



SRI SATHYA SAI BALVIKAS:AN INSTRUMENT FOR MIND MANAGEMENT

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

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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...



WEST BENGAL
SRI SATHYA SAI NATIONAL LEADERSHIP PROGRAMME FOR
SELF TRANSFORMATION

CERTIFICATE

This is to certify that this Project titled “SRI SATHYA BALVIKAS:AN INSTRUMENT FOR MIND MANAGEMENT” completed by the participants for the Sri Sathya Sai National Leadership Programme for Self-Transformation Batch 2020 from the STATE OF WEST BENGAL, 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: Kolkata

Date: 20th December 2020



DECLARATION

The Project titled “SRI SATHYA SAI BALVIKAS:AN INSTRUMENT FOR MIND MANAGEMENT” 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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ACKNOWLEDGEMENTS

We dedicate this project to our Eternal Charioteer, Bhagawan Sri Sathya Sai Baba, who is the guiding force and source of all our endeavors.

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

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 also thank the National Coordinators for Medical / Services / RVTC / Vidhya Jyothi / Bal Vikas and other National Team Members for spending their time providing support & guidance to the project report and at the same time giving valuable feedback.

A big thanks to the State President Sri Sujit Prasad Lahiri, for providing us with all the resources and being a pillar around which we could create our project.

We would also like to thank the National Team Coordinator Annapurna Gohil for her guidance on this project.

We would like to extend our gratitude to the Joint State Education Coordinator Soma Ghosh and State Youth Coordinator Sumona Roy for the most valuable support and feedback throughout our work.

We would also like to extend our deepest gratitude to all the balvikas gurus, balvikas alumni and balvikas group three students for sharing their insights and actively participating in all the questionnaires.

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!



TABLE OF CONTENTS

• Name of the project.....	1-2
• Declaration Certificate.....	3-4
• Acknowledgement	5
• Chapter 1 –Project Summary.	7
○ Need of the study	8
○ Impact of the.....	9-10
Five techniques of balvikas	
• Chapter 2- Objectives	11-12
• Chapter 3- Scope.....	13-14
• Chapter 4-Roles andResponsibilities.....	15-18
• Chapter-5 Project Flow	19-22
• Chapter-6 Resources and Tools.....	23-24
• Chapter-7 Project Findings and	25-28
Recommendations	
• Chapter-8 Lessons learnt.....	29-31
• Chapter-9 References.....	32-33
• Chapter 10 Appendix.....	34-35



CHAPTER 1-

PROJECT SUMMARY



In the book **Life, Death and Liberation** our Beloved Bhagwan gives a beautiful analogy about mind, “The mind of the man is not an organ that can be identified physiologically. It cannot be touched or operated upon by doctors or surgeons. It is an intangible bundle of resolutions and hesitations, of wishes and wants, of pros and cons. It has the warp and woof, the wishes that man entertains with reference to outward objects and sensations. It easily rushes out after external pleasures and assume the shape of things it seeks. It can also be turned back into searching for inner contentment and inner joy. That is why the mind is said to be the instrument of both bondage and liberation. Allow the senses to lead outward; it binds. Allow the intelligence to prevail upon it, to look inward for bliss; it liberates.”

Thus it is extremely important for all of us to manage our minds as Mind Management will ultimately lead to life management. Swami says , “Master the mind, and be the mastermind.” To manage the mind is not to let the mind to become its slaves. Instead, we must control and overpower the mind to follow the conscience or ‘Viveka’. Therefore, managing the mind is essentially important for living a disciplined & spiritual life.

It is in this context that the Project titled:- **Sri Sathya Sai Balvikas:An Instrument for Mind Management**” has been introduced. The logic behind choosing this topic was to simply reiterate and highlight the importance of Balvikas in a child’s life and learn about their own journey and to portray the impact it has had on the lives of many balvikas alumnis.

In today’s time when the greatest pollution is the mind pollution, there is continuous distraction, and immense multitasking, negative thoughts are rampant everywhere, especially in a child’s life. In such a situation, it is the **Balvikas movement** which acts as a ray of hope for our future generations. The Balvikas curriculum provides the right environment for the latent human values to blossom and empowers each child to unfold the innate values within oneself which ultimately sublimate the child’s growing mind. The syllabus has been orchestrated in such a wonderful manner that it covers the most crucial years in a child’s upbringing and helps them choose the right direction in life and refrains one from the ill effects of the current society .



