RESEARCH METHODOLOGY

Any good piece of research should take it’s foundations from the conceptual background of its constructs. The previous chapter on related literature enabled the researcher to perceive that there are many exclusive studies regarding to Balvikas Educational Programme and to Sri Sathya Sai Education in Human Values Programme. The present study is taken up to study Sri Sathya Sai Baba’s philosophy of education with relevance to the present day educational system. The present chapter deals with the scope and limitations of the study, the title, operational definitions of the terms used, objectives etc of the present study.

Research Methodology

"Method is only in the abstract as logical entities that we can distinguish between matter and method. In reality they form an organic whole and matter determines analogously as objective determines means and content and spirit Determine style and form in Literature". (p. 29) -- M. Verma (2004)

Numerous researches were reported in the country where library research and content analysis were used to identify the educational philosophies of eminent individuals or certain educational systems. In the light of some previous researches in this area, where the studies were made through content analysis, the present study ‘A Study on the Educational Philosophy of Sri Sathya Sai Baba’ has done by content analysis method.
The analyzed content dealt with relationships and development of generalizations, principles or theories that have universal validity and it added knowledge to what is already known. The present study is a disciplined enquiry on Sri Sathya Sai Baba’s observations, propositions and practices in educational philosophy.

Bernard Berelson (1952) defined content analysis as a research technique for an objective, systematic and quantitative descriptive of the manifest content of communication. John Best (1959) identified content analysis as an approved research method for the studies of present nature. It is a systematic examination of recorded word for further classification and generalization of trends and priorities. John Best (1977) further said that content analysis, sometimes known as document analysis deals with the systematic examination of current records or documents as sources of data. As defined and described by Gelfo and Miller (1970) content analysis refers to the process of analyzing, classifying and quantifying data presented in written form.

The authenticity of documents and validity of the content are crucial to establish the trust worthiness of all data drawn from the documentary sources. The objective of content analysis is to convert ‘raw’ phenomena into data which can be treated essentially in a scientific manner. About the sample of content analysis, it is said that any written material must be considered as a sample. Content analysis or document analysis is a tool of descriptive survey method.

The process of this study involved investigating, recording, analyzing and interpreting the events of the present educational processes. The
qualitative data provided depth and detail that emerged through direct quotation and careful description. The extent of depth and detail varied depending upon the nature and purpose of the present study. Actual classification and organization began only after the copies were made. No formal or universal rules were followed in organizing the data in various units, patterns or categories. Indexing was done after several readings of the information or data. Qualitative data was studied and organized in order to discover inherent facts. The process of classifying or labeling various kinds of data and preparing a data index is the essential step in the organization of qualitative data. The research method covered subdivisions like historical, documentary, bibliographical, biographical, ideational, institutional and organizational.

According to content analysis, qualitative analysis of documentary material like historical research, deals with records that already exist. Library as a source for bringing together a collection of books, earlier analysis of assembled specimens like magazines and journals. Sources for analysis consisted of published materials such as newspaper accounts, text books, almanacs or speeches recorded in the congressional record, other written materials include biographies, magazines, films, books, and school board minutes etc.

**Procedure**

Content analysis was used to organize historical materials or quantify the written accounts obtained and processed to develop categories and assigned relevant captions. As per procedure, representative sample of the material was analyzed and classified. Most of the available books of the
Educational Philosopher, Sri Sathya Sai Baba were collected for the present study. The classification system involved the collection of content into a rational system. Contents with meaningful similarities were grouped together. Units of content, having greater similarity with other units of the same group were considered as a category. The content was classified and included in the selected categories. The number of categories was neither too large nor too small for the identification of meaningful differences. The categories adopted were related by some unifying principle. Care was taken about the above aspects in identifying the categories.

**Title of the Study**

“A Study on Educational Philosophy of Bhagawan Sri Sathya Sai Baba”

**Operational definitions of Key Words**

**Educational Philosophy** : The study of the fundamental nature of knowledge, reality and existence regarding education.

**Sri Sathya Sai Baba** : The revered spiritual leader who strived to establish Sanathana Dharma, the eternal religion and the founder of Educational Institutions ranging from primary school to University in which the human values are emphasized along with academics.

**Sample of the Study**

In laying out a satisfactory analysis outline, the data that is required in the total research design was clearly specified.

**Primary Sources**

The main content of Sri Sathya Sai Baba’s teaching was acquired from his talks, letters, discourses and discussions that were edited by
N. Kasthuri with Sri Sathya Sai Baba’s approval and published by the Sathya Sai Books and Publications Trust, Prasanthi Nilayam, Andhra Pradesh, India with relevant titles. Other primary sources are

- All the series of Sathya Sai Speaks published in 42 volumes.
- The Vahini series consisting of Bhagavata Vahini, Dharma Vahini, Vidya Vahini, Suthra Vahini, Upanishad Vahini, Prasanthi Vahini, Sathya Sai Vahini.
- Discourses in summer course compiled as “Summer Showers” series published by Sathya Sai Books and Publications Trust.
- Letters to the devotees, students dealing with values and directives for students.
- Sathya Sai Speaks on Education, a compilation of teachings of Sri Sathya Sai Baba on education.

