

CHAPTER III

EDUCATION IN HUMAN VALUE (EHV) EXPERIENCE, PRACTICES AND TECHNIQUES FOLLOWED IN SCHOOLS

3.1 HISTORY OF VALUE EDUCATION IN SCHOOLS

After independence, a number of schools took a conscious decision to include value education as an independent subject in the school curriculum. In small pockets; school associated with Sri Ramakrishna Mission, Shri Aurobindo Ashram, Chinmaya Mission, Jain Value Education Movement and Krishnamurthy Foundation School started imparting integrated educare programme which did have value education as a distinct subject.

In the late sixties Sri Sathya Sai Baba a spiritual light and world educator set up educational institutions which catered to education in human values. He did this very silently without any fanfare and voicing opinions. The very quality of students passed out by these and other like minded institutions finally influenced learned public opinions. By eighties, educationists themselves strongly recommended to the Government that imparting of value education is in the best interest of humanity and nation. This resulted in a number of schools in private and non-private sector introducing value education in some form. However, over the years the schools after having realised the great transformative potential of value education, have upgraded the contents and techniques of value education.

3.2 VALUE EDUCATION PRACTICES IN VARIOUS SCHOOLS IN NUTSHELL

In order to ascertain the contents, methodologies, teaching resources and other paraphernalia on value education, concerted efforts were made to contact schools/institutions in person, through

telephone and internets. A number of persons including Principles of schools, Value education teachers, ex-students, students and parents were contacted to get necessary information as to state the impact of value education in schools. A number of schools despite repeated efforts and chasing did not respond. A good amount of information was collected informally by chatting with students, teachers and parents. The list of school contacted has been furnished in Annexure I attached to this chapter.

Education in Human Value (EHV) in various schools owned and run by Govt and private institution is being imparted under varied names like Moral Education, Character Education, Value Education and Experiential Education. The tools and techniques adopted also vary from school to school. In some schools which are run by spiritual organisations value education is being imparted as an independent discipline with a full fledged system of performance evaluation in place. In these schools there are expert and trained teachers who impart value education religiously as per a professionally compiled courseware.

Elsewhere value education is being imparted by allocating a time slot in daily prayer and assembly meeting. In some schools the value education programme in addition to routine Morning Prayer talk on morality included interactive sessions on mundane themes involving value conflict or moral dilemmas. In most of these schools the techniques of pedagogy include story telling, moral quotes, and interactive discussion, drama or poem recitations. The teaching faculties include the Principal, English teacher and the counsellor of the school. The details of information and facts collected about value education practices is summarised below

(i) Doon Public School, Paschim Vihar, New Delhi.

Value education is the part of curriculum and is imparted as independent class once or twice in a week & taken up during the

morning assembly also. It is imparted to all the classes from nursery to 12th. Till class 8th it is being taught by story telling from prescribed books; in senior classes general topics are taken for discussion. There is no special faculty to impart value education, English teachers, academic director, principal and manager teach this subject alternatively. Parents feel that it is good that their children study and adapt good morals and values through this subject. but if you ask from the students of senior classes..... they don't take this subject seriously!!!!!!!.However there is no system for performance assessment of children in value education.

(ii) Mount Carmel school, Dwarka, New Delhi

Here also value education is a part of the curriculum and imparted as independent class, there is a specific room for value education and special faculty to teach this subject. There are no particular books prescribed for it, general topics are taken up and they relate it with the Bible. Discussion method is used for inculcation of values. In senior sections, classes are taken separately for boys [where a male teacher teaches] and for girls [where a female teacher teaches them].Value education is taken up through story telling during morning assembly also.

(iii) Apeejay School, Pitampura, New Delhi.

Value education is a part of the curriculum and imparted as independent class till primary section and after that they have it as personality development class where some private institute takes up these classes. There is no performance appraisal of students in value education.

(iv) Holy Child School. Tagore Garden, New Delhi

Value education is a part of the curriculum and is imparted as independent class till primary section with the prescribed book twice

a week. Class 6 onwards it's once a week on general topics taken up by class teacher or assistant class teacher using discussion method.

(v) Srijan School, Model Town, New Delhi

Value education is a part of curriculum and is imparted as an independent class called Home Room Period (25 minutes) to classes from Nursery to 9Th. An attempt is made to discuss every day situations involving human emotions and values such as caring, sharing, helping and truthfulness. In addition in Prayer meeting and assembly 5 to 10 minutes are allocated for silent sitting and discussion on contemporary topics through passage reading.

(vi) Delhi Police Public School, Green Park New Delhi

Value education is imparted once in a week through a class of 40 minutes wherein children are told moral stories followed by discussion. A skit called Nukkad natak is also enacted to bring home the lessons in moral values.

