



Strengthening and Retention of Bal Vikas Gurus (Redefining Techniques)

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

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Sri Sathya Sai Seva Organisations, India

In association with

Sri Sathya Sai Institute of Higher Learning

(Deemed to be University)

Vidyagiri, Prashanthi Nilayam Campus

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SRI SATHYA SAI

NATIONAL LEADERSHIP PROGRAM FOR SELF TRANSFORMATION

SRI SATHYA SAI SEVA ORGANISATIONS, INDIA

BUILDING LEADERS FOR NATION THROUGH INDIVIDUAL CHARACTER

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SIKKIM

SRI SATHYA SAI NATIONAL LEADERSHIP PROGRAMME FOR
SELF TRANSFORMATION

CERTIFICATE

This is to certify that this Project titled “**Strengthening and Retention of Bal Vikas Gurus (Redefining Techniques)**” completed by the participants for the Sri Sathya Sai National Leadership Programme for Self-Transformation Batch 2020 from the STATE **SIKKIM**, 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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(Project Director - SP)

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Shrimati Keshari Maya Subba
(Project Guide - SYC)

Place: Gangtok, Sikkim

Date: 19th December 2020



DECLARATION

The Project titled “**Strengthening and Retention of Bal Vikas Gurus (Redefining Techniques)**” was carried out by the team under the supervision of the State President, the National Team Member, State Youth Coordinator for the Certificate Programme as a part of the Course requirement for 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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Shri Avinam Mangar

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Shrimati Babita Ghataney

Sushri Sunanda Diyali

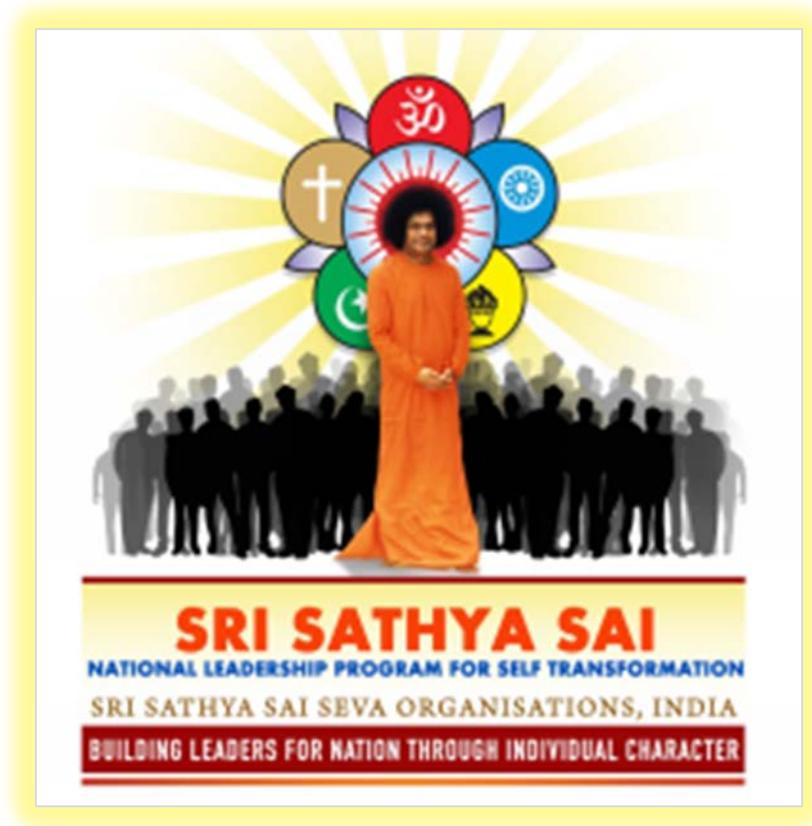
Sushri Istrialala Gurung

Sushri Sumi Tamang

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!