In the context of the syllabus I would like to bring to light the mannerisms in which the five techniques of Balvikas aids oneself in the journey of mind management .

- These insights were ascertained from the questionnaires and interviews of Balvikas Group III students, Balvikas Alumnis and Balvikas Gurus.

1.Silent Sitting-

- Increases the patience level.
- Helps in anger management, concentration.
- Sharpens one's memory
- Feeling of positivity

2.Group Singing-

- Group singing fosters the spirit of unity .
- It boosts confidence in a child
- Allows the child to discover various traits about oneself.
- Bhajan singing covers all the psychological disciplines Patanjali Yoga Sutra talks about.

3.Prayer-

- Establishes a direct connection with the Lord.
- Helps to become a calm and composed person.
- Instils sense of rationality and discrimination.
- Enhances knowledge

4.Group Activities-

- Group activities such as role play , attitude tests, recitation of stotras, helps a child to control as well as explore the cognitive faculties such as thinking, imagination, and non-cognitive faculties such as emotions and instincts.
- They learn how to work in a team from a very tender age.



5. Story Selling-

- Reverence to parents.
- Instils in them a sense of rationality and discrimination.
- Invokes a sense of patriotism



CHAPTER 2 – OBJECTIVES



1. To highlight the importance of **mind management in a child's life.**
2. To emphasise as to how right from the formative years in a child's life the various aspects and initiatives under the **Balvikas curriculum** acts as a pivotal instrument and a pathway towards managing and moulding, **"the windows of the mind."**
3. To highlight upon the importance of **Balvikas Gurus and parents** in this journey of achieving mindfulness through the various teachings of Balvikas.
4. To understand how the teachings of balvikas continues to impact the lives of the Balvikas alumnus in terms of their mind management process.
5. To look for a strategy as to how even after completion of the balvikas curriculum the alumni continues to stay connected and rooted to Sai teachings which help them in their journey of achieving mindfulness.



CHAPTER 3 – SCOPE



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

- Area- West Bengal
- Target groups- Balvikas Group III, Bavikas Alumnis and Balvikas Gurus.

3.2 Out of Scope (tasks not included in the Project Charter)

- Communicating with the Balvikas students of Group I and Group II
- We consciously kept this activity out of scope due to paucity of space in the project



CHAPTER 4 – ROLES & RESPONSIBILITIES (Of Team Members)



Phase 1: Project Conception & Initiation	
Identification of a Project Idea	Team
Discussion with State Team & Sign Off	Team
Phase 2: Project Definition & Planning	
Creation of a Detailed Project plan	Team
Clear responsibility mapping of who does what in the project	Team
Phase 3: Research & Analysis	
Identify & Research various Balvikas Websites & Apps	Subhala Moktan
Research on Swami's discourses on Sri Sathya Sai Balvikas	Pooja Sengupta
Read the available traditional Balvikas Books	Subhala Moktan
Identify & Observe a few Balvikas Group 3 Classes	Pooja Sengupta
Consolidation of all the Research materials and Observations	Pooja Sengupta
Phase 4 : Fieldwork & Outreach for Feedback	
Creation of Interview Questions for Balvikas Gurus	Pooja Sengupta
Create a Questionnaire for Balvikas Alumnus	Subhala Moktan



Prepare online questionnaire for Balvikas students	Subhala Moktan
Interview of Balvikas Gurus	Pooja Sengupta
Comparison of previous & present Balvikas curriculum	Pooja Sengupta
Conduct a Questionnaire for Balvikas Alumnus	Subhala Moktan
Conduct an online questionnaire for Balvikas Group III students.	Subhala Moktan
Phase 4: Understanding the Various Gaps	
Understand the gap Alumnus experience post the completion of Balvikas curriculum	Subhala Moktan
Phase 4: Conclusion & Way Forwards	
Address major issue of how Balvikas Alumnus can stay connected to the Balvikas Teachings	Subhala Moktan
Address major issue of how to bridge the gap between Gurus & Students	Pooja Sengupta



Address major issue of how to bridge the gap that lies post the Convocation of Balvikas & A Member of SSSSO (The concept of Pre-sevadal)	Subhala Moktan
Phase 4: Project Closure	
Project Preparation & Closure	Pooja Sengupta