(vii) St. Francis De sales School, Janak Puri New Delhi

Value education is given to children in a weekly class through story narrations and discussions on their implications in practical life affairs.

(viii) Mothers International School, New Delhi

This school works on the philosophy of spiritual master Sh Aurbindo. Every day 10 minutes are set aside for meditation after the Morning Prayer. On Friday a meditation of 25 minutes on music is compulsory for the entire school. In addition once in a week each class has an independent session with school counselor where every day difficult situations and dilemmas are discussed and children are encouraged to ask questions.

(ix) Nagar Nigam Pratibha Vidyalay (MCD) Tihar, Subhash Nagar, New Delhi

Value education is imparted through the medium of story (by teacher or children) and discussion on quotes or couplets.

(x) **Savodya Vidyalay (Directorate of Education, Delhi Govt), New Delhi**

Value education is imparted through an independent period for all classes from 6th to 12th standards. Teachers are being trained in the concept of YUVA (Youth Universal Value and Attitudes). A set of 6 volumes of books on YUVA containing teachings on crucial life skills and values have been brought in by the Education Directorate.

(xi) **Sanskriti School, Chanayaka Puri, New Delhi**

Value education is imparted at three levels (a) at assembly where values like co-operation, happiness, productivity are dwelled upon through story, song, dance and role play. (b) Independent class termed as circle time where interactive discussion takes place on value related topic. (c) House assembly where contemporary and every day relevant topic are discussed and displayed in the form of plays, group songs and dance dramas.

(xii). **Vasant Valley School, Vasant Kunj, New Delhi**

Value education is restricted to junior school classes. there is circle time period in a week to discuss every day situation involving conflict of values such as peer pressure, bullying, sharing and dishonesty .In addition 10 minute at the end of the day are allocated as reflection time where the children are required to express their view points on values through story telling. Further certain value related theme is chosen for discussion during the week.

(xiii). **Abhyasa Residential Public School, Hyderabad, Andhra Pradesh**

This is a residential public school and functions on the Sai Philosophy i.e. Education is for life and not for living. Value

education with Gurukul ethos is an integral part of school curriculum. The value education activities include inculcation of human values through Human Enrichment Programme, Personalised Emotional Counselling, Sensitizing neighbourhood community to de-addiction, caring and sharing through social service activities, skits on human values and spiritual enrichment, promotion of fraternity through festivals of all Religions, nagar sankeerthan – community singing of devotional songs.

In addition spiritual contents include daily prayers and assembly talks, thought for the day, circles of confidence – discussions on ethical and spiritual issues, bhajan singing, pranayama and meditation, Vedic chanting or Quran recitation, spiritual talks by learned personalities, role plays, moral value classes, classes on Indian culture and philosophy

(xiv) City Montessori School, Lucknow

Value education is imparted as a part of Daily Prayer and Assembly talk where children are encouraged to narrate stories and exchange views on values. In addition inputs on value education is also given by teachers. The teachers in every day life try to act as role models for students. In addition a number of seminars/workshops are organised on contemporary social and moral issues and students are required to participate and contribute actively. However there are no formal arrangements for performance evaluation. There are no specialised teachers to impart value education.

(xv) Delhi Public School, Dark, New Delhi

Value education is being imparted in an informal way. For classes from Prep to class III the books have value centred comprehension passages followed by class discussion and written answers. However there is no evaluation arrangement to appraise

the performance of the students in the subject. In addition once in a week in the morning assembly one class takes up a topic involving moral dimensions say corruption and presents it in the form of a thought for the day or reading a related article or poem. This is followed by the principals' view on the topic. Value education topics such as deteriorating moral value in the society are also taken up indirectly for inter class debate under 'Continuous Comprehensive Evaluation' (CCE).

(xvi) Maharaja Swai Bhavani Singh School, Jagatpura, Jaipur

Value education is imparted informally by allocating 10 minutes each day in prayer assembly. The Principal and teacher of English subject deliver small talk or narrate a short story on moral values. In addition the students also present skits and poems on human value before the assembly. However there is no formal system of imparting value education and evaluating performance of the students.