Project Report:

STRENGTHENING AND RETENTION OF THE BAL VIKAS GURU

Project Title	Strengthening and Retention of the Bal Vikas Guru (Redefining Techniques)
Batch	SSS National Leadership Program Batch 2019-20
Duration	9 months
Team Composition	Uden Lhamu Bhutia, Pallavi Pradhan, Sandhya Diyali
State	Sikkim



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1 Project Summary

Bal Vikas classes are conducted with the main objective to transform a child's character by developing self-discipline and planting seeds of love and devotion. It was a noble movement initiated by Bhagawan Sri Sathya Sai Baba in the year 1968 with the founding of Sri Sathya Sai Mahila Vibhag when Swami instructed the start of Bal Vikash for children above six years in the year 1969 (<https://ssssoindia.org/balvikas/>). The education imparted to the children is drawn from ancient scriptures through the methodology of silent sitting, storytelling, enacting plays, singing bhajans, etc. The Bal Vikas classes are conducted every Sunday for 1 Hr 30 minutes only, through the use of five teaching techniques – Silent sitting/ guided visualization, Story-telling, Prayers, Group singing, Group Activities.

The COVID-19 pandemic affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. While no one was prepared for the pandemic, the education system was one of the most disrupted sectors. However, the global education sector adapted to the new normal by adopting new methods of teaching and learning. In the same way Bal Vikas also came to a temporary halt worldwide. The crisis stimulated innovation within the Bal Vikas and gave newfound methods of education delivery. These changes have highlighted that the need of the hour is to accelerate changes in modes of conducting Bal Vikas classes through the use of digital resources.

Many senior and new Gurus were already facing problems in conducting their Bal Vikas classes. Also, with the current situation because of the Pandemic, there has been a problem in conducting regular Bal Vikas classes. The project was thus initiated to help the Bal Vikas Gurus to conduct their classes online and prepare teaching aids depending on the curriculum for the Gurus both in urban and rural areas. To strengthen and retain the Bal Vikas Gurus, the project will also focus on bridging the gap between the senior and the new Gurus.

2 Objectives

1. To strengthen the old Bal Vikas Gurus and focus on the retention of the new Bal Vikas Gurus.
2. Digitalisation of Bal Vikas classes.
3. Redefining and ensuring the teaching aids are implemented effectively in all the Bal Vikas classes.
4. To focus on uplifting the Bal Vikas Gurus to conduct classes in the rural areas.

3 Scope

3.1 Within Scope (area, beneficiaries, timeline, others)

- NA

3.2 Out of Scope

- Could not complete the module for the entire slokas/stanzas (108 Astotar Satnamawali, Bhagwat Gita, Bhaja Govindam)
- Did not include Bhajans in the module
- The team could not translate the modules into English/Hindi (the Bal Vikas module has been presented in the regional language i.e. Nepali)



4 Roles & Responsibilities (of team members)

a. Sushri Uden Lhamu Bhutia

- Overall Project monitoring
- Preparing the framework for reports and Project Plans
- Contacting the State Coordinators
- Contacting and working in coordination with the District Coordinators and Samithi Convenors in the two districts of the State (Gangtok & North and Singtam)
- Preparation of Bal Vikas module for Group 1st; 108 Ashtotara Satnamawali

b. Sushri Sandhya Diwali

- Preparation of questionnaires
- Data collection of the Balvikash Gurus in the State
- Keeping an update of all the meetings
- Contacting and working in coordination with the District Coordinators and Samithi Convenors in the two districts of the State (Rongli and Ravangla)
- Preparation of Bal Vikas module for Group 2nd; Bhaja Govindam

c. Sushri Pallavi Pradhan

- Preparation of questionnaires
- Worked on the technical aspects; google docs, formation, creation, Meeting links for Zoom and Google meet etc.
- Preparation and delivery of presentation on E-Learning
- Contacting and working in coordination with the District Coordinators and Samithi Convenors in the two districts of the State (Namchi and Daramdin)
- Preparation of Bal Vikas module for Group 3rd; Bhagavad Gita

d. State President

- Guided the team in finalizing the topic of the Project
- Helped the team to coordinate with the State Coordinators
- Provided support in fixing meetings and trainings during the course of the Project

e. State Youth Coordinators

- Guided the team in finalizing the topic of the Project
- Helped the team to coordinate with the State Coordinators
- Advised and supervised the team during the preparation of the Bal Vikas modules

f. State Education Coordinator

- Facilitated the team in preparing the questionnaire, translating the questionnaire from English to regional language
- Helped the team in reaching out to the Bal Vikas Gurus, especially in the rural areas



