your life and all complications go away.
- What happens to student's life if you touch her soul.
- Peer pressure plays a strong role but one must be strong in will power to make the changes.
- Integrating human values in education is main theme of the course.
- Be a role model for the students.

Inaugural Session	Dr. K K Mistry (Pioneer of Orthodontics & Senior Trustee of Sathya Sai Education, Mumbai)	Inaugural address
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LEARNING OUTCOMES

- Are the organisations useful for your mission.
- We are divine being to realise human existence to realise the divinity in you.
- We are here not because we are sent or we wanted to come but because we are called by all mighty – realisation within
- Everyone can leave you- your family, friends and support system but your self-confidence and internal power can never leave you.
- We are here for awareness to learn and mould the young minds of today.
- You can change yourself but not the world – stress on self-improvement.
- First learn to love yourself – I am the best then only you can love others.
- Baba doesn't need organisation for him but for the human beings.
- Divinity is within you.

Sessions	Name of Resource Persons	Topic
I	Dr. B. G. Pitre (Director of Institute of Sri Sathya Sai Education, Mumbai)	The Foundation of Sathya Sai Educare – Schooling & Education, Values inherent in Creation & The SSSEHV Curriculum Model

LEARNING OUTCOMES

- The points to consider are concept and application, without foundation, no philosophy can be laid and it must be strong enough, Implementation of any concept must have a philosophy.
- Foundation of education is teachers must follow the concepts and then implement on students.
- Abstract is the philosophy and knowledge is its application, if you change the face, nothing changes but if you face the change, everything changes.
- Difference between schooling, Education & Educare.
- God is the seed (Divinity permeates the entire Universe), Unity of Faith (There is only one religion, the religion of love).
- Five Human Values (Universal, Eternal & Transcendental aspects of Education).
- EHV or 3HV (Head – Gives rise to thoughts, Hands – Exhibits behaviour and Heart – Spiritual – The seat of Values.
- Learning Techniques – Powerful Instructional Methodology, Role Models – Parents & Teachers
- Foundation of Sri Sathya Sai Education in Human Values Curriculum – A step towards Human Excellence, Manifestation of inner perfection is education.
- Definition of God.

Date: 22.06.2018

Sessions	Name of Resource Persons	Topic
I	Dr. B. G. Pitre (Director of Institute of Sri Sathya Sai Education, Mumbai)	Schooling for Excellence – Human, Academic & Environmental Excellence; Education & Educare

LEARNING OUTCOMES

- What is excellence – A continuous pursuit towards perfection, Strive for perfection at all levels.
- Ensure goal directed performance, a good school is a happy school.
- Purpose of schooling - Three aspects of excellence – Academic Excellence, Environmental Excellence and Human Excellence, Focus should always be on the child.

- Four pillars of excellence - UNESCO COMMISSION – (1) Learning to learn (Experiential learning); (2) Learning to Do (3 Human Values – Head → Heart → Hands); (4) Learning to live together (Connectivity) and (4) Learning to Be (Blossoming of Excellence)
- What to Implement – The Approach, the five techniques of Transformation, the common minimum program, Student Assessment – remarks are important that marks and Role of the teacher.
- The common minimum programme school will adopt – The School Assembly, Meditation & Silent Sitting, Festivals & Cultural functions, Cleanliness (Health, Hygiene & 4 C's – Campus, Corridor, Classroom & Community Service), Parenting Programme & Experiential Learning.
- The way to happiness is the happiness on the way, Know the things before you do them.
- INTUITION – The treasure within, Slow & steady wins the race.
- The Penta Brain – major stages of Brain Evolution: Repletion (Self-concern) → Limbic (Mammalian) → Left Hemisphere (Logical Skill) + Right Brain (Intuitive Skill) → Frontal Lobe (Concern for Mankind)
- Keep upgrading your skill, Intellect is subordinate to intuition, dogma to experience outer expression to inner realisation, You get insight due to intuition within.
- The need of Hierarchy of Abraham Maslow: Physiological (preservation & survival) → Sociological (Emotional stability) → Psychological (Intellectual) → Trans-personal & selfless love & compassion
- The left side of the brain produces that are direct, vertical, make sense, realistic, cold, powerful & dominating, The right side produces thoughts that are flexible, enjoyable, complex, visual, diagonal & mysterious, Faith is a passionate intuition, Faith is the bird that sings when the dawn is still dark.

II	Mr. Manoj Kothekar (Principal, Sri Sathya Sai School, GAIL, Guna, Madhya Pradesh)	The Proper Study of Mankind is Man – The Human Workshop (Body, Mind & Soul), Thought, Desire, Mind; Character: Unity of thoughts, Word & Deed
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LEARNING OUTCOMES

- Students remember the teacher's attitude & skills after many years and not his knowledge.
- Teachers must know what they make of students.
- There are five domains in Personality development:
 1. Physical Domain: It is development of habits and the mechanism of control and discipline.
 2. Intellectual Domain: Value is Truth or Satya – Ultimate reality – Truth teaches to reason and discriminate and guides towards the ultimate reality.
 3. Emotional Domain: Value is Peace.
 4. Psychic Domain: Value is Love.
 5. Spiritual Domain: Value is non-violence
- Right conduct or dharma is way of life – it can be developed, Right conduct can be developed by proper habit and by getting training in skills like – self-help skill, social skills and ethical skills.

Date: 23.06.2018

Sessions	Name of Resource Persons	Topic
I	Mr. Manoj Kothekar (Principal, Sri Sathya Sai School, GAIL, Guna, Madhya Pradesh)	Environmental Excellence: Self cleanliness – health & hygiene, cleanliness in class, corridor, campus (3c's); Community Service (4 th C) – 'Swachha Bharat'

LEARNING OUTCOMES

- Students must have sense of cleanliness, having IV class staff is not very important. Must have a habit to keep the area clean. Training to use toilets, clean the surroundings, bags & tables must be given to students. Spread awareness among community about cleanliness. It is difficult to clean but easy to make it dirty. Must plan such activities which bring internal changes.