(xvi) Rama Krishna Mission Schools

Education in human value is imparted as distinct subject through direct and indirect methods. The direct methods include story narration and discussion, role plays, debates on a specific topic involving value conflict, case study (understanding biographies of great leaders). Indirectly the students are exposed to value through sports psychology, team spirit, outdoor activities, excursions and adventures. There are special teachers to teach value education. In addition there is a special module on holistic development of personality of student. The essential value education inputs and logistics support is provided by Rama Krishnan Mission Institute of Moral and Spiritual Education, Mysore (RIMSE)

2.4 EDUCATION IN HUMAN VALUE PROGRAMME EXPERIENCE OF SAI SCHOOLS/INSTITUTIONS AND TECHNIQUES OF EDUCATION

(i) The value education in various Sai schools/institutions in and out side India is imparted under the name and style of Sri Sathya Sai Educare .Sri Sathya Sai Educare (SSSE) is a comprehensive educational programme for inculcation of human values and life management skills in a growing child. This elaborate value education programme is integrated with the standard educational curriculum for combining human excellence with academic excellence. The chief aim of this value education programme is the development of character and empowering a child with necessary life skills to lead a happy life of success, symphony, sensitivities, service and smile.

(ii) Sri Sathya Sai Educare ("SSSE") takes its name from Sathya Sai Baba, the contemporary world spiritual preceptor and educator. SSSE has its genesis in Bal Vikas Programme which was started by Sri Sathya Sai Baba in early sixties to inculcate human values, positive attitude and life skills in budding children. The Bal Vikas programme is an informal value education programme where value education is imparted by a trained teacher known as Bal Vikas Guru. The Bal Vikas classes are held at Sai Centres or devotee's residence on each Sunday.

(iii) Sathya Sai Baba says that education has two aspects: the first is related to external and worldly education (called secular education), sometimes referred to as book knowledge. The second aspect, known as Educare, is related to human values. The SSSE is not a subject but rather purpose of life, the blossoming of human excellence. Realising that values can never be developed by lectures, the uniqueness of this programme lies in its strategy based on experience and example. It seeks to direct the intellect toward

truth, to arouse the emotions of reverence for life and to foster devotion for work and duty. Is not a subject but rather purpose of life, the blossoming of human excellence? Realising that values can never be developed by lectures, the uniqueness of this programme lies in its strategy based on experience and example. It seeks to direct the intellect toward truth, to arouse the emotions of reverence for life and to foster positivity for work and life in general.

(iv) The term Educare has a Latin origin which means to bring out which is within or to manifest that which is latent in a child. Thus Sai Educare programme aims at unfolding in every day behaviour the five universal human values which are already present in each child. Happiness is the most comprehensive and priceless human right. Who deserves it more than a child. Happiness abounds in families when love overflows. According to Sri Sathya Sai Baba 'Truth, Love, Peace, Right Action and Non-violence are the five breaths of every human being. Among these five universal human values Love has the most unique place because Love has intimate linkage with all other human values. Thus the Sai Educare is a value based programme which aims to bring about self transformation in a child through inculcation of love in thought, words and deeds.

(v) The SSSE programme originated in India in response to the prevailing education policy in the late seventies. Sathya Sai is a world teacher and a social reformer. Sathya Sai declared that the aim of education is character building. Academic achievement without simultaneously promoting human values is not only useless but dangerous. He emphasised that education must increase empathy and lead to universal compassion. Sathya Sai recommended that an independent body was needed which severed the links both with government and money. Sathya Sai educational institutions were established in India, which included primary, and secondary schools and Institute of Higher Learning. These are the

model institutions fully accredited by the Government of India and display the highest academic standards. Each institution provides education free of charge.

(vi) This programme value education is being imparted in a number of countries including 90 schools in India and number of schools outside India. The results of imparting Sri Sathya Sai value education in 22 schools in 15 countries are very encouraging and worth emulating elsewhere. The philosophy of SSSE has universal appeal and acceptability as a result a number of schools around the world has adopted the SSSE approach and methodology in their school curriculum. In fact most of inputs and techniques under education in human value (EHV) have been taken from Sri Sathya Sai Educare Programme curriculum.

2.5 APPROACH TO VALUE TEACHING

The goal of the SSSE programme is to foster the development of character into all aspects of the personality. Personality is fully integrated when there is consistency in thought, word and deed. The finished product, where personality is character and where the aim of education is not separate from the aim of life, this is Education in human values.

Why are there five values and not six? The answer is that the SSSE Programme defines five aspect of the human personality: the intellectual, the physical, the emotional, the psychological, and the spiritual. Each of these five aspects corresponds to one basic human value. They are common to all people and excellence is a realistic goal at each level. The teaching methodology is built around the overall objective of transformation in various domains of human personality in association with inculcation of five cardinal and universal human values as depicted below.

