



**LIVE**

**IN**

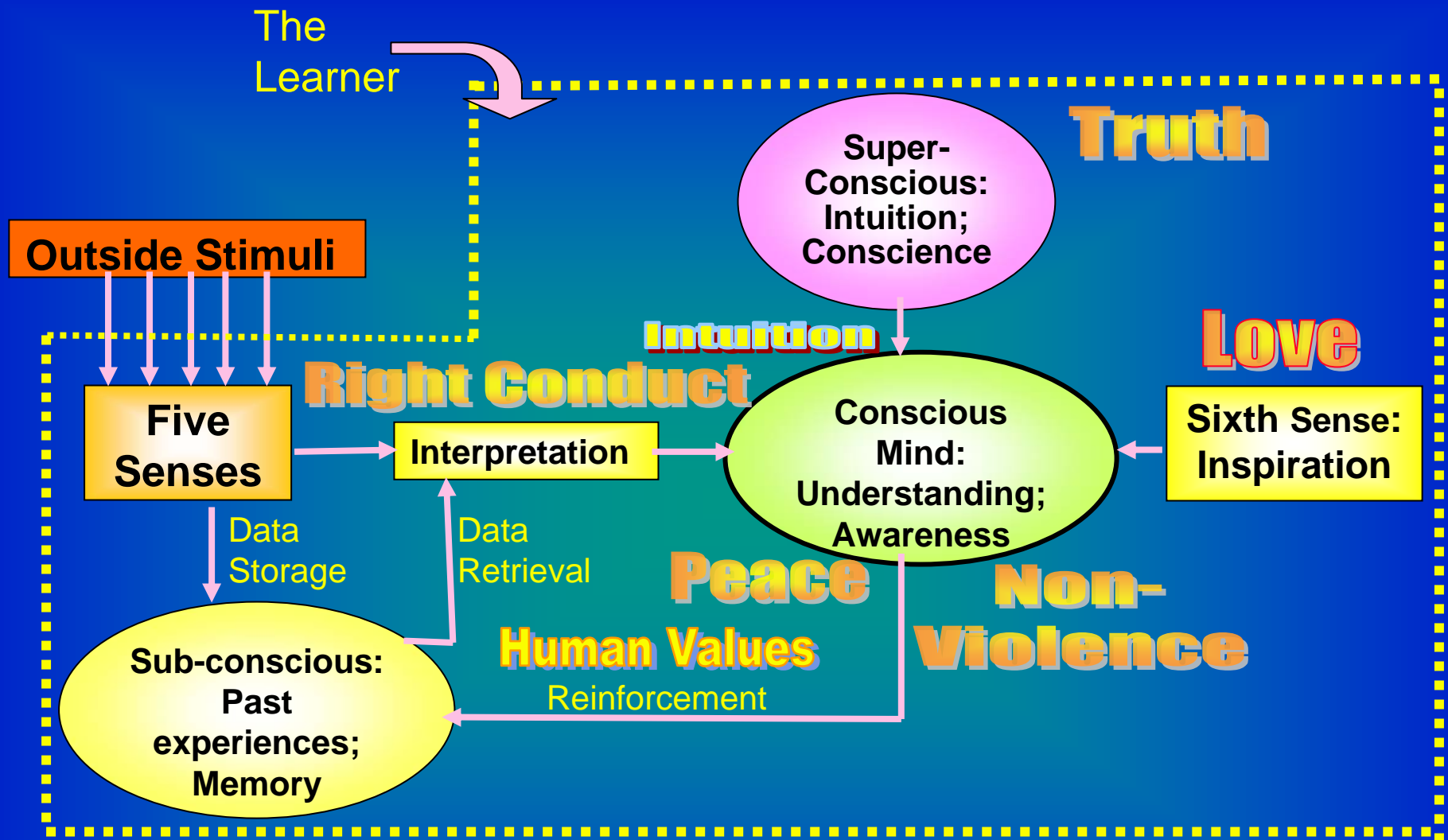
**LOVE**





**You must realize that greatness related to power, position or wealth is transient. It is lost when power and position go. But goodness is respected always. Therefore, dedicate your lives to goodness. What is goodness? It is living according to Dharma and justice, to love all and have faith in God, to help the needy and raise the lowly; all these constitute goodness.**

