



SATHYA SAI EDUCATIONAL SYSTEM AND ITS IMPACT ON THE DEVELOPMENT HUMAN VALUES: A STUDY

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ABSTRACT Sathya Sai educational institutions are based on the five basic human values of truth, love, peace, right conduct, and non-violence and on the principle of *educare*. The *Educare* puts each child at the centre of the educational process and is based on the notion that knowledge, human values and human excellence are not to be cramped into a child, but these are inherent within the child and merely need to be drawn out. In this paper an attempt is made to study the impact of Sathya Sai education system on moulding the specific characters among the learners.

KEYWORDS : Honesty, Respect, Tolerance, Elders, Responsible Behaviour.

The Sri Sathya Sai Seva Organisation was founded in the 1960s by Bhagawan Sri Sathya Sai Baba to enable its members to undertake service activities as a means to spiritual advancement. The Sathya Sai Organization derives inspiration, guidance and strength from Bhagawan Baba's mission and message of propagating the truth of man's inherent divinity, which is proclaimed and preached by all religions of the world. In consonance with this truth, the Organization has as its main objective selfless love and service without any distinction of religion, nationality, race, socio-economic status, either for those who work in the Organization or for those who are served by them. Thus, it transcends all barriers, leading humanity towards the ideal of 'Fatherhood of God and Brotherhood of Man. In fact, this spiritual basis enables everyone in the Organization to pursue his own religion better by putting its teachings into practice by way of love and service to the God who dwells in all hearts. That is why the Sai Organization features in its emblem the symbols of some of the major religions of the world. There is no fee or subscription for membership.

Educare

Sathya Sai Baba has always reinforced the idea that "the end of education is character". He has established a model education system, which includes primary schools, secondary schools, and an accredited university with three campuses (Ananthapuramu, for women; Brindavan, near Bangalore, and Prasanthi Nilayam, for men), offering Undergraduate, Masters, and research programmes. Sri Sathya Sai University is today among the leading tertiary institutions of India. No fees are charged to students, and admission is open to all, regardless of race, religion, or economic condition.

These values are integrated into the curriculum so that students develop right attitudes and behaviour which, in turn, help them to reach their maximum potential and prepare them to live productive and fulfilling lives as worthy members of society.

This model has spread worldwide, including UK. Since 2001, a school was developed upon the *Educare* model has also been established in Leicester.

Sathya Sai Baba's holistic approach to education encourages students to strive for perfection in all areas of their personal development, i.e. spiritual, emotional, intellectual, physical and social. Sathya Sai Baba has also inspired an education programme for children known as Sathya Sai Education in Human Values (SSEHV).

Review of Literature

The literature on the services of Sri Sathya Sai Seva Organization is limited.

Richard Weiss (2005) in his paper shows that Sai Baba provides an apt example of the complexities of cultural globalization, and the difficulties in maintaining such dichotomies. The author argues that Sai Baba's message and magic express the tensions of globalization, which are strongly reflected in the demographics of his urban following.² These tensions are contained in his message, which one might call neo-traditionalist, as well as in the concrete expressions of his miracles, when he proclaims his divinity through his materialization of Rolex watches, or

when mass produced glossy photographs produce *vibhuti*, ash that has indicated the presence of divinity in South Asia for millennia.

Sri Sathya Sai World Foundation (2007) in its report mentions that the human and educational values are recognized by all major religions, adopt a multi faith approach, allow and encourage each child to follow his or her faith, and are simply conducive to application in diverse cultural conditions. These values are love, peace, truth, right conduct and non-violence. According to the study the students have to study Mathematics, Sciences, Languages, and other subjects so as to prepare themselves for their careers in life. But at the same time, human values are integrated into all subjects so as to bring about peace and calmness of the mind which will prepare the learner for the journey within and that is *Educare*. When the conscious mind is raised towards the super-conscious mind, then knowledge and wisdom will be drawn out from within.