(i) **Five aspect of the human personality ---- the five Human values**

<u>Domain</u>	<u>Value</u>
1. Intellect	1. Truth
2. Physical	2. Right-Action
3. Emotional	3. Peace
4. Psyche	4. Love
5. Spiritual	5. Non-Violence

(a) **INTELLECT**

Great emphasis has traditionally been put on the intellectual development of students. It is the intellect that enables one to analyze and determine what is right and what is wrong, what is lasting and what is ephemeral, it is within this aspect of the personality that the power of memory and intuition are uncovered. When this is accomplished, we will have developed the tools to know and manifest the value of **truth**.

Truth

Truth develops the child's intellect and teaches him to reason and discriminate. Truth develops memory and encourages self-analysis and intuition. Memory is sharpened through the development of the mental capacity acquired through silent sitting.

(b) **PHYSICAL**

All beings have bodies composed of the same physical elements. However, by the physical we mean not only the development of a healthy and strong body, well coordinated and ready to perform the necessary task for living, but the development of habits and the mechanisms of control and discipline. When the will directs desires, the developments of

proper habits become the touchstones on the basis of which good life decisions are made. Self –help skills related to self –reliance, social skills related to conduct in school and the community and ethical skills related to sharing, consistency and integrity are noted in this physical domain which corresponds to the value of **Right Action**.

Right Action

Right Action teaches ethical skills such as: honesty avoidance of quarrels, and the Willingness to work hard; social skills such as: proper school behaviour, following direction and avoiding waste; self – help skills such as personal hygiene, posture, care of books and material. Group activities such as role play, drama, service projects as well as story telling and quotations, promotes the development of those good habits and skills which will carry us through life challenges?

(c) **EMOTIONAL**

The emotional levels describe the proper utilization of the sense organs. The emotions need to be understood and harnessed in order to be a proper instrument for individual and social well-being. When we experience emotional equilibrium we experience the value of **Peace**.

Peace

Peace is emotional equilibrium. It promotes self- confidence, patience, and concentration. Because of the importance of inner peace, calm and equipoise, the inclusion of silent sitting/tuning in as a teaching device has been specifically recommended and designed to remedy this tremendous loss within our environment today.

(d) **PSYCHE**

The psyche is the most difficult aspect of the human personality to describe, for it is that quality in each of us that is the fountainhead of love. Love is not an emotion. It is an energy that flows like the sun from one to another. It does not refer to emotional relationships. Shakespeare describes love when he says, "Love is not love which alters when it alteration finds." It is a supreme value in life.

Love as thought is Truth

Love as action is Right Action

Love as feeling is Peace

Love as understanding is Non-violence

Love

Love is fostered through friendship, tolerance, and helpfulness to others. There is no greater teaching device, to release this power, than the power of song. Group singing opens the heart and inspires a love which is then immediately shared and reinforced. It is thus, like tiny flame being kindled and fanned into a blazing light. In addition, must be mentioned that a loving and tolerant teacher is the most potent media for developing love in children.

(e) **Spiritual**

Here, one experiences the essential oneness and unity of all creation. As atomic physics shows us, we have a direct relationship with everything in the universe – air, water, fire, earth, space and the combination of these things. When we understand this basic reality the result is the value of **Non-Violence**.

Non-Violence

Non-Violence cultivates the students' respect for life and the elements of nature. It is the spiritual domain of existence. Here one experiences the essential oneness and unity of all creation. The practice of Non-Violence in all levels of thought, word and deed is the ultimate expression of the programme of education in human values.

Thus SSSE is integral, but it is systematic, developmental and comprehensive. The further look at the five human values in the context of these five aspects of the human personality and the five teaching techniques (silent sitting/ tuning in, quotation, song, story, activity choices) will illuminate further the unique quality of the SSSE Programme.

2.6 EACHING MEHODOLOGIES AND TECHNIQUES

(A) METHODOLOGIES

(i) Direct Value Education

The Direct Value Education Method under SSSE is direct way of teaching human values and life skills through the following five techniques.

- (a) **Stories** - about life affairs, identity, attitudes and relationships;
- (b) **Quotations, poems and prayers;** on human values
- (c) **Songs and music;** group singing to energise right side of brain
- (d) **Silent sitting** - exercises leading to inner calm, awakening and peace;
- (e) **Activities** e.g. drama, group discussion, case study, games, role play, mind mapping, experiential learning and community service,

The main purpose of this approach is to help the children learn the values in an illustrative and enjoyable way. The five teaching components are used: Quotations/Theme for the week/ Positive Thoughts/Prayer; Silent sitting; Story, Song; and Group activity. The children benefit from this approach as it gives them an opportunity to:

- Explore and discover for themselves the right from wrong.
- Develop greater empathy and therefore more compassion for others.
- Take greater responsibility for their actions.
- Discover how to be happy, confident and responsible members of society.