- Community service must be for spreading awareness about cleanliness for the benefit of all. Students must be involved in all the activities of the community service and start getting the joy of giving. Survey the area around the real needy person/place and help to give the benefit. Students must be sensitized to segregate the garbage properly and how to dispose it.
- Activities for Community Service:
 - (I) Medical Camp with the help of local doctors & parent doctors
 - (II) Donation of Cloths/blankets/cots/other materials to the real needy persons
 - (III) Donating playing items
 - (IV) Working and extending help to old age home etc.
 - (V) Cooking and distributing food for the needy.
 - (VI) Various activities to spread awareness.
- Different activities for different classes must be planned in the beginning of the year. Each class to get a chance once in a year. Students can work to arrange the funds from parents/community/fares etc.
- Full follow-up must be done of the community service. Teachers have to take the back seat and let the students take the lead. Various skills must be developed in the students through the cleanliness drive and the community service and must be made part of the regular routine in the school.

II	Mrs. Kamla Pandya (National Coordinator of Bal Vikas Yojana, Sri Sathya Sai Seva Organisation)	Meditation & Prayer – Silent Sitting, Guided Visualisation, Jyothi Meditation, Prayer (Meaning, Occasion & Language), The Power of Positive Thinking
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LEARNING OUTCOMES

- Before drinking water, concentrate/pray for the 30 sec. to make it Amrit. As we think, so we become. Prayers take us close to God – link with God, communion with God and bring about transformation by promoting faith, surrender and self-confidence. Prayer is a tool to bind the darkness, changes and protect life.
- PRAYER: P – Positive Thinking, R – Repetition, A – Attitude, Y – Yield(Surrender), E – Elevating and R – Reaffirmation
- To pray in faith is to know that God is real, believe that prayer is powerful & effective and to be open and honest with God. There are two things that we do when we are in trouble – shrink or expand. There is only one way to expand and that is through prayer. Worship is a ritual that can be done in temple and prayer can be done anywhere.
- Types of Prayers: Stuthi & Stotas – Pray God and Prarthana – Ask God, Set prayers, Spontaneous prayers & Universal prayers.
- Everything comes in its own true time. Nothing comes too soon or late. God’s clock is never too slow. The simple sincere heart prayer takes you to God. Prayer & positive thinking need not be two separate things.
- Laws of prayer: be like a child, have faith, be one-pointed, don’t be lazy, thank God, forgive & forget, pray for those you dislike and see injustice done to you as his will.
- EGO – Edging God out of your life. Prayer fullness – Egoless. Prayer is man’s only strength and God’s only weakness. Confess to God about your wrongs, prayers can’t be answered till they are prayed.
- Prayer Power – Prayerise, picturise it will actualise. Prayer is a cleansing agent & a way of life.
- MOND & THE HUMAN – DIAMOND – DIE MIND – Reduce the thoughts.
- Mind is made of Mind, Desire & Thoughts. Master the mind to become Mastermind.
- In prayer you talk to God and in Meditation God talks to you. The heart is the lock, the mind is the key. Whatever comes to head, take the permission of heart and then go to hands.
- Divinity is love (Truth, Peace, Dharma) unit to give purity and unity of thought, word & deed.
- Forget for getting the God.

Date: 24.06.2018

Sessions	Name of Resource Persons	Topic
I	<p style="text-align: center;">Mrs. A Kausalya (Principal, Sri Sathya Sai School, Vizag, Hyderabad)</p>	<p style="text-align: center;">LOVE – The undercurrent of all values (3HV), The power of Love</p>
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Loving salutation to the Divine Lotus feet of our beloved. The miracle of love – it can't be defined, it can only be experienced. Mother's love is highest form of love. We must respond to life and not react to it. The soul you feel inside is God and thoughts make the life. God's act of love for humanities is his advent. • Swami says: "I have separated myself from myself to love myself." • Prakruti is God's love gifted to mankind. Reflection of God's love is nature and it can't be seen but felt. Love is the hierarchy from the lowest rung(selfishness) to the highest rung(universe). • Lowest rung of love is attachment to human beings, animals and worldly possession and highest rung of love becomes your state of being, not a relation any more, the spiritual heart blossom and is unconditional & meditative. • Different expressions of love – (1) Love as speech of Truth, (2) Love as Action is Dharma, (3) Love as feeling as Peace and (4) Love as understanding is non-violence. • Dropping the ego opens the door to divine love. Life is love – enjoy it: Hridya (spiritual heart) is different from physical heart. • Make love as sadhana A discipline. • Different kinds of love. Love v/s attachment. Our good conduct is fine wealth and fine wealth is love of God. The difference between power of love and love of power. • Detachment → Freedom → Trust → No expectations → Original fact → Reach God • Love is the torch of life that spreads joy and happiness all around. The main essence of all religions is universal love. 		
II	<p style="text-align: center;">Mrs. A Kausalya (Principal, Sri Sathya Sai School, Vizag, Hyderabad)</p>	<p style="text-align: center;">VIBRATIONS & MUSIC: Impact of vibrations, Devotional Singing – Purity: Group Singing – Unity, Bhaav, Raag, Taal – Music Therapy</p>
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Music is greatest communication and binds everyone. God listens to you quickly as compared to the speech. Love & Music are gift to mankind. • Vibrations express the divine through sound and it is sound with a to and for motion at repeated interval. It is believed that entire universe with all manifestation is based on sound and vibrations. • Auras, like magnets pick up vibrational energies that are floating around everywhere we go. • Vibrations of the yester years are pleasant, devotional and the melody soothes at subconscious level. Vibrations of contemporary music are superficial and affect body in different frequency. • Positive vibrations that emanates peace and love result in good health and negative thoughts/vibrations have adverse effect on health. • NADA is a musical sound which causes vibration: Sruli (Pitch) → Swaras(Notes) → Raagas(Melody) • Music is a sound that moves the human soul and expression of love, organises sounds in time. • Music promotes Unity, Purity & Divinity. Elements of music: Art(Kala) as well as Science(Sastra); Study & Practice result and singing with spirit. • Music is the language of Gods – Instruments are related to Gods. 		