Renu Trikha (2015) conducted a research work in Himachal Pradesh with the purpose of understanding the activities of Sri Sathya Sai Organisation and to study the views of devotees about the life, teachings and works of Sri Sathya Sai Baba. For the conduct of the study, a sample of 324 devotees was taken. Data was collected with the help of a questionnaire which was mailed and also administered by personal interaction. The study found that the respondents have staunch faith in the divinity of Sri Sathya Sai Baba and they experienced that his teachings and works have inspired them and transformed their lives.

Srinivas K. J. and Sanjay Mahalingam (2016) in their paper summarizes the work which was carried out for more than a year long, which includes Sri Sathya Sai Institute of Higher Medical Sciences, Puttaparthi, India. The study apart from primary data also used various secondary data sources. The study explores lean strategies in the organization. Some of them being, the multispecialty-integrated approach of treating patients, delivery of services by an outreach program which is highly successful in rural areas of one of the districts of Andhra Pradesh, India; extensive use of IT to improvise savings. Although there is evidence of successful lean approaches in Indian healthcare establishments, they are random and scattered. There is still a long way before Indian health care industry adopts lean management on a regular basis. Finally, the study recommends that organizations must try to emphasize on continuous improvement through lean thinking and methodologies. Lean thinking is important as it tries to focus on waste elimination, cost reduction and increased customer satisfaction.

Kiran and N. Jayaprada (2017) remind that Sri Sathya Sai Baba is known for undertaking massive projects for helping humanity. According to authors the dictum of Sri Sathya Sai Baba "My life is My message" stands testimony to it. The study Man Management is based on the talks given by Bhagawan Sri Sathya Sai Baba is a good study in its simplest form of definition and a priceless treasure trove of knowledge on any given day. From the point of view of a management book, the study seamlessly integrates the highest concepts of spirituality with the management techniques of conducting day to day operations in an efficient manner.

RESULTS AND DISCUSSION**Sathya Sai Education Systems's Impact on the Development of Honesty**

To lead a peaceful life, one needs honesty. The honesty in a person brings about changes in the behavioural pattern. It enhances the self-confidence and self-esteem in an individual. The education institutions in which the student learns have great impact on the development of honesty in the pupils. Table 1 clearly depicts the impact of Satya Sai education system on the development of honesty among sample students.

Table 1: Sample Respondent's Rating the Impact of Sathya Sai Educational System on Honesty

| S. No | Values | No. of Respondents | Frequency |
|--------------|---------------------|--------------------|---------------|
| 1 | Highly Deteriorated | 0 | 0.00 |
| 2 | Deteriorated | 1 | 1.11 |
| 3 | Undecided | 11 | 12.22 |
| 4 | Improved | 21 | 23.33 |
| 5 | Highly Improved | 57 | 63.33 |
| Total | | 90 | 100.00 |

Source: Field Data

It is evident from table 1 that except one respondent all other respondents responded either positively or remained neutral on the impact of Sri Sathya Sai education system on their honesty. Among them 63.33 per cent stated that the Sri Sathya Sai education system highly improved their honesty in all aspects of life. Some kind of improvement in their honesty levels is reported by 23.33 per cent of sample. Around 12.22 per cent of sample learners were undecided on the impact of Sri Sathya Sai education system on their honesty. The remaining 1.11 per cent declared that the Sri Sathya Sai education system has reduced his/her honesty levels.

Habit of Respect for Others

There is a popular saying, "as you sow, so shall you reap". The behavioural pattern of the child in society largely depends on what the student learns in the family and school. In moulding the behaviour of pupils, school plays pivotal role. This is more in case of pupils, whose parents are illiterate. The most important character that the pupil develops in his/her school days is 'respecting the elders'. This is the most important character which influences the child destiny throughout his life. The success of the child in life depends on the development of this character. Table 2 presents the views sample students of Sathya Sai educational system on the development of the character of giving respect for elders.

