

PRELUDE

A School or any academic institution has been succinctly defined as 'a seat of wisdom, a light of the world, a minister of faith, an alma mater of the rising generation'. The schools, colleges and the university at Puttaparthi founded by Bhagawan Sri SathyaSai Baba are veritable epitomes of these four classic observations. A Sri SathyaSai School is a temple of learning where students are taught to strive for perfection in every aspect of life with dexterity and diligence. Any Sai school is a haven for sincere and ardent seekers of knowledge and wisdom where students learn to live the Mahamantra taught by Bhagawan

**the End of Education is Character
- the End of Wisdom is Freedom.**

In the days of yore, education heralded the beginning of man's sojourn on earth. The society was then governed by the well-defined principles of Varna, Ashrama and Purushartha. Varna consisted of a four- fold vocational stratification of the society in terms of learning and erudition; polity and administration; commerce and life transactions; and service; denoted by the Brahmana, Kshatriya, Vaishya and Shudra. These four factors constituted the overall personality of an individual encompassing the head, arms, stomach and the feet and practically implied the integration of self-perfection, self-control, right livelihood and selfless humility respectively.

The entire course of an individual's life span was then taken to be a retreat in which the individual progressed in four stages of development - Brahmacharya, Grihastha, Vanaprastha and Sanyasa meaning the stages of learning, family and progeny, withdrawal and silent contemplation followed by total renunciation from the ephemeral world. The four fold motivated efforts or purusharthas were Dharma, Artha, Kaama and Moksha meaning righteousness, commercial enterprise, desire and liberation. Executing all activities of life by following the right means enjoined by righteousness and

consistently aspiring to gain liberation from the continuum of birth and death - such were the values that ruled the land and its people. No wonder, tranquility, serenity, purity and divinity lived in their midst. In such a vibrant social system, children were initiated into the domain of learning from a tender age within the precincts of the Gurukula where the young initiates lived with their teachers. The teachers of the bygone ages were themselves paragons of wisdom and virtues. The halo of total accomplishment crowned their personality. Attaining mastery over all the sciences and arts, they would fervently pray to be blessed with virtuous and deserving pupils to whom they could impart their wisdom thereby upholding the teacher-taught tradition of higher learning.

Unfortunately, such a splendid value-oriented system of education comprising both teaching and learning has given way to profane bartering of knowledge for selfish gains. The scope of education has today dwindled down to feeding the students with an avalanche of information devoid of the spirit of inner awakening, which mostly strain their brains to a near breaking point. On completion of their educational odyssey, the piece of paper that certifies the degree of their scholastic attainment becomes a veritable begging bowl when they go around in quest for jobs, which becomes their means of sustenance. Bhagawan drives home valuable truths with sparkling puns, such as -"Education is not merely a process in which all that are contained in the pustak eventually fills every cavity within the mustak. If knowledge is embedded within the head alone and allowed to decay there, never expressed in sublime thoughts, words and action, every student would metamorphose into mobile libraries." Such expressions are the litmus test of one's education.

- * "Education is for life and not for living."
- * "Students must strive to become Vidyarthi (seekers of knowledge) and not Vishayarthi (seeker of material

wealth).”

* “Education must give man his culture commensurate with his status as the crest-jewel of God's creation. Just as dampness of the earth is the proof of a bountiful downpour, so too man's culture is the proof of his education.”

* “Education which teaches the student to 'Bend the Body, Mend the Senses and End the Mind' will ultimately produce well integrated personalities imbued with a robust blend of physical alacrity and sagacious self-control and Spiritual Discipline”.

* Prayers like Sahana Vavatu Sahanau Bhunaktu, and Sahanau Yashaha Sahanau Bramhavarchasam etc., should become the beacon lights when a student begins his or her academic career.

These vignettes from Bhagawan's universal philosophy of education are indeed the maha mantras of higher learning and excellence, which are lived and practiced in all the schools, universities and colleges run by the Sri Sathya SaiSeva Organisations and Centres round the world. Sri Sathya Sai Prashanti Vidya Mandir is one such school that was founded in the year 1984 at the express commandment of Bhagawan. Bhagawan is the life and soul, inspiration and goal of this school. The school does not profess or represent any religious dogma, creed or cult since Bhagawan's definition of Dharma, is the discovery of one's true and innate nature which transcends all the isms and schisms created by man in the name of religion. Sri Sathya Sai Prashanti Vidya Mandir is a residential school where the medium of instruction is English. Although the School follows the syllabi and textbooks prescribed by the state education department, an extensive array of co-curricular subjects imparted with a value- oriented approach to the process of learning makes this school a unique centre of Higher Learning and Human Excellence

A. The School

1. ADMISSION

The School runs courses from Nursery to Secondary Grade. Admissions to the various grades are made strictly on the basis of merit and aptitude of the children seeking admission in the Lower and Upper Nursery sections. Parents/ Guardians will have to attend a special interview session with a panel of teachers headed by the Principal before the final selection of their wards.