- Music is an expression of (1) admiration for nature, (2) Patriotism of the country, (3) Devotion of God, (4) Love for all the people. Music & Mind. Music Therapy: a fascinating subject – Indian music is complementary medicine. Role of Music Therapist.

Date: 25.06.2018

Sessions	Name of Resource Persons	Topic
I	Ms. Rama Sampat (Senior Officer, NABAD Bank, Mumbai)	NON-VIOLENCE – Cosmic Connectivity: 'Ahimsa Paramo Dharma', Karma, the spiritual Law of Action-Reaction

LEARNING OUTCOMES

- Non-violence or Ahimsa is non-violence of thoughts, words and actions. Thoughts live and the travel far, so beware of what you think. Always have a code of conduct for everything. When we speak ill of others, negativity comes back to us.
- Non-violence is the ethical principle of love and respect for all beings. It promotes the understanding that we have an obligation towards each other & every object in the universe. Non-violence is not to violate gift of nature, gift of God and Gift of Men.
- Qualities /Aspect of Non-violence: (1) Compassion, kindness & respect, (2) Courtesy & good manners, (3) Brotherhood & Harmony, (4) Consideration & Concern, (5) Cooperation & Universal love, (6) Appreciation of cultural values of others. (Habit → abit → bit → it still remains), (7) Love for national unity & integrity, (8) Civic responsibility and citizenship and (9) Awareness of values of civil & national property.
- The first step to non-violence is to always see good in others. We don't inherit the Earth from our ancestors but we borrow it from our children.
- "Vasudhev Kutumbkum" – The whole universe is a family.
- Golden Triangle – God → Man → Society & Nature → God.
- Society is the macro manifestation of God and God creates Society. When we enquire from where the love has come and understand its very source, then we realise the great principle of non-violence.
- CARE: C – Constant, A – Awareness, R – Real and E – Entity.
- Western education has demolished our education system. Ancient man completed the golden triangle but the modern man has broken it by wiping out forest, species i.e. destroying nature.
- Less energy demands, less burning of fossil fuels – Greener & safer planet.
- Reality is in God's creations.

II	Mrs. Kamla Pandya (National Coordinator of Bal Vikas Yojana, Sri Sathya Sai Seva Organisation)	"SATYAM VADA, DHARMAM CHAKRA" – Truth & Right Conduct
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LEARNING OUTCOMES

- Total of 83 values can be divided into 5 major values: Satya-Dharma-Prem-Peace-Ahimsa
- The undercurrent of all values is Love. God is the seed & the various stages of blossoming (saplings, thorns, flowers & fruits lie in the seed).
- Truth & righteous conduct are in balance – remember 3H (Head → Heart → Hands)
- Truth is Satyamev Jayate – its man's nature to be untrue, to be false to one's nature. Dharma is practical application in real life of ideal of truth.
- Hierarchy of sub value(Truth)
 - (I) Truthfulness – Vivekananda & Geography
 - (II) Curiosity – Edison
 - (III) Quest for Knowledge – Muthuswamy Iyer (High Court Judge, Mumbai)
 - (IV) Spirit of Enquiry – Newton
 - (V) Discrimination – Guru
 - (VI) Study of one self – Self study

- (VII) Secularism – Water
- (VIII) Respect for all religion – Unity
- (IX) Universal self-existence truth

- Levels of truth: (1) Perceived - Truthfulness (2) Inference – Curiosity, Quest for knowledge, spirit of Enquiry & Discrimination, (3) Absolute – Study of self, Secularism, Respect for all religion and Universal self-existent Truth.
- Dharma of sense organs. When there is unity of thoughts & action, peace follows.
- Self-help skills – Cleanliness & hygiene, regularity, punctuality, simple living and to do things on your own. Social skills – Respect, obedience, team spirit, dignity – all these are self-satisfaction.
- Ethical skills – Honesty, resourcefulness, initiative, courage, leadership, justice & faithfulness – these prepare students for self-sacrifice.
- Self-confidence → self-satisfaction → self-sacrifice → self-realisation
- Purushartha: Artha & Karma → Dharma → Moksha

Date: 26.06.2018

Sessions	Name of Resource Persons	Topic
Full Day	<p style="text-align: center;">Dr. B. G. Pitre (Director of Institute of Sri Sathya Sai Education, Mumbai)</p>	<p style="text-align: center;">INDIAN CULTURE – UNITY & CINTINUITY – Symbolism & Tradition – Unity, Purity & Divinity</p>

LEARNING OUTCOMES

- Pilgrimage is the path and a common practice among devotees. On the way to Pilgrimage, the people get together from different parts of the country. They share their way of living and culture. All human values are learnt on the way. Simple life is due to the attitude towards life.
- The path travelled by Ganga from Heavens to Earth to Pataal Lok (Tripath Gamini) – whole environment welcomes you to Ganga.
- It is not dip in the Ganga which effective but the journey taken to reach it. This is experiential learning – DIP is a symbolic act but the belief in gearing behind it has the desired effect.
- The schools must take the students on the journey of experiential learning. The goal is the place, the path is the means. In life, symbolism plays an important role.
- To sour high in life, we need both the parts – Education & Educare.
- Victory has no form but the flag represents the achievement of that victory. Similarly, love has no form but the mother who exhibits the love for the child has a form.
- Symbolism, icon and crucifixes are employed by religion to focus its faith itself, but when it becomes more important than the faith itself, we have idolatry. A dogmatic religion overlooks the spiritual facts & worships the theological opinions. National Flag, flower, motto, song, anthem, bird, animal can be well interpreted.
- CONTINUITY – 1:
 1. Indian culture is living while most others have vanished.
 2. “Every form, every act, every thought on the terrestrial plane has behind it the conscious force and the conscious will is divine. The is the soul of Indian culture. India is the Eternal land with Eternal people and Eternal Dharma” – Sri Aurobindo
- CONTINUITY – 2:
 1. “The civilisation which is inspired by the spiritual insight of our sages is marked by a certain moral integrity, a fundamental loyalty, a fine balance of individual and social demands and it is these that are responsible for its vitality & continuity.” – Dr. S Radhkrishnan
 2. God sleeps in a stone, wakes in a plant, walks in a man and flies in a bird.

