



“VALUE ADDITION IN BALVIKAS PROGRAM”

A Project as a Course requirement for Sri Sathya Sai National Leadership Programme for Self-Transformation Course Completion

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SSSNLPST-2020-M027, SSSNLPST-2020-M023

SSSNLPST-2020-M039, SSSNLPST-2020-M085



Sri Sathya Sai Seva Organization India

In association with Sri Sathya Sai Institute of Higher Learning

(Deemed to be University)

Vidyagiri, Prashanthi Nilayam Campus

December, 2020



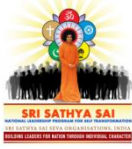
SRI SATHYA SAI

NATIONAL LEADERSHIP PROGRAM FOR SELF TRANSFORMATION

SRI SATHYA SAI SEVA ORGANISATIONS, INDIA

BUILDING LEADERS FOR NATION THROUGH INDIVIDUAL CHARACTER

DEDICATED AT THY LOTUS FEET...



GUJARAT

SRI SATHYA SAI NATIONAL LEADERSHIP PROGRAMME FOR SELF TRANSFORMATION

CERTIFICATE

This is to certify that this Project titled “**Value Addition in Balvikas**” completed by the participants for the Sri Sathya Sai National Leadership Programme for Self-Transformation batch 2020 from the STATE Gujarat, is a bonafide record of the original work done under the supervision of the undersigned as a Course requirement for the completion of the National Leadership Program.

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Place: Gujarat

Date: 20 November 2020



DECLARATION

The Project titled “**Value Addition in Balvikas, Gujarat** ” was carried out by the team under the supervision of the State Youth Coordinator, State President, the National Team Member Name, and the SSSNLPFT Convener as part of the Course requirement for the award of the Degree of Course Completion and has not formed the basis for the award of any degree, diploma or any other such title by this or any other University.

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We dedicate this project to my eternal guru, Bhagawan Sri Satya Sai Baba, who is the guiding source of all our endeavors.

We thank the Chairman & the Academic Board members for their complete support and providing this wonderful opportunity.

A big thanks to the State President Shri Hemant Patel, for providing us with all the resources and being a pillar around which we could create our project.

We thank the Registrar, the Controller of the Examinations, and the team of Experts from Sri Sathya Sai Institute of Higher Learning, for providing focused direction and encouragement to achieve our objectives.

We must also thank the National Leader for <RVTC/Vidhya Jyothi/ Bal Vikas, etc.> with the for spending their time providing support & guidance to the project report and at the same time giving valuable feedback.

We also like to thank the National Team Coordinator Shri Chinamay Pati for his/her guidance on this project.

We would like to extend our gratitude to the State Youth Coordinator Shri Rajiv Gosai for the most valuable support and feedback throughout our work.

We are deeply indebted to our family members, for instilling confidence and positive energy in us when it was most required.

Thanks a lot!

Jai Sairam!



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ABSTRACT

The noble movement of Education in Human Values was started by Swami in 1969 as 'BalVihar' and was changed to 'Balvikas' in 1971. Sri Sathya Sai Balvikas has been a loving catalyst in the development of the personalities, making each one of them who completes the 9 year program spanning over the formative years of life from 6 to 15 years, blossom into beautiful flower from a bud in His lovely garden. Entire Program is divided into three Groups. Group-I is for children from 6 to 9 years of age. At this stage, the focus by the balvikas guru is on pictorial demonstrations, games, charts, group activities, role-plays and attitude testing, group singing, storytelling, prayers, silent sitting, rather than on mere lecturing. Group- II is for children from 9-12 years of age. At this stage, teachings to master the mind, controlling senses, develop 5 D's and foundation of harmony in word, deed and action is laid. Group- III is for children from 12-15 years of age. At this stage, Guru provides the student with ample opportunities to put to practice what he has learnt and imbibed in the class, at campus or even in the organizational activities through projects and seminars.



1. CHAPTER 1 – PROJECT SUMMARY

The main aim of project is to study factors influencing balvikas program and augment tools for seamless learning and efficient engagement between the Guru and their children. Balvikas coordinators were contacted and with their help survey forms were created. Keeping in mind the social distancing norms amidst breakdown of COVID-19, survey was conducted, via google forms in urban area of Gujarat state, to understand the driving factors of balvikas program among all three stakeholders of balvikas program – Guru, Students and Parents. We have tried to gather feedback on various fronts of the program that cover different aspects; Frequency of classes, strength of the class, etc. to name a 2few.