Table 2: Sample Respondent's Rating the Impact of Sathya Sai Educational System on the Inculcation of the Habit of Respecting for Others

| S. No | Values | No. of Respondents | Frequency |
|--------------|---------------------|--------------------|---------------|
| 1 | Highly Deteriorated | 1 | 1.11 |
| 2 | Deteriorated | 1 | 1.11 |
| 3 | Undecided | 20 | 22.22 |
| 4 | Improved | 42 | 46.67 |
| 5 | Highly Improved | 26 | 28.89 |
| Total | | 90 | 100.00 |

Source: Field Data

Table 2 reveals that a preponderant majority i.e. 75.56 per cent of sample students declared that there is some kind of improvement in treating the elders with respect. To be precise, 46.67 per cent of sample stated that there is some improvement in their treatment of elders with respect. High improvement in their treatment of elders with respect is reported by 28.89 per cent of sample respondent students. About 22.22 per cent of samples were undecided. Negative rating was given by negligible per cent of sample students.

Quality of Tolerance

India is land of different cultures, castes, religions, regions; languages etc. to live together in the society one should develop the quality of 'tolerance'. Tolerance is being patient, understanding and accepting of anything different. Tolerance and self-control were two sides of the same coin. The development of this quality is essential throughout the life of a person. Table 3 presents the views of sample students on the impact of Satya Sai education system on the development of their tolerance.

Table 3: Sample Respondent's Rating the Impact of Sathya Sai Educational System on the Development of Quality of Tolerance

| S. No | Values | No. of Respondents | Frequency |
|--------------|---------------------|--------------------|---------------|
| 1 | Highly Deteriorated | 2 | 2.22 |
| 2 | Deteriorated | 3 | 3.33 |
| 3 | Undecided | 13 | 14.44 |
| 4 | Improved | 54 | 60.00 |
| 5 | Highly Improved | 18 | 20.00 |
| Total | | 90 | 100.00 |

Source: Field Data

It can be found from table 3 that as many as 80 per cent of sample respondents stated that the Sathya Sai education system has positive impact on their tolerance towards other's opinions and behaviour. According to 60 per cent of sample there is some improvement in the development of the quality of tolerance to other's ideas, beliefs, customs, traditions etc. high improvement in the quality of tolerance is reported by 20 per cent of the sample. By 5.55 per cent of sample negative ratings were given. Among them 3.33 per cent reported some kind of deterioration and 2.22 per cent report high deterioration in their quality of tolerance after joining in Sathya Sai educational system.

Development of Responsible Behaviour

It is the foremost duty of education to develop responsible behaviour among learners. To this end, the education system has to give equal treatment for both 'rights' as well as 'duties'. Then only they will become good citizen. People who are responsible take charge of their lives. They make plans and set goals for nurturing their talents and skills. They are resilient in finding ways to overcome adversity. They make decisions, taking into account obligations to family and community. Table 4 presents the ratings given by sample respondent learners on the impact of Sathya Sai education on the development of responsible behaviour.

Table 4: Sample Respondent's Rating the Impact of Sathya Sai Educational System on the Development of Responsible Behaviour

| S. No | Values | No. of Respondents | Frequency |
|--------------|---------------------|--------------------|---------------|
| 1 | Highly Deteriorated | 3 | 3.33 |
| 2 | Deteriorated | 5 | 5.56 |
| 3 | Undecided | 14 | 15.56 |
| 4 | Improved | 37 | 41.11 |
| 5 | Highly Improved | 31 | 34.44 |
| Total | | 90 | 100.00 |

Source: Field Data

It can be inferred from table 4 that the Sathya Sai education system has highly influenced 34.44 per cent of learners in developing responsible behaviour. Around 41.11 per cent of sample reported that there is some kind of improvement in the responsible nature of sample learners of Sathya Sai education system. By 5.56 per cent of sample declared that there is some kind of deterioration in their responsible behaviour after joining in Sathya Sai educational system. About 3.33 per cent reported high deterioration in their responsible behaviour. The remaining 15.56 per cent of sample were undecided.

CONCLUSION

The Sathya Sai education system helps the children and young people to learn the ideals of service to society and tolerance for people of different races, nationalities and religions. It teaches them to bring love and peace into the family and society and to respect and honour their parents, teachers, authorities, law and order. It does not impose a value system on children, but rather empowers them to access and live their own truth, and thus make their own sound decisions in life.

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