3. The caste, religions, gotras are added by man long after the humanity came into being which divided the country.
 4. When a teacher goes to the students (tuition), teaching doesn't happen – Education. Teaching happens only when students go to the teacher leaving home and learn through experiential learning – Educare.
- Discussion of all yugas (Satyug, Tretayug, Dwaparyug and Kalyug) and how the changes in the society took place with reference to Ramayana & Mahabharata.
 - It is not easy for the schools to show that they produce good character students. All others proof to show standard are materialistic. Uniqueness in Indian culture.
 - Synergy with God – Whatever the task you are performing, renounce your personal individuality and share the travails and troubles, fruits & benefits with God. You need not bring God from somewhere outside you. This truth must be your own discovery.
 - “Sanskriti” is the word for culture is derived from the word Sanskar, which means the dual process of removing the dust and dirt of vice and planting the virtues of Sathya, Dharma, Shanti and Prema, Sanskar is also the name for certain obligatory rites of initiation and purification prescribed by the VEDAS for the spiritual upliftment of man.
 - Definition of Culture – Culture is Social Heredity – Conserve, Enrich & Transfer.
 - Levels of culture:
 1. Subsistence Culture – in order to live, you need to earn.
 2. Social Culture – Live together
 3. Intellectual Culture – Education
 4. Creative Self Culture
 - Keep the people occupied with festivals or shows. Men in general makes judgements more by appearance than by reality, foresight alone belongs to everyone but understanding to few. – Machiavelli
 - 5 G's & 5 Values – (1) Gayatri – Truth, (2) Geeta – Dharma, (3) Gau – Love, (4) Ganga – Peace and (5) Gandhi – Non-violence
 - Backbone of India is Spiritual & Cultural heritage especially ancient education system. Education is learning, Educare is awakening. Right from the young age, children must be taught the greatness of our ancient culture.
 - 4 Purusharths – 4 Duties in life/Goals in life – Moksha, Kama, Artha, Dharma.
 - Family – all ashrams together, voluntary transfer of authority, no generation gap. It is not necessary to be literate to be educated.
 - 4 Asharmas – 4 stages of life – Brahmacharya, Grihastha, Van Prastha and Sanyas.
 - Characteristics:
 1. Synergy with God (Aham Brahmasmi)
 2. Universal (Vasudhev Kutumbakam)
 3. Directive (Goal & Purpose of life – Values)
 4. Practicing values - 3 HV
 5. Symbolism – Physical to Spiritual
 6. Integrative
 - Comparison of India with a living cell – Cell Wall – 'I'dentity, Inorganic (outside) ↔ Organic (inside), Reproduction. India had an identity of its own for years together protected by natural walls, only sensitive areas could be trespassed.

Date: 27.06.2018

Sessions	Name of Resource Persons	Topic
I	Dr. B. G. Pitre (Director of Institute of Sri Sathya Sai Education, Mumbai)	THE SCIENCE OF LEARNING – Teaching & Learning, The Concept of Experiential Learning
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • History of Sri Sathya Sai Organisation discussed in detail. • Learning: <ol style="list-style-type: none"> 1. What do we teach a machine? – Programming (Computer) 2. How do we teach an animal? – Conditioning – Reward & Punishment 3. How do we teach a human child? – Be a Composer, not a computer • Teaching should be reflection of learning. Learning is a relative change over time in the behaviour or the attitude of a person. Don't work hard, work intelligent. • Stages of learning – The difference between school & life <ol style="list-style-type: none"> 1. Awareness/Exposure 2. Interest/Motivation 3. Participation/Involvement 4. Transform/Adopt • Learning greatly depends on activities & methodology. • General Principals of child Psychology: <ol style="list-style-type: none"> 1. A life span perspective – development concept extends beyond the years of childhood – pre-birth to adult life. Teach with understanding with experience, the learning stands long. 2. Critical & Sensitive period – The timing of experience is likely to influence their impact on development. Children as well as elders are active creatures. 3. We need to consider individual differences in the meaning of and responding to experiences (Theory of multiple intelligences). Development has several independent dimensions. 4. Multiple Intelligence: Linguistic, Mathematical, Self, Visual, Musical, Physical, Emotional, Social & Moral. • Students must be identified and given chances. The integral Psychograph of every child – Body, Mind and Spirit. Each dimension of development is shaped differently by variable inputs from Nature & Nurture. Cognitive development stages. Emotional development • Whole/Part: Left brain goes towards details and right goes towards the goal. Combination of the two is very important. • Example: (1) Cell → Tissue → Organ → System → Organism → Society (2) Matter → Body → Mind → Soul → Spirit • The Evolution of Life: One become many – Involution and many become one – Evolution. • Vision & un-written curriculum plays an important role in the progress of the school. Train the students to manage all the activities like tours & trek, publishing newsletters & magazine and teacher must only act as a felicitator. Sensitize the students regarding the wastage and also meditation as it makes human beings good and pure. • The authentic process is Practice → Do → Tell 		
Sessions	Name of Resource Persons	Topic
II	Dr. B. G. Pitre (Director of Institute of Sri Sathya Sai Education, Mumbai)	ACADEMIC EXCELLENCE – Value Integration with Academic subjects
LEARNING OUTCOMES		

- It is not just getting good results, but integrating the values makes a school in Academic Excellence. Compare with oneself for self-improvement, realize your own potential and do your own best. Estimate your strength and weaknesses - learn to accept BOTH.
- Salient features – Value education with academic subject, Integration of activities & resources, the approach of teaching, the art of questioning – questioning technique brings about the value.
- No competition – grading system. Individual differences in skill & attitude.
- Three inter-dependent components – Resourceful teacher, Receptive students, Process should be child centric.
- Inculcation of values are discussed in different topics of various subjects. Students have all the capacity, the teachers have just to align them. Teachers must have a value oriented attitude, it must automatically be added in the lesson. Concentrate your mind on the subject and find innovative ideas to include values wherever possible.
- Understanding the subject through experiential learning increases the learning in the students. Prepare the lessons in advance to get into the details of including the values. Assignments and project must be based on real life investigatory topics which help students learn the human values. Practical estimation capacity must be inculcated in the students.
- Teacher must be thoroughly prepared, use aids, ask questions and present the topic differently. Teacher must act as a friend, guide and philosopher. Every teacher must do the self-assessment to give the best to the institute and the students to achieve Academic Excellence.