***- Sathya Sai Speaks, Vol.XXX., P.125/126.***



The Learning Process

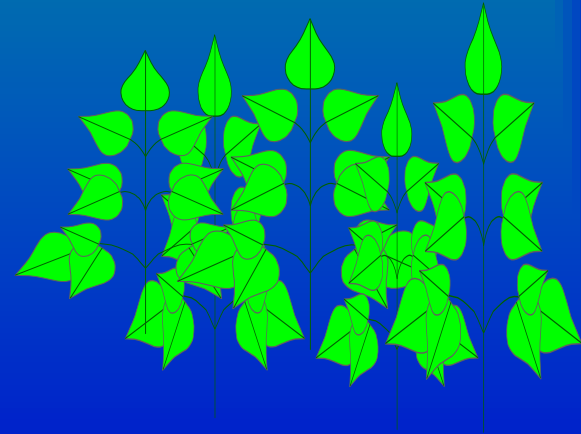
# *LOVE* + *PLANTS*

*Chulalongkorn University, Bangkok*



MANY FLOWERS  
49.2% TALLER

NO FLOWERS

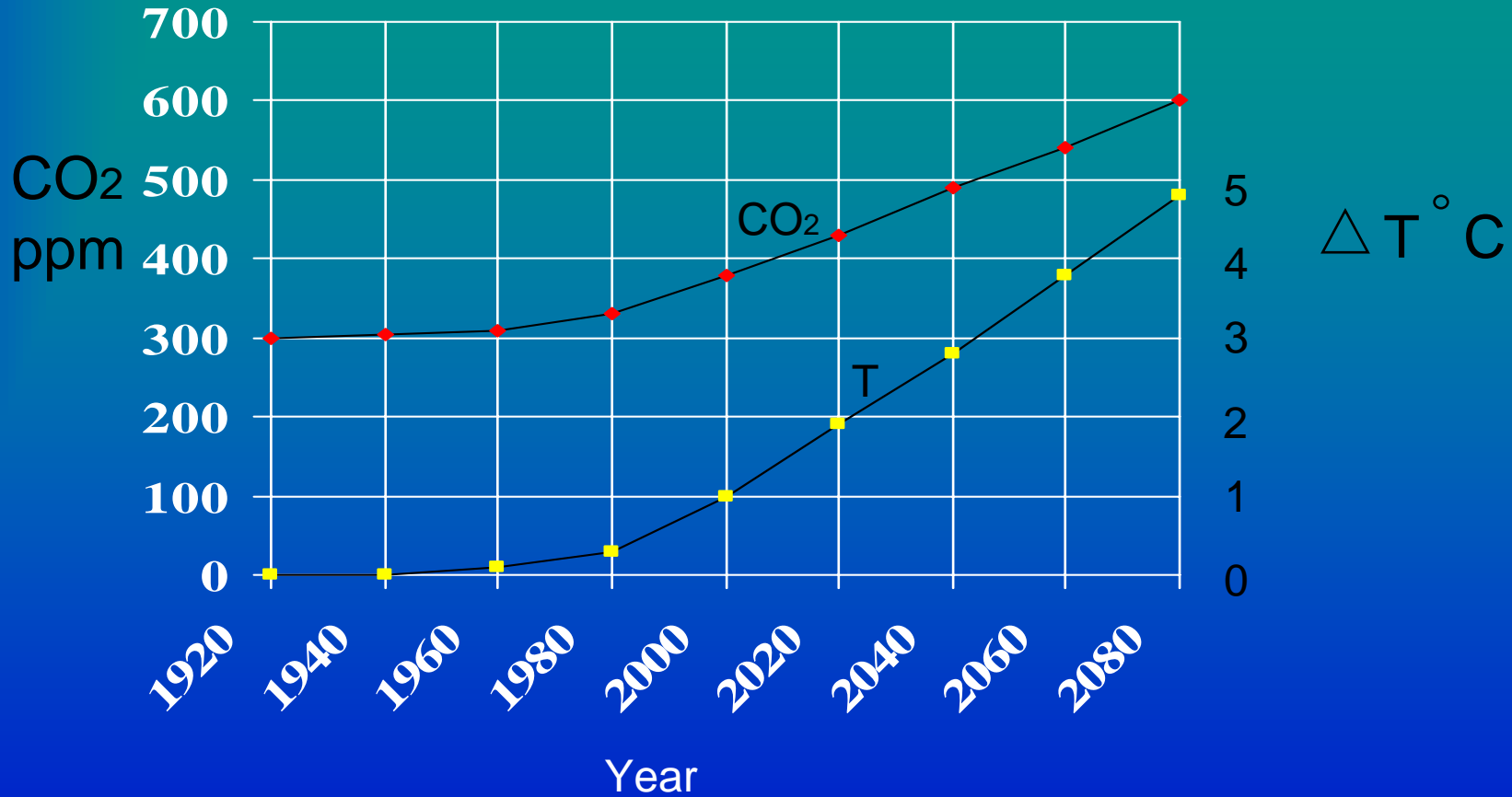






# *CO<sub>2</sub> vs Temperature Increase*

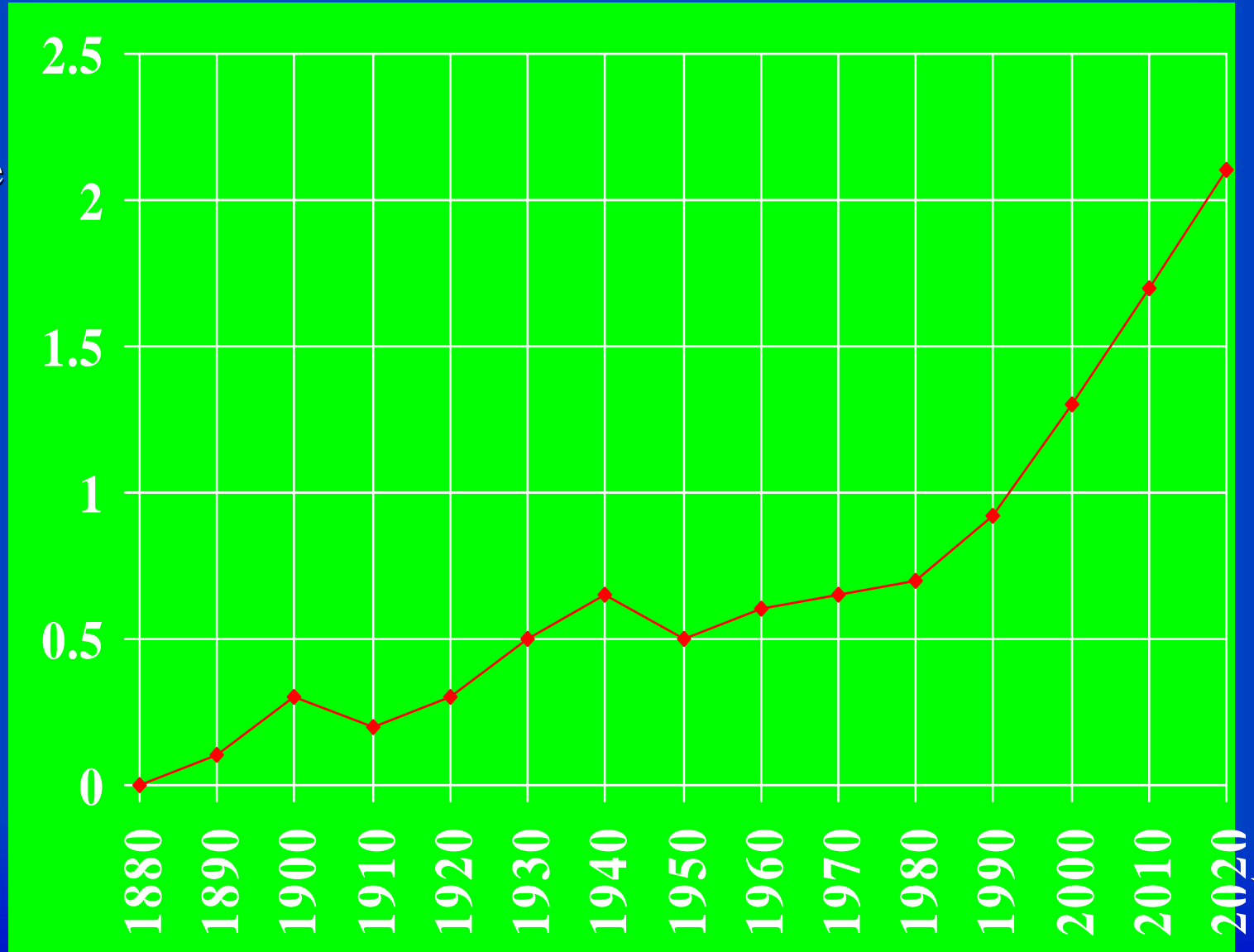
National Academy of Sciences, U.S.A.





# GLOBAL WARMING

Temperature  
Change °C

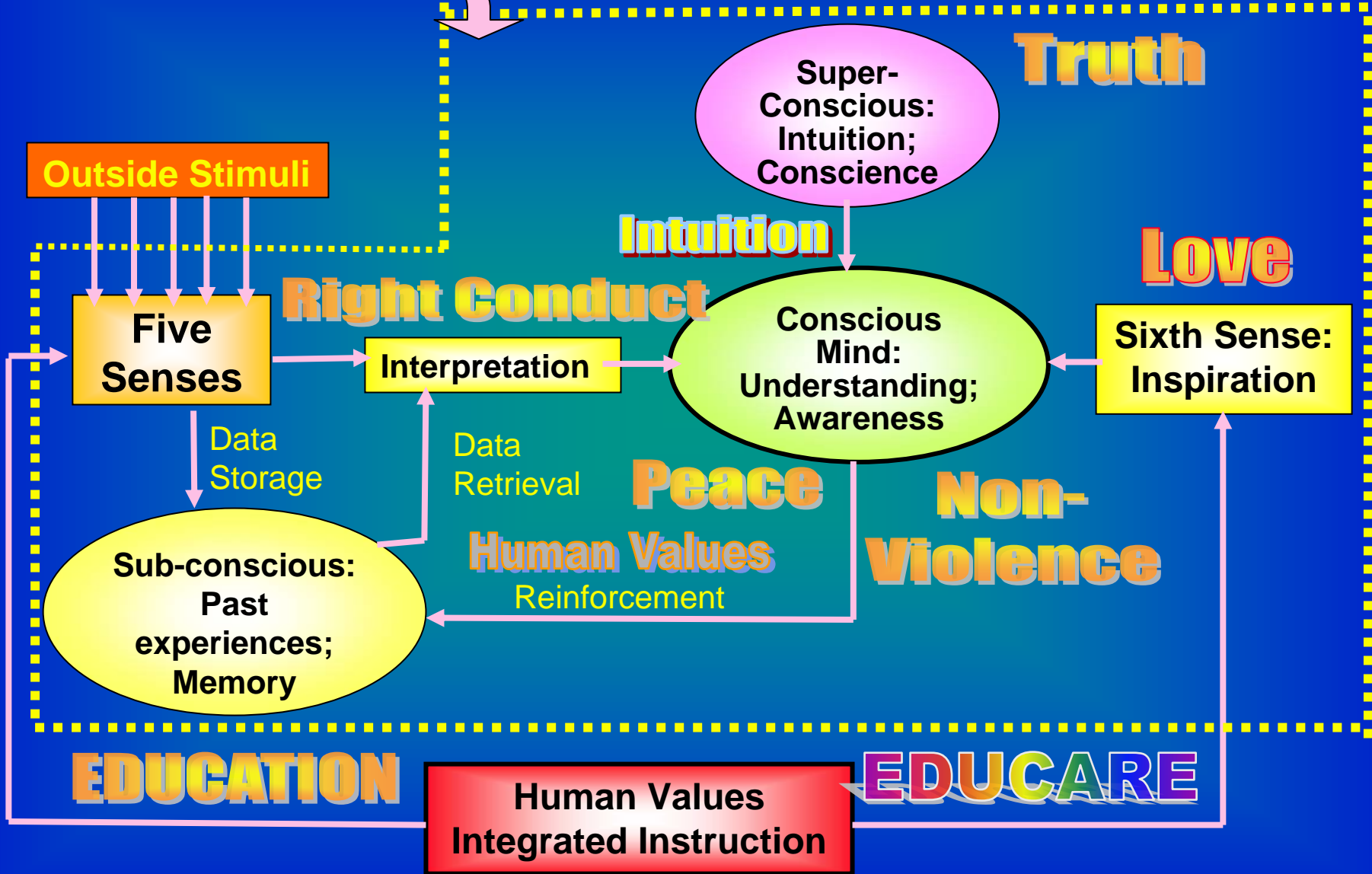


Year A.D.