Based on the survey results, empowering gurus to use digital technology, make them more creative and motivation to the youth for participation in balvikas program are undergoing. During the project we have explored feasibility of Balvikas training programs through digital platforms that will help in involvement of more active youth members in Balvikas classes. This is in turn giving opportunities to more Sai youth to become a part of balvikas and will help in spreading the reach of balvikas deeper in society. Google drive is created where creative presentations of the balvikas syllabus is been prepared and uploaded which can be accessed by all gurus so that they can use it as per their requirement bringing creativity and technology into their teachings simultaneously keeping the heart to heart connection with the students



2. CHAPTER 2 – OBJECTIVES

1. Improve conduction of balvikas and strategize efficient tools for spreading awareness and better reach to society.
2. Digitalization of Balvikas classes and create “on the go” content for Gurus.
3. Strengthen the bond of students with guru for their personal transformation.

3. CHAPTER 3 – SCOPE

- 3.1 Within Scope (area, beneficiaries, timeline, others)
 - a. Do a study survey of driving factors of balvikas
 - b. Study of Balvikas Syllabus
 - c. Preparation of digital platform for creative content for Gurus
 - d. Empowering youth participation in balvikas program
- 3.2 Out of Scope (tasks not included in the Project Charter)

NIL



4. CHAPTER 4 – ROLES & RESPONSIBILITIES

Each member is given roles and responsibilities for different activities in the project. Following is the roles and responsibilities of team members.

- Feedback forms and Data Collection: Jaymin Mistry
- Presentations and SOP: Satyam Godbole and Hardik Trivedi
- Moderation of Content: Rishvik Sharma
- Guidance from State youth coordinator and balvikas coordinator as and when required.



5. CHAPTER 5 – PROJECT FLOW

Phase- 1: Conception and Initiation

For the project topic after brain storming, we decided to conduct a project on Balvikas. After discussion with State youth coordinator and few senior balvikas gurus, keeping in mind the restrictions imposed due to COVID -19 pandemic, we decided to take a project to conduct survey and value addition in balvikas program by promoting digital content, empowering youth for more participation. This phase mainly involved interaction with seniors and understanding of balvikas course.

Phase-2: Definition and Planning

After understanding the course of Balvikas program, project was divided into three parts.

1. Rolling of feedback forms for survey
2. Creating digital platforms for gurus
3. Creating awareness campaign for more youth interaction in balvikas program

Accordingly roles and responsibilities mentioned earlier were defined. In this phase with discussion and guidance of senior balvikas gurus, feedback forms for balvikas guru, parents and group-II and group-III were prepared.

Phase-3 and Phase-4: Launch/ Execution & performance/control

In this phase, primary analysis of the feedback forms was done; strengths and scope of improvements were found. Feasibility for preparation of digital content in local language i.e. Gujarati (mainly PowerPoint presentations) were analyzed and work on it was initiated. Also a Google drive link has been created as a source of all such digital content which can be accessed by balvikas gurus so that they can boost digitalization in their teaching. Work for empowering youth for more participation in balvikas program was also initiated.



6. CHAPTER 6 – RESOURCES AND TOOLS USED

Following are the list of resources used for the project.

- Sri Sathya Sai balvikas Guru Books
- Google Drive
- Google meet
- Google feedback form
- WhatsApp
- MS Office

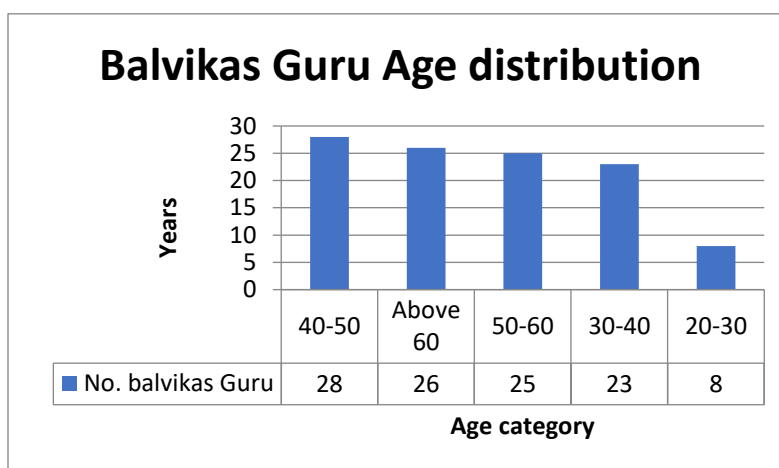
7. CHAPTER 7 – PROJECT FINDINGS AND RECOMMENDATIONS

7.1 Findings and Recommendations implemented in the current project

Based on the Feedback survey forms of total 110 balvikas guru following conclusions has been made.