Date: 28.06.2018

Sessions	Name of Resource Persons	Topic
I	Dr. Primala Subramanian (Head of Preventive & Social Medicine, Medical College, Mumbai)	LIVING A POWERFUL LIFE – Wellness & Spirituality
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Fundamental Principles of living a powerful life. Goal of life should be self-realisation. We are spiritual being travelling in human body to be human and reach the spiritual goal. • Health is multifactorial in its existence – Physical, Mental, Social & Emotional. • We need to look inside ourselves holistically – Biology, Mind & Soul. • Illness to wellness continuum: Symptoms → Education → Self-realisation • Types of illness – (1) Acute infection – Germ Theory & Antibiotics; (2) Chronic diseases – mainly caused by lifestyle; (3) FATAL ILLNESS – (a) Cancer – Have faith & live longer, (b) HIV Aids – Modern Plague. • Role of medicine – Life saving & essential in many instances, must be used with awareness, should not be employed indiscriminately, should be used with care & caution when there is a real danger and are not panacea for illness. • Basics of holistic healing – Don't treat the body without healing the mind, Medical Science does not yet know about the deep mysticism in human body, beneath our skin about six trillion cells work in harmony to preserve the integrity of human organism, at any given point each cell know exactly what the cell is doing, every cell has a mind which knows how to heal itself. • Body is reflection of the divine, healing is mystical and holistic wellness. • The awakened state – When we wake up to our divinity, our own greatness, that is when we grow up to our fullest potential and our deepest creativity. • The Pineal Gland – It is a small pea-sized organ situated in the geometrical centre of the brain. It has been known to the mystics as the third eye of Shiva or the inner eye and also considered to be the seat of the soul. The Pineal gland is the organ of a deeper vision, the bridge between the physical and spiritual realms (the highest source of ethereal energy). 		

- Love – Love is who we are – every molecule of our body is full of love, that love is law of attraction. Healing begins when we stop acting & loving.
- Koshas of the body – Annamaya Kosha, Pranamay Kosha, Manomaya Kosha, Vignanamaya Kosha and Anandamya Kosha.
- Physical → Energy → Mental → Wisdom → Bliss → Self → Energy Centres
- Chakras, the Energy centres – Sahasrana Chakra (Crown) → Ajna Chakra (Third eye) → Vishuddhi Chakra (Throat) → Anahata Chakra (Heart) → Manipuraka Chakra (Solar Plexus) → Swadhisthana Chakra (Sacral Plexus) and Mooladharak Chakra (Root)

Sessions	Name of Resource Persons	Topic
II	Mr. Chetan Sabnis (IT Consultant & Vibronics Medication, Sathya Sai Organisation, Mumbai)	PSYCHO NEUROBICS – The Self-Healing Practices

LEARNING OUTCOMES

- Psycho-Neurobics is exercise of mind & nerves. The miracle of self-healing occurs when the inner patient yields to the inner Physician.
- Language of Universe is frequency.
- Planets – Sun V/S Earth – Radiation of the sun & earth – Energy Pattern.
- Cell Energy – Plant V/S Animals
- Brain is like water pond: Thought is energy – seeing is energy – talking & speaking is vibration.
- Homeostasis is a dynamic balance between the systems.
- AURA – our bioenergy – colour energy in the body helps in healing.
- Wellness – Holistic health is Supreme Doctor and his team (Integrated medicine for holistic health) – cures body-mind-spirit.
- Visible Doctor + Invisible Doctor + Supreme Doctor = Holistic Health.
- Types of programming languages for brain – Image, Music, Colour & Art.
- Chakras, the Energy centres – Sahasrana Chakra (Crown) – Bliss → Ajna Chakra (Third eye) – Truth & Knowledge → Vishuddhi Chakra (Throat) – Peace → Anahata Chakra (Heart) – Selfless Love → Manipuraka Chakra (Solar Plexus) – Happiness → Swadhisthana Chakra (Sacral Plexus) – Purity and Mooladharak Chakra (Root) – Power
- Virtues – Frequency Values from Shame → Courage → Love → Joy → Peace → Enlightenment
- Heart Energy Balance – Concentrating on the colour related to the organ and meditating, one can increase the energy level.

Sessions	Name of Resource Persons	Topic
III	Mr. Nirupama Raina (Psychologist practicing in Hospitals & attached with Sathya Sai Organisation, Mumbai)	THE YOGA OF LIFE – Health & Wholeness, Wealth & Wellness, Motivation

LEARNING OUTCOMES

- Yoga is science of one point – ekagrata. Be one – pointed and be at peace. Everyone does yoga for body but yoga must be done for the development of mind and learn to focus at one point.
- Yogis were first scientists and the instrument was their body, to learn the things.
- From 7 to 10 years, change in physiology & Psychology of the child is seen drastically. At this age, the child must focus on studies, but due to the changes, he/she gets derailed from the focus, so to manage this, yoga must start at this age. The child becomes receptive, intelligent and is more successful.
- Four practices of yoga – Suryanamaskar (3 rounds), Nadishodhan Pranayam (Anulome-vilome) (2minutes), Tratak (Gaze at one point for a long time) (3 rounds), Nada Yoga (Science of Sound-Gayatri Mantra) (3 rounds)

- To see the benefit, introduce yoga in school. To remove stress, relate disorder (psychometric disturbance) – regular yoga must be done. The more peace you experience, the more mind relaxes.
- The main systems in the body – endocrine & nervous systems, if regulated, whole body gets into line and efficiency increases.
- Yoga is one of the main features of hospitals as in rehabilitation n centre. If we can manage stress, progress happens and not able to manage, we go in distress. It has to be regular and for a long time to see the result.