CHAPTER 5 – PROJECT FLOW

(Phase-Wise Details, Using Project
Checklist Pointers Provided Earlier)



Phase 4	85%	Oct 16 th To Oct 29 th	<ul style="list-style-type: none"> • Impact Analysis activities-Attend a few balvikas group III classes, questionnaires of Balvikas gurus and alumni.
	Performance and Control		<ul style="list-style-type: none"> ○ Continous evaluation of the (Undertaken) Project activities for adherence to Quality- ○ Regular meetings after completion of a book,or researching a website. ○ Regular updates after conducting questionnaires.
Phase 5		90%	Oct 30 th To Oct 31 st
	<p>○ Is the Project timelines being adhered to? Phase 1&2 was completed according to the timeline. Phase 3 – There was a slight backlog with respect to the timeline of questionnaires. Phase 4- Completed on time Phase 5 -Completed on time</p>		
	<p>○ Is the Project Scope being adhered to? -Yes</p>		
	<p>○ Is their Clear documentation being done in connection with the Project updates & Monitoring?</p> <ul style="list-style-type: none"> • Yes a consistent documentation has been maintained to avoid last minute rush. 		
	100%		



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Phase 6	Project Closure & Evaluation	Nov 1st To Nov 20th	<p>o Identification of the Lessons Learnt during the Project</p> <ul style="list-style-type: none"> • Mentioned in Chapter 8
			<p>o Is there a significant impact this Project has created for the State?</p> <ul style="list-style-type: none"> • Yet to be ascertained
			<p>o Will the Project continue & Help the State Organization, even after you/your team has moved onto another role?</p> <ul style="list-style-type: none"> • Yes, in a number of ways. <p>** The key findings in Chapter 7 will be helpful in this aspect.</p>
			<p>o <u>Was there any Personal Transformation within yourself because of this Project?</u></p> <ul style="list-style-type: none"> • This project lifecycle has taught us how to breakdown tasks. • Management of time. • Making tables and minute coordination



CHAPTER 6 – RESOURCES AND TOOLS USED (Finance, Manpower, Hardware, Software, Technology, Etc.)



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- Google forms to conduct online questionnaires for Balvikas Group III
- Microsoft word used to type out the questionnaire for the Balvikas Alumnis and Gurus.
- Gmail to send the link of the google forms and questionnaire document
- WhatsApp to share the link of the Google form and questionnaire document.



CHAPTER 7 – PROJECT FINDINGS AND RECOMMENDATIONS



7.1 Findings and Recommendations implemented in the current project

Findings as ascertained from the interviews and questionnaires of Balvikas Group III students, Balvikas Alumni, Balvikas Gurus:-

- Prayer and silent sitting are one of the most effective techniques for efficient mind management.
- Shlokas of Bhajogovindam and Geeta imbibe the students with the power of discrimination, to stay true to themselves where they make important life decisions based on these teachings.
- Group singing and group activities invokes within one the spirit of unity in diversity.
- Lack of encouragement of balvikas students to regularly practice the balvikas teachings.
- Lack of emphasis on the pre-sevadal training phase.
- Not all the Balvikas Alumnis continue to be in touch with the Sri Sathya Seva Organisation due to: -
 - A)** Non-participation of parents. **B)** Lack of encouragement by the Gurus and the organisation, **C)** Relocation of alumnis due to jobs or marriage **D)** Lack of training and freedom to work, explore and express themselves in the Organisation. **E)** Insufficient attempts of outreach **F)** Need to bridge the gap between elders and alumni.
-



7.2 Recommendations parked for future implementation/scale-up

○ **Effective attempts at bridging the bridge the gap not only at the State level but District as well as Samithi level.**

- The **Balvikas Gurus have a key role** to play in grooming up the students in a way that goes on to convince them to be active members of the Sri Sathya Sai Seva Organisation.
- The terminal years, during the course of the Balvikas, should **provide ample opportunities to students to nurture their skills** in the organisational setup.
- Giving the **pre-sevadal phase** a lot of importance as this forms an integral part of the training of a balvikas student.
- As **presevadals the balvikas students must be encouraged to take active part in various activities at the Samithi level.**
- Thereafter they should be **entrusted with responsibilities** like conducting study circles, workshops, arranging bhajan sessions or organising any other seva activities under the banner of the SSSSO.
- Creation of a **team of active balvikas alumni** who will create a database of all the balvikas alumni and reach out to them.