Students aspiring for admission in standards I to VIII will be subjected to a written test followed by an oral assessment. The dates of these tests and interview will be notified on the school notice board and through individual call- cards in due course of time. The final selection of candidates will rest on the discretion of the school authorities.

2. Courses of Study

1. Human Values
2. English
3. Hindi
4. Sanskrit/Nepali/ Tibetan
5. Mathematics
6. General Science (Physics, Chemistry and Biology from Standards VI onwards)
7. Social Studies- History, Civics and Geography
8. Personal Hygiene
9. General Knowledge
10. Physical Education and Games
11. Drawing and Painting
12. Socially Useful Production Work- S.U.P.W.

3. ASSESSMENT AND PROMOTION

The School follows the continuous Comprehensive Evaluation- CCE pattern prescribed by the Central Board of Secondary Education that accord equal credence to both scholastic and co-scholastic areas. The scholastic area comprises the academic curriculum and the dynamic process of learning and experience sharing. The co-scholastic area

denotes co-curricular and extra-curricular discipline such as skills, attitude, value, health and physical education.

The scholastic area disciplines are evaluated through Formative Assessments and Summative Assessments. Every academic term has two Formative Assessment. The tools of Formative Assessment span class tests, unit tests, project works, home assignments and consideration of various skills such as listening, speaking, understanding and writing through quiz, question- answer, spelling dictation, storytelling etc. Summative Assessment is done by summing up the syllabus for a given term. There are two Summative and four Formative Assessments in a year. The scholastic area is assessed on a 9 point graded scale while the co-scholastic area is graded on a 5 point-scale.

4. ABSENCE AND LEAVE

1. Any student abstaining from school will be required to submit a leave application countersigned by one of the parents or guardian (in case of day scholars) and by the hostel warden or Health Officer in case of Boarders, failing which the student will be given a single opportunity to furnish a valid reason/explanation for absenting before his/her name is struck off the rolls.

2. During school hours, students are forbidden to leave the school premises except with prior permission of the authorities.

3. Students are expected to be punctual and attentive in the Morning Prayer Assembly. Recurring instance of absence from the Assembly without any reason will tantamount to delinquent behavior and the truant will be subjected to disciplinary action depending upon the nature and frequency of such misdemeanor.

4. Any student failing to attend school for fifteen consecutive days without prior intimation and submission of valid reason will automatically cease to be a student of the school.

5. All the students must attend school on the re-opening day after vacation

5. SPORTS AND CO-CURRICULAR ACTIVITIES-CCA

It is being endeavored in this school to create a new generation of students

striving for perfection at the spiritual, intellectual and the physical level to emerge out of its portals as perfect amalgams of brain, brawn and intuitive dexterity. It therefore becomes imperative for every student to participate in at least one kind of sports and one co-curricular items listed below. In order to facilitate better group-cohesion and we-feeling, the students are segmented into five houses in the following order:-

Sathya	White
Dharma	Saffron
Shanti	Blue
Prema	Pink.

LIST OF SCHOLASTIC ACTIVITIES

OPTIONAL

1. Recitation (Nursery rhymes, Poetry, Mantras)
2. Group Singing (Choir)
3. Public Speaking
4. Essay Writing
5. Hand-Writing
6. Story Telling
7. Debate and Elocution
8. Gardening
9. Needle Work
10. Knitting
11. Quiz sessions
12. Personal Hobbies
13. Book-Binding
14. Wood- Craft
15. Paper- Craft
16. Doll- Making
17. Incense-making
18. Self-Reliance Program
19. Social Service
20. Adventure Tours and Excursions
21. Dramatics: Play- acting, Mono acting, miming and mimicry

22. Dance
23. Music (Vocal/Instrumental/Classical/Light)
24. Vidya Vahini & Club Activities
 - a. English Club
 - b. Science Club
 - c. Eco Club
 - d. Math Club

COMPULSORY

1. Yogasanas
2. Group- Prayer
3. Bhajans.

6. UNIFORM

6.1 SCHOOL

* GIRLS

1. Dark Steel Grey Pleated Skirt (Teri- Cotton)
2. White Shirt
3. Bottle- Green Blazer Coat and Grey Sweater with school Monogram.
4. Bottle Green Tie with saffron Stripes
5. Bottle Green socks with saffron stripes.
6. Black Shoes.