Sessions	Name of Resource Persons	Topic
IV	Dr. B. G. Pitre (Director of Institute of Sri Sathya Sai Education, Mumbai)	AWARENESS OF HOLISTIC & SPIRITUAL DEVELOPMENT

LEARNING OUTCOMES

- Wellness is an active process of becoming aware of and making choice.
- Holistic awareness is integrated domains of human personality.
- Objectives of wellness workshop – The energy of love & light, enhance individual Sadhana and empower people to help themselves by learning techniques.
- Principles of Holistic & Spiritual development – Identification with body & survival personality (Maya), Dis-satisfaction/crises/problems with current survival models/status, yearning to contact higher power (Soul calling), God calls you, learning about our true identity (soul re-birth), dis-identification with survival personality, accept personal choice & responsibility integration of human self & higher self (self-realisation), awakening of divine state, aware of actions but detached from outcome, constant integrated awareness (Psycho-synthesis) and living & practicing in self-realisation state, becoming whole with multiplicity, humanity & universe (Ahem Brahmasmi)
- Faith can be inculcated through experiential learning.

29.02.2018 : VISIT TO SHIRDI DHAM

Date: 30.06.2018

Sessions	Name of Resource Persons	Topic
I	Ms. Amishi Seth & Mr. Anush Mohan (Director/Producer/Author/Actor & Cooperate Trainer, Mumbai)	CREATIVE WORKSHOP

LEARNING OUTCOMES

- As we grow, we get programmed and stop living freely.
- We become conscious when others see us, don't allow ourselves to be happy and are affected by ourselves only, do things only what is convenient to us and nobody can force us.
- Word is worst part of communication & least part of medication. We can lie with words but can't lie with our behaviour. To do self-realisation, we need to consider our words.
- Human beings focus on looking good rather than being good. You have let go ill feeling about others and your ill feelings, you feel happy.
- Helping the students face the situation & deal with the negative feelings, teacher's role come in.
- Two broad zones due to which we react to any situation are love & fear.
- The problem lies with lies at home and at school, it can be corrected and healed. Analyse for the tap/kick of your life which changed you. Trust and faith for others can make you succeed in life.

Sessions	Name of Resource Persons	Topic
II	Dr. B. G. Pitre (Director of Institute of Sri Sathya Sai Education, Mumbai)	EXPERIENTIAL LEARNING (Anubhav Janya Shiksha)

LEARNING OUTCOMES

- **Experiential learning focuses on the individual experience and is a way to connect academics to real world by actively participating in the world and it is to learn from what you experience.**
- **Activity of experiential learning conducted where teachers become passive and students are active and come out with creative ideas. Thinking becomes radiant and the systemisation takes place.**
- **Essential characterisation: Intra-integration, inductive approach, holistic view of the whole world, various skills and enhance critical thinking.**
- **Classroom experience – Calm prayer & silent sitting, give the theme, act for radiant thinking, mind mapping (expression of radiant thinking & unlocks potential), web-charting (words to categorise in groups).**
- **Advantages - Growth of social skills working together.**
- **Points to be remembered:**
 - 1) **Experiential learning may go on for many hours.**
 - 2) **Students should find out information on their own.**
 - 3) **Prompting by teachers is done only when it becomes necessary.**
 - 4) **Beyond classroom activities – Community service, Assembly, Music, Physical Proficiency, Arts, Excursion, Festival, Functions etc.**

Date: 01.07.2018

Sessions	Name of Resource Persons	Topic
I	Ms. Smita D (Bal Vikas & EHV student, Sri Sathya Sai Institute of Higher Learning, Mumbai)	EXPERIENTIAL LEARNING – Own experience
<ul style="list-style-type: none"> • “I hear & I forget I see & I remember, I do & I understand.” • Learning can be Natural or Artificial. Learning starts from the day child gets the first breadth. Learning can be conscious or unconscious. Learn to learn is more important than to learn. • Self-reliance is possible when the students are given responsibility to organise the activities and they do wonders. The activities from being class monitors to organising school shows, assemblies, trips, tours & treks, various functions in school to the cooking & managing the mess and hostels, all are done by the students. Gram Seva, community service & bhajans are organised and done by the students. • Experiential learning by David Kolb: Do → Reflect → Modify • Induction of experiential learning takes place in classroom as well as other school activities. • The students develop the leadership, managerial, organisational and so any other skills through such activities. 		
II	Dr. Ashok Hota (Scientist, Govt. of India, Bhubaneswar & Coordinator of Sathya Sai Bal Vikas Yojana)	Child Development – Teaching & Learning, The Concept of Experiential Learning
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Education system specify few terms related to subject, aim, teacher, school, methods, techniques, child, parents etc. Discussed difference between Physical & Mental growth. • Physical growth is not important – understanding differs from individual to individual – behaviour also differs with situation. • There are three factors in one human being – Parent Ego state (behaviour, thoughts & feelings copied from parents & parent figures, Adult Ego state (Behaviour, thoughts & feelings are direct responses to here & now) and Child Ego state. 		