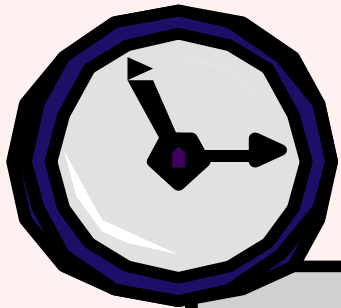




The Learner



The Learning Process



A

B

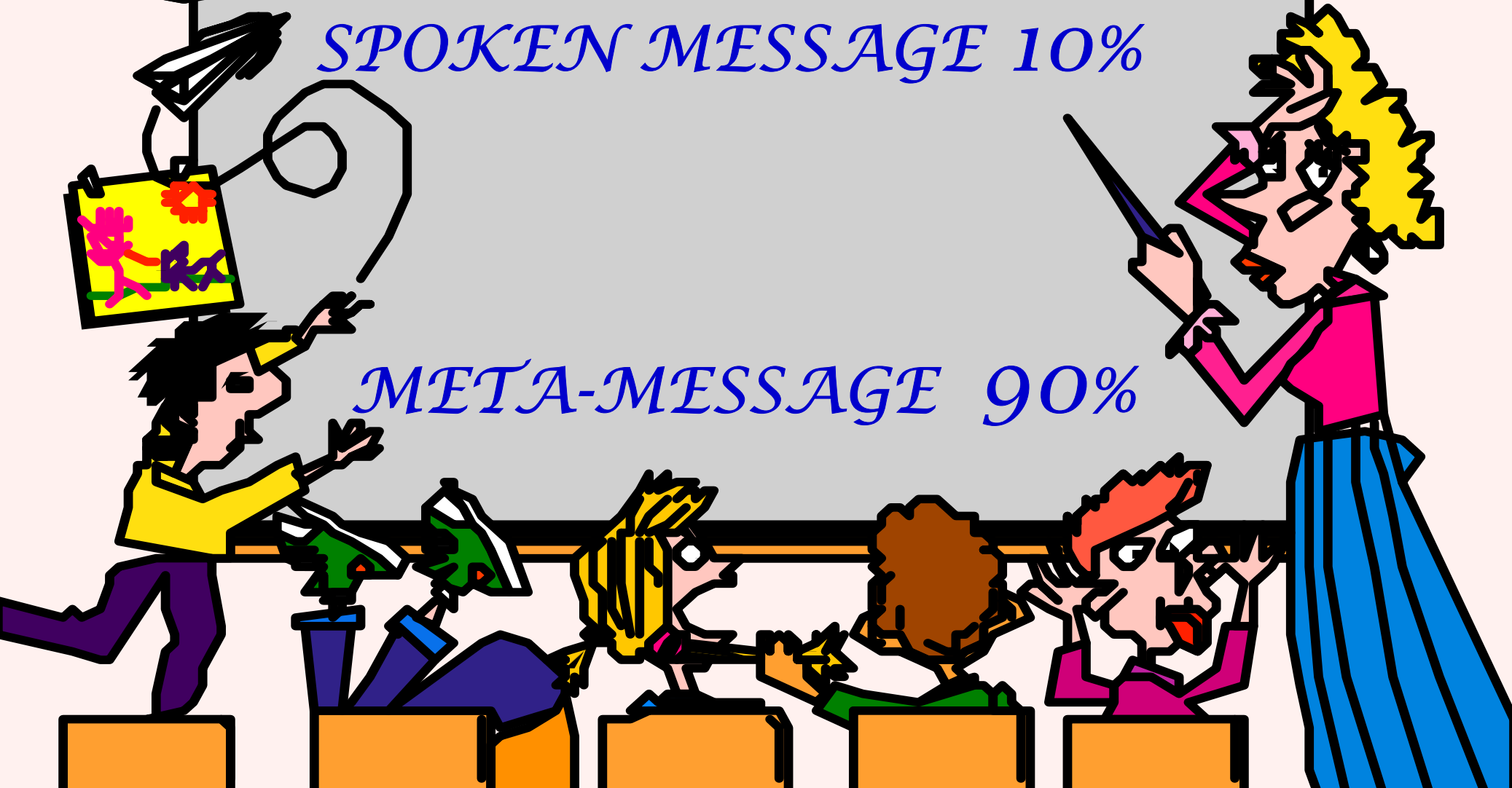
C

D

E

*SPOKEN MESSAGE 10%*

*META-MESSAGE 90%*





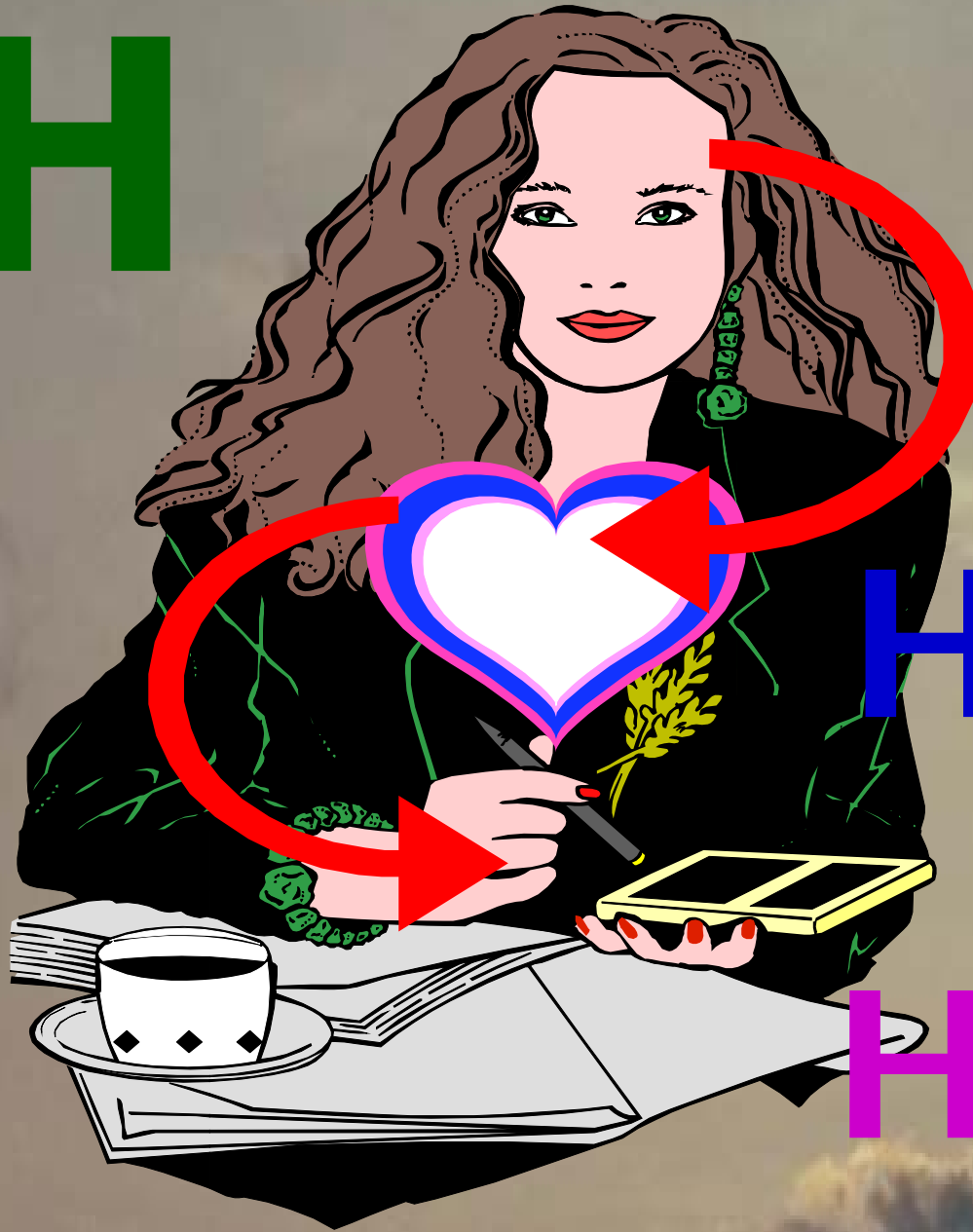


3 H

HEAD

HEART

HANDS





# 2 RULES FOR TEACHERS

1. Be a good example.



# Outside World

Education Act

Government's Role

Ministry of Education

Local Education Authority

TV, Internet, Media, Entertainment

Learning Centers, Museums etc.