5 Project Flow (phase-wise details, using project checklist pointers provided earlier)

5.1 Phase 1: Conception & Initiation

A meeting was conducted with the State President, State Youth Coordinators along with all the participants from the state to decide on the title of the project. After the finalization of the Project title, project objectives were decided and send forward to the State President and the State Youth Coordinator. After the Project Charter finalization, telephonic conversations and meetings with the State President and State Coordinators were held to further discuss the methodology of the Project. As per the meetings and discussions that followed, questionnaires were prepared for the Bal Vikas Gurus and Bal Vikas students of Group 3rd. The SSSNLP team were also introduced to the SSSSO Sikkim in one of the virtual meetings, where the work and objective of the programme was briefed to the participants.

5.2 Phase 2: Definition & Planning

Questionnaires were forwarded to the State Education Coordinator for correction and its translation into regional language. The finalized questionnaire was circulated within the State with the cooperation of the District Presidents and District Education Coordinators. A virtual presentation was displayed at the State level to help the Gurus and Bal Vikas students to gain access and fill the google forms.

While the questionnaire was being circulated, suggestions for the Bal Vikas module were taken from senior Gurus simultaneously through telephonic calls. An online session was also brought about for the Bal Vikas Gurus and Youths which was rendered by Shrimati Kamala Pandya, National Coordinator for Education. Topics and ideas for preparing the Bal Vikas module were finalized after taking into consideration the valuable suggestions and feedbacks that were received from the senior Gurus and Shrimati Kamala Pandya.

5.3 Phase 3 & Phase 4: Launch/Execution & Performance/Control

The module was prepared with the support and cooperation of much-admired elders and youths of SSSSO Sikkim. The final module was presented before the State and District Coordinators. The State President and The Education Board has approved to execute the same module in the State Bal Vikash course and has directed the team to complete the slokas/stanzas for all the topics that were taken under the Project. In the course of execution and implementation of the module prepared, the team will be helped by the State Education Board and Sri Satya Sai Technical Team, Sikkim.

5.4 Phase 5: Project Closure & Evaluation

The project module received an applaud from the State and the team has been approached to execute the same for the remaining Bal Vikas syllabus. It was seen that this module could help to strengthen the Bal Vikas Gurus and also help in retaining the Bal Vikas students. A State Education Monitoring Board and a State Education Technical Team have been recently established, in which the SSSNLP team have also been nominated as the members. The team will be working with the State to improve the Bal Vikas modules.



6 Resources and Tools Used (finance, manpower, hardware, software, technology, etc.)

- State Coordinators and Youths of Sikkim
- Filmora
- Viva Video
- Audacity
- Cubase 5
- Reason
- Audio interphase
- Adobe Photoshop
- Adobe After Effects
- Midi keyboard
- Microphones
- Laptops
- Google docs and drives

7 Project Findings and Recommendations

7.1 Findings and Recommendations implemented in the current project

Founded by Bhagawan Sri Sathya Sai Baba, Bal Vikas has now gained huge momentum throughout the world enabling individuals to commit to a life of morality and humility. The survey conducted among the Bal Vikas Gurus and students gave us the finding that there is a need to bring a change in the teaching aids used. The students also showed an interest in the changes to be made in content deliverance in Bal Vikas classes (Annexure 10.2). Working on the current project, the team realized that e-modules could provide ease to conduct Bal Vikas classes. Many of the Bal Vikas Gurus gave a positive response in promoting E-learning and planning on creating a digitalized Bal Vikas module. Creating standardised Bal Vikas modules for the entire State would ensure a compatible module for all the Bal Vikas Gurus.