* BOYS

1. Dark Steel Gray Pant (Teri Cotton)
2. White Shirt
3. Bottle Green Blazer Coat and Grey Sweater with School Monogram
4. Bottle Green Tie with saffron stripes
5. Bottle Green socks with saffron stripes
6. Black Shoes.

6.2 SPORTS AND GAMES

* GIRLS & Boys

1. Track Suit Green
2. T-shirt Safforn

7. THE SCHOOL EMBLEM, MOTTO AND NOMENCLATURE

* THE EMBLEM

1. A Pair of elephant heads holding the motto of the school on their trunk. Elephant symbolizes Wisdom (Jnana), Strength (Bala), fortitude (Titiksha), self-discipline (AtmaSamyam), Devotion (Bhakti) and Discrimination (Viveka).

2. A Circle containing a wheel with eight spokes flanked by the elephant head. The wheel connotes the wheel of Dharma (Dharma Chakra) and the wheel of Time (Kala Chakra). Time verily is God. Practicing Dharma is the only way to realize God. According to Bhagawan one should live in the Present, which is Omnipresent. The Past cannot be relived or regained. The future is uncertain. It is the present, which is the immediate living reality wherein converges both past and the future.



3. The lotus symbolizes purity, serenity and selflessness. Although surrounded by slush and mire amidst which it takes birth, the lotus holds its head aloft, unaffected and unstained by its surroundings. It thus symbolizes the zenith of purity. While bees get attracted to its fragrant nectar and throng its pistils and petals, even ignoramuses like the frog squat on its leaves and smear mud and slime over it. Yet the lotus does not lose its serene composure and continues to exude beauty and

fragrance all the while reaching out for the sun and light.

It feeds the thirsty bees with nectar, not caring for its own comfort. From the day of its birth, the lotus lives to share joy, beauty and ambrosial nectar with all other beings. The lotus also symbolizes the ultimate measure of truth. The eyes, hands and feet of god are eulogized in terms of the lotus in such expressions as Kamal Nayan meaning lotus eyed, Charana Kamal and Kar Kamal meaning lotus feet and lotus hands. Kamal means that which is immaculate, which is ever free of fifth and dirt since Ka denotes purity. A lotus is a visible expression or manifestation of the pure and immaculate nature of water. In another instance, the lotus also serves as the seat of the Divine- Kamalāsana.

The Spiritual heart of an aspirant is his innermost sanctum where the Ishta Devata is ever enshrined. The heart in this context is again likened to the lotus, Hridaya Kamala. From a more esoteric stance, the lotus with varying number of petals represents the chakras or psychic points in the astral body of an individual.

4. Water forms the substratum of the entire theme of the emblem. Water constitutes basis of the creation. All the elements of nature are born out of water.

The School Song

Bless Thy School, O Lord we pray
Keep it safe by night and day
Bless these walls so firm and stout
Keep the false and evil out

Bless the classes, teachers all
Spread Thy wisdom over all
Bless these gates that they may prove
Ever open to Joy and Love

Bless these windows shining bright
Letting in God's Heavenly Light
Bless the hearts of all in tune

With grace ascending like the moon

Bless Thy children here within
Keep them pure and free from sin
Bless us all, O Lord we pray
That we may shine from day to day

Inspired by Beloved Bhagawan to the Founder Principal
Mrs. P. TsheringTenzin

9. SCHOOL PRAYERS

* ASSEMBLY: - VEDIC INCANTATIONS
STOTRAS

* ON WAKING UP IN THE MORNING

1. KARGE VASTE LAKSHMI
2. SAMUDRAVASANE DEVI
3. SHANTI MANTRA

* EVENING BEFORE RETRING TO BED

1. KARACHARANA KRUTAM VAA
2. KAYENA VACHA
3. ANYATHA SHARANAM NAASTI.

* BEFORE FOOD

BRAHMARPANAM BRAHMAHAVIH.....

B. THE HOSTEL

There are separate dormitories for girls and boys. The junior section (comprising Standard 1 to Standard X) provides sleeping suits, mattresses, bedspreads, blanket and pillows. Each student is allotted a bed, shelf and a writing desk. Boarders are discouraged from possessing valuables, eatables and medicines. The hostel has a well-equipped health Centre and dispensary under the care of a medical offer. Periodical medical

examinations of the students are an essential and routine affair at the hostel.