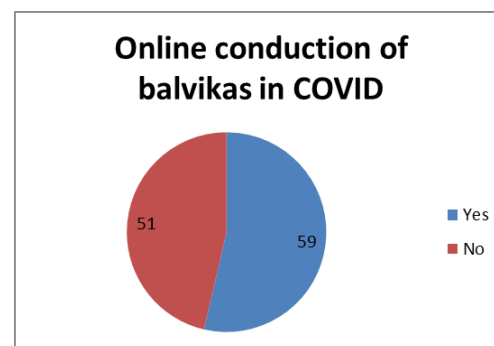
1. More youth gurus required

The age distribution of balvikas guru is shown below. From below graph it can be concluded that more youth participation is required



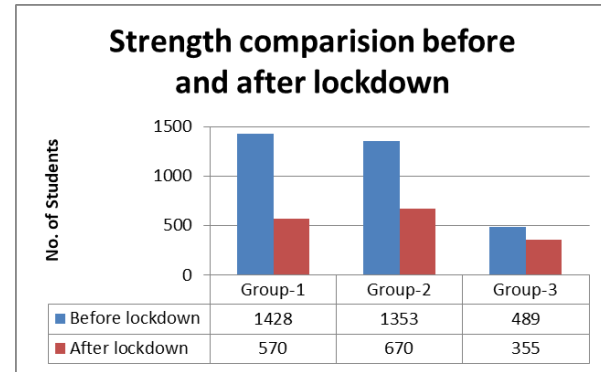
2. Decrease in number of balvikas classes in online mode in COVID pandemic

- This is mainly because of lack of technical awareness of balvikas gurus.

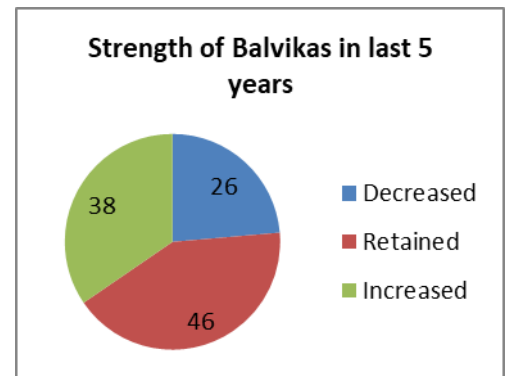


3. Decrease in number of students in online classes

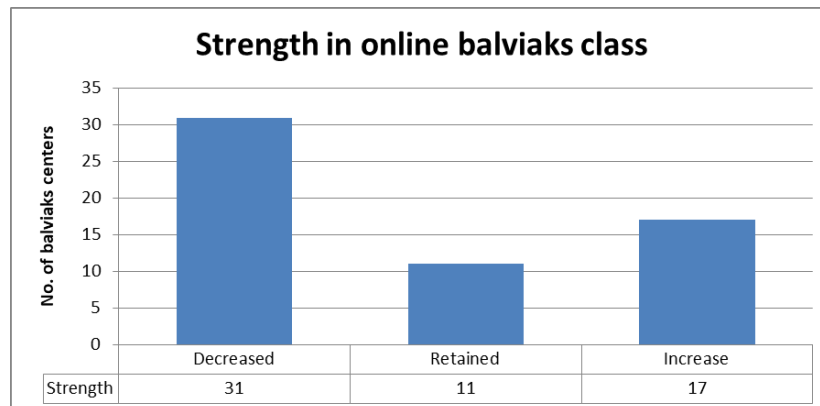
- This is mainly because of lack of creative content for better engagement of students and guru.



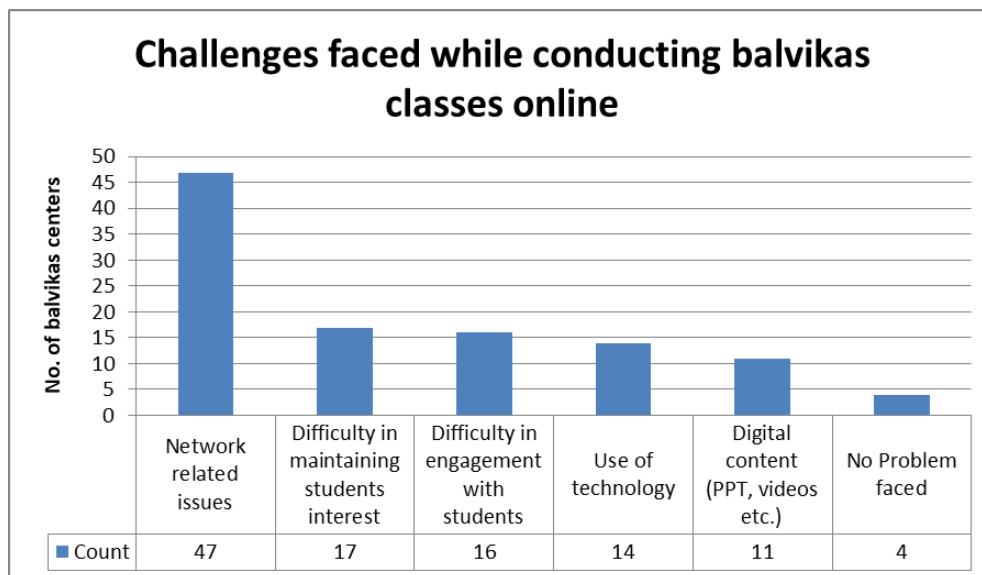
4. Strength comparison of last 5 years
Pie chart for strength comparison of balvikas centers is shown below.