Recommendations received after the module presentation includes a module plan for the rural Bal Vikas as some of the rural places have limited internet connectivity. Certain programs such as flashcards and games which can increase the learning experience of the Bal Vikas students and focusing the 3rd group student to involve more on the activities so that they could be retained in the organisation, were also recommended.

7.2 Recommendations parked for future implementation/scale-up

No one can deny that any form of education has merits and demerits, and in our project, we have tried to take into discussing all the contents and syllabus within the existing Bal Vikas educational system and tried our best to upgrade its output in the State. One of the recommendation for the future would be in trying to complete the module for all the slokas/stanzas for the selected topics. Others would be the use of Bhajans, Bhakti Sangeets, Games and Activities in the module. Future works would also include the SSSNLPST team working in sync with the State Education Monitoring Board and the State Education Technical Team to improve the Bal Vikas modules and refining the content and uploading it in digital platforms like official State YouTube channel and Facebook page.



8 Lessons Learnt (success & failure stories)

8.1 Collective learning (Project)

In the working of team, distance is not very important barrier. The team learned ways to approach the State Coordinators. While working in a group, someone is either slowed down or forced to catch up faster so we learned to slow down to explain things to members if needed. Collaborating in the Project gave the team to practice in analysing self and encouraging each other to become a better version of oneself. The beauty of working in the Project as a team was reflecting on our goals and designing collaborative contents for the Project. The SSSNLPST has given us a life lesson that if a team with strong dedication work together, hindrance turns into an advantage for them to complete the set goal.

8.2 Individual learning (Self Transformation)

Name	Self-Transformation <i>(Learning/Experiences during the Project Lifecycle)</i>
Pallavi Pradhan	To begin with, my utmost gratitude to our beloved Swami for giving me the opportunity to be his student which is a dream come true, I hold a lot of pride to be his student finally and this happened only because of this leadership program. The 9 th month journey has just been spectacular, every session and every Satsang was just beautifully delivered, it's one of the best things happened to me. There was so much of learning in every session it gave me a life path to follow and a pointers to refer in the coming years, every Satsang touched my heart and some even brought tears to my eyes, this program has helped me built a strong foundation in my journey to self-transformation. It has helped me to explore the different side of spirituality not just in personal but in professional life which I was unaware of prior to this. In this entire tenure it just felt like we all are family working as one though I didn't know anyone personally not even my team mates but its all Swami's doings his grace that I felt so comfortable working together. And I feel extremely blessed as I got to experience his divinity, he blessed my dreams many times. Thank you to the entire team this program was a medium for me to come closer to Swami and feel his love and grace.
Sandhya Diyali	This project is a blessing for me and an opportunity to work in the field that Swami has given us with so much love. Working in a team with not an ounce of ego clash and not even a disagreement over a little thing made me realize that with love and dedication put forth in the work you set make hurdles the pavement you need to reach your goal. The impatient in me got low as we went ahead with this project. It helped me understand that the fidgety mind in itself is the problem. Getting to work with teammates with so much dedication and enthusiasm flipped the organized side of me, their belief in the project kept me motivated and also helped in my Sadhana.



Uden Lhamu
Bhutia

I have thoroughly enjoyed every session and satsang that has been provided to us. It is wonderful to realize how Bhagawan uses each one of us and instrument in his Divine Mission, and how in the process we learn lessons which we never forget. From lessons on spirituality to self-awareness and from Project Management courses to Strategies for Achievement in Life, every single lesson has provided a push in my stride towards to Self-Transformation. But the most important lesson learned would be to have full faith in Bhagawan. We are mere instruments in his hands. With utter devotion and faith, aligned with truth and righteousness every step we take and every decision we make will be triumphant. When we align our thoughts, words, and actions; we develop consistency in life and achieve self-transformation. I am still embarking on my way to self-transformation and have an unfailing faith that Swami will guide me on this journey of mine.