1. REQUIREMENTS OF HOSTEL RESIDENTS

Sl. No.	Particulars	Quantity
1.	White Vest	2
2.	Underwear	4
3.	Sleeping Suit	2
4.	Bathroom Slipper	1
5.	Bath Towel	1
6.	Small Towel	1pair
7.	Tooth Brush and Tooth Paste	As per Requirement
8.	Soap and Toiletries	As per Requirement
9.	Handkerchief	4
10.	White Kurta Pyaima	2
11.	Hostel Track Suit maroon colour (For boys & girls)	2
12.	Yellow T-shirt	2
13.	Mattress & Quilt	1each
14.	Quilt Cover	1each
15.	Pillow	1each
16.	Pillow Cover (Green Checked)	2
17.	Bed Cover& Sheets (Green Checked)	2each
18.	School Bag	1
19.	Rain Coat/ Umbrella	1
20.	Clothes Hanger	6
21.	Trunk	1
22.	Lock & Key	1
23.	Shoes Polish & Brush	1set
24.	Muffler & Cap	1each

2. DINING HALL AND MESS

The Dining Hall also serves as the hostel prayer hall. The Mess Superintendent assisted by resident teachers provides wholesome vegetarian food and nutriments. The hostel also provides the following special amenities.

1. Laundry
2. Extra Coaching in various subjects
3. Self-Reliance Program
4. Teacher ward system, which provides one teacher to every group of ten students in order to build better rapport and mutual confidence.
5. Educative Recreational Programs.
6. Talent- Search Program, which helps each student to further his/her interest in any field.
7. Promotion of mutual accommodation and community living and sharing.

3. THE RHYTHM OF HOSTEL LIFE

“LIFE IS A JOURNEY FROM I TO WE AND FROM WE TO HIM”

5:00am - 5:30am	Bell for Prayer and Suprabhatam
5:30am - 6:00am	Yogasanas/ Physical Exercise
6:00am - 6:30am	Milk / Hot Beverage
6:30am - 7:30am	Study hour
7:30am - 8:00am	Breakfast
8:00am - 8:40am	Ready to School
8:40pm - 1.00pm	School hour
1:00pm - 1:30pm	Lunch Break
1:30pm - 3:30pm	School hour
4:00pm -	Afternoon Tea & Snacks
4:00pm - 4:30pm	Play Time
4:30pm - 7:00pm	Study and Home Assignments
7:00pm - 7:35pm	Bhajan& Prayer
7:35pm - 8:15pm	Dinner
9:00pm -	Bedtime Milk/Health Beverage followed by prayer and retire to bed

“LET PRAYER BE THE KEY FOR THE DAY AND LOCK FOR THE NIGHT”

4. SUNDAYS AND HOLIDAYS

“LEARN TO TURN EVERY HOLIDAY INTO A HOLIDAY”- BHAGAWAN
Educative Recreational Program such as Video- Shows, Picnic, Excursions, Role-play, Music- Concerts, Quiz, Talks and Debates, Self-reliance Program, Weekend Banquet, etc. will be organized in the lounge or hall. Another facet of the Sunday/ holiday events will be maintaining a Wisdom Wall both in the School and in the Hostel, which will contain literary and artwork of the students, which will reflect their academic and intuitive development and maturity.

The 6th May every year is celebrated as the Annual Day of the School, which also coincides with the BalVikas Day or Mata Eswaramma Day. The most essential Parents Contact Program (PCP) is held on the second Saturday of every month, in order to evaluate the all-round development of the students and to analyze their behavior and performance both at home and in the school. PCP helps to build better alliance and rapport between the parents and teachers.

“The End of Education is Character
The End of Wisdom is Freedom”

c. PROLEGOMENA OF THE SRI SATHYA SAI EDUCATION PROGRAM AT SRI SATHYA PRASHANTI VIDYA MANDIR, SIKKIM

*** BACKGROUND**

The Sri Sathya Sai philosophy of Education can be elucidated within the paradigm of the concept of EDUCARE, which is aptly summed up as Schooling for Excellence. The quest for Excellence is innate in every human individual, which finds expression in myriad different forms. This is because each individual is an embodiment of perfection, which lies embedded beneath four other sheaths, consisting of the gross physical form, vital air that sustains life, the mind complex and the intellect which together with the innermost kernel, which is Bliss Divine form the personality of the individual. It has been so well said that - “Education is the manifestation of perfection already latent in man”. By constantly striving for excellence, man can attain the state of perfection and beatitude. A succinct definition of excellence has been explained by a seer thus-“Excellence means doing the little things well. Doing one thing a thousand percent better.” It denotes “all our attempts to experience sustained is more meaningful and valuable than doing a thousand things one percent better.” Improvement in all our endeavors. To quote the late Dr. Madhuri Shah, erstwhile Chairperson of the University Grants Commission of India. And The Sri Sathya Sai National Board of Education- “Life without this spark of excellence is burden and perhaps not worth its effort. In order to ensure that man leads his life with this motivation, it is necessary that he imbibes that spirit as an integral part of his personality. This can be achieved at any and every stage of life and has to emerge as the key element of education that should revolve around this focal point of Excellence.”