5. Strength in online balvikas classes



6. Challenges faced while conducting balvikas classes online



-Network related problems are mainly observed because of wrong platform chosen for conduction balvikas classes consuming more network bandwidth. Apart from that difficulty in maintaining students’ interest and engagement with students is mainly because of lack of creative content.

7.2 Recommendations parked for future implementation/scale-up

- So far youths which are balvikas alumni and Group –III students are identified who are ready to participate in balvikas program. We have reschedule webinar campaign to end of November for involvement of youth in balvikas program due other priorities less time was devoted to this activity.

-Preparation of creative content in local language has already been initiated. After youth webinar campaign we are planning to involve more youth into this. After completion that all will be uploaded on a google drive which will be accessed by all gurus.



8. CHAPTER 8 – LESSONS LEARNT (Success & Failure Stories)

8.1 Collective learning (Project)

“Coming together is a beginning. Keeping together is progress. Working together is success.”- Henry ford.

Our main aim to work is to please Swami and work as much as we can in the divine mission. With this goal in mind we initiated the work but along way paths to walk were different for all, though slowly, after lots of discussion we could walk together on a single path. This project helped us in many ways. We had to communicate with a lot of people which not just improved our communication skills but also listening skills. Managing the project work alongside job helped us to improve management skills. Not only that with lots of arguments we learnt how to compromise and not to satisfy ego which helped us in spiritual upliftment.

8.2 Individual learning (Self Transformation)

1. Hardik Trivedi

From this course I have learned to lead my life courageously with building self-confidence to face various challenges.

Time Management - Had to manage Job + Preparation for Civil services + SSSNLPST. Improving communication skills- coordinating with balvikas coordinators, other stakeholders for project. Management skills- Being from technical background, this course has helped me to build management skills. Spiritual upliftment- Doing regular Dhyana, ultimately benefits facing challenges in day to day life.

2. Jaymin Mistry

This course has helped me in pursuing life with more courage and taught me that once things are submitted to God, he completes the work in best possible way. This program has helped me to approach and undertake work with more integrity and see swami in everyone. This project also taught me attitude to look towards failures and how they can be taken as opportunities to learn and grow better. At last this project has taught me that with faith, perseverance and prayer everything can be achieved.



3. M Rishvik Sharma

Through the course, there have been instances where I personally felt of not being consistent enough in attending sessions because of other bad priorities, but as the course took off, things got interesting and I have developed more discipline in the daily routine. The project has taught more discipline, team work, organization skills and most importantly the essence of effective communication. Will try to adopt and improve over the time for self development.

4. Satyam Godbole

Communication skill by means of talking with gurus and coordinator to convince them to fill the Balvikas review form and also talking politely with everyone, planning should always be done on realistic scenario rather than ideal conditions. There should always be a hierarchy in ongoing project group. There should always be a leader, group of friends cannot make a project successful unless and until there is a leader who can pull and push the team members. Learning to say “no” and making things realistic and learning to manage work and other seva activity at same time were two major learning in this entire process.



9. CHAPTER 9 – REFERENCES

1. Balvikas Books for all groups in Gujarati and English language.
2. http://sssbalvikastn.org/Learning_to_Learn_gurupoornima.php
3. <https://sssbalvikas.in/>
4. <https://ssssoindia.org/balvikas/>
5. https://play.google.com/store/apps/details?id=org.sssbalvikastn&hl=en_IN&gl=US
6. <https://www.youtube.com/channel/UCEj06PVwpHWRpBkIrnHJezg>
7. <https://www.youtube.com/channel/UCKyxvXe7BhrF49yqBsuN0HQ> - Active group of balvikas students from Jamnagar, Gujarat have created this youtube channel to publish balvikas content. Experimental, will expand based on response.