**Secondary Sources**

The books, articles etc. which were written by other authors are treated as secondary sources. To cite a few,

- Four Volume Biography of Sri Sathya Sai Baba ‘Sathyam Sivam Sundaram’ - N Kasthuri.
- Two volumes of ‘Sathyam Sivam Sundaram’ - B N Murthy.
- ‘Sathya Sai Education in Human values’ - Lorain Burrows.
- ‘Discovering the Heart of Teaching’ - Lorain Burrows
- ‘Thapovanam’ - Jandhyala VenkateswaraSastry.
➢ ‘Educare for Parents, Teachers and Students’ – Dr. Hiramalini Seshadri and Dr. Seshadri Harihar.

➢ ‘Sai Baba’s Maha Vakya on Leadership’ – Dr. M L Chibber

➢ ‘Sai Chology’ - Anil Kumar Kamaraju.

➢ ‘Sathya Sai Education in Human Values’ - Dr. Viswanath P.Singh

➢ ‘Education in Human Values’ - Madhu Kapani.

➢ ‘Uniqueness of Swami and his Teachings’ - Adivi Reddy.

➢ Ninety Selected Commands of Sri Sathya Sai Baba- Kumara Singham Ratna Singham.

➢ Guide to Indian culture and spirituality- Kausalya Rani Raghavan.

➢ ‘Sathya Sai Parenting’ - Rita Bruce.

➢ ‘Sri Sathya Sai System of Integral Education: An overview’ - Sri Sathya Sai Students and Staff Welfare Society.

➢ ‘Gems of Wisdom - Grace J.McMartin.

➢ ‘Uniqueness of Swami and His Teachings’ - Dr. Adivi Reddy.

➢ ‘Universal & Practical Teachings of Bhagawan Sri Sathya Sai Baba’ - Anil Kumar Kamaraju.

➢ ‘Bhakthi and Health’- Dr.Mrs. Charanjit Ghooi.

➢ ‘Life, Death and Liberation’- Valentin.
Research Design

Objective 1: To study the Bio-sketch of Sri Sathya Sai Baba in depth.

Sri Sathya Sai Baba’s life is devoted to the following regular services:

- Educational services from 1st class to university courses including Ph.D at free of cost.
- Establishment and maintenance of super specialty hospitals, where best medical services are at free of cost.
- Water Projects.
- Need based services during natural calamities like earth quakes, floods etc to relieve the effected families and animals.
- Conducting medical camps, summer courses and other social service initiatives wherever necessary.

The above services can be briefly summed up as under:

![Figure 3.1: Services Rendered by Sri Sathya Sai Baba](image-url)
Objective II: To analyse the philosophy of life in view of Sri Sathya Sai Baba.

Figure 3.2: Sri Sathya Sai Baba’s Philosophy of life

Sri Sathya Sai Baba’s philosophy of life is embedded in the basic fundamental values – Truth, Righteous conduct, Peace, Love and Non-violence.
Objective III: To identify the educational philosophy as education for human values.

Figure 3.3
Sri Sathya Sai Institute of Higher Learning-Temple of Learning

Source: India Today, Special issue, 2011
The Model of Sri Sathya Sai Institute of Higher Learning can be represented as a ‘temple of Learning’ to which the foundation is the value–based integral education system referred by the Chancellor as ‘Educare’. Standing on this foundation there are two pillars which are forming the main structure of the temple, one is ‘Academics’ (secular) component and the other is ‘Character’ (spiritual) component.

Objective IV: To describe the educational programmes of Sri Sathya Sai Educational System at various stages.

Formal education services start with school education and go up to University education through Inter and degree college education. Irrespective of the level of education the common and the major feature is value orientation through curriculum.

Figure 3.4: Educational Programmes at various stages
Balvikas is non-formal education with seven key components – the five human values, the child, the Guru, the Parent, the Syllabus, the five Teaching Techniques and three wings of Sathya Sai Seva Organization. Research is a supportive and evaluative system to make Sathya Sai education dynamic and relevant to the needed changes; pre-sevadal is action oriented on understanding the purpose of life to extend services whenever and wherever required. Need based education extended by Sathya Sai Educational Institutions is Vidya Vahini project meant for rural areas in collaboration with Tata Consultancy Services; skills education starting with eligibility of 8th class and teacher education to meet the staff requirement to impart value-oriented education.

**Objective V**: To discuss the relevance of Sri Sathya Sai Educational System to the present education.

![Relevance of the Educare to the Present Day](image)

**Figure 3.5**: Relevance of Educare to the Present Day
Educare is inclusive of imparting education in academic, non-academic and spiritual aspects aiming at the development of learners with integrity for academic excellence and for human excellence.