In conclusion, the following five points will summarize the aforementioned postulates:-

- * IN LIFE, MAN SEEKS TO ACCOMPLISH EXCELLENCE AND THUS SATISFY THE PRIME HUMAN ASPIRATIONS.
- * EXCELLENCE IS NOT COMPETITION WITH OTHERS WITH ONES

OWNS SELF.

- * EXCELLENCE IS AN ATTITUDE TO LIFE AND CAN BE IMBIBED.
- * THE ONUS OF INCULCATING AND DEVELOPING THIS ATTITUDE IS ON EDUCATION.
- * SCHOOLING FOR EXCELLENCE IS AN EDUCATIONAL PLAN DESIGNED TO ACHIEVE THIS PURPOSE.

RAMIFICATIONS OF EXCELLENCE

Integral excellence has three ramifications:

1. ACADEMIC EXCELLENCE
 2. ENVIRONMENTAL EXCELLENCE
 3. HUMAN EXCELLENCE
-
1. ACADEMIC EXCELLENCE
 - * OBJECTIVES
 - 1. To improve the academic content of teaching and learning.
 - 2. To cultivate and encourage the habit of competing with their own performance.
 - 3. To raise the average performance of the class.
 - 4. To enlarge the spectrum of awareness.
 - 5. To bring out the practical utility of each subject that is taught.
 - 6. To strengthen the language and comprehensive base.

BACKGROUND

The teacher, the student and the process form the triad of education. Bhagawan defines a Guru as one who possesses Guri, the kernel of knowledge and wisdom. In the days of yore, savants graduating out of the Gurukulas aspired for deserving pupils not to display their scholastic prowess and erudition or earn their living by teaching, but for the more sublime purpose of disseminating knowledge and sustaining the Guru-Shisya Parampara (Teacher- Taught tradition) thought a learning- oriented process. The Teacher is the source and inspiration of academic excellence. It is imperative on the part of every teacher to remember the

maxim-“I hear and forget, I see and remember, I do and understand” and thus make every class a participatory venture.

A good student should be taught to inculcate the traditional values of Shama, Dama, Upariti and Titiksha- Self control, Discipline, Keen Perseverance and Fortitude. Our students should learn to pray not only for themselves, but also for their parents and teachers as contained in the Vedic traditions such as sahanau yashaha sahanau Brahmavarchasam. Such is the eternal heritage of the scared Vedas- our priceless inheritance. Students who learn these mantras and imbibe their meaning will eventually learn to cultivate an inner bond of universal fraternity and the spirit of altruism. During the initial stages, student tends to cherish likes and dislikes with respect to subjects of study mainly due to the style and method in which the subjects are taught. By carefully observing each student and preparing copious lesson- plans, the practical application and utility of each subject can be highlighted and thereby harness the interest of the student in the subject concerned.

A teacher never teaches History, Physics or Economics. What is taught is the child. The process of Education is thus learning-oriented and not teaching or examination oriented. Even the evaluation of the child's progress is done through either components of assessment, which are more effective tools than the conventional examinations.

TECHINQUE

1. **EXPUNGE THE WORD “ROUTINE”**
2. **POPULARISE THE MAXIM 'I' TO WE**
3. **TEACHING AND LEARNING AIDS**
4. **ENCOURAGE QUESTIONING AND ENQUIRY**
5. **SELF ASSESSMENT ON TOPICS SUCH AS “ ME TODAY AND ME YESTERDAY”**
6. **QUIZ EXERCISES**
7. **USE OF LIBRARY**
8. **PRACTICE OF WRITING**
9. **REMOVING THE EXAMINATION PHOBIA**
10. **LESSON PLANNING**

For proper value-orientation while planning the contents of the lesson, three components must be considered as the cardinal values. Truth Goodness and Beauty- Satyam, Shivam and Sundram as illustrated below:-

Illustrative Lesson Plan to Teach About Trees

INGREDIENT	CONTENT
Truth (Satyam)	What is Nature? What is a Tree? Where is it found? What is it made of ? Various Species and Types of Tree- Stage of growth of a Tree- What is a Forest?
Goodness(Shivam)	Uses of wood such as Shade, shelter, Rain, Prevention of Deserts, Balance of Nature, Provides Oxygen During Day, Sources of Medicine
Beauty (Sundaram)	Object of Admiration, Home for Birds, Reminder of Seasons, Lesson of Growth Either Straight or Crooked, Beauty of Colours, Helps at Every Stage even when Cut.