9 References (documents, links, etc.)

- <https://ssssoindia.org/balvikas/>
- https://www.sathyasai.org/education/globaloverview/Chapter3_30Jun07.htm
- <https://www.sssbalvikastn.org/>
- <https://www.youtube.com/watch?v=sOxrBI58ySQ>
- <https://media.radiosai.org/journals/Archives/darshan-video/Sathya-to-Sai.htm>
- https://media.radiosai.org/journals/vol_13/01AUG15/His-story-comics-chapter-26-Part-01-I-am-Sai-Baba.htm
- <https://sathyasaibaba.wordpress.com/tag/kalpavriksha/>
- <https://www.speakingtree.in/allslides/karmanye-vadhikaraste-ma-phaleshu-kada-chana>
- <https://www.hindugodwallpaper.com/wallpaper-47-634.html>
- <https://www.youtube.com/watch?v=TA9T0qiQIQc>
- <https://taxguru.in/chartered-accountant/e-learning-resuscitated-time-covid-pandemic.html>
- https://www.google.com/search?q=mahabharat+pictures&rlz=1C1JZAP_enIN839IN843&oq=mahabharat+pictures&aqs=chrome..69i57j46j0i20i26312j0l4.7970j0j7&sourceid=chrome&ie=UTF-8
- https://www.google.com/search?q=mahabharat+pictures+in+hd&rlz=1C1JZAP_enIN839IN843&sxsrf=ALeKk00-qNRJfWS_Om-7KIdVkB4pI80WMw:1602847597881&source=lnms&tbn=isch&sa=X&ved=2ahUKEwj7oM3NgLnsAhUuyjgGHSebDbIQ_AUoAnoECAUQBA&biw=1280&bih=578



- https://www.google.com/search?q=mahabharat+pictures+in+hd&rlz=1C1JZAP_enIN839IN843&sxsrf=ALeKk00-qNRJfWS_Om-7KIdVkB4pI80WMw:1602847597881&source=lnms&tbm=isch&sa=X&ved=2ahUKEwj7oM3NgLnsAhUuyjgGHSebDbIQ_AUoAnoECAUQBA&biw=1280&bih=578#imgrc=kXOjwvi6lCdfLM
- <https://sites.google.com/site/vedicscripturesinc/home/srishankaracharya/bhajagovindam>
- <https://www.wallpaperflare.com/search?wallpaper=krishna>
- https://www.google.com/search?q=iphone+krishna+wallpaper&tbm=isch&rlz=1C1JZAP_enIN839IN843&hl=en-GB&sa=X&ved=2ahUKEwidkbfK947tAhWGCSsKHV_7D0cQrNwCKAF6BQgBEL4C&biw=1263&bih=578#imgrc=1fZtZVr5UkaxLM
- <http://varma-bhajagovindam.blogspot.com/2018/10/swami-sri-adi-sankaracharyas-bhaja.html>

10 Annexure

10.1 Detailed Project plan

Definition of the Project	The COVID-19 pandemic affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. However, the global education sector adapted to the new normal by adopting new methods of teaching and learning. In the same way Bal Vikas also came to a temporary halt worldwide. The crisis stimulated innovation within the Bal Vikas and gave newfound methods of education delivery. These changes have highlighted that the need of the hour is to accelerate changes in modes of conducting Bal Vikas classes through the use of digital resources.
Rationale of the Project	Many senior and new Gurus were already facing problems in conducting their Bal Vikas classes. Also, with the current situation because of the Pandemic, there has been a problem in conducting regular Bal Vikas classes. The project was thus initiated to help the Bal Vikas Gurus to conduct their classes online and prepare teaching aids depending on the curriculum for the Gurus both in urban and rural areas.
Methodology	<ul style="list-style-type: none"> i. Problem identification, online surveys through google docs, telephonic interviews. ii. To prepare contents and digitalizing them for the Balvikash Gurus.