Universities

# The Community

1. Parents' Role

2. Temple/ Church/ Mosque

Hospital

Police

Local Media

Market

Relatives

Business

# The School

1. The School

Climate

2. Objective

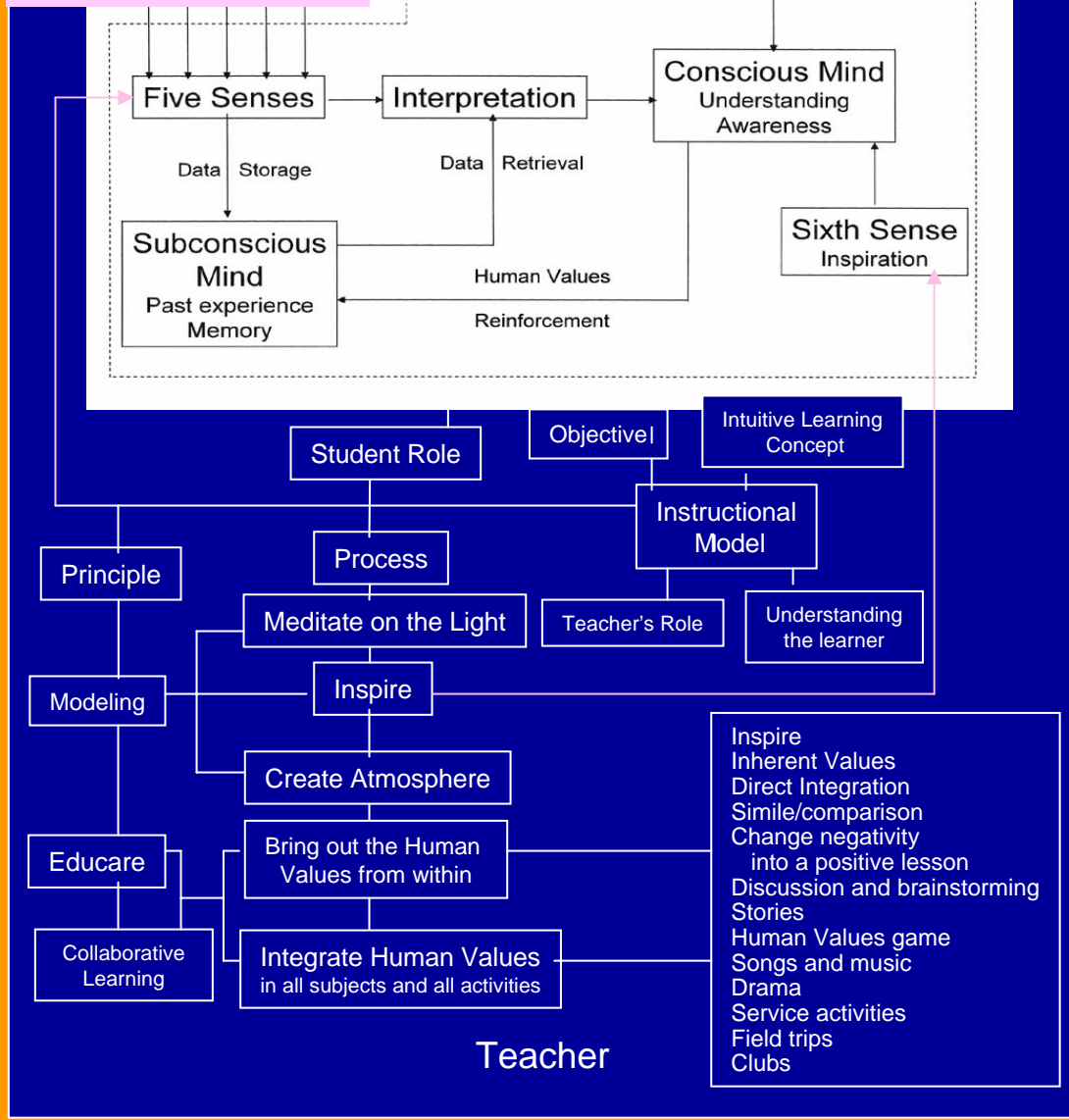
3. School

Mission

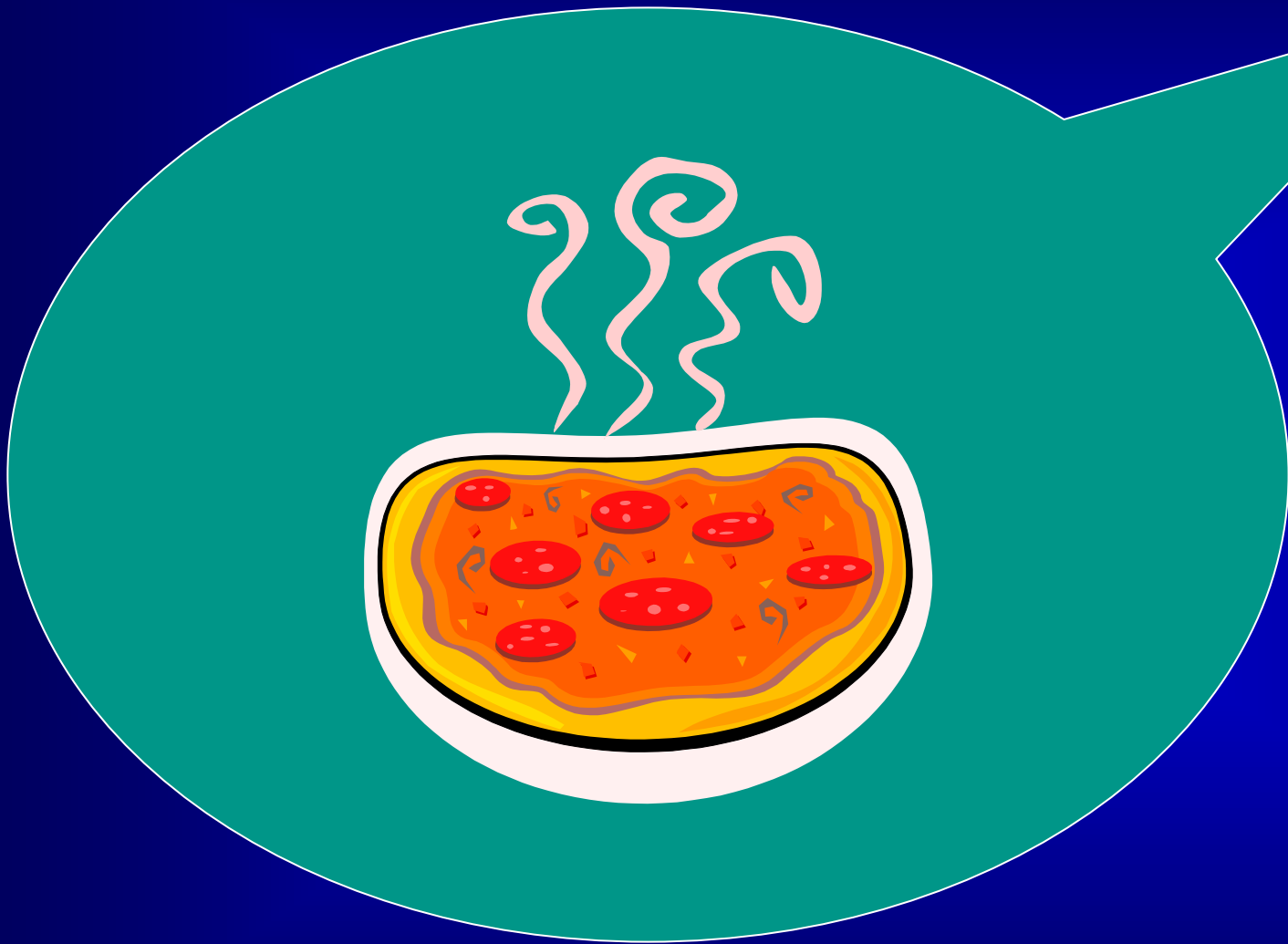
4. School

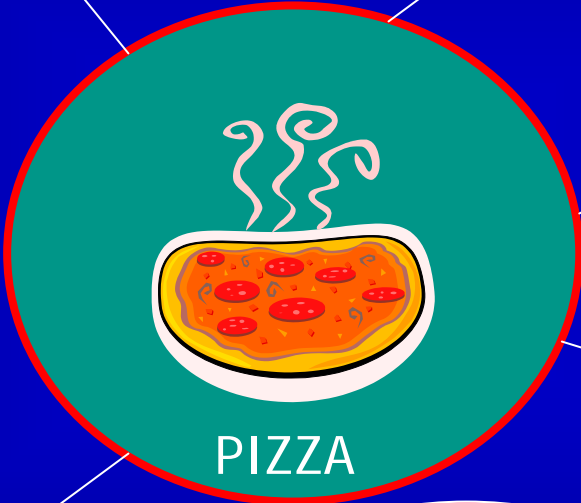
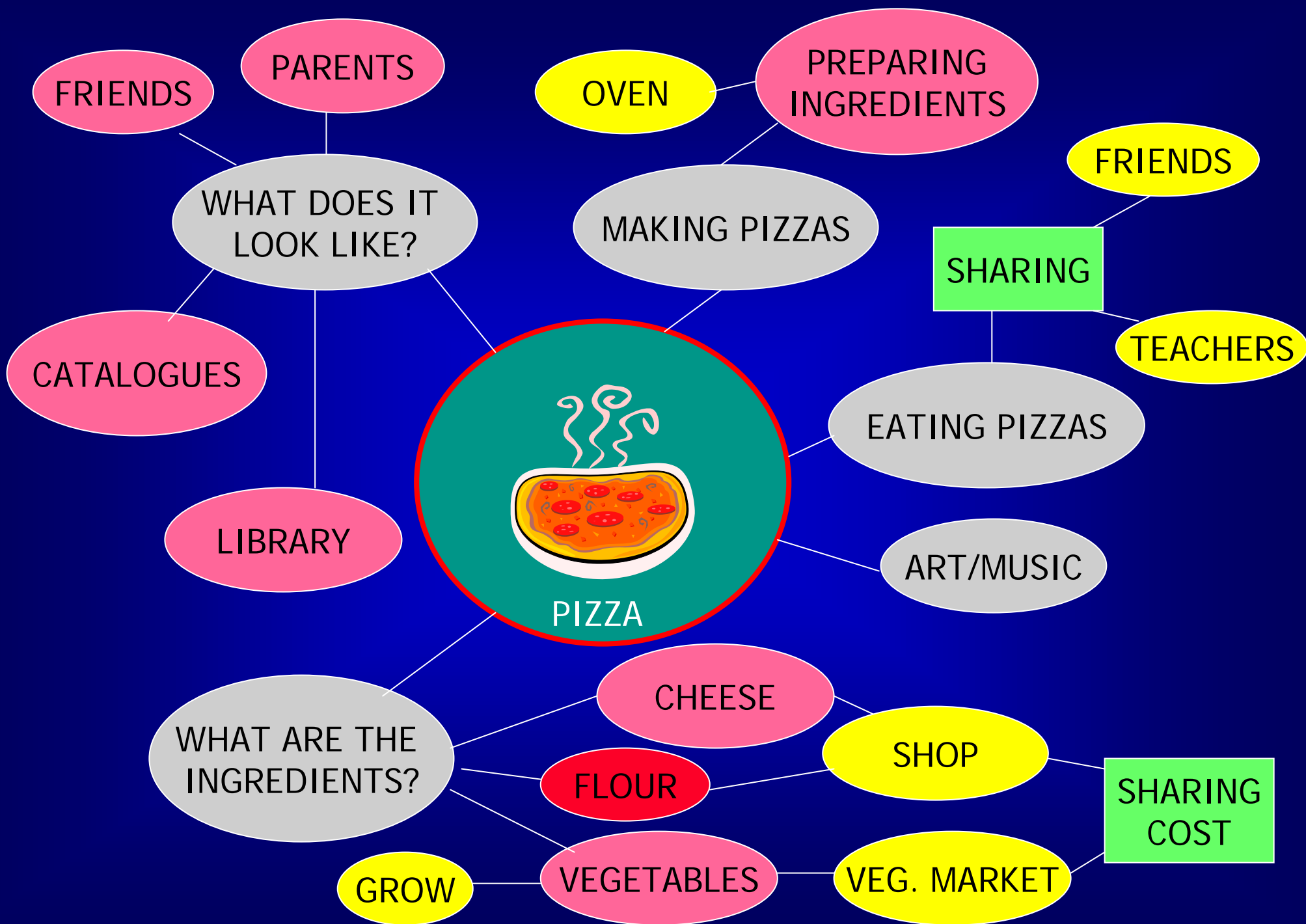
Leadership

# Classroom



Teacher





PIZZA

WHAT DOES IT LOOK LIKE?

MAKING PIZZAS

EATING PIZZAS

ART/MUSIC

WHAT ARE THE INGREDIENTS?

SHARING COST

SHARING

CHEESE

FLOUR

VEGETABLES

SHOP

VEG. MARKET

GROW

FRIENDS

TEACHERS

OVEN

PREPARING INGREDIENTS

FRIENDS

PARENTS

CATALOGUES

LIBRARY

# HUMAN VALUES

**RIGHT CONDUCT**

Working together, helping one another, good manners, good behaviours.

**PEACE**

Joy, happiness.

**TRUTH**

Sense of inquiry.

**LOVE**

Sharing, giving, loving one another.

**NON - VIOLENCE**

Oneness, cooperation, growing plants, recycling water.

# SUBJECTS LEARNED

**LANGUAGES:** THAI, ENGLISH

**MATHEMATICS:** BUYING INGREDIENTS,  
CALCULATE/SHARING THE COST.

**SCIENCE:** BIOLOGY, ENVIRONMENT,  
AGRICULTURE.

**SOCIAL SUBJECTS:** COOPERATION,  
HELPING ONE ANOTHER.