AIMS AND OBJECTIVES OF LESSON PLANNING

1. To develop 'pride in work', which will lead to excellence
2. To create career interest and to inculcate work ethics and human values.
3. To improve Quality of Work life (QWL)
4. To insist on right methods, procedures and practices and development of skills and attitude through graded work exercises.
5. To explain implications if not done to specifications or if not rightly done, through case and effect relationship.
6. To give tasks having purpose, relevance and utility.
7. To define content, behavioral aspects and achievements.

The Plan to vocationalise the method of learning, which is executed through what is known as SUPW (Socially Useful and Productive Work) is realized by using model, charts audio- visuals, field visits and

programmed instructions. At different stages of their academic life, students learn various practical discipline in the following order:-

PRIMARY STAGE (I TO IV STANDARDS)	WORLD OF WORK
LOWER SECONDARY STAGE (V TO VIII STANDARDS)	VOCATIONAL GUIDANCE
SECONDARY STAGE (IX TO XII STANDARDS)	CAREER ORIENTATION

2. ENVIRONMENTAL EXCELLENCE

OBJECTIVE

1. Inculcating the conviction that Cleanliness is Godliness
2. To provide a clean, pure and healthy environment in the school
3. To make students conscious of their contribution in environmental purification and conservation.
4. To guide the students with lofty ideals such as Bend the Body, Mend the senses and End the mind

BACKGROUND

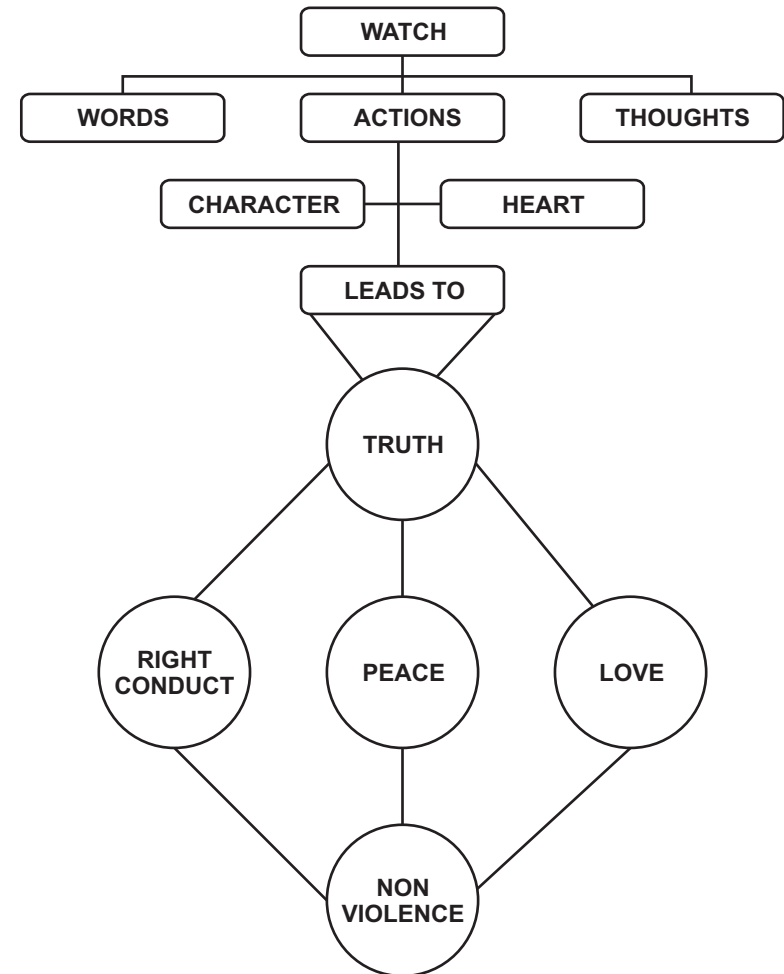
1. Environment is the Sum total of the propensities and actions of all individuals.
2. Developing a specific environment calls for eco-centric positive contribution from all quarters
3. Participation of students and teachers alike is the pre-requisite for Environmental Excellence.
4. Man and his environment both condition each other. Man is blessed with the faculty of discrimination and therefore enjoys a more dominant place.