The five values are conveyed through a number of related values which are summarised below for illustration, although many more can be added under each main value.

TRUTH: Integrity; Wisdom; Common sense; Creativity; Discrimination.

RIGHT CONDUCT: Respect for parents; Respect for teachers; Honesty; Good manners; Regard for duty.

PEACE: Humility; Simplicity; Equanimity; Tolerance; Patience; Satisfaction, Discipline.

LOVE: Gentleness; Compassion; Forgiveness; Gratitude; Kindness; Caring for others; Friendliness.

NON-VIOLENCE: Concern for environment; Unity; Harmony; Social awareness; Respect for all religions.

Let us briefly consider each of the five components.

Theme of the Week/Positive thinking/Quotation/Prayer/Poetry

This component is powerful tool that can be used in assembly and help to counterbalance the negative images transmitted to children through TV, VCD and INTERNET etc

(ii) Value education through other subjects;

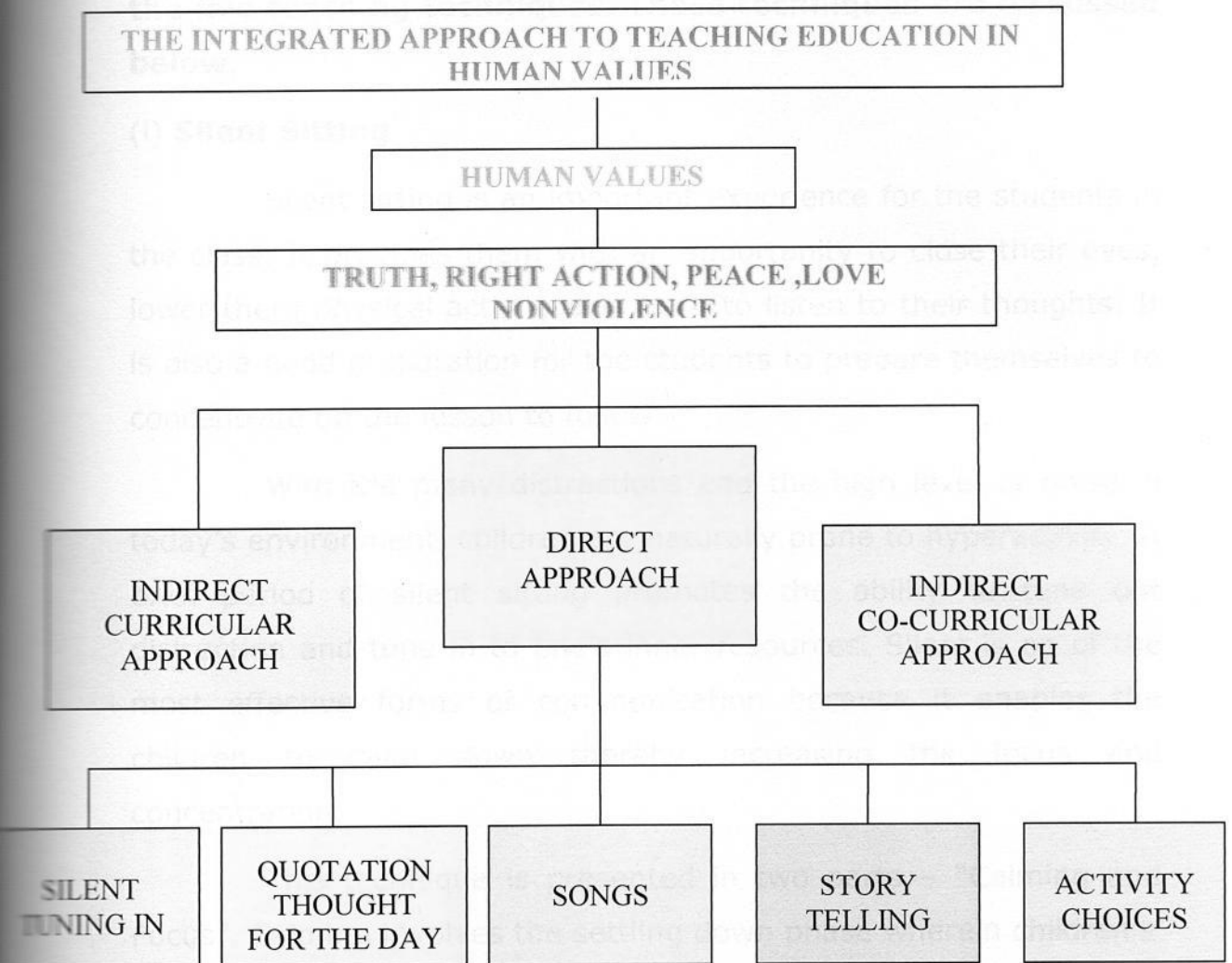
Integration of values in the text curriculum which suggests that in all our class room subjects, there are values implicit in various topics. The curriculum subjects are taught in each country according to the national curriculum requirements. However, it is still possible to integrate the teaching of values in all the subject areas which include, arts subjects such as History, Geography and Languages and also Science subjects and Mathematics. As one value is taken as the theme of the week, it is possible for other teachers to integrate values as far as possible in their own subject areas. Subjects such as History and Geography lend more easily to the teaching of values. The lives of great persons can be very illustrative of values conveyed.