**ART:** DRAW PICTURES OF PIZZAS.

**MUSIC:** COMPOSING/SINGING SONG.

# PIZZA SONG

**WE LOVE PIZZAS! (2X)**

**WE WORK TOGETHER, (2X)**

**TO MAKE TASTY PIZZAS, (2X)**

**FOR ONE AND ALL. (2X)**

# *Learning Theories used in the Development of the Model*

- *Plato and Aristotle: Bring out the knowledge latent in the student from within through some kind of stimulation.*
- *Socrates: asking questions to elicit the knowledge already present within.*
- *Carl Rogers: Non-directive instruction.*
- *Knowles: Students should be active participants in the learning process.*
- *Freire: Students should have full freedom in learning.*
- *Neil: Human development will be enhanced if environment of the learner is full of love and warmth.*



# *Learning Theories used in the Development of the Model*

- Rousseau, Froebel and Pestalozzi: Theory of Natural Unfoldment - child centered education; natural surrounding; freedom to play; direct experience and real situation.
- Gardner: Theory of Multiple Intelligences
- Slavin, David Johnson and Roger Johnson: Theory of Cooperative or Collaborative Learning
- Klausmeier: Information Processing Theory
- Sathya Sai Baba, Chancellor of Sri Sathya Sai Institute of Higher learning, India: Educare