	<p>iii. Online training and meetings with the Balvikash Gurus to familiarize them with the digital platform which will help them in conducting Balvikash classes online effectively.</p> <p>iv. Ensuring that the content is simplified and easily accessible to the Balvikash Gurus in rural areas.</p>
<p>Organisation of the Project (Phases and Activities)</p>	<p>Phase 1:</p> <ol style="list-style-type: none"> 1. Meeting with the State President, State Youth Coordinators along with all the participants from the state to decide on the title of the project. 2. Working on objectives 3. Telephonic conversations and meetings with the State President and State Coordinators to further discuss the methodology of the Project. 4. Preparation of questionnaires for the Bal Vikas Gurus and Bal Vikas students of Group 3rd. <p>Phase 2:</p> <ol style="list-style-type: none"> 1. Questionnaires forwarded to the State Education Coordinator for correction and its translation into regional language. 2. Finalized questionnaire circulated within the State with the cooperation of the District Presidents and District Education Coordinators. 3. Virtual presentation at the State level to help the Gurus and Bal Vikas students to gain access and fill the google forms. 4. Preparation of topics and ideas for the Bal Vikas module <p>Phase 3:</p> <ol style="list-style-type: none"> 1. Presentation of the final module before the State and District Coordinators
<p>Follow-up</p>	<p>Feedbacks and suggestions after the module presentation to be taken into consideration for future works</p>

10.2 Project Tracking Formats Used

- <https://docs.google.com/spreadsheets/d/1V8V6A50IDERpVSQ19iLXOCiwRP8aD-AgDk9LJxWsEuQ/edit#gid=1878888706>
- <https://docs.google.com/spreadsheets/d/1IJ7YzKA9nZTq5m-BgS3-DG1ip28Drwa8oDDrUtHwjsA/edit#gid=1506570100>
- <https://docs.google.com/forms/d/1Fs4DOkib9Cgpwh97YiypOKAVn7OC4ZvMNZUfI3U8flo/edit#responses>
- https://docs.google.com/forms/d/1QCK5V_NKJC_1exUMb-xeXoirMWA_tmLU9MSs8GuxyE/edit#responses



10.3 Questionnaire Transcript

a. For the Bal Vikas students (Group 3rd)

Name	Gender
Group/Year	
Mandali	
Samithi	
District	
How well are the contents delivered in the Balvikash class?	
Do you think there should be some changes made in content deliverance in class?	
Are the courses relevant in practical?	
What thoughts do you have on online Balvikash classes?	
What obstacles would you face during online classes?	
Do you see yourself as a Balvikash Guru after you complete your Balvikash course?	
Yes/No/Maybe	
(If No/Maybe, then why?)	