(iii) Programmed Value Education;

(Integration of values in co-curricular work).this includes all activities outside the classroom such as sports/games, adventure, excursions, debates, dramatics, visit to slums, handicapped homes and villages for community service and other co-curricular activities.

The EHV Methodologies are depicted diagrammatically on the next page.

FIGURE 3 EHV Methodology



(B) TECHNIQUES OF EDUCATION

The building block of teaching methodology under SSSE is the five teaching techniques. These techniques are discussed below.

(i) Silent Sitting

Silent sitting is an important experience for the students in the class. It provides them with an opportunity to close their eyes, lower their physical activity and learn to listen to their thoughts. It is also a good preparation for the students to prepare themselves to concentrate on the lesson to follow.

With the many distractions and the high level of noise in today's environment, children are naturally prone to hyperactivity. A brief period of silent sitting promotes the ability to tune out distraction and tune in to one's inner resources. Silent is one of the most effective forms of communication because it enables the children to calm down thereby increasing the focus and concentration.

This technique is presented in two parts – "Calming and Focus". Calming involves the settling down phase wherein children's hyperactivity and nerves are slowly calmed down. **Focus** enables the use of one of the five senses to sit quietly with eyes closed and think about a particular sensation of sight, sound, touch or taste. A glossary of suggested items is provided in the Appendix.

In silent sitting, each student should sit with good posture either on their chair or in a comfortable position on the floor. Their eyes should be closed and they should be encouraged to relax and think and feel good. Some students might require additional support in sitting quietly but with practice this becomes one of the most effective techniques in the class.

(ii) **Quotation**

The Quotation provided is designed to tie in with the subvalue and aim of each lesson. It is an important theme for discussion in the introduction of the lesson and is a statement that should be well learned by each student and written down for review with family at home.

Teachers may choose to introduce other quotations they consider appropriate either at the beginning of the class or as a subject for supplementary discussion during the activity period.

(iii) **Story**

Story telling is possibly the strongest of the five elements used in each lesson. It has proven to be one of the most effective methods of reinforcing the message to be conveyed. A story generates interest, captures attention and provides an excellent vehicle for discussion about the subject of the story as well as related experience of the students.

The story provided in the lesson of this manual has been chosen to tie in with the subvalue for review. A teacher can choose another story and discussion questions if it is felt that it is appropriate to the lesson theme. Stories should be told with enthusiasm and proper intonation. A particularly short story can be told more than once to enable a good discussion and to emphasize the moral.

(iv) **Group Song**

Song is a wonderful way in which children can join together in fun and friendship while learning. It improves memory, instils peace, love and appreciation and gives a feeling of joy. A song is included with each lesson to enable the teacher to present it either with the music provided or as a poetic message to be recited to a selected rhythm or tune.

Where a piano or other musical instrument is not available, the teacher can start the song or poem for recital in the most appropriate way. Teacher could choose to record the music on a cassette tape in order to play it for the students during the lesson. Either way it will be a time of enjoyment.

(v) **Group Activity**

There are many choices of activities which can be made to present this important element of interaction and learning. This is the teaching method which usually ends the class and thus is an important time for the students to have fun together and further reinforce the subvalue and them in the lesson

An Activity has been selected for each lesson. The teacher can choose other activities which could follow the aim of the lesson and also be well received by the students. This is also a good opportunity for "Supplementary discussion" which is always a valuable part of each class.

2.6 INTERNATIONAL EXPERIENCE IN VALUE EDUCATION

(i) Education for life foundation runs a chain of international schools. There are three well established Education for life schools in America: Living wisdom school of Nevada city, California ,which includes living wisdom high school: Living wisdom school of Portland,Oregon.In addition two more school one in Seattle and another Encinitas have come up to impart education for life. The u underlying schooling philosophy includes

- Giving children information and knowledge they need for achieving success in today's world.
- Giving students the tools of maturity so that they may become more fulfilled and happy human beings.
- Includes training in the following four areas:

(a) Physical: balance, fitness and energy.