**TEST OF THE MODEL ON 2<sup>ND</sup> YEAR STUDENTS  
CHULALONGKORN UNIVERSITY**

**June 3 – July 1, 2003  
10 hours of instruction**

**“What do you want most in your life?”**

## Marks

## Criteria

- 0 Selfishness, doing everything for oneself
- 1 Doing things for oneself and family only
- 2 Doing things for oneself, family and society
- 3 Not thinking of oneself, but only for family
- 4 Not thinking of oneself but for family and society
- 5 Thinking of society
- 6 Thinking of society and country
- 7 Thinking of society, country and the whole world
- 8 Thinking of the whole world
- 9 Seek the Truth of Life – middle path – sense control
- 10 Complete detachment from the world  
– no desire for anything

	Pretest	Posttest	Increase	% Increase
Average mark	1.95	7.00	5.05	259

*TEST OF THE MODEL ON CHILDREN IN AN  
ELEMENTARY SCHOOL IN LAMNARAI*

**9 HOURS OF INSTRUCTION**

**Class taught: Grade 5/5**

**Control class: Grade 5/1**



	Class 5/5 (Treated group)			Class 5/1 (Control group)		
	Pre-test	Post-test	% Increase	Pre-test	Post-test	% Increase
Parents	49.61	53.89	+8.6%	43.13	41.88	-2.9%
Teachers	50.89	68.07	+33.8%	46.12	47.58	+3.2%

# *Testing of the Model*

- *Thailand*
- *Kasakhstan*
- *China*
- *Indonesia*
- *Fiji Islands*

TOTAL NUMBER OF RESPONDENTS: 1602



# TABLE 1. DETAILS OF THE RESPONDENTS

<i>COUNTRY</i>	<i>RACE</i>	<i>RELIGION</i>	<i>LANGUAGES</i>
<i>THAILAND</i>	<i>THAI</i>	<i>BUDDHISM</i>	<i>THAI</i>
<i>KASAKHSTAN</i>	<i>RUSSIAN KASAKH</i>	<i>CHRISTIANITY ISLAM</i>	<i>RUSSIAN KASAKH</i>
<i>CHINA</i>	<i>CHINESE</i>	<i>BUDDHISM, TAOISM, CONFUCIANISM</i>	<i>MADARIN CANTONESE</i>
<i>INDONESIA</i>	<i>INDONESIAN INDIAN</i>	<i>ISLAM HINDUISM</i>	<i>BAHASA INDONESIA</i>
<i>FIJI ISLANDS</i>	<i>INDIAN FIJIAN</i>	<i>HINDUISM CHRISTIANITY</i>	<i>PUNJABI HINDI FIJIAN</i>

*TABLE 2. ACADEMIC QUALIFICATIONS OF THE RESPONDENTS*

	<i>%</i>
<i>Below Bachelor Degree</i>	<i>22.5</i>
<i>Bachelor Degree</i>	<i>62.8</i>
<i>Master Degree</i>	<i>10.0</i>
<i>Ph.D.</i>	<i>0.9</i>
<i>Not specified</i>	<i>4.1</i>

# TABLE 3. PROFESSION OF RESPONDENTS

<i>Profession</i>	<i>%</i>
<i>Preschool Teacher</i>	<i>5.9</i>
<i>Primary School Teacher</i>	<i>33.7</i>
<i>Secondary School Teacher</i>	<i>23</i>
<i>Administrator</i>	<i>17</i>
<i>University Lecturer</i>	<i>3.7</i>
<i>University Students</i>	<i>9</i>
<i>Clergy</i>	<i>0.5</i>
<i>Parents</i>	<i>2.9</i>
<i>Others</i>	<i>3.9</i>
<i>Not specified</i>	<i>0.4</i>

# Table 4. The result of the survey

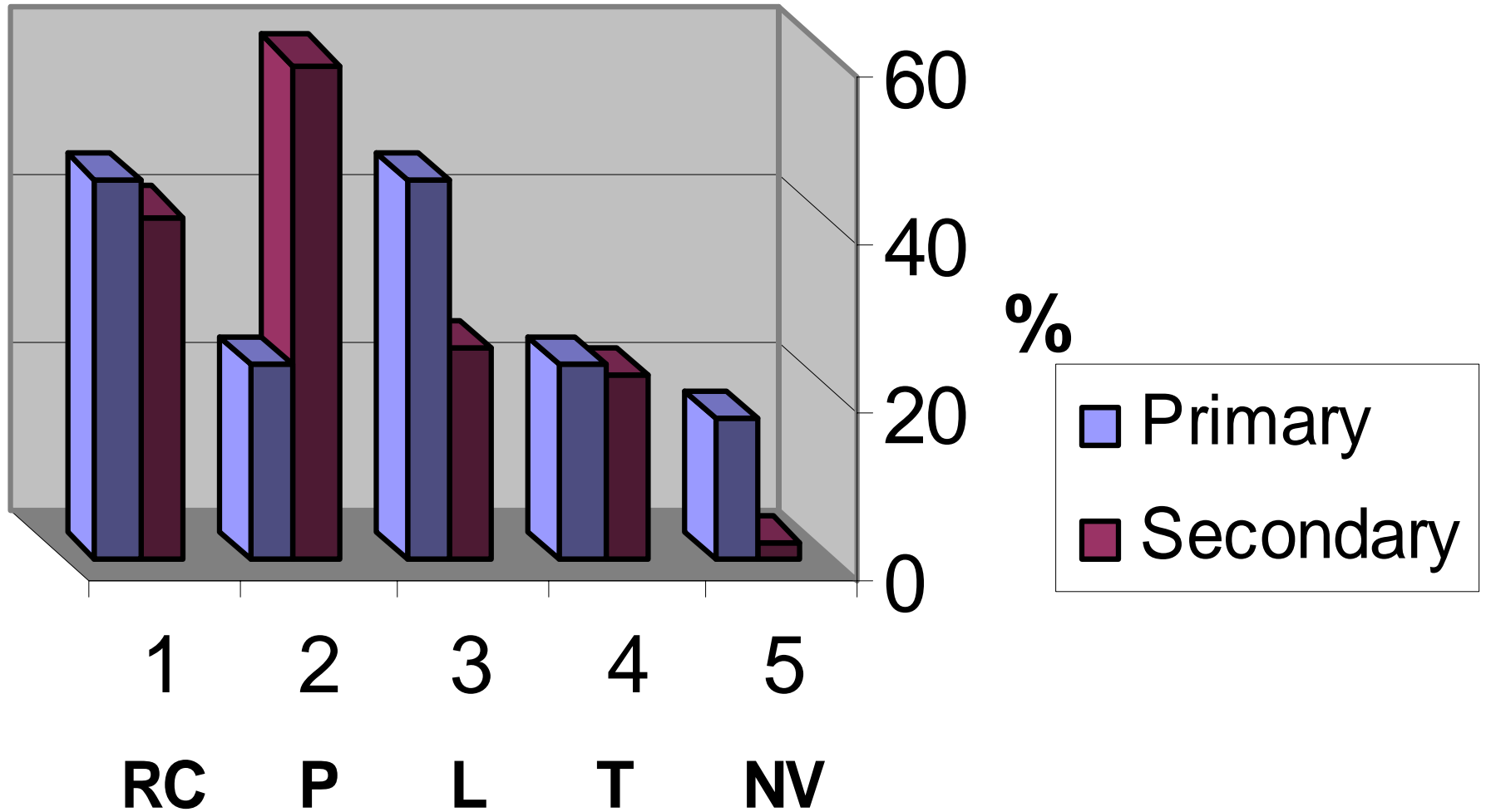
<i>Statement</i>	<i>%</i>
<i>1. The Model can be usefully applied to teaching in the classroom.</i>	<i>89.5</i>
<i>2. You are inspired and motivated to apply this Model in your own daily life.</i>	<i>92.6</i>