b. For the Bal Vikas Gurus

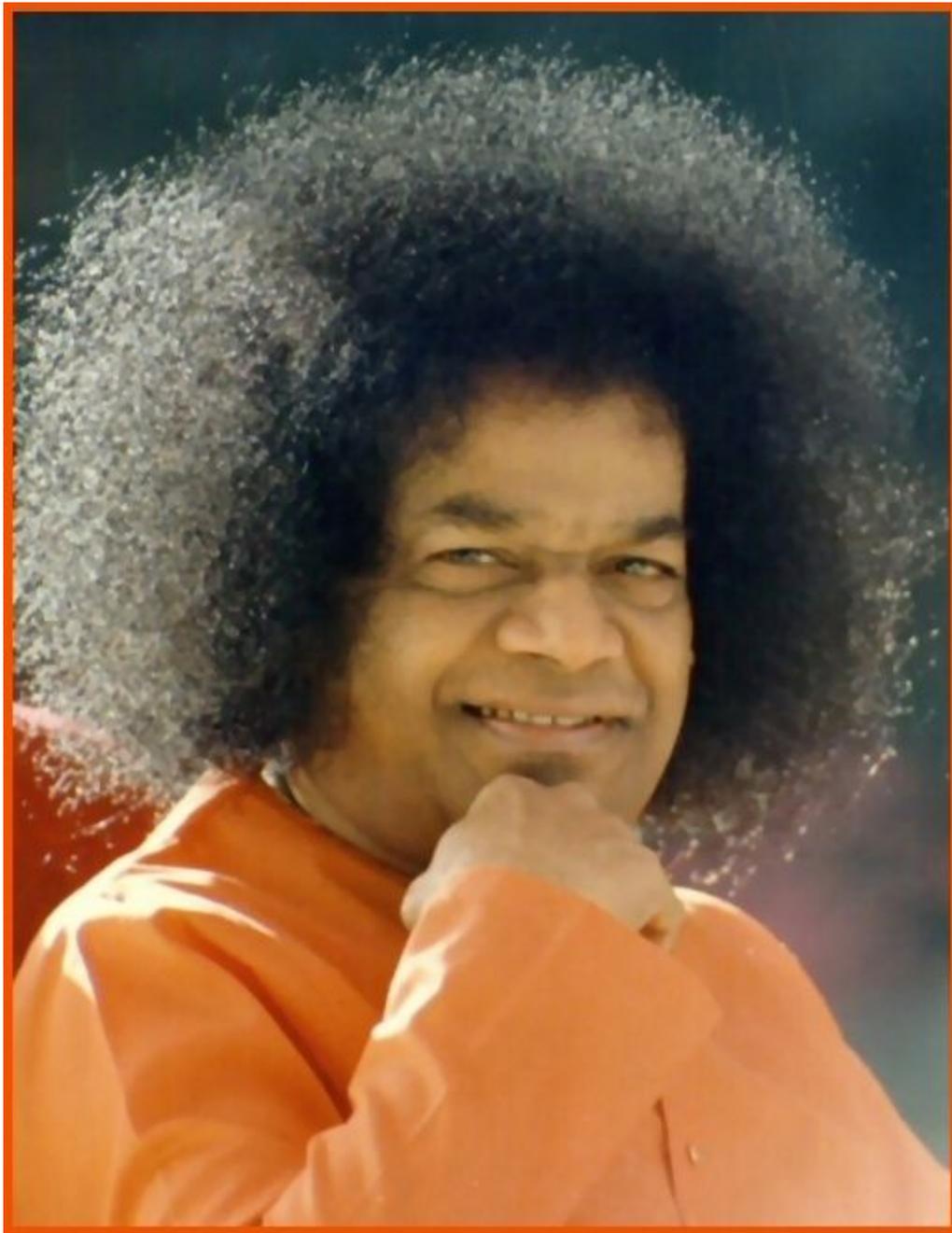
Name of the Guru	Gender
Working/Student	
If student, whether in school or college	
Mandali	Samithi
District	
Group/Year of the Balvikash class	
Number of Balvikash students	
TEACHING AIDS AND TECHNIQUES	
What challenges have you faced during the Balvikash classes?	
Are you well coordinated with the other Gurus?	
Are the teaching aids used in all Balvikash classes?	
Do you prepare the teaching aids yourself?	
Do you prepare your teaching content prior to classes?	
How useful are the teaching aids for your classes?	



Is there a need to bring any change in the teaching aids? If Yes, what?
OPERATIONALIZATION OF BAL VIKAS CLASSES
Do you have access to course book and course materials?
Do you have access to a computer or other device [smartphone, laptop, etc.] with reliable internet connection? With a webcam and microphone?
How familiar are you with the applications like Zoom and Google Meet?
What are your primary concerns with moving temporarily to the online format?
What time(s) of day do you think is suitable for engaging with the Balvikash students?
What do you think is the best plan to create the best possible learning environment?
Do you think you will be able to implement the 5 teaching techniques in the online classes?
SUSTAINABILITY OF BAL VIKAS CLASSES
Does Guru orientation help you in conducting Balvikash classes? Yes/No/Maybe
If No or Maybe, then what kind of changes would you like to see in the content/programme?
What would be the most difficult thing to make the Balvikash classes sustainable?
Do you see yourself teaching balvikash students in the future? Yes/No
If No, why?

10.4 Links for the Bal Vikas modules

- <https://youtu.be/wg9DEDZli00>
- <https://youtu.be/XU0ly-KKcBo>
- <https://youtu.be/ZAbwGQ0Zi84>
- <https://youtu.be/jC6SCXUEs9E>



JAI SAI RAM!