TECHNIQUE

1. Physical amenities like whiteboard, chalkboard, audio-visual equipment, library, indoor and outdoor games, music and ECA room, Educative Recreation, Awareness Programs, Integrated Health Plan, Vocational Training and Assistance.
2. Project-We love our School
3. Project-We see 3Cs- Classroom, Compound and Corridor.
4. Project-I Love My Uniform

5. Periodical Medical Checkups
6. Annual Sports Meet
7. Extension and Service Activities (CDP- Community Development Program)
8. Self-Reliance Program (SRP).
9. Special Lecture and demonstration sessions on subject like:-
 - a. BODY IS THE TEMPLE OF GOD
 - b. SOUND MIND IN A SOUND BODY
 - c. MAINTAINING THE BODY MACHINE
 - d. CARE OF EYES, EARS, NOSE AND THROAT
 - e. IMPORTANCE OF CLEANLINESS.
 - f. WHAT TO EAT AND HOW TO EAT
 - G. PREVENTION IS BETTER THAN CURE
 - h. YOGASANA AND YOGA KRIYAS.
 - i. IMPORTANCE OF EXERCISE, REST AND SLEEP.
10. Displaying value oriented tents around the campus such as:-
 - * Far more important than the mark are the remarks that the students earn.
 - * If it is not easy to find happiness in ourselves, it is not possible to discover it elsewhere.
 - * Education is like a Bank on which the nation draws a cheque whenever it needs strong and reliable workers.
 - * Love as thought is truth, love as action is right conduct, love as feeling is peace, and love as understanding is non-violence.
 - * I have no yesterdays, Time took them away, Tomorrow may not be, but I have today.
 - * To talk with God, no breath is lost- Talk on to walk with God, No strength is lost, walk on wait on God, No time is lost, Wait on.
 - * Our Plans of life are not to get ahead of others, but to get ahead ourselves.

SRI SATHYA SAI BABA'S MESSAGE FOR IMBIBING HUMAN VALUES



All these integral items are taught and demonstrated by experts from the ranks of the Seva Dal and Women's Wing volunteers of the Sri Sathya Sai Seva Organisation as well as other adepts and resources persons.

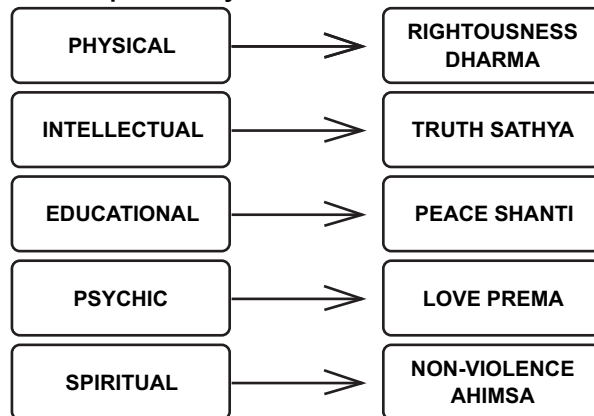
3. HUMAN EXCELLENCE

OBJECTIVES

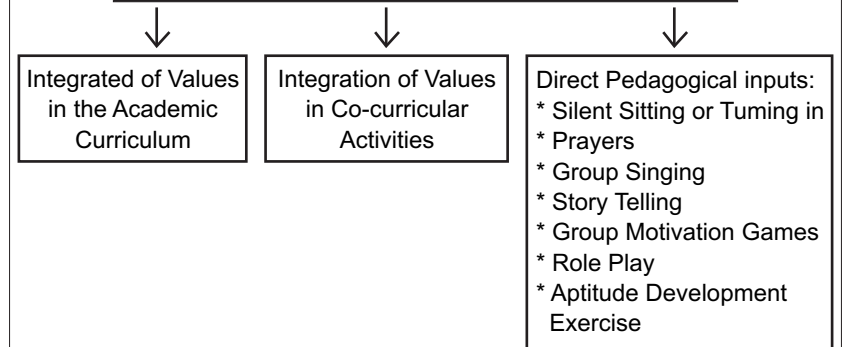
1. To enable integrated development of the student's personality
2. To inculcate a commitment for basic human values.
3. To promote cultivation of the sound habits and attitudes.
4. To make the best of the formative years of a child's personality.
5. To develop inner strength required for facing challenges of later life.

BACKGROUND

1. Human Excellence is a natural outcome of inculcation of basic human values.
2. Every child has the potential of blossoming human Excellence.
3. Man is remembered not for his self and position but for leading a life saturated with human values.
4. The authority and authenticity of communicating Education in Human Value (EHV) stems from the practice of value in one's personal life.
5. EHV is not another text book syllabus or a subject of pedantic value, but the very purpose of life.
6. Integration of the EHV Program with the Curricular and Co-curricular plan of the school, which caters to the five domains of the human personality thus:-



This will be achieved the following three fold strategy



THE TECHNIQUE

1. Training and Orientation of Teachers.
2. Use of Integrated Approach while imparting Knowledge about any Subject.
3. Introduction of Profile Card.
4. Parents Contact Program (PCP)
5. Parent-teacher Association Meetings (PTA)
6. Community singing
7. Celebration of cultural and religious festivals.
8. Observance of National events.
9. Conduct of Morning Assembly by the Students.