# ***Ex Post Facto Research***

***Study of all the students in the Sathya Sai School***

***All students from grade 1 to 12, 286 in total participated in the study.***

# CHANGES TAKEN PLACE SINCE COMING TO THE SCHOOL



# RIGHT CONDUCT

## PRIMARY

Humility

Cleanliness

Punctuality

Save money

Good manners

Self dependence

## SECONDARY

Work harder

Self reliance

Respect for the rights  
of others

Becoming leaders

Discipline

Speak politely

More responsible

Self-confidence

# PEACE

PRIMARY

Thinking before doing

SECONDARY

Good memory

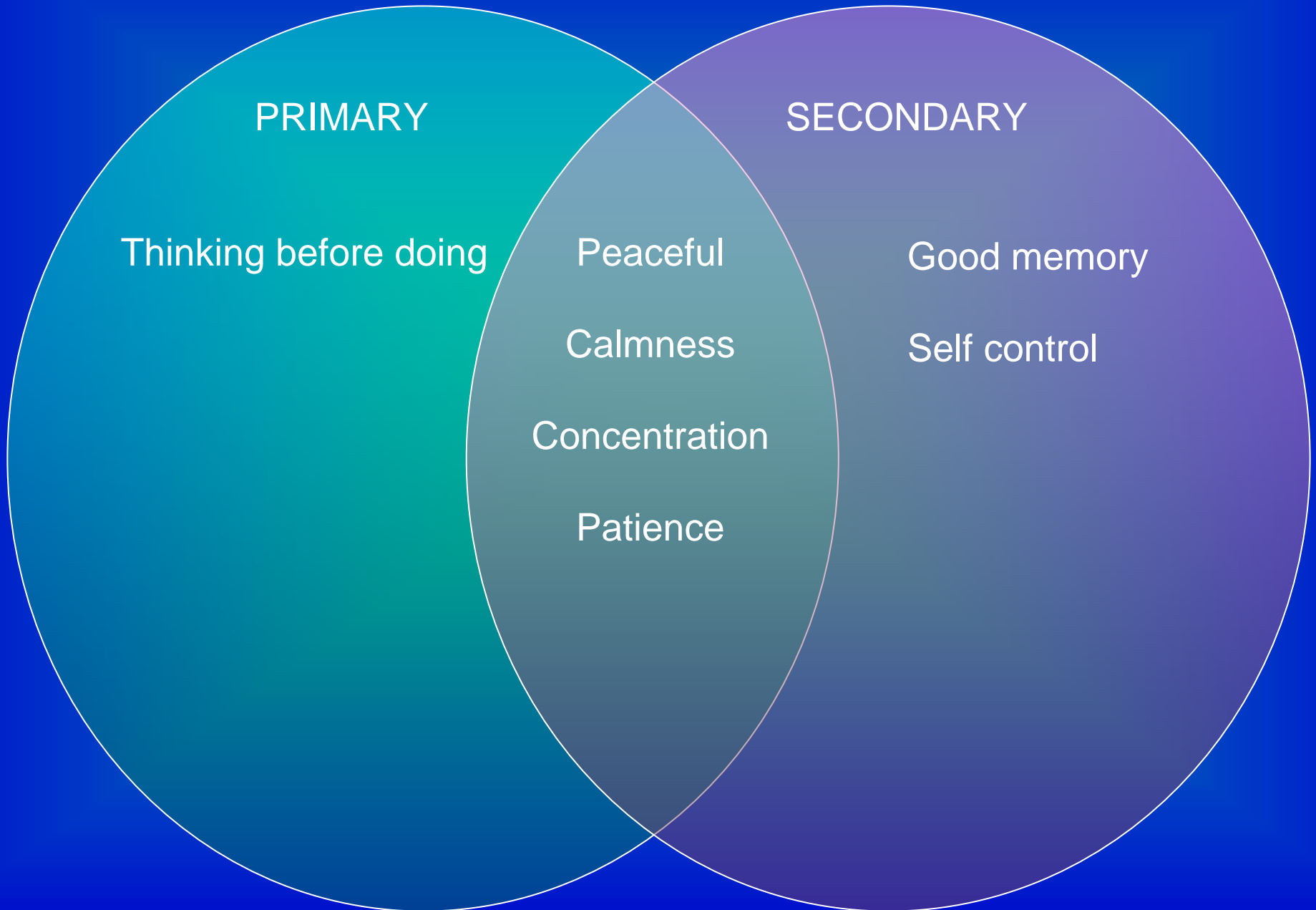
Self control

Peaceful

Calmness

Concentration

Patience





# LOVE

## PRIMARY

Giving

Helping others

Less selfishness

Loving friends

## SECONDARY

Sharing

Better understanding  
amongst friends

Love and unity amongst  
friends

Get on with others

Love & compassion

# TRUTH

## PRIMARY

Telling the truth

Understand the  
Process of learning

Greater faith in  
Buddhism

Determination  
to study

## SECONDARY

Better reasoning

Careful thinking

More effort in learning

Planning of life

Realize the purpose of  
Life

Ability to solve  
problems in life

Improved learning

# NON-VIOLENCE

## PRIMARY

Friendliness  
(eg. Sharing sweets)