- **Conduct seminars or satsangs** where esteemed alumni can share their experiences on how they continue to stay connected with the various teachings of balvikas and how it continues to impact their lives. The alumni will feel a lot more connected with their fellow alumni.
- **Regular workshops of respective Guru and Balvikas Alumni** post the completion of the balvikas curriculum which can act as a revision module for them and keep them connected.
- **Reaching out to the families.** Gurus and the Organisation members along with alumni can encourage fellow them to get involved in the organisation as parenting is as important as balvikas, and without the support of the family the journey of mind management will seem far-fetched.
- It is expected that a Balvikas Alumni should be an **avid reader of Sai Literature** so as to inspire himself or herself.
- Lastly the biggest solution to bridge this void is **personal efforts, personal inclinations to sustain oneself in the Sai Fold..** It is important for one to cherish his or her identity as a Balvikas Alumnus and relaise that it doesn't cease with the conclusion of the nine-year course.



CHAPTER 8 – LESSONS LEARNT (Success & Failure Stories)



8.1 Collective learning (Project)

Collective Learning <i>(Learning/Experiences during the Project Lifecycle)</i>
1.The biggest lesson of all was the fact that disagreements can lead to better ideas.
2.Working as a team involves giving space to every teammate and allowing them to voice their ideas and explore their creative minds.
3.The entire project lifecycle was like a trip down the memory lane for both of us and also a reminder that the process of self-transformation is ever evolving and ongoing.
4.There will be times when the teammates might slack and that might hamper the project flow and this is where efficient team management comes into play.
5.Regular communication through meetings, conference calls are essential to keep all the teammates on the same page.
6.Lastly, the biggest lesson of all is that if our love for Swami is genuine and pure and we continue to remain steadfast on our goal,no matter how many obstacles we face , He will make sure that the work is done.

8.2 Individual learning (Self Transformation)

Name	Self-Transformation <i>(Learning/Experiences during the Project Lifecycle)</i>
Subhala Moktan	The biggest lesson that I learnt during the process of making this project is how important it is to be disciplined.
Pooja Sengupta	While conducting the questionnaire for the balvikas group III students, the experience was like a reminder to me, it was as if I was revisiting my balvikas days, there were so many things which I had forgotten over the years that was taught to me in those nine years but while interacting with these students I realised I needed a fresh start.
Subhala	I learnt that Discipline can save us so much time and



Moktan	avoid a lot of chaos.
Pooja Sengupta	While interviewing the balvikas alumni and gurus, I felt a sense of inspiration from each one of them, their journey, their stories, their views simply inspired me to be steadfast on this journey of mine on self-transformation.
Subhala Moktan	My patience level has tremendously increased during these few months.
Pooja Sengupta	One thing which, in one of our NLP sessions, was explained to us is the concept of benefit of doubt, and while interacting with so many people while making this project I put the idea of giving benefit of doubt to the opposite to use, and the results were so positive.
Pooja Sengupta	Lastly, I want to mention that this whole process of making this project has been an eye opener at many levels of my life.



CHAPTER 9 – REFERENCES (Documents, Links, Etc.)



https://drive.google.com/drive/folders/1VhAO_Vi9r_3QxJIPr-oQl_LoSUjpt-Au?usp=sharing

<https://youtu.be/u5B3JaWr-is>

<https://youtu.be/Mh51u9aJHoc>

List of Balvikas Gurus with whom we interacted:-

- 1.Soma Ghosh**
- 2.Sanchita Bose**
- 3.Indrani Dutta**

List of Balvikas Alumni with whom we interacted: -

- 1.Baishnabi Monger**
- 2.Tanumoy Paul**
- 3.Shruti Samanta**
- 4.Rixit Pradhan**
- 5.Soumyadeep Chatterjee**
- 6.Sanchari Mahalanobis Dey**
- 7.Prapti Nag**
- 8.Pratik Chetri**



APPENDIX



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A) Questionnaires used for the project:-

<https://drive.google.com/drive/folders/1V4HqOKub6PXBodYpUPikTTmPg2Sq0Zw-?usp=sharing>



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