- Parents (Nurturing/ Critical Parents), Adult (Think, Judge & make decisions objectively) and Child (Rebellious/Adaptive / free child)
- Difference & mapping between Growth & development. Growth is physical process of improvement for limited period & accurately measurable. Development refers to qualitative changes in the structure of behaviour, skill or ability. A process of improvement in Physical, Cognitive, Emotional, Social, Moral sphere of the child & it continues till the death.
- The knowledge of the pattern of human development helps the teacher – To know what to expect, at what age changes take place and What to expect and to interpret, accept & adapt his behaviour.
- As children have great individual variation of temperament, development & background. Humans are not static beings – change in size, appearance and psychological makeup.
- Development is from simple to complex and develop at different rates, relatively orderly & may involve stages, gradual, cumulative & ongoing process and period of life span.
- Adolescence – a period inevitable, turmoil – mostly this is the age group involved in crime & suicide.
- Description of adolescence age – Storm & stress, dreaded age, time of unrealism, risky behaviour, mood disruption, full energy, potential strength, logical abstract thinking and individual identity.
- Brain its various parts is a soft nervous tissue containing the skill to control all senses, sub-conscious mind is responsible for various temperaments of life and development consists of integration & differentiation.

Date: 02.07.2018

Sessions	Name of Resource Persons	Topic
I	Dr. Ashok Hota (Scientist, Govt. of India, Bhubaneswar & Coordinator of Sathya Sai Bal Vikas Yojana)	MORAL DEVELOPMENT
<ul style="list-style-type: none"> • Kohlberg's theory of Moral Development – (1) Pre-conventional Stage (3-7 years) -Moral reasoning is controlled by external rewards & punishment – Obedience & punishment, Individualism & Exchange, (2) Conventional Stage (8-13 years) – Internal standards are imposed by others – Good inter-personal relationship, Law & Order, (3) Post-conventional Stage (Adulthood) – Morality is internal, not based on external standards – Social Contract & Individual rights, Universal Principals. • Teaching is a persistent problem in classroom and it depends upon the moral level of the children. Every person's moral reasoning develops through the same stages but at different pace. • Development is gradual & continuous rather than sudden & discrete. Once a stage is attained, a person continues to reason at that stage and rarely regress to a lower stage. Interventions usually result for a child to grow higher & higher. Know the child → Touch the child → Transform the child. • Presentations for the BET teachers on various factors & habits affecting the growth of child. • Prepare a student's problem check list, identify and work on them to improve. • Parent's role & suggestions in overall development of a child is very important. 		
II	Dr. Kalyani Sunderajan (Counsellor Apollo Hospital, Chennai)	GUIDANCE IN SCHOOLS – Guidance & counselling, Communication in Guidance
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Objectives – To understand the guidance & its importance for better student adaption and adjustment, to understand the use of communication skills in guidance highlighting the importance of listening & responding for personal & professional enhancement, to enhance verbal & non-verbal communication. • Everything is inside us, we just have to bring it out. • A model of human being – Outer self (Guidance & Counselling) – with potential blocks of unmet needs, disappointment, disturbances etc. 		

- The divine principle is the very core of man. It is the source of strength which is unfailing & irresistible. Guidance is a process of helping an individual to help him to develop the potential and counselling is a process of assisting, guiding clients to make them aware of their behaviour & feeling by a trained professional. Explosion of emotions take place if there is no sharing, ventilation, discussing and choosing.
- Levels of helping – Informal Guidance, Formal Guidance/Barefoot helping, Professional Counselling.
- Difference between Guidance & Counselling. Areas of guidance – Challenges in Academics, Personal/Social adjustment, Career exploration & development, Effective inter-personal relationship skills, Facilitative & Cooperation, Family problems and Career.
- Areas of Counselling – Adolescent stress, Suicidal ideation, Terminal illness, Geriatrics, Mental illness, Personal Growth, Substance abuse & alcoholism and Marital conflicts.
- Guidance in schools – “Hurry, Worry, Curry” – A child is a product of his/her Environment, Family, School, Peers, Society & Media.
- Challenges – Academic pressure, diminishing family (DINF – Double Income Nuclear Family), Ties-support, Bonding, Broken family, Death, Adoption, Special needs, Disabilities, Stigmas, High expectations of Parent/Teacher/Self, Junk food, Jet Set, Quick fix lifestyles, Money power, Explosion in consumerism.
- Challenges lead to consequences – MESS-AGE ↔ MASS-AGE.
- MIND-BODY connection: DIS-EASE → DISEASE
- Effect on the child: Internalisation (Anxiety, fear, anger, depression, suicidal ideation, Externalisation (Aggression, non-compliance, mis-behaviour destruction, Psychosomatic (Affecting health/wellness) (Asthma, Pain, Vomiting, Stammering, Headache etc.
- Consequences – Coping deficiency – Academic deterioration, Ragging/Bullying (CYBER), Abuse, Suicide, Drugs, Smoking, Drinking and Violation.

Date: 3.07.2018

Sessions	Name of Resource Persons	Topic
II	Dr. Kalyani Sunderajan (Counsellor Apollo Hospital, Chennai)	GUIDANCE IN SCHOOLS – Guidance & counselling, Communication in Guidance
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • “YAD BHAVAM, TAD BHAVATHI” – As is the thought so is the action – Good self Esteem lead to optimism. • Guidance to constructive way (Identification), remedial (Intervention) and development. Awareness spectacles on Intrapsychic, inter-personal, Group/Social – get the whole picture. • Guidance functionary – mentor, friend and guide, shows the way, takes hands, opens your mind, touches your heart – path to wholeness. • Communication is an important tool of guidance & counselling, it’s an art through body language (non-verbal, visual), words(verbal) and paralinguistic(vocal). • Communication goals – To change behaviour, to make choices for action, ensure understanding for better relationships, express feelings and get & give information. • Communication can be one way as well as two ways. • Communication network – Principal/Administration, Teachers, Parents/significant other, Community, Peers & students. • Factors affecting communication – age, gender, culture, expectations, experience, perception, status, language, physical surroundings. • Key words for Guidance & Counselling: SOLER: S – Sitting squarely, O – Open posture, L – Lean forward to show interest, E – Eye contact, R – Relaxed posture. 		