Not hurting/killing  
animals

Love of trees

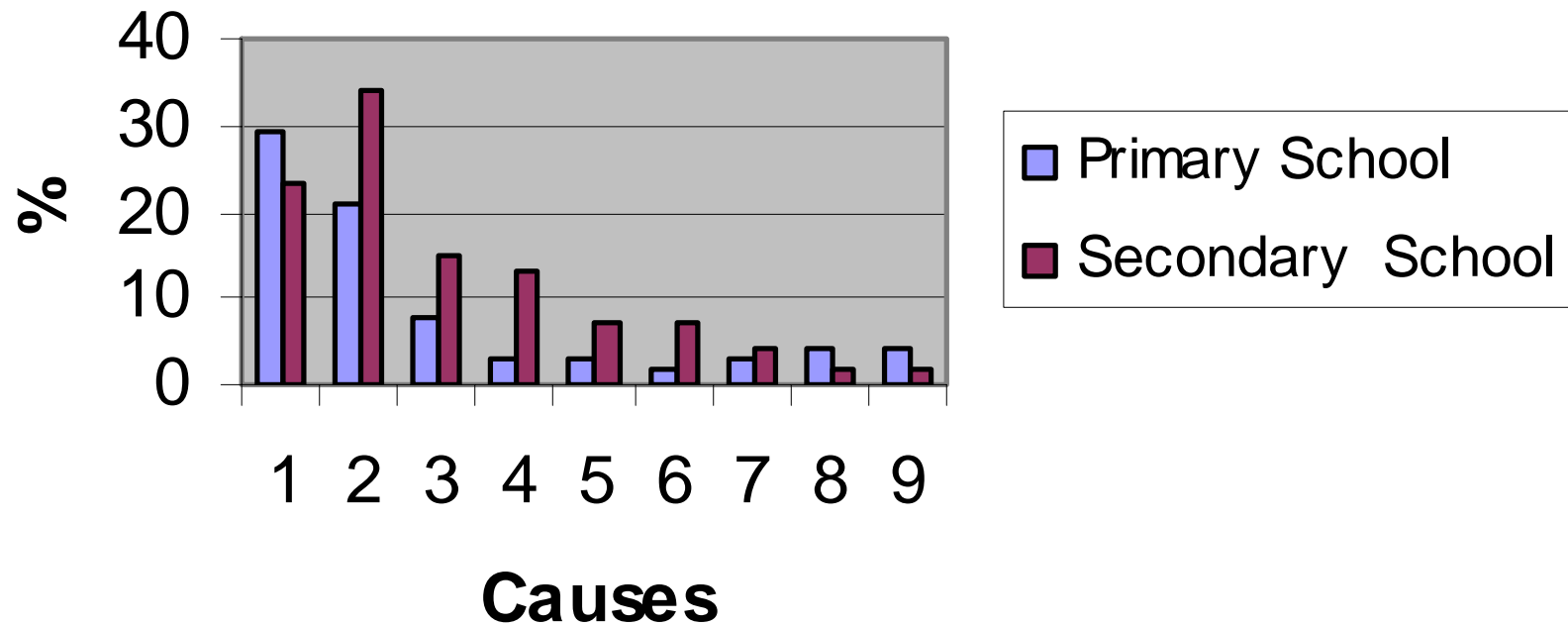
Not taking  
advantage of others

## SECONDARY

Better understanding  
of others

Unity between friends

# Factors that have created changes



## CAUSES

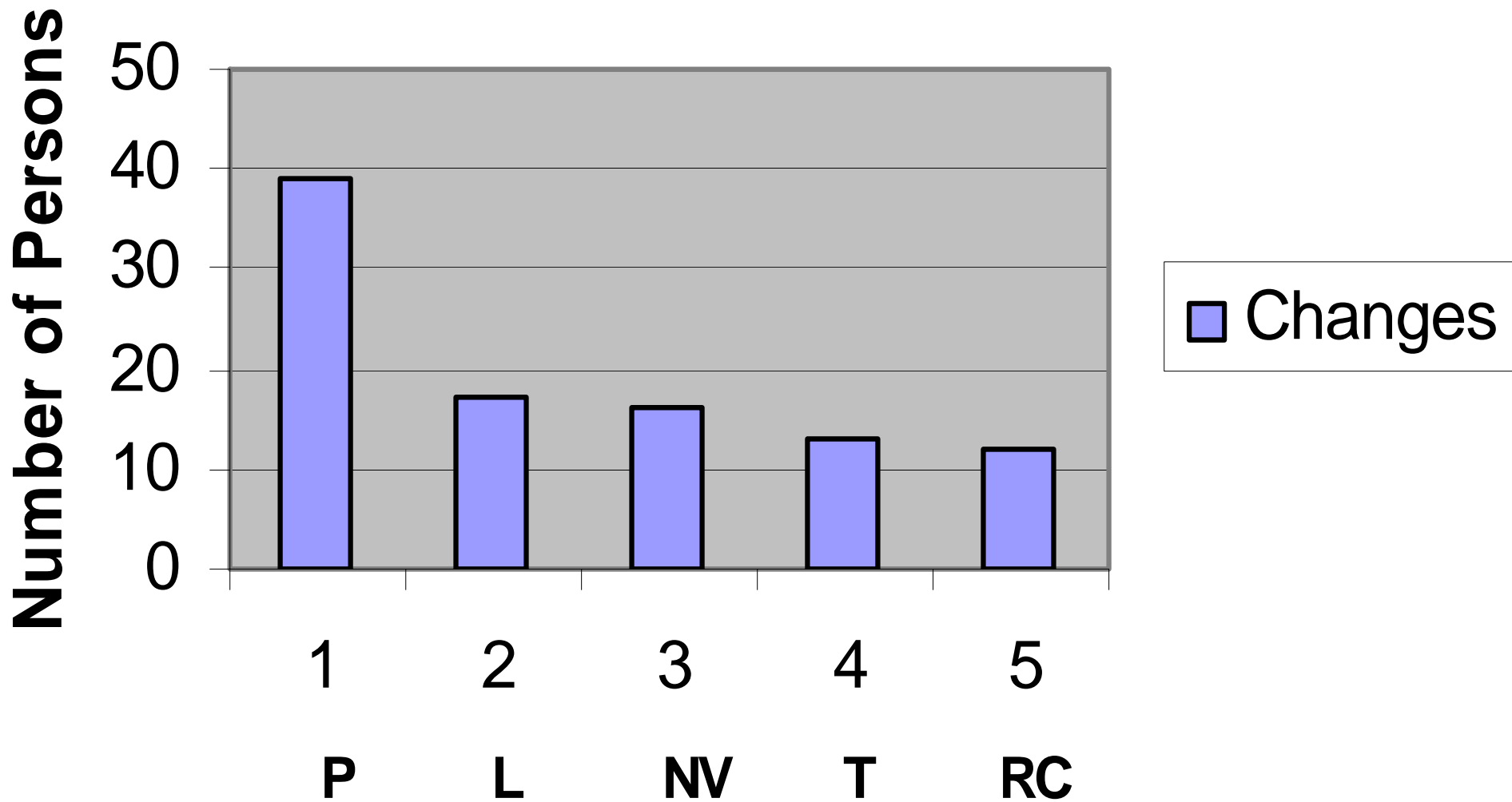
- |                             |                             |
|-----------------------------|-----------------------------|
| 1. Good Teachers            | 6. Human Values Instruction |
| 2. Prayers & Meditation     | 7. Parents and Family       |
| 3. Friends                  | 8. Listen to good stories   |
| 4. Good Environment         | 9. Self knowledge           |
| 5. Activities in the school |                             |

# *Ex Post Facto Research*

## **Study of 28 Teachers in the Sathya Sai School**

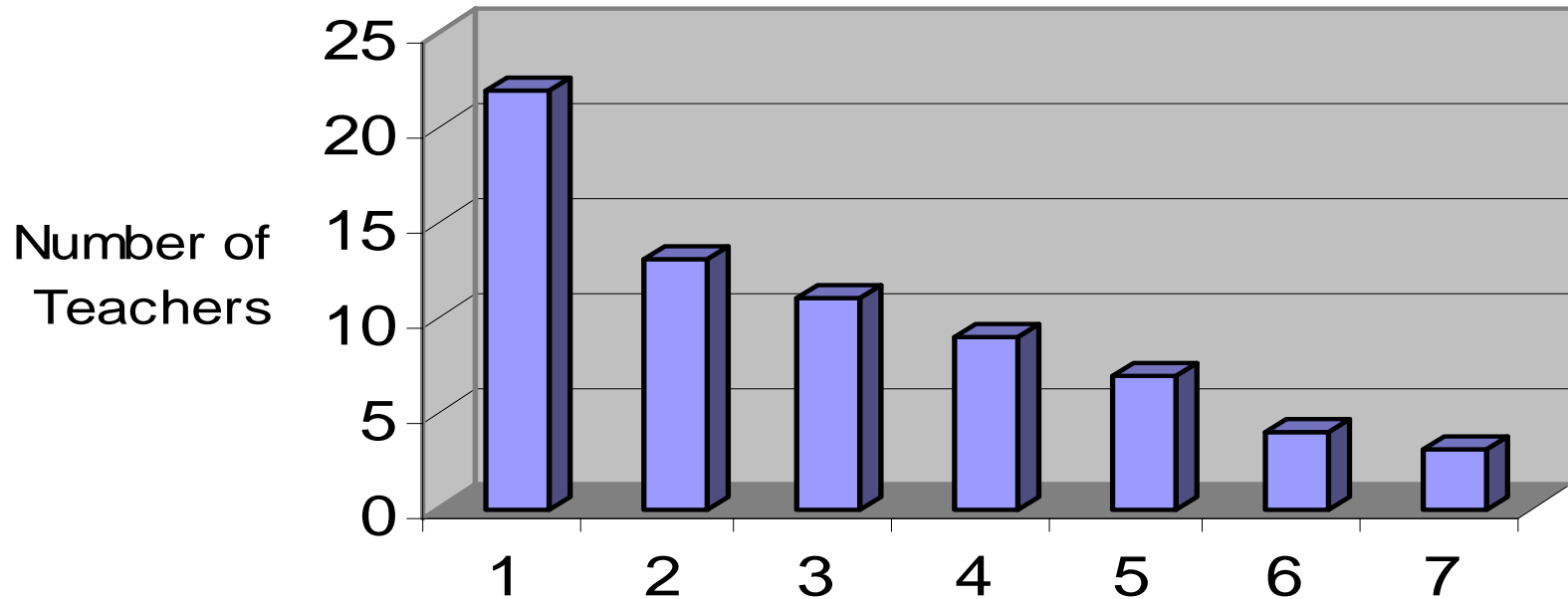
- ***Changes that have taken place since becoming a teacher at the Sathya Sai School***
- ***What are the causes of such changes***

# Changes



- *Peace: Greater calmness and peace; greater control of the emotions; better concentration in their work; more self-confidence.*
- *Love: Greater love and compassion; giving service to others.*
- *Non-Violence: Greater feeling of unity in living together; seeing the good in children and others; wider world-view in a more positive light; save money and spend less.*
- *Truth: Greater understanding of life; seeing more value in life.*
- *Right Conduct: Greater feeling of responsibility; becoming good examples to others; more forgiveness.*

## Factors that have Created the Changes



1. Prayers and Meditation
2. Influence from other teachers and children
3. The school atmosphere
4. The good example of the administrator
5. Listen to advice/teachings of the administrator
6. The opportunities given
7. The teachings of Sathya Sai Baba