(b) Mental: Intellect, focus, clarity and intuition.

(c) Emotional: calmness, sensitivity, kindness and cooperation.

(d) Spiritual: truthfulness, serenity, inspiration, higher awareness and offering service to others.

The testimonials from the parents and students testify the fact these schools are highly successful in empowering children with resourcefulness and life skills to be happy, stress free and creative in life.

(ii) In other parts of the west, Sunday schools have over centuries tried to add the concept of Value education in some form in Sunday meetings in churches. In Christian missionary schools value education largely based on biblical principles is imparted. In Islamic countries, along with religious instructions, educare was handled by the madrassas.

(iii) The Sri Sathya Sai Educare (SSSE) being multifaith, multicultural universal programme has caught the fancies of educationists in a number of countries. The international programme bears the name of Sathya Sai as the whole international programme originated from a workshop given by Sathya Sai to an international group of educationists and academics. The programme was then developed by the working team in the form of international programme for application world - wide.

(iv) Independent Sathya Sai Schools have been established outside India in: Thailand (1 School), Zambia (3 Primary and 1 Secondary), Nepal (2 Schools), South Africa (4 Primary), Australia (2 Schools), Brazil (1 School), Fiji (1 School), Indonesia (1 School), Mauritius (3 Primary) and Philippines (1 School). Many more schools are planned to start this year. These include: the Connecticut USA, Greece,

Canada, and Sri Lanka. The schools are under construction in: Kenya, Zimbabwe, Tanzania, Ghana and Nigeria. The SSSE programme is introduced as appropriate in the public sector schools in 69 countries in the Eastern Hemisphere.

(v)The real attraction of SSSE is its flexibility and portability across various religious faith and cultural diversities. The universal nature of the core of SSSE enable each school to reorient its courseware to have its own religious cum cultural teaching in primacy, each country uses the core elements, namely the five human values and the five teaching components and readopts the programme to national curriculum and cultural requirements.

(vi)The Institute of Sathya Sai Education was launched in November 1997. It is located in Thailand and provides training, Diploma courses and accreditation to the existing and future Sathya Sai schools. The African Institute of Sathya Sai Education was established in Ndola, Zambia. The Institute trains teachers in SSSE throughout the Continent of Africa. The Institute awards Diplomas and Advanced Diplomas on completion of training. Sixty practising teachers from Government schools commenced training in January, 2000. The African Institute is affiliated to the Institute of Sathya Sai Education in Thailand.

(vii)The schools in Thailand and Zambia were the first to start (1992) outside India. In order to understand the rationale of the programme fully, we can look at available evidence on these schools. The Sathya Sai School in Thailand was started in 1992 with an intake of 14 pupils to class 1. By 1998, the numbers increased to 120 students and 14 staff members with Secondary school starting in 1998. Pupils were selected by interviewing the parents carefully so that the reasons for enrolling were ascertained.

(viii) The international experience in all the countries is very encouraging as almost all the schools have reported substantial

transformation in character, emotional intelligence and attitudes of students. Although, the research findings of the independent research project are not available, the research team members had stated in a meeting with the UK SSEHV team members that the most important finding of the project was in the area of ethics, emotions and character of the children of the Sathya Sai School.

2.8 THE SATHYA SAI SCHOOL, NDOLA, ZAMBIA: AN IMPACT STUDY OF SATHYA SAI EDUCATION IN HUMAN VALUES

(i) Background

The Sathya Sai School in Zambia was started in 1992. It is located in Pamodzi township. At its inception, the school had 180 pupils: 90 in grade one of Primary Section and 90 in grade eight of Secondary Section. At present, the school has a total of 433 pupils of which 314 are in the Primary Section and 119 in the Secondary Section.

The pupils are admitted from the surrounding townships without any discrimination on the basis of race, colour, religion, and social status. At present, grade eight pupils are accepted from those who fail to secure places elsewhere after the grade seven examinations. The school operates within the statutory framework of the Ministry of Education of the Republic of Zambia. The school prepares the pupils for the Zambian general certificate of Education/School Certificate. The school does not charge tuition fees but accepts a nominal contribution to cover a part of the running costs. It is non-profit making institution unlike the other private schools in the country.