	<ul style="list-style-type: none"> • Basic counselling skills – Listening& responding (Mental & active process), Hearing (Physical process). • Remember ABC of communication – ACCURACY, BREVITY, CLARITY • Qualities of a good counsellor – pleasant & friendly, accepting, warm & sincere, empathetic, self-aware, respectful, positive & cheerful, trusting & trustworthy and effectively communicative.
II	<p style="text-align: center;">Ms. Sharmila Dhumal (Psychological Professional & Pharmacist)</p> <p style="text-align: right;">THE RHYTHM OF LIFE & WELLNESS</p>
LEARNING OUTCOMES	
<ul style="list-style-type: none"> • Lifestyle includes our behaviour & activities – our work, leisure activities, the food we eat, our interaction with the family, friends, neighbours and co-workers. • Life style diseases – Health problems that react to change in lifestyle, all lifestyle risk factors have one common property, cell hyperoxia. It leads to chronic diseases- heart disease, diabetes, obesity, cancer, respiratory disease, depression, musculoskeletal disorder. • Lifestyle disease – risk factor (A – Age, B – Blood Pressure, C – Cholesterol High, D – Diabetes, E – Exercise Lack, F – Fat, G – Gender. • Control risk factors – (Modified) control diet & weight, proper daily lifestyle, sun exposer (vitamin D), smoking & alcohol and (Unmodified) Age, Race, Gender, Heredity/family history. • For returning to vibrant health – regular medical check-ups, remove all wrong habits, and add good ones. Lifestyle diseases, it’s causes & preventions discussed – Cardiovascular, Blood Pressure, Obesity, Metabolic Syndrome X, Diabetes, stroke, Cancer etc. Chronic diseases can’t be cured but can be delayed or prevented by changing lifestyle. Maintain the calorie balance – Lower the calorie intake and increase energy expenditure. • The Circadian Rhythm (Light – Dark cycle) – Your body begins to heal when you tune into its rhythm. • Sleep & rest are vital for holistic health. Sound sleep reduces inflammation. • Prevention of depression – Healthy eating, exercise, meditation, sleep, cheerful relationship, pursue hobbies, read books, listen to good music and engage in Seva/Selfless service. • Overall nutrition – Lifestyle change. • Supplements for healthy lifestyle changes discussed. Simple lifestyle changes – prevention is better than cure. 	

Date: 3.07.2018

Sessions	Name of Resource Persons	Topic
III	<p style="text-align: center;">Dr. Kalyani Sunderajan (Counsellor Apollo Hospital, Chennai)</p>	<p style="text-align: center;">GUIDANCE IN SCHOOLS – Guidance & counselling, Communication in Guidance</p>
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • “YAD BHAVAM, TAD BHAVATHI” – As is the thought so is the action – Good self Esteem lead to optimism. • Guidance to constructive way (Identification), remedial (Intervention) and development. • Awareness spectacles on Intrapsychic, inter-personal, Group/Social – get the whole picture. • Guidance functionary – mentor, friend and guide, shows the way, takes hands, opens your mind, touches your heart – path to wholeness. • Communication is an important tool of guidance & counselling, it’s an art through body language (non-verbal, visual), words(verbal) and paralinguistic(vocal). • Communication goals – To change behaviour, to make choices for action, ensure understanding for better relationships, express feelings and get & give information. • Communication can be one way as well as two ways. 		

- Communication network – Principal/Administration, Teachers, Parents/significant other, Community, Peers & students.
- Factors affecting communication – age, gender, culture, expectations, experience, perception, status, language, physical surroundings.
- Key words for Guidance & Counselling: SOLER: S – Sitting squarely, O – Open posture, L – Lean forward to show interest, E – Eye contact, R – Relaxed posture.
- Basic counselling skills – Listening& responding (Mental & active process), Hearing (Physical process).
- Remember ABC of communication – ACCURACY, BREVITY, CLARITY
- Qualities of a good counsellor – pleasant & friendly, accepting, warm & sincere, empathetic, self-aware, respectful, positive & cheerful, trusting & trustworthy and effectively communicative.

Date: 04.07.2018

Sessions	Name of Resource Persons	Topic
I	Dr. B. G. Pitre (Director of Institute of Sri Sathya Sai Education, Mumbai)	THE IDEAL TEACHER
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Synergy Principle – When goal of the school & teacher doesn't match, conflicts occur. When the goal of teacher aligns with the goal of school, we deserve what we want. • Three types of teachers: <ul style="list-style-type: none"> (I) Complaining teachers – who are never satisfied with the students, school or the management and keep complaining all the time. (II) Explaining teachers – Who work only for good results and manage to get that. The explaining teacher teaches from head to head and instructs the students. (III) Inspiring teachers – The inspiring teacher constructs you. • Real education is that which remains when all other is forgotten. The explaining teacher teaches your mind and the inspiring teacher touches your heart. True education is not merely for a living but for life. Inspiring teacher is from heart to heart (HEARTifical). To be inspired is great but to inspire is incredible. • Ideal Teacher – “My life is message”. MESSAGE & META-MESSAGE, Role Model, First Be, then Do & then Tell. • Sathyam – Teach the Truth – The Content. Shivam – Teach with experience – Correlate. Sundaram – Teach with enthusiasm – Enjoy • Self – Audit for the Teacher: <ul style="list-style-type: none"> ❖ What is my attitude towards my profession? ❖ How my relationship is with my students? ❖ Do I plan to integrate values in lesson/activity? ❖ Have I contributed to create a value oriented environment in the school? • When the course is over, the student is thankful to the teacher and when the discourse is over, she is grateful to the Guru. 		

Duration: 21st to 4th June 2018 – Morning 6:30 am to 7:30 am

Sessions	Name of Resource Persons	Topic
I	Mrs. Yamini Khasnis Yoga Instructor Sri Sathya Sai Education & Bank Manager, (Mumbai)	Meditation & Yoga

LEARNING OUTCOMES

- Morning Meditation
- Shiva Stuti
- Prayers
- Maha Mrityunjaya Jup
- Breathing exercises
- Recitation of "OMKAR"
- Yoga exercises