SL.NO	NAME	DESIGNATION	QUALIFICATION
1.	Mrs. Om. Kumari Pradhan	Principal	B.sc, M.Ed
2.	Mr.Vishwa V Limboo	TGT	B.A (English), B.Ed
3.	Mr.Yashpal Rai	TGT	M.com , B.Ed
4.	Mr. Tilak Bahadur Sunwar	TGT	M.sc, (Chemistry),B.Ed
5.	Mr Nardeep Chettri	TGT	MA (Maths) B.Ed
6.	Mr. Ghanashyam Roy	TGT	B.com, B.Ed
7.	Miss. Anupama Rai	TGT	M.A(Geog), B.Ed
8.	Miss. Pushpa Sunam	TGT	M.Sc (Zoology) ,B.Ed
9.	Miss. Jharna Tamang	TGT	B.A (Nepali) , B.Ed
10.	Mrs. Sarika Sangma	TGT	B.com, D.El.Ed
11.	Mrs. Srijana Basnett	TGT	B.A (English), D.El .Ed
12.	Mrs. Navdeep Kaur	PRT	B.A, B.Ed
13.	Miss. Manju Darjee	PRT	M.A (Eng), B.Ed
14.	Mrs. Saraswati Sherpa	PRT	B.A, D.El.Ed
15.	Mrs. Seema Shah	PRT	XII Pass, NTT & D.El.Ed
16.	Mrs. Aruna Pradhan	PRT	B.A, D.El.Ed
17.	Mrs. Sophia Parween Ansari	PRT	M.A (Eng), D.El.Ed
18.	Miss. Dhanmaya Chettri	PRT	B.A, NTT & D.El.Ed
19.	Mrs. Meera Rai	PRT	B.A, NTT & D.El.Ed
20.	Mrs. Binita Rai	PRT	B.A. (DIET)
21.	Mrs. Binita Gajmer	PRT	XII PASSED, NTT& D.El.Ed
22.	Mr. Suraj Pradhan	PRT	B.sc, D.El.Ed
23.	Mr. Dawa Sherpa	Comp. Teacher	B.A (Pol. Science) , BCA
24.	Mr. Roshan Pradhan	TGT	M.COM. B.Ed
25.	Mr. D.K Rai	FAO	B.A
26.	Mr. Suraj Tamang	Office Incharge	Sr.Sec (commerce)
27.	Miss. Saraswati Chettri	Hostel In charge (Girls)	Sr. Sec, D.El.Ed
28.	Mr. Swarap Tamang	Hostel Warden	Sr. Sec.
29.	Mr. Binod Rai	Accountant	B.Com
30.	Mrs. Bishnumaya Sharma	Peon	VIII Pass
31.	Mrs. Meera Thapa	Aya	VI Pass
32.	Mrs. Binita Rai	Safai Karmachari	V
33.	Mrs. Sunaina Rana	Aya	XII Pass
34.	Mrs. Lalita Gurung	Aya	VIII Pass
35.	Mrs. Yangee Sherpa	Aya	VIII Pass
36.	Mr. Dorjee Tamang	Bus Driver	VIII Pass
37.	Mr. Binod Kumar Chettri	Bus Driver	VIII Pass
38.	Mr. Diwakar Rai	Hostel Cook	VIII Pass
39.	Mr. Kesav Chettri	Bus Driver	XII Pass

OVERVIEW

The Sri SathyaSai Method of education more popularly known far and wide by the term Educare, has been convinced, inspired and taught by Bhagawan Sri SathyaSai Baba and is being successfully implemented in schools, colleges, universities and in the educational institutions run by the Sri Sathya Sai Organisation, Centres and Trust in more than 186 countries of the world. The Sri Sathya Sai Institute of Higher Learning at Prashanti Nilayam, Puttaparthi in the Anantapur District of Andhra Pradesh has been hailed by educationists and patrons of learning as a milestone in the realms of education and learning. The Institute of Sri SathyaSai Education in India and abroad are discriminating the Sai way of Education through a round-the year training and research program as well as vigorous implementation and practice of the doctrine of EDUCARE vouchsafed by Bhagawan.

Prashanti Vidya Mandir in Sikkim is deemed to be a temple of higher learning and excellence, which follows an integrated approach towards sculpting and moulding the children into paragons of knowledge, skills and virtues. Within the precincts of this Institute children can inculcate the five Ds -Duty, Discipline, Devotion, Dispassion and Discrimination. They will ultimately grow up into integrated personalities, physically robust; and sound in music, culture the arts and sciences and all that goes with human excellence. Consider yourself blessed that your child is in the rolls of this august Institution