(ii) The Aims

The Sathya Sai School in Ndola, integrates Sathya Sai Educare (SSSE) programme in its curriculum. The School's aims are:

- Character excellence
- Academic excellence
- Spiritual and Moral Excellence

The programme aims to develop the following qualities in pupils:

- Integrity, wisdom, common sense, creativity, and discrimination (TRUTH).
- Respect for parents, respect for teachers, honesty, good manners, good behaviour, and regard for duty (RIGHT CONDUCT).
- Humility, simplicity, equanimity, tolerance, patience, satisfaction (PEACE).
- Gentleness, compassion, forgiveness, gratitude, kindness, caring for others, friendliness (LOVE).
- Concern for environment, unity, harmony, social awareness, respects for all religions (NON - VIOLENCE).

The programme is taught by two methods: teaching the above five values directly as a separate subject and also through cross-curriculum approach.

(iii) **Academic Results**

For the last five years, the School has attained 100% pass results for grade 9 and grade 12 pupils. The School is first in Zambia to have 100% of the grade 12 pupils achieve top division marks gaining them all a university place.

(iv) **The Impact Study**

Dr Manchishi conducted an impact study of the SSSE Programme with the following terms of reference:

- To investigate the impact of the SSSE Programme on pupils, teachers, and the parents.

- To examine and determine the suitability of the SSSE programme as an educational input for schools in Zambia.

(v) Findings of study

(a) Impact on pupils

SSSE had a positive impact on pupils' development and this was displayed in the general behaviour and the level of discipline, readiness to abide by school's regulations, willingness to work hard towards improving academic results and give voluntary service to the school. These are spectacular results considering that most of these students were bullies, truants, and rebellious and were involved in activities such as stealing, and had no respect for teachers and the parents. This great change in their behaviour was confirmed by the results of questionnaires and interviews with teachers, parents and pupils themselves.

Spiritual and moral development was also enhanced which was confirmed by the responses of all groups. The school is non-denominational and accepts all religions and faiths. The moral development of pupils is reflected in their level of discipline and in conduct towards one another. The school practically has no problem of vandalism, which is in sharp contrast to the social environment in other schools.

(b) Impact on Teachers

Most teachers at The Sathya Sai School came from Government schools and were trained in government institutions. They came from an environment where indiscipline was the most common feature of school life. These teachers have become dedicated to their work, have become value conscious, and have displayed great improvement in their professional competence. Many

offer extra teaching on Saturdays or in evening without extra allowance.

(c) Impact on Parents

The SSSE had a positive impact on the parents. Most of them became more interested in the academic work of their children and have developed respect for all religions. Most parents expressed the view that the SSSE had an impact on the whole household.

The SSSE programme works on the basis of triple partnership between the child, the teacher and the parents and the parents have to sign the declaration at the time of admission of their willingness to co-operate in conforming to the school programme.

(vi) Findings and Recommendations

The main finding of the study is that the SSSE programme had a positive impact on the pupils, teachers, and parents. The pupils at the school have developed more positive personalities in terms of respect for parents, teachers, and authorities. The pupils have developed attitudes of tolerance, caring, abiding law and willingness to offer service.

These achievements have to be placed alongside the excellent academic results. The teachers have expanded their learning horizons displayed in their greater professional competence and in becoming value-oriented. Similarly, parents as a group have benefited too from the positive developments of their children. All the people interviewed agreed that the SSSE Programme should be extended to other schools in Zambia. The most important recommendations of the study were: organising workshops/seminars for school managers, and teachers from other

schools; to hold discussions with Ministry of Education; consider the status of the school from a day school to residential school.

LIST OF SCHOOLS CONTACTED FOR RESPONSE ON PUBLIC EDUCATION SYSTEM IN VOGUE

- (i) Everest School, Chanakya Park, New Delhi
- (ii) St. Jax Public School, Lodi Road, New Delhi
- (iii) St. John's Modern School, New Delhi
- (iv) St. Joseph's School, Paschim Vihar, New Delhi
- (v) St. Xavier's School, Dwarka, New Delhi
- (vi) St. Xavier's School, Pitampura, New Delhi
- (vii) St. Xavier's School, Tagore Garden, New Delhi
- (viii) Delhi Public School, Green Park, New Delhi
- (ix) Advance Academy School, Indira
- (x) St. John's School, Connaught Place, New Delhi
- (xi) St. John's School, Connaught Place, New Delhi
- (xii) St. John's School, Connaught Place, New Delhi
- (xiii) St. John's School, Connaught Place, New Delhi
- (xiv) St. John's School, Connaught Place, New Delhi
- (xv) St. John's School, Connaught Place, New Delhi
- (xvi) St. John's School, Connaught Place, New Delhi
- (xvii) St. John's School, Connaught Place, New Delhi
- (xviii) St. John's School, Connaught Place, New Delhi
- (xix) St. John's School, Connaught Place, New Delhi
- (xx) St. John's School, Connaught Place, New Delhi